

**SCHEDULE OF EVENTS
BOARD OF REGENTS MEETING
NOVEMBER 2007**

WEB PAGE ADDRESS: <http://www.mus.edu/>

WEDNESDAY, November 14, 2007

7:00 – 9:00 PM Regents Forum with Leadership Montana – Museum of the Rockies downstairs room
- Dessert and coffee

THURSDAY, November 15, 2007

7:00 AM Hospitality Room and Continental Breakfast for meeting participants – Strand Union Building Ballroom C

7:00 – 8:00 AM Regents, Commissioner, Presidents and Chancellors meet with Faculty Council – Strand Union Building Rooms 275/276

8:15 – Noon Administrative, Budget, and Audit Oversight Committee meeting – Strand Union Building Ballroom A

8:15 – Noon Academic and Student Affairs Committee meeting – Strand Union Building Ballroom D

Noon Lunch for all meeting attendees – Strand Union Building Rooms 275/276

12:15 – 12:45 PM Regents lunch with Classified Staff representatives – Strand Union Building Ballroom A

1:00 PM Full Board reconvenes – Strand Union Building Ballroom A

5:30 PM Reception for all meeting participants, Strand Union Building Ballroom C

6:30 PM Dinner at President Gamble's home for Regents, Commissioner Stearns, President Dennison, Chancellors, Deans Moe and Bingham, Community College Presidents, and their guests

FRIDAY, November 16, 2007

7:00 AM Board breakfast with local civic and business leaders – Strand Union Building Ballroom D

7:00 AM Hospitality Room and Continental Breakfast for meeting participants – Strand Union Building Ballroom C

12:15 to 12:45 PM Regents Luncheon with Student Representatives — Strand Union Building Ballroom D

1:00 PM Board reconvenes – Strand Union Building Ballroom A

2:15 PM Executive Session – Strand Union Building Missouri Room (if needed)

3:00 PM Tour of new Chemistry Building for all attendees.



MONTANA UNIVERSITY SYSTEM
Board of Regents

AGENDA

**Montana Board of Regents Meeting
Montana State University – Bozeman
Strand Union Building, Ballroom A
November 15-16, 2007**

Thursday, November 15, 2007

- 1:00 PM CONVENE – Strand Union Building Ballroom A.
- 1:05 PM Roll Call, Approval of Minutes, and Introductions.
- 1:10 PM Welcome and Comments by host President Gamble.
- Introduction of Kirk Miller, Superintendent of Bozeman Public Schools, Montana Board of Public Education member.
- 1:20 PM System Issues.

ACTION

Policy 301.5.5, Approval of Policy to Identify Equivalent Courses. **ITEM 137-107-R1107**

INFORMATION

- a. SB 16 update (6 mill levy) – Commissioner Stearns.
- b. Campus Reports.
 - Voluntary System of Accountability *College Portrait*.
- c. Enrollment Update – Tyler Trevor, OCHE.
- d. Meeting Schedule and locations for 2008 / 2009.

CONSENT

- a. Appointments to the Fire Services Training Advisory Council. **ITEM 137-2002-R1107**
- b. Appointments to Local Executive Boards. **ITEM 137-111-R1107**

BOARD DISCUSSION

- a. Student Loan Task Force report – Regent Barrett.
 - b. Summary of Listening Sessions – Commissioner Stearns and Mick Robinson.
 - c. Collaboration with K-12, and Kindergarten to College update – Steve Meloy, Linda McCulloch, Kirk Miller, Jan Lombardi, Sheila Stearns, and Regent Pease, Moderator.
 - d. Employee Recruitment and Retention followup – PEPB (Post-secondary Education Policy and Budget Committee).
- 5:00 PM RECESS.

Friday, November 16, 2007

- 8:30 AM Committee Reports and Action.
- a. Academic and Student Affairs.
 - b. Workforce, Research, and Economic Development. (Committee of the Whole)
 - c. Staff and Compensation. (Committee of the Whole)
 - d. Administrative, Budget, and Audit Oversight.
- 11:30 AM Student Reports.
- 1:00 PM RECONVENE.
- University Trust Lands Report – Tom Schultz, Department of Natural Resources and Conservation.
- Public Comment.
- Executive Session (if needed).
- 2:30 PM ADJOURN or on completion of business.
- 3:00 PM Tour of new Chemistry Building for all attendees.

Other than the meeting starting time, times listed are approximate. In addition, agenda items may be rearranged unless an item is listed as having a "time certain." Action may be taken on any item listed on the Board or Committee Agendas. Public comment is welcome on all items.

The Board of Regents will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate. Persons requiring such accommodations should make their requests to the Office of the Commissioner of Higher Education as soon as possible before the meeting to allow adequate time for special arrangements. You may call or write to: ADA Coordinator, P. O. Box 203201, Helena MT 59620-3201, 406-444-6570, 1-800-253-4091 (TDD)

MINUTES
Montana Board of Regents Regular Meeting
September 19-21, 2007

Thursday, September 20, 2007

The Meeting convened at 8:30 a.m.

Roll Call indicated a quorum present.

Regents Present: Lynn Hamilton chairman, Steve Barrett vice chair, Todd Buchanan, Clayton Christian, Lila Taylor, Janine Pease, Kerra Melvin, and Sheila Stearns *ex officio*.

Policy Advisor for Education Jan Lombardi represented Governor Schweitzer *ex officio*.

Absent Excused: Superintendent Linda McCulloch *ex officio*.

APPROVAL OF MINUTES

Motion by Regent Barrett to approve minutes of the July 2007 regular meeting and the August 2, 2007 conference call meeting passed unanimously.

Commissioner Stearns introduced Bill Macgregor, Director of Transfer Initiatives, Brad Eldredge, Director of Institutional Research, and Leah Tietz, Director of Workers Compensation, all in OCHE.

Student Regent Melvin introduced Kristiny Lorette, President of ASMSU-N, and President of MAS.

President Dennison introduced Provost Royce Engstrom of UM-Missoula.

President Hicswa introduced Shelly Weight, Dean of Academic Affairs at Miles Community College.

Chancellor Sexton introduced President Mace of Rocky Mountain College, and Jack Coppins, Superintendent of Public School District 2. He also announced that Stacy Klippenstein, Vice Chancellor for Student Affairs just completed his doctoral program.

SYSTEM ISSUES

INFORMATION

a. Concept Review; MSU-Bozeman: International Education Opportunity.

Dubai of the United Arab Emirates has solicited a partnership with MSU-Bozeman to offer a series of two-year degree programs in Information Technology, Computer Science, Computer Programming, and Business/Management/Accounting. These would be for workforce development as well as transfer. MSU-Bozeman will control the curricula which will be delivered on-site and on-line. It is possible that the on-line programs will be available to other students as well. Degrees will be awarded by MSU-Bozeman. All costs will be financed by the UAE. MSU-Bozeman will bring the full proposal to the Board at the January 2008 meeting for approval.

b. Postsecondary Education Policy and Budget Committee Agenda outline (PEPB).

PEPB is a sub-committee of the Education and Local Government Committee. Members are: Senators Bob Hawks and Jim Peterson, Representatives Robin Hamilton and Bob Lake, Regents Steve Barrett and Clayton Christian, and Jan Lombardi from the Governor's Office, staffed by Alan Peura, and Eddy McClure as Legislative Counsel.

First meeting is September 25:

- Review PEPB Work plan
- Review strategies and missions of two year education
- Per Legislative directive of 2007 review access to dental education in Montana
- Review and reaffirm Shared Policy Goals which comprise a large part of the Board of Regents Strategic Plan
- Accountability Measures to be developed and approved
- Transferability
- Distance education
- Student Assistance
- CAP (College Affordability Program)

- Review funding formula
- Bitterroot Valley CC
- P-20 Policy and Budget issues
- Strategic Role of 2-year Education
- 2011 Biennial Budget and accountability measures included in that budget

c. 6 mill levy update.

Commissioner Stearns indicated development of civilian leadership (non-state employees) on this issue is underway. A committee will be in place by November or December 2007.

d. Campus written Reports.

There were no comments on this item.

CONSENT

Appointment of Members to the Fire Services Training Advisory Council; MSU-Bozeman. **ITEM 136-2004-R0907**

Motion by Regent Barrett to approve passed unanimously.

BOARD DISCUSSION

Regent Hamilton introduced Victoria Clark of the Bitterroot Valley CC. Ms. Clark introduced Debra Rogala, Chair of Trustees Elect for the Bitterroot Valley CC.

Following a 15 minute recess, the meeting reconvened at 10:15 a.m.

MUS Directions:

Lumina Foundation survey on how public and parents look at higher education across the country found:

- Higher Education is a fundamental necessity
- Higher Education received high grades - worth the cost
- Colleges and Universities are teaching students what they need to know
- Widespread concern about college loans
- Opportunity to attend college is being threatened
- Sense of urgency for higher education reform is diminished by:
 - Despite rising costs, many believe those who really want the education can somehow get it
 - Most believe effort by students is more important than kind of school they attend
- Most parents are very worried about paying for college but believe they will find a way to do it
- All minority parents, including high income, are disproportionately concerned about lack of opportunity for qualified students
- Public opinion on higher education is "the bloom is off the rose" (growing warning signs of public discontent with higher education)
- Majority of public do not believe colleges need to choose between maintaining quality, extending access, and holding down costs
- Americans prefer reforms that do not sacrifice quality or limit access
- Community conversations highlights.
 - Many people, even students, are unaware of what the College Affordability Plan is
 - MUS does not communicate adequately with public on workforce development
 - K-12 collaboration needs to be strengthened
 - Believe on the right track with distance education
 - Funding for colleges and universities is not well understood by the public, faculty and staff

Plan 2010 progress.

- Topics for Discussion
 - Dramatically ease transferability
 - Remove regulatory obstacles for dual enrollment
 - Manage enrollment to stabilize under-utilized units – loosen tie between funding and FTE
 - Expand enrollment of non-traditional students – expand e-Learning
 - UM and MSU campuses should use a shared approach to recruit non-resident students
 - Strengthen two-year college connections
 - Examine credibility of name change for colleges of technology

- Promote honors programs for all two-year colleges
- Re-examine connection between MSU-Northern and Great Falls-College of Technology
- Consider renaming UM College of Technology
- Continue tuition cap for community/regional two-year education for two more years. Add three community colleges to extended tuition freeze for 2011 biennium
- Strategic tuition increases at six four-year+ units
- Implement recruitment/retention plan
- Consider establishing a MUS Foundation for public communication

Regent Pease reported that the K-C Task Force has met several times this year and set forth four areas of work for the next 18 months.

The priorities set forth are:

- 1) Implement a single system for educational data – OCHE will take the lead
- 2) Clarify connection between high school exit standards and colleges admission standards – OPI will take the lead
- 3) Adopt overarching dual enrollment policy statewide, establishing methods for developing, implementing, and monitoring dual enrollment in Montana post-secondary institutions – BPE will take the lead
- 4) Set reasonable but ambitious annual targets toward meeting 100% high school graduation, and provide incentives to schools for meeting them

Discussion points made:

- Name change for two year campuses might be superficial fix
- Keeping enrollment high may not be the best goal
- Rather than lowering the playing field, MUS should be raising the bar
- Rethink the funding model
- Listening sessions are suggesting that access and affordability are not the biggest issues, but rather effectiveness, efficiency, and quality
- Restructuring created collaboration to promote both quality and efficiency
 - Community colleges were not brought in sufficiently to better benefit Montana
- Mixing quality of students jeopardizes success of all students on a campus
- Need a plan at the system level that helps students succeed
- Economy is changing rapidly – system has inertia in dealing rapidly with changes
 - Necessary to balance responsiveness to industry with duplication of programs
 - Industry is starting to question how many programs they will need to support
- Montana's population is not as mobile as other states – low income
 - Eastern Montana is more place bound
- Need to change attitude – people from China and other far places come to this country for education – Montanans need to realize may have to move for college and then go back home
- Must make the link for K-12 that these skills articulate not only to college, but to the work force
 - If the link is not made, remediation will be ongoing
 - Long term family educational planning must begin in kindergarten
 - By third grade children must be able to read at level or it is usually too late
- "Grave error" to push the two-year side of higher education and not the graduate side – direct relationship in economic development with the graduate side – industry cannot import graduate students because they go elsewhere
- Problem with declining demographics of high school graduates
- Should learn to say no to prevent bad situations in the future – stop being all things to all people
- Must keep perspective on debt for education vs. same debt for consumer products

Recommendations:

- Help students make better decisions based on a better match of campus to particular skills and needs
- Review the current allocation model and find ways to help students make better decisions through the allocation of system resources:
 - Sharing of resources when collaborating
 - FTE has driven the funding model and created big problem
 - Request OCHE to provide options available on funding model and how they interplay with decisions before proceeding
- Board should grapple with role of two-year education and make it a more significant piece of higher education
 - Transferability – access to 2-year and dual enrollment – attitude is 2-year education is inferior – if system says it transfers, it must transfer - need to solve now
- 180 high schools in Montana with their own trustees – COMMUNICATE - unless they learn what is needed, the 30% remediation rate will not change
 - K-12 has its own system and MUS has its system – MUS needs to go to K-12 board meetings – school boards don't know there is a gap between what they are producing and what is needed in higher education –

- should not need to be remediated in college – if high school had to pay for remediation it would change
 - Faculty can connect with high school boards
 - Bridge courses and programs between high school and college
 - Discussion must include K-12 sector, Legislature, and the Governor's Office
 - Join ACHIEVE and American Diploma Project to align high school curriculum with college entry – 30 other states have done it - then talk to all 180 high school boards
 - Consider partnering with Adult Basic Education system – door for many adults who want to go to college
 - Ways to deal with challenge of place-bound:
 - Distance delivery
 - Block delivery of program taken to community
 - Load equipment and technology in a truck to spend a specified amount of time in a community to deliver a program – meet need and move on
 - New focus could be:
 - Participation rates of 22 – 45 year old sector – Montana is 41st in nation for participation - they don't know higher education is for them
 - Those who did not graduate from high school or received GED
 - College graduates with desire to obtain a new degree after several years
 - Pick two or three things to work on – let the others wait

Following a 15 minute break, the meeting reconvened at 11:35.

STUDENT REPORTS

The following students reported:

- Kristiny Loretz, President of ASMSU-N, and President of MAS
- Steve Olig, Vice President ASMT, for President Chris Mjelde
- Dustin Leftridge, President ASUM
- Tiffani Fehlmann, President ASMSU-B
- Tegan Molloy, President ASMSU
- Roy Tidzel, President ASMCC
- Linda Pattengale, Senator ASUM-W for Taylor Nahrgang, President

Meeting recessed at noon for lunch.

Meeting reconvened at 1:10 p.m.

Commissioner Stearns announced the Governor's Award for Excellence in Performance was received by the GEAR UP team in OCHE.

COMMITTEE REPORTS AND ACTION

Workforce, Research, and Economic Development Committee Report

ACTION

Research Agencies Equipment Funding. ITEM -136-120-R0907

Motion to approve by Regent Taylor passed unanimously.

Academic and Student Affairs Committee Report

Item a. of Information was taken out of order.

INFORMATION

a. Update on student loan issues.

Commissioner Stearns introduced Montana Deputy Attorney General Pam Bucy, who presented the report on the student loan industry in the state of Montana. The report is available on-line at <http://www.doj.mt.gov/news/releases2007/20070927studentloansurvey.pdf>.

In summary, there were no abusive practices found in Montana and Montana has a clean bill of health on this issue.

Results of the formal inquiry into the student loan business in Montana:

Other states comparators:

- The most egregious activity was kickbacks from lenders to institutions. That does not happen in Montana.
- Preferred lender lists are very limited, sometimes to one or two lenders. Others with preferred lender lists

that appear long actually have one lender that is set up to take all of the loans. Montana has extensive preferred lender lists with MSU-Bozeman listing 63 and UM-Missoula listing 69.

- A few financial aid officers elsewhere have such conflicts of interest as owning stock in preferred lenders, sitting on lender advisory boards, and accepting trips from preferred lenders. None of these conflicts exist in Montana.
- Lenders have sent lender personnel to staff campus financial aid offices. This does not occur in Montana.
- There were quid pro quo opportunity loans for high risk students – with the loss being paid by other students through higher service fees and rates. This does not happen in Montana.

Recommendations to Montana institutions:

- Campuses should prepare comprehensive guidelines on the criteria used to add or delete lenders from the preferred list.
- Campuses should note somewhere on their web sites that students can use lenders not on the preferred list.

Pam Bucy cautioned that higher education is a small group of people in Montana which makes the risk of conflict of interest very high. All the groups are interconnected, with Regents sitting on the Boards of both SAF and MHESAC. So many hats are worn by individuals that some effort should be made to lessen the risk of losing sight of where their fiduciary responsibility belongs with each position. Efforts should be made to distinguish the roles of each group. She did find that MHESAC offers the best rates in the country to Montana students.

The Commissioner will provide the Regents with a report on the fiscal responsibility the Board holds for SAF and MGSLP.

Bruce Marks, Director of MGSLP, reported that due to federal changes, revenue for lenders will be reduced, but Pell Grants are going up. Their loan default rate has recently dropped to 2.8%.

Workforce, Research, and Economic Development Committee Report

CONTINUED

INFORMATION

- a. Strategic Directions- Emerging Trends & Issues Related to 2 Year Education.

Presentation made in Committee. There were no questions on this item.

- b. An Historical Perspective on Two-Year Postsecondary Education in Montana: “Where Do We Go From Here?” — Prepared by Postsecondary Education Policy and Budget Subcommittee.

Presentation made in Committee. There were no questions on this item.

- c. Montana Economic and Workforce Update.

Brad Eldridge, Coordinator of Institutional Research, OCHE provided a synopsis of the state *Labor Day Report 2007* with main point being the tight labor market in Montana.

Academic and Student Affairs Committee Report

CONTINUED

ACTION

- a. Exception to Policy 301.12, Aviation Technology, UM-Helena.

ITEM 136-103-R0907

Motion by Regent Hamilton to approve Item a. passed unanimously.

- b. Compliance report on Policy 301.12, Undergraduate Degree requirements. **ITEM 136-104-R0907**

Motion by Regent Hamilton to approve Item b. passed unanimously.

- c. Recommendation on College Preparatory Program exemptions. **ITEM 136-106-R0907**

Regent Barrett supported this item.

Regent Pease expressed concern over this item.

Motion by Regent Hamilton to approve Item c. passed 6-1 with Regent Pease opposing.

Level II Items

d. Minor in Health Communication, MSU-Billings. ITEM 136-2701-R0707

Motion by Regent Hamilton to approve Item d. passed unanimously.

e. Certificates of Applied Science in Network Infrastructure and EMT – Intermediate 99, MSU-Great Falls COT. ITEM 136-2851-R0707

Motion by Regent Hamilton to approve Item e. passed unanimously.

f. Bachelor of Science in Athletic Training, UM-Missoula. ITEM 136-1002-R0707

Motion by Regent Hamilton to approve Item f. passed unanimously.

g. Department of Educational Leadership and Department of Counselor Education, UM-Missoula. ITEM 136-1003-R0707

Motion by Regent Hamilton to approve Item g. passed unanimously.

h. Montana Center for Work Physiology and Exercise Metabolism, UM-Missoula. ITEM 136-1004-R0707

Motion by Regent Hamilton to approve Item h. passed unanimously.

i. The College of Letters, Sciences, and Professional Studies, Montana Tech-UM. ITEM 136-1503-R0707

Motion by Regent Hamilton to approve Item i. passed unanimously.

j. Certificates of Applied Science in Bookkeeping, Small Business Entrepreneurship Technology, Computer Assistant, Carpentry, Machine Tool Technology, Welding Technology, and Office Assistant, UM-Helena COT. ITEM 136-1901-R0707

Motion by Regent Hamilton to approve Item j. passed unanimously.

k. Associate of Applied Science degree in Electrical Technology, Flathead Valley Community College. ITEM 136-301-R0707

Regent Hamilton brought forward from committee a motion for approval of Item k.

Discussion indicated:

- FVCC started working with business and industry in 1997 on this project
- They reached agreement with the Department of Labor in 2005
- Program was listed as a priority in career clusters
- FVCC obtained equipment through the competitive grant process
- This program duplicates the program at MSU-N
- FVCC already has a certification program which gets students into the workplace
- The Commissioner's office recommends against approval of this item
 - Montana has a limited number of students
 - These programs are equipment intensive
 - This is an apprenticeable program
 - Campuses have promised repeatedly that they will not duplicate apprenticeable programs
 - MSU-Northern broke new ground with these kinds of programs, and its creativity should be rewarded by giving its electrical program some protection
- The Regents face a paradox in responsiveness to industry versus non-duplication of programs

Public Comment:

Pat Weiss, Governor's Economic Development Office, spoke in support of the item.

Mark Maki, Department of Labor, spoke in support of the item.

Motion to approve passed on 5-2 vote with Regents Hamilton and Taylor opposing.

Regent Hamilton reported a student had testified before the Committee encouraging recognition of the Native American Studies minor.

Following a 10 minute break, the meeting resumed at 3:20 p.m.

INFORMATION continued

b. Preview of admissions/placement/remediation policies.

The mathematics proficiency standard will be revised from 18 on the ACT to 21 or 22 on the ACT. A provisional standard will be incorporated into the policy. The mathematics proficiency standard and the writing proficiency standard comprise the new remediation policy. This package will be shared with the campuses for input, as well as the K-12 community for their information. After further revision, the policy will be brought back to the Board for approval.

c. Teacher education accreditation.

MSU-Bozeman is considering moving their teacher education program from NCATE (National Council for Accreditation of Teacher Education - <http://www.ncate.org/>) accrediting group to TEAC (Teacher Education Accreditation Council - <http://www.teac.org/>), a new accrediting group. There are some concerns about the differences in standards and the effects on students. Those with concerns are urged to contact MSU-Bozeman.

d. Indian Education for All: MSU-Bozeman's recent grant.

This information will be available on MSU's website.

e. Distance education initiatives from the OCHE/campus match program.

Tom Gibson, OCHE gave an overview of his report and thanked the campuses for their efforts in on-line learning.

f. Update on nursing programs

1. Recent decisions by the State Board of Nursing.

Concerns of the State Board of Nursing on the Missoula College of Technology and the Helena College of Technology campuses for the 2 year RN programs based on the model nursing curriculum:

- No qualified Director of nursing in place
- Requisite number of, and qualifications for nursing faculty
- Missoula given go ahead by State Board
- Helena postponed its program for a year
- State board may have concerns with model curriculum

2. Report on Practical Nursing at Flathead Valley Community College.

Approval of FVCC PN curriculum in January was conditional due to three of their pre-nursing courses in the program being out of compliance with the model curriculum. They were to return to this meeting to show they are now in compliance. However, based on discussions they are still out of compliance and need to work with OCHE to get in compliance.

CONSENT

Level I memorandum.

Motion by Regent Hamilton to Accept Level I approvals passed unanimously.

Staff and Compensation Committee Report

ACTION

Multiple-year contracts for non-tenure-track faculty; revise BOR Personnel Policy 711.3. **ITEM 136-105-R0907**

Committee sent this item back for revisions. It will be on the Agenda for the November 2007 meeting for Board approval.

INFORMATION

Report from the Recruitment and Retention Task Force.

Kevin McRae, OCHE, provided a synopsis of the report. Recommendations of the Task Force are:

- Active salary planning in executive budgeting process
- Enhanced benefits in dependent partial tuition waiver

- Assist with housing costs
- On-campus or near-campus child care
- Increased support of graduate programs
- Better summer session support
- Continued enhancement of employer contribution to ORP
- Faculty Start-up packages
- Merit pay
- Better conditions and contract terms for non-tenure track faculty
- Employment opportunities for qualified spouses
- Phased retirement options
- Seasonal work opportunities
- Enhanced training
- Flexible work schedules

The Recruitment and Retention Task Force unanimously agreed that the MUS needs to address retention and recruitment difficulties immediately to avoid future problems of hiring.

Regent Christian recommended starting with an incremental process to address the recommendations.

Public Comment: the following spoke in support of the recommendations in the report:

- Eric Burke, MEA-MFT
- Shannon Taylor, MSU Faculty Senate
- Sarah France, Classified Staff Council

CONSENT

Staff Items

- a. Staff: OCHE. **ITEM 136-100-R0907**
- b. Staff: UM-Missoula. **ITEM 136-1000-R0907**
- c. Professor Emeritus of Education, L. Dean Sorenson: UM-Missoula. **ITEM 136-1001-R0907**
- d. Professor Emeritus of Education and Home Economics, Audrey Peterson: UM-Missoula. **ITEM 136-1002-R0907**
- e. Professor Emeritus of Education and Home Economics, Marlene Bachmann: UM-Missoula. **ITEM 136-1003-R0907**
- f. Professor Emeritus of Forest Biometry, Hans Zuuring: UM-Missoula. **ITEM 136-1004-R0907**
- g. Professor Emeritus of Wildland Recreation Management, Stephen F. McCool: UM-Missoula. **ITEM 136-1005-R0907**
- h. Staff: Montana Tech-UM. **ITEM 136-1500-R0907**
- i. Staff: UM-Western. **ITEM 136-1600-R0907**
- j. Staff: MSU-Bozeman. **ITEM 136-2000-R0907**
- k. Staff: MSU-Billings. **ITEM 136-2700-R0907**
- l. Staff: MSU-Northern. **ITEM 136-2800-R0907**
- m. Staff: MSU-GF CoT. **ITEM 136-2850-R0907**

Motion by Regent Christian to approve Items a. – m. passed unanimously.

Labor Agreements

- a. Montana Public Employees Association. **ITEM 136-108-R0907**
- b. Printers and Communication Workers Union. **ITEM 136-109-R0907**
- c. Plumbers and Pipefitters. **ITEM 136-110-R0907**
- d. Pacific Northwest Council of Carpenters. **ITEM 136-111-R0907**
- e. Montana District Council of Laborers. **ITEM 136-112-R0907**
- f. International Brotherhood of Electrical Workers. **ITEM 136-113-R0907**
- g. Maintenance Painters Union. **ITEM 136-114-R0907**
- h. AFSCME (Miles City). **ITEM 136-115-R0907**
- i. Vocational Technical Educators of Montana. **ITEM 136-116-R0907**
- j. Operating Engineers (Bozeman motor pool). **ITEM 136-117-R0907**
- k. MSU–Billings Faculty. **ITEM 136-118-R0907**

Motion by Regent Christian to approve Items a. – k. passed unanimously.

Administrative, Budget, and Audit Oversight Committee Report

Regent Barrett indicated the combined system budget which would be considered the following day is in the amount of

\$1.18 billion, which is a \$60 million increase over the previous year. The state portion of the budget accounts for \$200 million of the \$1.18 billion. The University System leverages state funds five times in order to operate. The system serves a head count of 40,000 to 50,000 students and employs a head count of about 10,000.

- a. Office Building Lease for Grant Funded Programs; MSU-Bozeman ITEM 136-2001-R0907
Motion by Regent Barrett to approve Item a. passed unanimously.
- b. Short Term Loans for Continuation of Multi-Year IT Infrastructure Replacement Plan; MSU-Bozeman. ITEM 136-2003-R0907
Motion by Regent Barrett to approve Item b. passed unanimously.
- c. Campus Parking Permit System; UM-Helena. ITEM 136-1901-R0907
Motion by Regent Barrett to approve Item c. passed unanimously.
- d. College Savings Bank InvestorSure CD. ITEM 136-102-R0907
Regent Buchanan expressed reservations about using this type of investment tool.
Motion by Regent Barrett to approve Item d. passed 6-1 with Regent Taylor opposing.
- e. Governor's Postsecondary Scholarship Program, Policy 501.3. ITEM 136-101-R0907
Motion by Regent Barrett to approve Item e. passed unanimously.
- f. Annual Tuition and Fees for eLearning, Policy 940.20. ITEM 136-119-R0907
Public Comment:
Unnamed student supported the item.
Regent Taylor requested a report from the campuses in the fall of 2008.
Motion by Regent Barrett to approve Item f. passed unanimously.
- g. Exchange of Lots Adjacent to the North Campus; Montana Tech-UM. ITEM 136-1502-R0907
Motion by Regent Barrett to approve Item g. passed unanimously.

INFORMATION

- a. Audit Reports.
An audit report in OCHE will be forthcoming at the November 2007 meeting.
- b. Montana University Research and Education Network.
The last Legislative session provided funding for dark fiber acquisition by the University System. Certain definitions limited the use of this fiber and rather than compromise the University System, they probably will not use the funding, and will review other funding sources.
- c. Response to Report from Agriculture Review Panel; MSU-Bozeman.
 - Long term issues
 - MSU agreed with recommendations except for a specific lobbyist for agencies
 - One recommendation is for OCHE to address the overhead costsThe Board will re-address this item at the November 2007 meeting.
- d. FYE 2007 Negative Fund Balances Report – Frieda Houser, OCHE.
Deferred to Friday morning Budget discussions.
- e. FYE 2007 Outstanding Debt Report.
The system is in an appropriate position on payback sources for outstanding debt. The committee accepted the report.

- f. South Campus Master Plan; UM-Missoula – President Dennison, UM.

Regent Barrett summarized the process UM followed on this plan. There were several opportunities for the community members to comment and make recommendations in the process. This item will come back to the board at the November meeting for approval.

The Presentation will be sent to all Regents by President Dennison.

- g. Campus Peer Comparative Information.

This information will be sent to all Regents by Mick Robinson, OCHE.

CONSENT

- a. Foundation Operating Agreement; UM-Western. ITEM 136-1601-R0907
b. Expend Reverted Appropriations; UM-Western. ITEM 136-1602-R0907
c. Student Computer Fee Allocation; MSU-Great Falls. ITEM 136-2851-R0907
d. Student Equipment Fee Allocation; MSU-Great Falls. ITEM 136-2852-R0907
e. Construct “Think Tank” Coffee Shop; UM-Missoula. ITEM 136-1007-R0907
f. Data Center Remodel Project; Montana Tech-UM. ITEM 136-1501-R0907

Motion by Regent Barrett to approve Items a. – f. passed unanimously.

Public Comment

There was no public comment.

The meeting recessed at 4:50 p.m.

Friday, September 21, 2007

The meeting convened at 8:35 a.m.

- a. MUS Financial Data Warehouse Presentation.

Mick Robinson, OCHE on behalf of the Board of Regents, awarded Certificates of Appreciation to the following individuals who worked long and hard on the development of the Data Warehouse.

UM-Missoula

Brenda Avery
Julie Cannon,
Tom Domingo
Steve Henry
Karen Hunt
Rosi Keller
Val Lockridge
Mac McComas
Karen Moore
Diane Norem
Gary Tretheway
Peter Weckesser

MSU-Bozeman

Kathy Attebury
Sheron McIlhattan
Kevin Ward

Montana Tech of UM

Marlene McMillan

MSU-Billings

LeAnne Anderson

Rosi Keller, UM-Missoula demonstrated the Data Warehouse, highlighting its capabilities. Among its many tools, are a handbook that outlines commonality with a search function, and rapid creation of reports based on any number of criteria.

- b. Operating Budget Presentation and Approval.

Mick Robinson, OCHE advised the operating budgets before the Board for approval are in the amount of \$1.18 billion. Frieda Houser, OCHE, the Community Colleges, and System Campuses presented their budgets.

- Due to changes at federal level, GSL will probably lose \$1 mil in revenue each year beginning October 2007
- MUS owns 66% of all state facilities and deferred maintenance is under-funded
- Unemployment Insurance has increased 80% over the past several years (30% during the past year) due

to statewide increases at some small campuses

- Discussion of pros and cons of bringing community colleges into MUS worker comp program – apparently no statutory restriction on including them
- Textbooks can be 25% of cost of education
- Rethink non-resident tuition for competitiveness
- Through good stewardship, work to change OTO funding to permanent part of budgets

Following a 15 minute break, the meeting reconvened at 10:45 a.m.

Motion by Regent Christian to approve Operating Budgets approved unanimously.

The Board recessed at 12:20 p.m. and went directly into Executive Session.

The meeting adjourned at 1:00 p.m.

Posted on

October 16, 2007

(Date)

Approved by the Board of Regents on

(Date)

Sherry Rosette
Board Secretary

Lynn Morrison-Hamilton
Board Chair

The next Board meeting will take place on November 15-16, 2007 at MSU-Bozeman.



MONTANA UNIVERSITY SYSTEM

MINUTES Montana Board of Regents Meeting CONFERENCE CALL

Tuesday, October 16, 2007

11:00 AM – 1:30 PM

The meeting convened at 11:00 a.m. by teleconference.

Roll Call indicated a quorum present.

Regents Present: Lynn Hamilton Chair, Steven Barrett Vice Chair, Todd Buchanan, Clayton Christian, Kerra Melvin, Janine Pease, Lila Taylor, and Commissioner of Higher Education Sheila Stearns *ex officio*. Policy Advisor for Education Jan Lombardi represented Governor Schweitzer *ex officio*. Deputy Superintendent of Public Instruction Bud Williams represented Superintendent Linda McCulloch *ex officio*.

Regents Absent: None.

Others Present: President Dennison, Dr. Teresa Branch, Mick Hanson, and Jim Foley, all of The University of Montana-Missoula; Rachel Stagg from U.S. Senator Jon Tester's office; Craig Roloff, Leslie Taylor, and Brandi Payne, all of Montana State University-Bozeman; Mick Robinson, Cathy Swift, Bruce Marks, and Sherry Rosette, all of Commissioner Stearns' office; Alan Peura, legislative staff; Jim Stipcich, Jolene Selby, Lowell Wollitz, Don Oliver, Dennis Doherty, Scott Todorovich, Kelly Chapman, Simon Poole, and Sharon Eslick, all of the Student Assistance Foundation; David Ewer, Jan Lombardi, Ann Brodsky, and Suzan Scott of the Governor's Office; Chuck Johnson of Lee Papers; Gail Schontzler of the Bozeman Chronicle; and Seamus O'Neill, Tom Vander Molen, and Joe Mazurek.

System Issues.

BOARD DISCUSSION and ACTION

1. ITEM 137-101-C1007: Authority to Apply for Permit for Reserved Channel Non-Commercial Educational Broadcast Station as Established Local Applicant, Montana State University-Bozeman.

Regent Taylor moved approval. Motion passed unanimously.

2. Regents' Role in Student Loan Process

Commissioner Stearns introduced this item as one to provide information about the student loan program and the risks to the board of regents arising from the loan and business obligations of the Guaranteed Student Loan Program (GSL), Student Assistance Foundation (SAF) and Montana Higher Education Student Assistance Corporation (MHESAC). Cathy Swift, Chief Legal Counsel, provided information about: (1) GSL; (2) the Board of Regents' role with regard to MHESAC and SAF; (3) the risks to the state and Board of Regents of MHESAC bond sales; and (4) the changes in the Higher Education Budget Reconciliation

Act of 2007. After each section, the regents and others asked questions and engaged in discussion.

a. The Board of Regents role as a guarantor of federal education loans relative to SAF and MHESAC.

The Board of Regents (BOR), acting through GSL, is the state guaranty agency under the Federal Family Education Loan Program (FFELP), under which the federal government guarantees student loans against default. Up to 99% of these student loans are guaranteed by the federal government; the remaining amount is the obligation of the lender if the student defaults. Neither the State of Montana nor the BOR bears the risk of defaults on student loans.

Virtually any licensed or certified financial institution may be a lender if it meets the requirements of FFELP; MHESAC is the largest lender in Montana. As a guarantor, GSL earns revenue through its agreement with the DOE as well as through the collection of defaulted loans. These earnings are used: (1) in default prevention and default resolution programs; (2) to administer student financial-aid related programs; and (3) for cash grants to campuses for student assistance.

b. The role of MHESAC and SAF

The organization and governance of MHESAC and SAF was discussed and the ways in which GSL is involved with these two nonprofit corporations. GSL is primarily involved with MHESAC through its role as guarantor of student loans. GSL rents office space from SAF and purchases IT services from SAF in accordance with negotiated, written contracts. SAF provides loan counseling services on campus. Three regents sit on each board and the commissioner of higher education and two university system employees act as officers of these corporations.

c. Risks and obligations of the State of Montana and Board of Regents for taxable and non-taxable debt incurred by SAF and MHESAC.

MHESAC sells bonds in order to finance the purchasing of student loans; this is in accordance with its business plan. The earnings from these loans are funneled back into student assistance programs in Montana. Legal counsel for the BOR does not believe that the State of Montana or the BOR has any possibility of becoming obligated on these bonds, either legally or morally. This conclusion is based on state law, the terms of the bonds, and express statements on all the bonds that they do not constitute legal or moral obligations of the state of Montana or the BOR. MHESAC Director Mark Semmens noted that the bonds are asset-backed bonds, clearly limited to the specific security, and being sold to sophisticated institutional buyers who look at bond ratings. He noted that the MHESAC bonds are rated higher than the state of Montana's bonds.

Office of Budget and Program Planning Director David Ewer expressed concerns other than financial risks. The catalyst for his concern was MHESAC's recent proposed taxable bond issue to finance the purchase of \$900M in student loans. He is concerned about risks arising from market reaction to MHESAC's large

ITEM 137-107-R1107

Approval of Policy to Identify Equivalent Courses

THAT:

The Board of Regents of Higher Education approves a policy under which undergraduate courses offered within the Montana University System shall undergo a faculty review process to identify which courses are equivalent. Equivalent courses shall be assigned common numbers and titles to facilitate the transfer of such courses among units of the system.

EXPLANATION:

The transfer of credits has been an issue of concern and confusion for Montana students, parents, policymakers and legislators for years. The Legislature, the Governor's Office and the Board of Regents are concerned with this issue. The Board of Regents has identified transferability of credits as one of its highest priorities, and Governor Schweitzer and the 2007 Montana Legislature supported the Board of Regents by appropriating \$1.5 million to support the MUS transferability initiative. This policy significantly supplements the policies adopted by the Board in 2005 to streamline the transfer of equivalent courses among campuses.

By assigning the same course number and title to equivalent courses, this process will help students to readily determine what courses are guaranteed to be accepted at receiving institutions as if the courses had been taken there. The transfer of those courses within the system will be automatic. The system described in the recommended policy will subject MUS courses to a faculty review process to determine their suitability for assignment of a common course number and title. This system will neither force the re-numbering of courses which are dissimilar to other system courses, diminish the ability of campuses to continue to develop their own courses to meet the needs of their programs and students, nor prevent the transfer of courses that do not share a common number.

Faculty consultation and direction is essential to this process. Discipline-based faculty councils have been formed and will continue the work at the system level on course equivalencies, work which is already well underway at individual campuses throughout the system. The commissioner of higher education, in consultation with

faculty councils and campus administrators, shall implement this process of common course numbering.

By identifying course equivalencies and assigning common numbers to those courses, this policy solves a major portion of the large and complex issue of system-wide transferability. The transfer of non-equivalent courses for degree-related purposes remains to be addressed at the system level.

ATTACHMENT:

Policy 301.5.5: Equivalent Course Identification & Numbering

SUBJECT: ACADEMIC AFFAIRS

PAGE: 301.5.5

Section: 301.5.5 Equivalent Course
Identification and Numbering

Effective: Nov. 16, 2007
Issued: _____2007

Board Policy:

The purpose of this policy is to facilitate the transfer of credits among units of the Montana University System by implementing a process by which courses found to be equivalent throughout the system are identified with a common number and title.

1. The board adopts the following process for identifying equivalent courses within the Montana University System:
 - a. The commissioner of higher education will oversee a process by which undergraduate courses in the Montana University System will undergo a discipline-based faculty review to determine equivalency under this policy.
 - b. Courses determined to be equivalent shall be accepted as if the courses had been taken at the receiving campus.
 - c. The commissioner, after appropriate consultation within the system, shall assign each equivalent course a common course prefix, number and name.
 - d. Courses will be presumed to have the same number of credits, with exceptions granted by the councils or the commissioner, as appropriate.
2. The commissioner of higher education will provide direction and assistance, establish progress measures, and report to the board of regents on the implementation of a system of applying common course numbers to equivalent courses.



**MONTANA UNIVERSITY SYSTEM
OFFICE OF THE COMMISSIONER OF HIGHER EDUCATION**

46 N LAST CHANCE GULCH ♦ PO BOX 203201 ♦ HELENA, MONTANA 59620-3201
(406) 444-6570 ♦ FAX (406) 444-1469

October 30, 2007

TO: Regents, Campus CEOs & Deans, OCHE Personnel, and Legal Counsel
FROM: Sheila M. Stearns, Commissioner of Higher Education
RE: Political Activity of Public Officers and Employees

Election season is approaching and ballot issues, such as the referendum to continue the 6-mill levy for support of the Montana University System, will be in the news. You and your employees may be requested to support the 6-mill levy, other ballot issues, or candidates for public office. This memo is a request that you remind your employees of the rules governing the involvement of public officers and employees in political activity and ballot issues. The general rules are:

Public officers and employees may not use public time, facilities, equipment, supplies, personnel, or funds to solicit support for or opposition to any political committee, the nomination or election of any person to public office, or passage of a ballot issue. Violations may result in an administrative penalty of up to \$1000 and disciplinary action. § 2-2-121(3), MCA.

It is unlawful for employers to exhibit in the work place handbills or placards containing any threat, promise, or notice intended to influence the political opinions or actions of the employer's employees. § 13-35-226, MCA.

A person may not coerce or require a public employee to support or oppose any political committee, candidate, or the passage of a ballot issue. § 13-35-226, MCA.

The state may not refuse employment or discriminate against a person in a term of employment because of that person's political beliefs. § 49-2-308, MCA.

Montana law prohibits the inducement of a person to vote for or against a candidate or ballot issue by promising something of value, including employment or appointment to a public post. § 13-35-214, MCA.

The exceptions are: First, Montana law does *not* restrict the right of a public employee to express personal political beliefs at work or elsewhere. *As long as public facilities, equipment, supplies, or funds are not involved*, employees may engage in personal political speech; in doing so, an employee may use his or her official title.

Second, public officials and employees are not precluded from informing and explaining the effects and impact of a ballot issue on a public program.

Thank you for ensuring that this important reminder is circulated throughout the campus community.

CAMPUS REPORTS
Board of Regents Meeting
November 15-16, 2007
Bozeman, Montana

Montana State University
President Geoff Gamble

- **New MSU television commercials** debuted October 6, 2007. The campaign will include four TV spots in addition to print, online and radio efforts. The TV commercials, created by alumni-owned and Bozeman-based **Chisel Industries**, focus on integrating hands-on, active learning and the discovery of knowledge. Each spot showcases a MSU student's involvement in a research theme that is nationally and globally relevant.
- Six projects that build on Montana State University's reputation as the University of the Yellowstone have received one-year **grants from MSU's Thermal Biology Institute and Big Sky Institute**. The grants, all given to support the University of Yellowstone Initiative, average \$5,000 each, and were awarded to faculty in the **humanities and social sciences, the Museum of the Rockies and the Burns Technology Center**. When the recipients finish their projects, they will have produced music, art, essays, a book, exhibits, podcasts and other new media productions related to the Greater Yellowstone Ecosystem.
- **A dinosaur skeleton found 24 years ago near Choteau has finally been identified as a new species that links North American dinosaurs with Asian dinosaurs**. The dinosaur would have weighed 30 to 40 pounds, walked on two feet and stood about three feet tall. The fossil came from sediment that's about 80 million years old. A paper on the finding was published in September's issue of the **Journal of Vertebrate Paleontology**. The paper's lead author was **Brenda Chinnery**, a former postdoctoral researcher with **Jack Horner**, who was a co-author on the paper.
- **A new \$1 million grant from the U.S. Department of Education will help the Bozeman School District and Montana State University work together to facilitate American history education in Montana schools**. The grant is aimed at pairing mentor teachers from Bozeman with teachers in under-served school districts, especially in central and eastern Montana, recipients said. The grant will fund a variety of activities for teachers in kindergarten through 12th grade.
- A new partnership will provide communities in Gallatin, Park, and Meagher Counties improved access to the economic and community development resources available from **Montana State University Extension**. The program is a pilot project from MSU Extension and the **Northern Rocky Mountain Resource Conservation and Development Corporation**. The two groups have hired **Sarah Hamlen** as Extension area economic development coordinator. The goal of the project is to deliver educational programs and develop new projects that aid communities in reaching their economic and community development goals and objectives.
- An experiment that's aimed at **healthy space travel** and involves Montana State University scientists and students orbited the earth on a Russian space capsule in September. The experiment involves common contaminants that hitch rides into space and may threaten astronauts' health. Samples from the completed experiment will go to Moscow for preliminary processing by **Pyle and Tresa Goins, assistant research professor in microbiology**, and then to MSU where they will be analyzed by three undergraduate students and research associate **Susan Broadway**. The students are **Chelsea Crandell of Scobey, Aaron Smith of Havre, and Kien Lim of Malaysia**.
- **The Center for Native Partnership Research has received a \$6.5 grant** over 5 years with the goal of improving health of Native Americans in Montana through community-based health projects. The Center brings together Native American community members and academic health researchers to work in partnership on health projects. The Center grew out of the Montana Consortium for Community-Based Research in Health. The principal investigator of the grant is **Dr. Linda Hyman, with co-investigators Suzanne Christopher and Sara Young and Mike Babcock**.
- The **Center for Entrepreneurship** for the New West has been recognized nationally by the Small Business Administration (SBA) for **Excellence in Economic Development Activity** through a formal competitive process.

Montana State University-Northern
Chancellor Alex Capdeville

- **Northwest Accreditation Visit** – On October 15, 16, & 17 MSU-Northern hosted the Northwest Accreditation team as they conduct a full-scale review of campus. I want to thank the campus accreditation committee co-chaired by Larry Strizich and Carol Reifschneider along with all of the faculty and staff who have helped to compile, write and edit the Self-Study for our Northwest accreditation review.
- **Action Plan Update** - On October 4 our master planning committee met to review the various plans submitted in response to our July 31-August 1 planning retreat. These plans included a balanced budget, a recruiting plan, a marketing plan and a review of existing programs. I was very pleased with the reports and the committees submitted some excellent recommendations. Northern has been working closely with MSU-Bozeman to agree on the next steps needed to ensure a strong enrollment for next fall.
- **The Alumni Auction** - Brought in \$9,641.00. That is \$323.00 more than last year's all time high! Special

thanks to those members of the Northern Family who worked so hard to pull this off especially our auctioneers and time keeper who got the most out of every item.

- **Grammy Artist on Campus** - Bill Miller won a Grammy in 2005 for Best Native American Music Album (vocal or instrumental). On October 11 at 2:00 p.m. Bill lectured to the campus and hundreds of people from Hayes/Lodgepole, Rocky Boy, Box Elder and Stone Child College on the topic "Life on the Reservation." Later that evening he gave outstanding concert. At the Native American Music Awards, Bill was honored with five awards: including Best Songwriter, Song of the Year, Folk Artist and Artist of the Year and most recently was given a Lifetime Achievement Award.
- **Hall of Fame** - Dan DeKaye of Argyle, Texas, Al Faechner of Great Falls, Montana, Jodi Kruta of Douglasville, Georgia, and Anthony L. Taylor of Laurel, Maryland were inducted into the Northern Alumni Association All-Sports Hall of Fame, Friday night October 5th during our Homecoming Alumni Games.

Montana State University-Billings

Chancellor Ronald P. Sexton, Ph. D.

- To all of you that visited our campus in September, thank you for attending the Board of Regents meeting. We enjoyed having you as our guests!
- The Urban Institute of MSU Billings gathered about 50 business, civic and political leaders from the community for a daylong seminar about the future of Billings. Mr. Chuck Tooley, Director of the Urban Institute said he organized the "Smart Communities" seminar as a brainstorming session but also wanted to provide an opportunity to begin prioritizing issues that will help Billings thrive in the future. To provide some guidance for the seminar, Mr. Tooley engaged Dr. Suzanne Morse, Director of the Pew Partnership for Civic Change at the University of Richmond who led the group in a conversation that was intentionally forward-looking. She acknowledged the cultural and historical values of Billings, but wanted the group to think how Billings was going to "move from good to great." Dr. Morse suggested a strong focus on the economy, affordable housing, and the importance for Billings to leverage the resources of the higher education community for applied research and technology transfer. Those resources, she said, will be critical to help build and sustain Billings as it continues to grow.
- Student Resource Awareness Day at MSUB gave students an opportunity to find out what campus resources were available to them for a successful experience at Montana State University Billings. This was a one-stop Student Services Resource Fair sponsored by Student Affairs.
- Increasing academic and workforce training opportunities at both four-year and two-year levels led to record enrollment at MSUB. Total headcount at the University this Fall is 4,912. That number is up 113 from 2006 and represents an overall increase of 505 students (about 11 percent) since 2002. According to Dr. Sexton, enrollment increases can be tied directly to maintaining high standards of academic excellence as well as a continued commitment to access to higher education for all learners. Dr. Sexton said "It is gratifying to see students respond to the wide array of opportunities presented to them by MSU Billings. New degree programs, new majors and new workforce training opportunities at all levels are striking a chord in Billings and the region. A commitment to students doesn't stop with the faculty. Student affairs staff, advising staff and recruiters work with academic leaders to develop a personal touch during campus visits by prospective students and their families."
- Stacy Klippenstein, Vice Chancellor for Student Affairs, did a broad-ranging interview with Mr. Jon Stepanek of KTVQ-TV. Topics of discussion ranged from: How do our students do it? What drives them to succeed? How do they make ends meet?
- At the start of Fall Semester 2007, during our University Wide-Open Meeting, The Walter and Charlotte Pippenger Excellence in Innovation Award was presented to Dr. Sarah Keller, Department of communication & Theatre, College of Arts and Sciences and Dr. A. J. Otjen, Marketing, College of Business. The Pippenger Award is funded by Dick and Cheri Cox and Family recognizing faculty or staff members who exhibit the most successful and innovative program, initiative or project that significantly enhances teaching and student success at MSUB. Dr. Keller & Dr. Otjen's winning project titled "Interdisciplinary Community Communication Project" combined marketing and communication studies in an applied learning experience to help change attitudes and beliefs for community or social problems, such as domestic violence, HIV prevention, and physical activity. The curriculum drew students from throughout the University, including health promotion, health administration, communication studies, business marketing, drama, web design and public relations. In Spring 2006, the end result of the combined student efforts was a mass media campaign to prevent domestic violence, entitled "Open your Eyes," which aired on Yellowstone County television, in local newspapers and on billboards. The ads won multiple advertising awards and community recognition. Domestic violence advocates recognized the campaign as an effective approach for addressing the problem; University administrators saw it as a unique and educational opportunity for students; and academic peers recognized the campaign by accepting a recent article describing the project for publication in a highly competitive journal.
- Dr. Bernard Quetchenbach, a poet and an assistant professor of English at MSUB, read from his newly published book of poetry at the Parmly Billings Library. "Everything As It Happens" is Quetchenbach's first book published at MSUB.
- Artist, Neil Jussila, professor of art at MSUB, was the featured faculty artist at the annual Faculty Art Exhibit at Northcutt Steele Gallery. The exhibit featured 10 pieces of art – paintings, collage drawings and line images of

interaction between individuals, but was meant to open up a relationship between the artwork and the observer.

- The 2007 Chancellor's Scholarship Reception was held to honor the Chancellor's Excellence Scholars and Haynes Foundation Merit Scholars. We had an exceptional group of students who selected Montana State University Billings to continue their educational goals. The recipients of the Chancellor's Excellence Awards are freshman with a composite score of 26 or greater on the ACT or a score of 1760 or greater on the SAT. These scholars ranked in the top 10% of their high school graduation class with a cumulative grade point average of 3.5 or higher. Additional criteria for being chosen for this prestigious scholarship are the student's record of leadership, in addition to school and community service.

Montana Tech of The University of Montana

W. Franklin Gilmore, Chancellor

- Luke Buckley recently earned the Microsoft Certified Information Technology Professional (MCITP) in Database Administration. Luke is responsible for developing and maintaining databases for the Montana Bureau of Mines and Geology in its Ground-Water Assessment Program.
- Biology faculty Drs. Rick Douglass, Amy Kuenzi, and Marisa Pedulla presented on HantaVirus and Bacteriophage discoveries at the Northern Rocky Mountain Conference on Infectious Disease & Environmental Health in Big Sky. Tech's K-12 Outreach Phagedigging Program was highlighted as a model for educational research projects.
- Courtney Young, Dept Head and ASARCO Professor of Metallurgical & Materials Eng., and Corby Anderson, CAMP Director, presented at Precious Metals Processing 2007 with MS student Nick Gow.
- Danette Melvin, Nursing Lab Director, was approved by the Montana Board of Nursing and selected to participate on the NCLEX® item development panel of subject matter experts in Chicago in September.
- Dr. Pat Munday, Tech. Comm., received an NSF "Science & Society" Scholar Award of \$140,000 to study the role of citizens in shaping remedies in America's largest Superfund site.
- Montana Tech received a grant from the NSF EPSCoR program for \$750,000 to continue its successful Undergraduate Research Program and to begin collaborative work with U of M on river science.
- David Armstrong, Associate Professor, Mining Engineering, and member of the SME Resources and Reserves Committee, contributed in updating the "2007 SME Guide for Reporting Exploration Results, Mineral Resources and Mineral Reserves." The guide was formally accepted by the SME Board of Directors to help bring the U.S. reporting of ore reserves in line with international standards.
- Dr. Chris Gammons (Professor, Geological Engineering) presented an invited plenary lecture on "Water quality and irrigation" at the 2007 American Water Resources Association Conference in Lewistown.
- Don and Andrea Stierle and their research have been noted in two national publications, **WIRED Magazine**, Aug 21, 2007 and **New York Times**, October 17th, 2007. Their work focuses on the isolation of microbes in the Berkeley pit, finding and testing unique chemical compounds for their anticancer, antibacterial, and antifungal properties. Andrea and Don's work was also featured in *Montana Magazine*, summer, 2007; *Montana Quarterly* 2007; and *The History Channel—Boneyards: Mines* 2007.
- Over 110 employers registered for Montana Tech's 8th Annual Career Fair on September 13, reflecting 30% growth in the last two years. More than 800 students attended.
- Professor Rich McNearny, Mining Engineering, will travel to the University of Graz, Austria in November to inspect a tunnel being driven in the Austrian Alps in highly plastic "squeezing" rock, creating difficult engineering design and construction problems. Rich will give presentations in German on the latest rock mechanics research at Montana Tech and the block caving mining method.
- Montana Tech's RAVE Technical Development Center, in collaboration with Apex Technologies, LLC, has been awarded \$264,936 by the Montana Board of Research and Commercialization Technology to create a new prototype Water Jet Cutting Pump.
- Marvin Speece, Professor and Chair of Geophysical Engineering, and Taylor Patterson, Geophysics graduate student, are at McMurdo Sound in Antarctica as part of a multinational collaborative initiative.
- The Materials and Metallurgical Senior Design Team recently placed third at the first annual Undergraduate Design Competition sponsored by ASM Materials Education Foundation.
- CFWEP and the Blackfoot Challenge, the Watershed Education Network and the Bureau of Land Management carried out the 2007 Blackfoot Youth Field Day in September, with over 100 4th–6th grade students from the Blackfoot River Basin who traveled to Garnet ghost town. In October, CFWEP and the Butte-Silver Bow Arts Foundation, with Northwestern Energy, PPL Montana, and Water & Environmental Technologies, held an inaugural *Divides & Watersheds Symposium & Art Exhibition*.

The University of Montana-Western

Richard Storey, Chancellor

SCHOLARSHIP AND AWARDS

- Montana Western Geology Professor Dr. Rob Thomas will be honored by the Geological Society of America (GSA) in October in Denver with its national Distinguished Service Award. The GSA Distinguished Service Award recognizes individuals for exceptional service. He is the first Montana geology professor to be so recognized.

- English Professor Gary Lundy has received word that "spout," a magazine out of Minneapolis has accepted another poem for publication in its next issue. The journal RFD is also publishing three of his poems: "off topic," "love speak," and "loss."
- English Professor Rebecca Knotts has received notice that "The Sky Appeared as a River" will be published in the forthcoming issue of *Alba*.
- *Tearing Down the Gates: Confronting the Class Divide in American Education* by Peter Sacks was published recently. Montana Western's Math Science Upward Bound (MSUB) program is included in the book. The author uses it as an example of a program that has been tearing down the gates (addressing the growing socioeconomic divide in higher education). The author presents the Upward Bound program and the University in a very positive light in his book. Unfortunately, Montana Western's excellent MSUB program was not re-funded for the current year.
- "Facts on File" accepted a second entry written by librarian Anne Kish for their Encyclopedia of American Disability History. The entry is titled, "National Disability Sports Alliance."
- Education Professor Jennifer Gilliard has had two recent publications: Gilliard, J. L., Blanton, P. W. & Bartley, S. J. Gender and generation: The relative influence of intimacy and individuation with mother and with father for spousal intimacy and individuation among dual-earner husbands and wives. Paper accepted by The Family Journal, April 2007. Gilliard, J. L., Moore, R. A., & Lemieux, J. J. "In Hispanic culture children are the jewels of the family": An investigation of home and community culture in a bilingual early childhood program serving migrant and seasonal farm worker families. Paper accepted by Early Childhood Research and Practice, March 2007.
- Business Professor Jim Sethi has given the following presentations: Paper titled, "The Balanced Global Management [BGM] Model I: Developing Cultural Intelligence for Competitive Advantage." Annual Conference. Institute for International Marketing, Hilton Hotel, Montreal, Quebec, Canada, June 20, 2007. "Strategic Combinational Negotiation [SCN] Model: Applications in International Trade," Annual Workshop, Institute for Leadership Excellence, Chelsea Inn, Toronto, Ontario, Canada, June 15, 2007. "Challenges Facing Transnational Collective Bargaining and Multinational Corporations." Workshop on Strategies and Techniques for Collective Bargaining. Industrial Relations Institute, Ottawa, Canada, June 27-28, 2007.
- Equine Studies Professor Sid Gustafson's novel, "*Horses They Rode*," (Riverbend Publishing) has been nominated for the book of the year award honoring works published in 2006. The High Plains Books Awards have been established to recognize regional authors and/or literary works that examine and reflect life on the High Plains.

NEW FULL-TIME FACULTY AND ACADEMIC STAFF

An exceptionally large and talented group of individuals has joined the Division of Academic Affairs as new faculty and administrators or have taken on different roles or status. Those individuals are as follows:

- **Dr. Brian Price** arrived in August to serve as the new Assistant Provost. Dr. Price, a native of Northern Ireland, most recently served as the Assistant Vice President for Academic Affairs at Wheelock College in Boston. Dr. Price was also a faculty member and administrator at Evergreen College in Washington State.
- **Dr. Tom Straugh** was hired to be the new Coordinator of Career Services. Dr. Straugh has most recently served as an adjunct faculty member in the Education Department.
- **Dr. Michael Gilbert** is a new Assistant Professor biologist/biochemist in the Environmental Sciences Department. Dr. Gilbert was most recently at The University of Montana Missoula.
- **Dr. Linda Lyon** is a new Associate Professor botanist in the Environmental Sciences Department. Dr. Lyon was most recently at Frostburg State University in Pennsylvania.
- **Dr. Brent McCabe** is a new Assistant Professor of Music Education. Dr. McCabe most recently was at Montana State University as a postdoctoral fellow.
- **Dr. Fred Chilson** is a new Assistant Professor of Business. Dr. Chilson arrives from being on the faculty at Adams State College in Colorado.
- **Dr. Megan Chilson** is a new Associate Professor of Health and Human performance. Dr. Chilson was also most recently on the faculty of Adams State.
- **David Regan** is a new Assistant Professor of Art. He was most recently an artist in Missoula and was an adjunct faculty member at The University of Montana Missoula.
- **Dr. Sara Glasgow** is now a tenure-track Assistant Professor of Politics. She was previously a non tenure-track faculty member in the same position.
- **Dr. Sid Gustafson** is now a tenure-track Assistant Professor of Equine Studies.
- **Dr. Nanette Chastine** has also been hired as an Assistant Professor of Equine Studies. She was awarded her D.V.M. from the University of Georgia this past May.

ACADEMIC DISCUSSIONS

Last year Provost Ulrich started a series of informal discussions on academic issues of concern to the campus. Those discussions led to developments in a number of areas. He plans on continuing that series this year, including the serving of refreshments in a relaxed setting, either on campus or off-campus. Assistant Provost Price has been putting together summaries of current and recent enrollment patterns in lower and upper division courses. Since the

number of students in classes at all levels is important to program quality as well as a major budgetary consideration, designing curricula and course scheduling to maximize program quality while minimizing program cost is very critical to the campus. We will therefore be scheduling an academic discussion on this topic soon. Another campus concern, reflected in the strategic plan, is starting the search process for new faculty early enough in the year to maximize the pool of highly qualified applicants. Unless we have a dramatic increase in student numbers, the only funds available for new faculty will come from the reallocation of existing budgets, which can be a very difficult thing to achieve. Nevertheless, the Provost has asked departments to examine their needs for new faculty, if any, and submit a ranked list, with justification, to me by the end of the month. As we did last year, we will then schedule an academic discussion to review the requests and determine which, if any, we will be able to fund.

CAMPUS

- The campus recognized Constitution Day Monday, September 17th.
- Buildings – Phase I of the state-funded renovation of Main Hall is just underway with architect selection. This summer we added three ADA compliant lifts, upgraded fire alarms and continued stabilization work in Main Hall, modernized our admissions office and remodeled Block Hall for student research and computing areas. We have been working on maintenance of the Short Administration Building, Mathews Hall and parking areas and installed a new steam distribution project in the food service area. Primarily using private funding, we have begun renovation of the sound system in Beier Auditorium.
- A conference on water issues on the Big Hole River was held on campus October 3 and 4, 2007. The conference was sponsored by Montana DEQ, the Big Hole Watershed Committee, the Big Hole Foundation and several state and federal agencies.
- We have invited Dr. Janine Pease, member of the Montana Board of Regents, to be our May 2008 commencement speaker.

The University of Montana-Missoula

G. M. Dennison, President

- **Steve Running**, UM Professor of Ecology, shares a piece of the Nobel Peace Prize awarded to Al Gore and the Intergovernmental Panel on Climate Change. Professor Running, one of the nation's foremost experts on climate change, was a lead author of the 2007 United Nations IPCC report.
- The UM School of Law recently announced that **Scott Bear Don't Walk**, a University of Montana Rhodes Scholar, has won the Charles M. Bair Family Trust Native American Law School Scholarship.
- **Hilary Martens**, a member of The University of Montana chapter of Phi Kappa Phi and a Davidson Honors College senior majoring in physics and music, was among 30 student delegates invited to attend the 2007 Phi Kappa Phi National Triennial Convention in Orlando, Florida.
- Montana Public Radio news staff, along with a UM Journalism student reporter received first place Montana Associated Press Joe Durso Excellence in Broadcast Journalism awards. Winners include **Kevin Maki**, Best Radio News Writing; **Melanie Overcast**, Best Radio Enterprise; **Hope Stockwell**, Best Radio Audio and Best Radio Spot News, Edited; and the **KUFM News Team**, Best Newscast and Best Radio Spot News Live.
- The University of Montana formally announced the Department of Communicative Sciences and Disorders at the annual Montana Speech Language Hearing Association (MSHA) Conference in Missoula. The new program in the School of Education will offer an undergraduate degree in communicative disorders and a master's in speech pathology.
- The University of Montana's School of Physical Therapy and Rehabilitation Science received an \$18,000 grant from the Christopher Reeve Foundation for rehabilitation equipment.
- The UM Department of Curriculum and Instruction received a three-year \$3 million grant from the U.S. Department of Education to improve the quality of teacher education at reservation schools in Montana through Project LETTERS (Literacy Education and Teacher Training for Excellent Reservation Schools). The project will recruit, support, and prepare highly qualified teachers in reading and literacy, as well as provide extra course work in American Indian studies and technology.
- The Montana Geriatric Education Center at UM recently received a three-year \$1 million grant from the U.S. Health Resources and Services Administration to increase health literacy of at-risk rural minority elderly in Montana, expand and refine 36 education modules on health care problems in the elderly population, and enhance the Improving Health Among Rural Montanans program.
- **Shane Bishop**, national producer, Dateline NBC; **Paul Caine**, retired Navy aviator and commercial real estate consultant; **Al Kelley**, professor emeritus of mathematics, University of California, Santa Cruz; and **Harley Lewis**, director of development, University of Arkansas received Distinguished Alumni Awards during Homecoming festivities last month.
- The five children of Stan Kimmitt, former Secretary of the U.S. Senate and aide to the late Montana Senator Mike Mansfield, gathered on campus last month to announce the J. Stanley Kimmitt Public Service Lecture and Internship at The University of Montana. U.S. Deputy Secretary of Treasury Robert Kimmitt and U.S. Assistant Deputy Secretary of State Mark Kimmitt attended and met with UM students to discuss public service and their father's legacy.
- UM received a four-year, \$2.4 million grant from the U.S. Substance Abuse and Mental Health Service

Administration to fund a first-of-its-kind national trauma center for American Indian children to be operated by the UM Division of Education Research and Service (DERS). **A. Kathryn Power**, director of the federal Center for Mental Health Services, visited UM to help launch the center.

- The University of Montana performed better than 70 percent of four-year institutions on the Collegiate Learning Assessment. Results show that UM first-year students performed at the level expected, given their entering SAT/ACT scores.
- Enrollments reached 12,049 this semester at The University of Montana with students taking more credit hours than ever before.

Flathead Valley Community College

Jane Karas, President

- Flathead Valley Community College hosted a **dedication celebration** of its new **Arts and Technology Building** October 9. The college was joined by a number of local, state and national elected officials including **U.S. Senator Max Baucus, Flathead County Commissioners Gary Hall and Dale Lauman, Kalispell City Mayor Pam Kennedy, Salish Kootenai Community College President Joe McDonald, Blackfoot Community College President John Salois** and messages of congratulations from **U.S. Senator Jon Tester, represented by Amy Croover, and U.S. House of Representative Denny Rehberg, represented by Keli McQuiston**. Senator Baucus assisted FVCC President Jane Karas with cutting the ribbon to the new facility.
- Twelve FVCC students in the surveying program have received **MARLS scholarships** totaling nearly \$14,000. FVCC surveying student **Kendra Rose Levanen**, a graduate of Flathead High School, became the first student in the nation to receive the **Trig Star Scholarship Award** in the amount of \$5,000.
- Flathead Valley Community College honored its **first graduating class of practical nursing students** for successfully completing the practical nursing program. The **college's inaugural pinning ceremony was held on September 6**.
- **Poems Across The Big Sky**, an anthology of poems by more than 100 Montana poets, was published this fall by Many Voices Press, a newly formed nonprofit literary press edited by **FVCC English Instructor Lowell Jaeger** under the auspices of Flathead Valley Community College. The book was compiled over the past two years by an editorial board of 10 Montana writers from across the state including Jaeger.
- Flathead Valley Community College launched its **building trades program** in **Eureka** August 30 for both high school Running Start and college students. The Flathead Builders Association purchased a lot during the summer, and construction of the new student built house is underway.
- FVCC co-hosted Senator Baucus's **2007 Montana Faith Community Impact Summit** October 8 and 9. More than 300 FVCC participants from across the state and the nation attended the event at the college featuring U.S. Senators Max Baucus and Jon Tester and U.S. Senate Chaplain Barry Black.
- FVCC celebrated the **grand opening of its new state-of-the-art black box theatre** in October with the production of "**The Boys Next Door**," which first opened on the FVCC stage during the college's 1999-2000 theatre season. Many of the original actors returned to the stage for the celebration.
- The Flathead Valley Community College Ambassadors and Alumni Association teamed up with the Hockaday Museum of Art to sponsor free showings of the film, "**Songs in Stone: an arctic journey home**," and presentations by **filmmaker and Inuit Art expert John Houston** of Nova Scotia October 5. Approximately 385 students from surrounding community schools and members of the public attended the award-winning Canadian Broadcasting documentary screenings. The FVCC Culinary Arts students prepared a variety of hors d'oeuvres for the exhibit viewing of "**Inuit—A History Told by Art**" on display at the **Hockaday Museum of Art** in conjunction with the film.
- Flathead Valley Community College hosted its **opening exhibit and reception** of the **new FVCC Student Art Gallery** October 10. The exhibit entitled, "**Venice...the Lion City**," features photographs by FVCC Art Instructors Peter Hertlein and John Rawlings and will be on display through November 12.
- Four FVCC students were named fall 2007 recipients of **Whitefish Credit Union's Community Pride Scholarships**. The following students received scholarship awards totaling \$1,800 for the fall 2007 semester at FVCC: Ron Benton, Katherine Emerson, Jordan Lister and Andrea Morrison.

Miles Community College

Stefani Gray Hicswa, Ph.D, President

- Miles Community College Fall 2007 enrollment is 409.8. Student headcount was 560, up from Fall 2006 headcount of 534. Dual enrollment students are larger than previous years with 71 students from local and area high schools taking college credit classes.
- The Miles Community College Student Services Division, in tandem with the Registered Nursing Division, collaborated with Montana Campus Compact to provide \$46,000 in student educational award opportunities for service learning. This opportunity allows nursing students to utilize clinical experience hours towards completion of the Montana Campus Compact service learning requirements.
- The Center for Distance Education and Community Outreach continues to build distance education access through interactive television (ITV) and on-line courses adding 12 additional online courses for Fall 2007. There are 198 distance education students enrolled for Fall 2007 semester.

- Kristina Murnin, 2007 Custer County District High School-Miles City graduate, was awarded the 2007-2008 Miles Community College Presidential Scholarship Award. She is the first Miles Community College student to receive the Presidential Scholarship award. Kristina is enrolled in the Registered Nursing program and has begun Pre-Nursing general studies classes in preparation for the formal admissions process into the program. Qualifications for the Presidential Scholarship include: a 4.00 grade point average in high school, minimum composite ACT score of 26 or SAT score of 1180, student must be a Montana resident and a first-time freshman. Students applying for the scholarship must submit an essay and have an interview with the Miles Community College President.
- "The 19th Amendment: A Long and Winding Road" was presented by the Miles Community College faculty and staff on September 13 at Miles Community College. The purpose of this oral presentation was to provide a historical overview to the public and create awareness regarding the background of the U S Constitution. This annual event is orchestrated and prepared by Miles Community College History and Humanities Instructor, Robin Gerber.
- According to the Montana Guaranteed Student Loan Program, Miles Community College announced a significant decline in its 2005 federal fiscal year cohort default rate. Miles Community College's rate fell to 4.4% in 2005, a decrease of 32.3% from the year ago rate of 6.5%.
- President, Stefani Gray Hicswa, and Miles Community College Board of Trustees Chair, Sharon Wilcox, recently presented at the Association of Community College Trustees (ACCT) Conference in San Diego, California. The ACCT Conference was held September 26-29 with presenters from community colleges across the nation. President Hicswa and Ms. Wilcox presented a session on "Building Hope for Rural Survival: The Role of Community Colleges in Rural Community Development."

Montana State University – Great Falls College of Technology

Dean Mary Sheehy Moe

- **Surgical Technology Program Recognized:** The Accreditation Review Committee on Education in Surgical Technology has designated the MSU – Great Falls Surgical Technology program as one of the Elite Top Twenty programs in the nation. The Great Falls program led by Program Director, Sandra Ondler, ranked number 11 out of 20.
- **Building Expansion Approaching Completion:** 'Essential' completion of the MSU – Great Falls building expansion is slated for November 15th. Science Labs, the Library, Student Services and Distance Learning will be moving to the new area in mid-December. The Bookstore and Heritage Hall are currently being renovated. Construction on the new Construction and Industrial Trades building is underway.
- **EMT Students Participate in Community Emergency Exercise:** Great Falls Emergency Services invited the MSU – Great Falls Paramedic students to partner with their registered paramedics in their response to an emergency exercise at the Great Falls International Airport in October. Each student worked with a paramedic mentor in responding to the exercise, which involved the scenario of a terrorist cell firing a missile into a regional jet. An explosion and fire ensued. Utilizing the Incident Command System, Great Falls Emergency Services handled all decisions involving medical care. They used a system called START, which stands for Simple Triage and Rapid Transport.
- **Poetry and Prose Reading Forum:** The MSU - Great Falls Literary Guild and Hastings Books Hard Back Cafe resumed community Poetry and Prose Reading Forums in September. They are held on the second Thursday of each month in the Hastings Books coffee shop. This is a regular opportunity for area writers to read selections of their original work in a public venue.
- **Constitution Day:** Bob Campbell, a delegate to the 1972 Montana Constitution Convention from Missoula County who served on the Bill of Rights Committee, contributed the Preamble, the Right to a Clean and Healthy Environment, and the Right of Privacy sections was keynote speaker at the MSU – Great Falls Constitution Day Celebration.
- **American Indian Heritage Week:** American Indian Heritage was kicked off with a Proclamation by Mayor Dona Stebbins – a cooperative effort between MSU – Great Falls and the Great Falls Public Schools. Murt McCloskey, an expert in Indian education, presented on American Indian Role Models.

Staff and Faculty Accomplishments:

- **Gail Staples** received the Community Leadership Award at the MDHA (Montana Dental Hygiene Association) Annual session along with being elected President-elect for the Association.
- **Dr. Bonnie Lederman** received a Community Service Award at the Montana Dental Association Annual meeting in May held in Missoula. This award was given on the basis of her ability to get dental hygiene and assistant students involved in Community Service projects.
- **Andrea Johnson's** article 'PTA Program in Great Falls' was published in the August 2007 edition of the MAPTA Newsletter. In her article, Andrea explains the reactivation of the program due to increasing demand for physical therapist assistants in Montana. She also gives an overview of the program content, its accreditation and the value of clinical experiences.

UM-Helena College of Technology
Dean Daniel Bingham

- Hosted Donaldson Campus Open House and Helena Chamber Business After Hours event on October 25th and the 3rd Annual Griz Football event on October 27th. For the combined events, UM-Helena hosted between 800 and 900 people.
- UM-Helena received 636 applications for admission from new and readmitting students for the Fall 2007 semester, which represents a 12% increase over last year and the highest number of applications the college has received for a fall semester during the past five years.
- Admissions staff assisted in coordinating the fall semester “Week of Welcome,” which included a number of events for the college community, including the Student Life Community Fair with more than 30 local businesses and organization participating with donations and exhibit tables.
- UM-Helena concluded the 2007 recruitment year with 2,852 initial contacts from prospective students.
- UM-Helena participated in the MPSEOC 2007 Montana College Fair Tour in September. The three-week tour included 19 fairs in cities and towns throughout the state. Approximately 8,000 high school and middle school students attended the fairs. UM-Helena make contacts with 286 interested students.
- Admissions Director Mike Brown was asked to testify on behalf of technical and vocational education before the Huntley Project School Board on September 17th at the request of Taylor Brown, President of Northern Broadcasting and a Huntley Project resident.
- UM-Helena debuted its On Campus Experience program this fall, which allows local area high school students to take tuition-free courses on campus (fees still apply).
- UM-Helena recognized Constitution Day on September 17th through a voter registration drive and screening of The UM PBS documentary *For This and Future Generations: Montana’s 1972 Constitutional Convention*.
- The Library sponsored two activities as part of the citywide BIG READ of *To Kill A Mockingbird*. Twenty-five students, faculty, staff, and members of the general public held a book discussion in October, followed a week later by a lecture on the historical context of this novel from scholar and author Claudia Durst Johnson. BIG READ is an initiative of the National Endowment for the Arts designed to restore reading to the center of American culture.
- An exhibit of paintings in watercolor, color pencil, and charcoal by Sharon Farnham McLane, Helena artist and UM-Helena adjunct instructor, was displayed in the new library throughout October. The exhibit, titled *Renewal*, is the culmination of McLane’s work as a Master of Arts candidate at The University of Montana-Missoula.
- A tutoring program has been implemented by the Learning Center at Helena High School for a second year.
- The Learning Center is working with Helena High School to implement a job training program for students with disabilities.
- The Director of the Learning Center & Disabilities Services is working with the Governor’s Transition Task Force to address transition issues for youth with disabilities.
- As current president of AHEAD of the Northern Rockies, the Learning Center Director is overseeing development of a web site for the organization; UM-Helena students are developing the web site.
- Computer Technology is meeting with Northrop Grumman regarding the shortage of Java programmers. Initial ideas include scholarships for Computer Technology students and the exploration of dual credit opportunities for high school students.
- The Developing Web Applications class is working on two web site projects: (1) Association on Higher Education and Disabilities (AHEAD) of the Northern Rockies; and (2) First Special Service Force (FSSF), which will offer historical information about the group and its members.
- The PHP Web Applications class is developing a web site for Helena’s Vigilante Soccer organization, which will allow members and the public to obtain information about the league and events.
- Accounting & Business Technology faculty invited two local business representatives as guest speakers and have been named to the Helena High School Business and Information Technology, Computer Science, Cisco and Oracle Advisory Council.
- A&BT faculty are actively engaged with ASUM-Helena student governance and with supervision of three student internships for fall semester.
- UM-Helena provided a judging panel for the National Council on Marketing & Public Relations District 7 2007 Medallion Marketing Awards. This organization focuses on admissions and marketing professionals at two-year colleges.
- The Office Technology Program Department Chair collected and compiled surveys of state legal offices and private law firms to determine the need for a paralegal program and associated content.
- Office Technology helped develop a Community Education class for Spring 2008 to offer a review of grammar and punctuation, including teaching the skill of recording accurate minutes.
- Office Technology worked with Academic Affairs to develop a calendar of workshops for Topics in Teaching.
- The Office of Retention & Advising presented two workshops on test anxiety and test strategies for pre-nursing students taking the TEAS test.
- The Diversity Committee helped organize a celebration of Montana’s American Indian Heritage Day with showings of *Silent Thunder*, *Talking without Words*, and book and art displays.

- The Diversity Committee assisted with writing an action plan for diversity at UM-Helena.
 - UM-Helena organized a Phi Theta Kappa membership drive (28 applications to date) and helped organize a second initiation of members scheduled for November 2nd.
 - The Aviation Department hosted a “Haunted Airplane” and Department Open House on October 30th and 31st, with more than 350 attendees.
 - Financial Aid staff will attend the UM-Missoula Financial Aid Office retreat in November to stay current on Banner issue updates and financial aid disbursements for UM-Helena.
 - Financial Aid staff will attend Federal Decentralized Training in November, which will focus on how to explain to students and families in layman’s terms how their financial resources and family demographics are used to calculate the expected family contribution (EFC) under federal methodology (FM), and other options available to them when the standard approach does not work.
-

MONTANA UNIVERSITY SYSTEM
Census Enrollment Report - Fall 2007 (15th day)

Fall 2007 - Student FTE

SUMMARY REPORT Year to Date Comparison	Fall 2006 (15th Day)	Fall 2007 (15th Day)	% Change
Montana State University			
MSU Bozeman			
Resident Undergraduate	7,295.2	7,092.5	-2.8%
Resident Graduate	524.0	572.7	9.3%
Resident Total	7,819.2	7,665.2	-2.0%
Non-resident Undergraduate	2,032.6	2,093.5	3.0%
WUE	362.3	309.4	-14.6%
Non-resident Graduate	228.4	224.7	-1.6%
Non-resident Total	2,623.4	2,627.5	0.2%
MSU Bozeman Total	10,442.6	10,292.7	-1.4%
MSU Billings			
Resident Undergraduate	2,685.9	2,747.6	2.3%
Resident Graduate	203.3	194.8	-4.2%
Resident Total	2,889.1	2,942.3	1.8%
Non-resident Undergraduate	87.2	82.7	-5.2%
WUE	200.5	217.8	8.7%
Non-resident Graduate	30.0	31.0	3.3%
Non-resident Total	317.7	331.5	4.3%
MSU Billings Total	3,206.8	3,273.8	2.1%
MSU Billings COT			
Resident Undergraduate Total	653.3	661.4	1.2%
Non-resident Undergraduate	7.1	3.5	-50.9%
WUE	27.5	35.1	27.9%
Non-resident Total	34.5	38.6	11.8%
MSU Billings COT Total	687.8	700.0	1.8%
MSU Billings & COT Total	3,894.6	3,973.8	2.0%
MSU Northern			
Resident Undergraduate	955.3	860.9	-9.9%
Resident Graduate	52.6	33.3	-36.6%
Resident Total	1,007.9	894.3	-11.3%
Non-resident Undergraduate	42.1	48.3	14.7%
WUE	84.5	65.4	-22.6%
Non-resident Graduate	0.3	0.0	-100.0%
Non-resident Total	126.9	113.7	-10.3%
MSU Northern Total	1,134.8	1,008.0	-11.2%
MSU Great Falls - COT			
Resident Undergraduate Total	1,061.9	1,072.8	1.0%
Non-resident COT	61.9	81.0	30.9%
WUE COT	0.9	0.0	-100.0%
Non-resident Total	62.7	81.0	29.1%
MSU Great Falls - COT Total	1,124.7	1,153.8	2.6%
Montana State University Total	16,596.6	16,428.4	-1.0%

MONTANA UNIVERSITY SYSTEM
 Census Enrollment Report - Fall 2007 (15th day)

Fall 2007 - Student FTE

SUMMARY REPORT Year to Date Comparison	Fall 2006 (15th Day)	Fall 2007 (15th Day)	% Change
University of Montana			
UM Missoula			
Resident Undergraduate	6,624.8	6,690.9	1.0%
Resident Graduate	1,019.3	1,080.2	6.0%
Resident Total	7,644.1	7,771.0	1.7%
Non-resident Undergraduate	1,845.3	1,788.0	-3.1%
WUE	625.0	701.4	12.2%
Non-resident Graduate	543.6	543.1	-0.1%
Non-resident Total	3,013.9	3,032.4	0.6%
UM Missoula Total	10,658.0	10,803.5	1.4%
UM Missoula COT			
Resident Undergraduate Total	1,002.4	1,144.5	14.2%
Non-resident COT	52.4	87.9	67.8%
WUE COT	6.9	12.9	86.5%
Non-resident Total	59.3	100.9	70.0%
UM Missoula COT Total	1,061.7	1,245.3	17.3%
UM Missoula & COT Total	11,719.7	12,048.8	2.8%
UM Montana Tech			
Resident Undergraduate	1,410.2	1,384.6	-1.8%
Resident Graduate	54.0	48.0	-11.1%
Resident Total	1,464.2	1,432.6	-2.2%
Non-resident Undergraduate	150.7	195.1	29.4%
WUE	136.2	136.9	0.5%
Non-resident Graduate	21.3	31.8	48.8%
Non-resident Total	308.2	363.7	18.0%
UM Montana Tech Total	1,772.4	1,796.3	1.3%
UM Montana Tech - COT			
Resident Undergraduate Total	284.1	321.4	13.1%
Non-resident COT	15.4	15.5	0.9%
WUE COT	3.9	6.6	67.8%
Non-resident Total	19.3	22.1	14.5%
UM Montana Tech - COT Total	303.4	343.5	13.2%
UM Montana Tech & COT Total	2,075.8	2,139.8	3.1%
UM Western			
Resident Undergraduate	839.9	763.7	-9.1%
Resident Graduate	0.0	0.0	-
Resident Total	839.9	763.7	-9.1%
Non-resident Undergraduate	49.8	73.3	47.1%
WUE	179.4	224.6	25.2%
Non-resident Graduate	0.0	0.0	-
Non-resident Total	229.2	297.9	30.0%
UM Western Total	1,069.1	1,061.6	-0.7%

MONTANA UNIVERSITY SYSTEM
 Census Enrollment Report - Fall 2007 (15th day)

Fall 2007 - Student FTE

SUMMARY REPORT Year to Date Comparison	Fall 2006 (15th Day)	Fall 2007 (15th Day)	% Change
UM Helena - COT			
Resident Undergraduate Total	667.5	733.0	9.8%
Non-resident COT	9.5	9.1	-3.5%
WUE COT	11.1	6.9	-37.3%
Non-resident Total	20.5	16.1	-21.8%
UM Helena - COT Total	688.1	749.1	8.9%
University of Montana Total	15,552.8	15,999.3	2.9%
Community Colleges			
Dawson			
Resident Undergraduate Total	324.3	290.5	-10.4%
Non-resident Undergraduate	16.7	30.3	80.9%
WUE	29.9	23.0	-23.2%
Non-resident Total	46.7	53.3	14.1%
Dawson Total	371.0	343.7	-7.3%
Flathead Valley			
Resident Undergraduate Total	1,119.5	1,189.0	6.2%
Non-resident Undergraduate	26.7	33.5	25.4%
WUE	6.4	7.3	14.5%
Non-resident Total	33.1	40.9	23.3%
Flathead Valley Total	1,152.6	1,229.8	6.7%
Miles			
Resident Undergraduate Total	412.8	409.8	-0.7%
Non-resident Undergraduate	33.7	36.7	8.7%
WUE	2.2	3.2	-
Non-resident Total	35.9	39.9	10.9%
Miles Total	448.7	449.7	0.2%
Community College Total	1,972.3	2,023.2	2.6%
MUS Total	34,121.7	34,450.8	1.0%

Notes:

1. Student FTE represents state supported enrollments
2. Enrollment is not consider "official" until end-of-term addendums are added to 15th-day census enrollment
3. Figures may not total due to rounding

MONTANA UNIVERSITY SYSTEM
 Census Enrollment Report - Fall 2007 (15th day)

Fall 2007 - Student Headcount

(unduplicated by institution)

	Fall 2006 (15th Day)	Fall 2007 (15th Day)	% Change
Montana State University			
MSU Bozeman	12,338	12,170	-1.4%
MSU Billings	3,709	3,752	1.2%
MSU Billings COT	1,090	1,160	6.4%
MSU Northern	1,388	1,215	-12.5%
MSU Great Falls - COT	1,973	2,068	4.8%
Montana State University Total	20,498	20,365	-0.6%
University of Montana			
UM Missoula	12,477	12,326	-1.2%
UM Missoula COT	1,484	1,532	3.2%
UM Montana Tech	1,928	1,900	-1.5%
UM Montana Tech - COT	429	447	4.2%
UM Western	1,176	1,148	-2.4%
UM Helena - COT	889	1,064	19.7%
University of Montana Total	18,383	18,417	0.2%
Community Colleges			
Dawson	466	446	-4.3%
Flathead Valley	1,878	1,911	1.8%
Miles	534	556	4.1%
Community College Total	2,878	2,913	1.2%
MUS Total			
	41,759	41,695	-0.2%

Notes:

1. Student Headcount represents an unduplicated count of students by institution in state supported courses

Board of Regents Meeting Schedule & Deadlines

Questions about the Board of Regents' Agenda Due Date schedule should be directed to [Sherry Rosette](#) in the Office of the Commissioner of Higher Education.

2008	Location	Agenda Items Submission Deadlines
Jan. 10 * BOE 1/2 day BOR 1/2 day	Helena Capitol Building	December 14, 2007: List & Agenda Items due to OCHE EMERGENCY ITEMS ONLY December 28, 2007: Agenda Materials Available
March 5-7	The University of Montana-Western 710 S. Atlantic Dillon, MT 59723	February 8: List and Agenda Items due to OCHE February 22: Agenda Materials Available
May 28-30	Montana State University-Northern PO Box 7751 Havre, MT 59501-7751	May 2: List and Agenda Items due to OCHE May 16: Agenda Materials Available
July 10	Montana State University-Great Falls College of Technology 2100 16 th Avenue South Great Falls, MT 59405	June 13: List and Agenda Items due to OCHE EMERGENCY ITEMS ONLY June 27: Agenda Materials Available
September 24-26	Montana Tech of The University of Montana 1300 West Park Street Butte, MT	August 29: List and Agenda Items due to OCHE September 12: Agenda Materials Available
November 19-21*	The University of Montana-Missoula Missoula, MT 59812	October 24: List and Agenda Items due to OCHE November 7: Agenda Materials Available
2009	Location	Agenda Items Submission Deadlines
January 8* BOE 1/2 day BOR 1/2 day January 9* BOR 1/2 day	Helena TBD	December 12, 2008: List and Agenda Items due to OCHE EMERGENCY ITEMS ONLY December 26, 2008: Agenda Materials Available
March 4-6	Helena TBD	February 6: List and Agenda Items due to OCHE February 20: Agenda Materials Available
May 27-29	Flathead Valley Community College 777 Grandview Drive Kalispell, MT 59901-2699	May 1: List and Agenda Items due to OCHE May 15: Agenda Materials Available
July 9	Montana State University-Great Falls College of Technology 2100 16 th Avenue South Great Falls, MT 59405	June 12: List and Agenda Items due to OCHE EMERGENCY ITEMS ONLY June 26: Agenda Materials Available
September 23-25	Montana State University-Billings 1500 N. 30th Avenue Billings, MT 59101-0252	August 28: List and Agenda Items due to OCHE September 11: Agenda Materials Available
November 18-20*	Montana State University-Bozeman PO Box 172440 Bozeman, MT 59717-0001	October 23: List and Agenda Items due to OCHE November 6: Agenda Materials Available
2010	Location	Agenda Items Submission Deadlines
January 6-7*	Helena TBD	December 11, 2009: List and Agenda Items due to OCHE EMERGENCY ITEMS ONLY December 24, 2009: Agenda Materials Available

* Subject to Change

November 15-16, 2007

ITEM 137-2002-R1107

Authorization to Appoint Chris Hindoien to the Fire Services Training Advisory Council; Montana State University-Bozeman

THAT:

The Board of Regents of Higher Education appoints Chris Hindoien to a term beginning November 15, 2007 and ending September 14, 2009, on the Fire Services Training Advisory Council

EXPLANATION:

Montana Code Annotated, 2-15-1519, requires that the Board of Regents appoints a Fire Services Advisory Council to work with the Director of the Fire Services Training School. Mr. Hindoien will serve as the insurance industry representative as a replacement for Tom Wood who has resigned this position. This item will meet the conditions set forth in that statute.

4661 NICOLE COURT • MISSOULA, MT • 59803
406-542-5126 • CHINDOEN@FLYNNINSURANCE.COM

CHRIS HINDOEN

OBJECTIVE

To represent the Montana Insurance Industry as a Board Member to the Montana Fire Training School.

FUNCTIONAL SUMMARY

Property & Casualty & Surety Agent - State of Montana

SUMMARY OF QUALIFICATIONS

Partner - Flynn Insurance Agency - Full Service Independent Agency
Offices - Great Falls, Billings, Missoula

EMPLOYMENT

1998-2001 - L.V. Jackson Agency, Belt, MT
Sales Agent - Agri-Business, Personal and Commercial Lines
2001-Present - Flynn Insurance Agency - Missoula Branch
Account Executive - Commercial Lines Producer

PROFESSIONAL ORGANIZATIONS

Treasurer, Montana Contractors Association Associates Div.
Chairman, Education Committee - Missoula Building Industry Association

PROFESSIONAL REFERENCES

Linda Roe, CIC, CPCU - Commercial Lines Operation Manager
Flynn Insurance Agency - Great Falls, MT 406-771-9952
Rebecca Babin, Board Member, Missoula Building Industry Association
Missoula, MT 406-327-7524 - GMAC Mortgage
Maryann Seilstad - Member Services Director
Montana Contractors Association, Helena, MT 406-442-4162

BRIAN SCHWEITZER
GOVERNOR



JOHN BOHLINGER
LT. GOVERNOR

October 24, 2007

The Honorable Brad Johnson
Secretary of State
State Capitol
Helena, Montana 59620

Dear Secretary of State Johnson:

Please be informed that effective immediately, I have appointed the following to Montana State University Local Executive Boards, in accordance with 20-25-303, Montana Code Annotated, under the University System.

- Montana State University-Billings:
 - Ms. Kris Carpenter, 4642 Arapaho Lookout, Billings, MT 59601, is to serve a term ending April 15, 2010 and fulfills the qualifications for being a public representative. Kris Carpenter succeeds Carol Willis.
- Montana State University-Northern:
 - Mr. Darrel Briese, 4040 1st St W, Havre, MT 59501, is to serve a term ending April 15, 2010 and fulfills the qualifications for being a public representative. Darrel Briese succeeds Karen Myers.
 - Mr. Jupe Compton, 228 1st St, Havre, MT 59501, is to serve a term ending April 15, 2009 and fulfills the qualifications for being a public representative. Jupe Compton succeeds Robert Boettcher.
- University of Montana-Western:
 - Mr. William Kriegel, 4600 Carrigan Ln, Dillon, MT 597925, is to serve a term ending April 15, 2010 and fulfills the qualifications for being a public representative. William Kriegel succeeds Max Nield.

If you need additional information, please call Patti Keebler, Appointments Coordinator, at extension 3862.

Sincerely,

A handwritten signature in black ink, appearing to read "B. Schweitzer".

BRIAN SCHWEITZER
Governor

Copy to: Sheila Stearns, Commissioner of Higher Education
University Presidents and Chancellors

University Executive Boards

Montana State University-Billings

Kris Carpenter, Billings. Kris Carpenter owns and operates Billings' Sanctuary Spa & Salon, which she founded in 1998. Kris devotes 90 percent of the Sanctuary advertising budget to community sponsorships and donations and asks all employees to participate in community service. She is a former board member of the YWCA of Billings, a former recipient of the Aveda Humanitarian Award, and current co-chair of the 40th annual art auction for the Yellowstone Art Museum.

Montana State University-Northern

Darrel Briese, Havre. Darrel Briese was born and raised on a farm north of Loma, Mt. He attended high school in Fort Benton and later graduated from Montana State University with a degree in Mechanical Engineering. Darrel moved to Havre about thirty years ago. He now has a diversified farm and ranch that is located between Havre and Chinook. He also is co-owner of a manufacturing company that deals in the oil and gas fields

Jupe Compton, Havre. Compton is a graduate of Northern Montana College (now MSU-Northern) and is former teacher from Chester. He has owned the Palace Bar in Havre since 1974 and is President of the Montana Tavern Association from 2005 – 2007.

University of Montana-Western

William Kriegel, Dillon. Kriegel has won recognition for his entrepreneurial acumen and keen business skills in the U.S. power generation industry. He combined his personal passions for horsemanship, education, ranching and farming to create La Cense Montana and La Cense Beef. Kriegel is a proud contributor to a worldwide movement in natural horsemanship through his partnerships with the University of Montana-Western and the French Federation of Equestrianism. Most notably is the University of Montana-Western's Natural Horsemanship Bachelor of Science Degree, the first university-accredited natural horsemanship degree in the nation.

BOARD DISCUSSION Item c.

Kindergarten to College Workgroup Meeting July 25, 2007 1:00 pm – 4:00 pm Governor's Budget Office Conference Room 2 nd Floor State Capitol DRAFT Minutes		
Agenda	Notes	Action Item
1:00 pm Roll Call	Attendance: Erin Williams, <i>Parent Representative</i> Steve Meloy, <i>Board of Public Education</i> Janine Pease, <i>Board of Regents</i> Bud Williams, <i>Office of Public Instruction</i> Sheila Stearns, <i>Commissioner of Higher Education</i> James Stipcich, <i>Student Assistance Foundation</i> Diane Moog, <i>School for the Deaf and Blind</i> Jonathan Windy Boy, <i>Governor's Representative</i> Hank Hudson, <i>DPHHS</i> Keith Kelly, <i>Commissioner of Labor & Industry</i> Pam Cote, <i>Office of Economic Development</i> Dick Clark, <i>Chief Information Officer</i> Jan Lombardi, <i>Governor's Education Policy Advisor</i> Excused: David Ewer, <i>Budget Director</i> Steve Gettel, <i>School for the Deaf and Blind</i> Rachel Grosvold, <i>Student Representative</i> Linda McCulloch, <i>Superintendent of Public Instruction</i> Vicki Turner, <i>DPHHS</i> Andy Poole, <i>Department of Commerce</i>	

1:05 pm Introductions	<ul style="list-style-type: none"> • Jan introduced Anna Green, new employee in the Governor's Office 	
1:10 pm Opening Remarks <i>Chairperson Erin Williams</i>	<ul style="list-style-type: none"> • Good legislative session for kids and education • While December's meeting was more contemplative of the work that needed to be done, the workgroup is now ready for action • Erin reminded everyone of the purpose of the workgroup and that it is now time to get the Homework done • State of Montana is on the move; with 2% unemployment, a strong education system is needed to build a ready workforce • Southern Regional Education Board report, <u>Building Transitions from High School to College and Careers for Montana's Youth</u> conveniently arrived before the meeting and it will serve as a guide for the meeting 	
1:10 pm Approve December 14, 2006 Meeting Minutes	<ul style="list-style-type: none"> • Sheila Stearns made a motion to approve the December 06 meeting minutes; motion was seconded by Jim Stipcich 	<ul style="list-style-type: none"> • Approve December 14th meeting minutes
1:15 pm Governor's Homework Assignments: Legislative Successes <i>Governor's Education Advisor Jan Lombardi</i>	<ul style="list-style-type: none"> • Jan Lombardi walked the group through the legislative successes in the Strategic Plans <u>Comparative Worksheet</u>; action items approved by the legislature show up throughout the Governor's Homework Assignments • Bud Williams commented that 86% of incoming Kindergarteners would be enrolled in a Full-Time Kindergarten program and the 2007 session made history by funding Full-Time Kindergarten • Hank added that the expansion of CHIP, and children's mental health also fell into the Homework Assignment to get kids ready for 	

	<p>school</p> <ul style="list-style-type: none"> • Bud Williams reminded the group that the 2007 session made history by funding Full-Time Kindergarten • Steve Meloy reminded the group that the legislature is asking for more accountability from agencies and there will be some good data available in a few years when the first full-time kindergarteners reach the 2nd and 3rd grade • Sheila commented that previous efforts to prevent a tuition increase had failed • Erin concluded that the general feeling of the group was that there were many positive outcomes of the session • Jonathan Windy Boy asked a question about TANF; Hank answered that the recent TANF reauthorization devalued education because continuing education could not help qualify a person for TANF 	
<p>2:00 pm Facilitated Discussion: Students Ready for College and Work <i>Vice-Chairperson Janine Pease</i></p>	<ul style="list-style-type: none"> • Janine familiarized the workgroup with the Strategic Plans Comparative Worksheet and concluded that each education agency's strategic plans have a pathway that goes together and they share a lot of common ground • Janine thanked the staff at OPI, OCHE, and BPE for their work on the Comparative Worksheet and added that not only did the session make history, but also that a future was being created before our eyes • Janine presented an overview of the SREB report. The report came out of a facilitated discussion in August 2006 to define a pathway 	

	<p>to move forward.</p> <ul style="list-style-type: none"> • The workgroup went through a process with the recommendations in the SREB report to learn where the group was most interested in making progress in the next 18 months • The report identifies seven “challenges” that Montana faces in getting students ready for college and work; each challenge lists 5-10 actions that Montana can take • For each challenge, group members voted for the top three most important action items 	
3:15 pm Break		
3:30 pm Facilitated Discussion cont'd	<ul style="list-style-type: none"> • The top three action items were posted on the whiteboard; workgroup identified which agencies had those action items embedded in the agency’s strategic plan. It was important to identify action items that required multi-agency participation • Each workgroup member then voted for the top three action items for Montana to successfully prepare students to be college and workforce ready • Action item “<i>Set reasonable – but ambitious – annual targets toward meeting the 100 percent graduation goal and provide incentives to schools for meeting them</i>” received the third most points, but because it did not require multi-agency participation, no one was chosen to take the lead. Bud Williams may give info on AYP at next workgroup meeting • Members of the workgroup were chosen to take 	<p>The top three action items and the lead agencies are:</p> <ol style="list-style-type: none"> 1. <i>Implement a single system for educational data that links all education data systems from pre-kindergarten through higher education.</i> <ul style="list-style-type: none"> ✓ Sheila Stearns/OCHE will take the lead ✓ Bud Williams/OPI will co-chair ✓ NOTE: the word “single” does not work for MT; need to have K-12, Higher Ed, and workforce data systems that “talk” to each other 2. <i>Require essential core courses for all high school students.</i> <ul style="list-style-type: none"> ✓ Bud Williams/OPI will take the lead

	<p>the lead on working on those action items; the lead agency will develop an 18-month work plan and report to the January Board of Education meeting; the lead people will email the full K-College workgroup to see who is interested in being involved in each action.</p> <ul style="list-style-type: none"> • The Kindergarten to College workgroup reached consensus on the top three actions that will get Montana students ready for college and work; these actions will help the Board of Education to complete the Governor's Homework Assignments 	<ul style="list-style-type: none"> ✓ Steve Meloy/BPE will co-chair ✓ NOTE: The specific number of courses in the SREB report may not be the desired outcome, but the participants committed to the goal of reaching agreement on core courses and/or high school graduation requirements <p>3. <i>Adopt an overarching dual enrollment policy statewide, establishing methods for developing, implementing and monitoring dual enrollment in Montana's postsecondary institutions.</i></p> <ul style="list-style-type: none"> ✓ Steve Meloy/BPE will take the lead ✓ Bud Williams/OPI will co-chair
4:15 pm Other items	<ul style="list-style-type: none"> • Jan Lombardi introduced the National Math & Science Initiative; UTeach grant attracts mathematics, science, and computer science undergraduates into the teaching profession; a second grant is to create training and incentive programs for AP and Pre-AP courses • The next Kindergarten to College Workgroup meeting will be during the first week in October 	<ul style="list-style-type: none"> • Sheila Stearns made a motion for the workgroup to agree to go after this grant and support the Governor's Office, which will take the lead in applying; motion was approved • Janine Pease will give the Kindergarten to College Workgroup update to the Board of Education on September 13th
4:30 pm Adjourn		

BOARD DISCUSSION Item d.

Summary of topics for discussion between Regents staff and PEPB (Postsecondary Education Policy and Budget Subcommittee) on 12-13-07.

The Subcommittee has asked the staff of the Legislative Fiscal Division and the Office of Commissioner of Higher Education (OCHE) to draft a joint “shared policy goal” for improving faculty and staff retention in the Montana University System (MUS).

This is a great opportunity for the MUS to communicate its needs and interests in regard to employee recruitment and retention.

Topics the Legislative Fiscal Division has requested for presentation by OCHE and for Subcommittee discussion include:

- How bad is the turnover rate and what is the target rate?
- Who is leaving? Why are they leaving? What is the impact on the MUS mission?
- Where are employees going? (*What states, institutions, employers?*)
- How is the state pay plan applied in the Montana University System?
- How do union bargaining agreements create differences in how the state pay plan is applied? Where does this occur?
- How are faculty contracts typically structured? (*Explain promotions through faculty ranks, merit, market – compare and contrast with state jobs outside the MUS.*)
- What is the MUS benefits package? (*Focus on health insurance, retirement and pension, staff tuition waiver, dependent tuition waiver.*)
- Are salary and benefits decisions made differently for those employees who are funded from the Current Unrestricted Fund as opposed to those funded from Restricted/Designated/Auxiliary funds? (*For example, those funded solely by private foundation grants and/or federal grants?*)

OCHE staff will ask campuses for data and support in gathering information to address these topics.

ACADEMIC AND STUDENT AFFAIRS
Montana State University-Bozeman
Strand Union Building Ballroom D
Thursday, November 15, 2007
8:15 a.m. – 12 noon

8:15 AM Roll Call and Review of Minutes Link

ACTION

- 8:20 AM
- a. Revisions to Policy 301.10, General Education Block Transfer Policy. **ITEM 137-101-R1107**
 - b. Revisions to Policy 303.3, Program Review, to eliminate the section on “underutilized” programs. **ITEM 137-102-R1107**
 - c. Composition Placement, a new policy for the Montana University System. **ITEM 137-104-R1107**
 - d. Revisions to Policy 301.15, Mathematics Proficiency Admissions Standards for Four-Year Programs, to set a proficiency standard that allows for provisional admissions. **ITEM 137-105-R1107**
 - e. Remedial Coursework, a new policy for the Montana University System. **ITEM 137-106-R1107**
- Level II Items
- f. Center for Native Health Partnerships, Montana State University-Bozeman. **ITEM 136-2005-R0907**
 - g. Astrobiology and Biogeocatalysis Research Center, Montana State University-Bozeman. **ITEM 136-2006-R0907**
 - h. The Energy Institute, Montana State University-Bozeman. **ITEM 136-2002-R0907**
 - i. Certificate in Practical Nursing and Associate of Science degree in Registered Nursing, Montana State University-Billings College of Technology. **ITEM 136-2703-R0907**
 - j. Associate of Applied Science degree in Power Plant Technology, Montana State University-Billings. **ITEM 136-2705-R0907**
 - k. Associate of Applied Science degree in Medical Billing and Coding, Montana State University-Great Falls College of Technology. **ITEM 136-2853-R0907**
 - l. Certificate of Applied Science in Computer Server Administration, Montana State University-Great Falls College of Technology. **ITEM 136-2855-R0907**

- m. Undergraduate Honors Program, Montana Tech of The University of Montana. ITEM 136-1503-R0907
- n. Associate of Applied Science degree in Welding Technology, The University of Montana-Helena College of Technology. ITEM 136-1905-R0907

INFORMATION

- 10:30 AM a. Academic Program Review reports for 2006 – 2007.
- b. Diversity Report, Montana University System – Brad Eldredge, OCHE.
- c. Indian Education for All, the tribal histories project – Ellen Swaney, OCHE.
- d. Update on Practical Nursing program at Flathead Valley Community College.

CONSENT

- 11:45 AM Level I memorandum Link
- 11:50 AM Public Comment
- 12 NOON ADJOURN

Minutes
ACADEMIC AND STUDENT AFFAIRS
Montana State University-Billings
Lewis and Clark Room, Student Union Building
Wednesday, September 19, 2007
12:30 – 4:00 PM

Regent Lynn Hamilton, Committee Chair, called the meeting to order at 12:37 p.m.

a. Roll Call.

All committee members were present: Chair Lynn Morrison-Hamilton, Dr. Janine Pease, Todd Buchanan, and Kerra Melvin.

b. Approval of the minutes from the May, 2007, meeting of the Committee.

The minutes were approved, as written.

1. Action Items

a. ITEM 136-103-R0907: Exception to Policy 301.12, Aviation Technology, UM-Helena College of Technology.

Deputy Commissioner Roger Barber stated that this exception request is to satisfy Federal Aviation Administration requirements, and has gone through the Two-Year Education Council prior to coming to committee. There was a consensus to move it forward for BOR approval.

b. ITEM 136-104-R0907: Compliance report on Policy 301.12, Undergraduate Degree requirements.

Deputy Commissioner Barber introduced this as a report to the BOR of institutions with programs still out of compliance with Policy 301.12. He recommends giving campuses until March 2008 to act, then, if they do not, automatically putting out-of-compliance programs into moratorium status until the program does come into compliance. He said that some campuses are well along and by March will be in good shape. He lauded Dean Jane Baker's work; she brought all but one of Montana Tech of The University of Montana College of Technology's programs to compliance in one year. Dean Baker, Montana Tech of The University of Montana College of Technology, reported that general education courses were the usual problem, that the program must go through a curriculum review process, and that it is not as difficult as it sounds, though longer programs may take more time. There was consensus to move the report and recommendation forward to the BOR..

c. ITEM 136-106-R0907: Recommendation on College Preparatory Program exemptions.

Deputy Commissioner Barber introduced this report, given to the BOR for the last 20 years, which has, in the last three years, included the 2004-2005 cohort group. Last year the BOR asked for a recommendation. Deputy Commissioner Barber said the data supports the value of the college prep program; and the OCHE recommendation is that the 5% exemption pool be eliminated as of Fall 2010. For the 4-year campuses, students would need a high school college prep program. The 15% Exemption, under the university system general admission policies, could still be used to admit students who have not completed college preparatory curriculum in high school. The recommendation generated a considerable amount of discussion about anticipated student response, high school preparation, and communication with the Office of Public

Instruction. The report and recommendation will be presented to the full board by a vote of three in agreement and one opposed (to the recommendation.)

2. **Level II Items**

- d. **ITEM 136-2701-R0707: Minor in Health Communication, MSU-Billings.**
Dr. George White, Interim Provost & Academic Vice Chancellor, Montana State University-Billings, responded that every program must justify enrollment and graduation rates to BOR. This program addresses a workforce need. Regent Buchanan raised the issue that the MUS may be offering too much. He said, "I don't think we'll be the best at anything if we offer everything." Consensus to move forward to full board.
- e. **ITEM 136-2851-R0707: Certificates of Applied Science in Network Infrastructure and EMT – Intermediate 99, MSU-Great Falls College of Technology.**
Deputy Commissioner Barber said these programs are already in place; they are going through the process of changing from Certificate to Certificate of Applied Science. Consensus to move forward for approval of full board.
- f. **ITEM 136-1002-R0707: Bachelor of Science in Athletic Training, UM-Missoula.**
Dr. Royce Engstrom, Provost & Vice President, Academic Affairs, The University of Montana-Missoula, said that the accrediting agency for this major changed its rules so The University of Montana's Option is to be moved to Major status. This is the only accredited athletic training program in Montana and could be an option to regional students whose current programs in other states did not make the transition under the new accrediting guidelines. Process is underway to address the credit limit (one credit over). The 120 credits will include both pre-program and program requirements. Consensus to move to BOR.
- g. **ITEM 136-1003-R0707: Department of Educational Leadership and Department of Counselor Education, UM-Missoula.**
Deputy Commissioner Barber said this is an organizational change coming to BOR for approval. Consensus to move forward to BOR.
- h. **ITEM 136-1004-R0707: Montana Center for Work Physiology and Exercise Metabolism, UM-Missoula.**
Regent Melvin requested more information about this. Provost Engstrom replied there is defense department funding to address the needs of workers, such as firefighters and the military, in high stress conditions. The faculty and labs are already in place. The federal grant is dependent on first round results and it is expected to be sustained. Consensus to move forward to BOR.
- i. **ITEM 136-1503-R0707: The College of Letters, Sciences and Professional Studies, Montana Tech of UM-Missoula.**
This organization item received consensus to move forward to the full board after a brief discussion of the title.
- j. **ITEM 136-1901-R070: Certificates of Applied Science in Bookkeeping, Small Business Entrepreneurship Technology, Computer Assistant, Carpentry, Machine Tool Technology, Welding Technology, and Office Assistant, UM-Helena College of Technology.**
Deputy Commissioner Barber said these are all current Certificates moving to Certificate of Applied Science status. Consensus to move forward to the full board.
- k. **ITEM 136-301-R0707: Associate of Applied Science degree in Electrical Technology, Flathead Valley Community College.**
Deputy Commissioner Barber expressed concerns about this proposal centered around duplication of MUS institution programs. Kathy Hughes, Vice-President of Instruction, Flathead Valley Community College, replied that the program was in

response to the Regents' Strategic Plan as well as to regional needs. She introduced Bill Roope, Director, Northwest Montana Regional Tech-Prep Consortium, who spoke to involving local business, secondary and post-secondary people and others in developing a seamless education program. He said 53 Flathead Valley Community College students wanted to register for this program. He introduced three master electricians to speak further to the apprenticeship aspects of the program and to the need for more workers in this field: Dick Frisk, President/CEO of Frisk Electricians, Kalispell; Mark Bobb, Master Electrician, IBEW; and Bill Squires, formerly of Plum Creek, and now consulting. Mark Mackey, State of Montana Director of Apprenticeship & Training, also spoke, expressing agreement with Deputy Commissioner Barber on the issue of duplication, and also the desire to have the Kalispell program approved. He said of the 479 registered electricians in Montana today, 100 are in the Kalispell area which has a definite micro-economy demand for electricians. Vice-President Hughes addressed cost issues, noting that local taxpayers paid for the facility and have provided active support (business and industrial) for the foundation. Regent Pease suggested that perhaps the duplication concern is not in response to current needs and conditions. Deputy Commissioner Barber reminded the committee that the BOR is the gatekeeper for academic programs at community colleges and that at some point the duplication issue must be addressed. Regent Melvin said she thought the full board needed to hear this discussion. Chair Hamilton asked Vice President Hughes if the program could be funded without state support, or with super tuition. Super tuition would be a hardship for students with families, and Vice President Hughes would need to look at the budget again to determine the answer to the general funds question. Chair Hamilton said she would recommend approval of the program but will individually oppose it on concerns that it may lead to an oversupply. The discussion will move to the full board.

3. **INFORMATION**

a. **Update on student loan issues – Commissioner Stearns and OCHE staff**

Cathy Swift, OCHE Attorney, said that in June the Montana Attorney General sent out questions to campuses about practices regarding student loans. Pam Bucy, Deputy Attorney General, is expected to be at the BOR meeting September 20th to present conclusions and recommendations. No egregious or illegal activity has been found in Montana. Bruce Marks, Montana Guaranteed Student Loan Program Director, announced that HR 2669 passed the United States Senate and House and is awaiting the President's signature. He said the good news is that there will be more Pell Grants and lower student interest rates. The bad news is that funding for guarantee agencies is dropping significantly and it will be tough to make ends meet. The current default rate is 2.8% in Montana, but it will be a challenge to keep it low with fewer resources. In response to Regent Buchanan's query of what kinds of changes we will see, Director Marks replied that it will involve a million dollar reduction in revenue for guarantee agencies, which will be significant for students.

b. **Preview of admissions/placement/remediation policies – Jan Clinard, OCHE**

Jan Clinard, Director of Academic Initiatives, announced that Miranda Qualls of Chinook had won a Student Assistance-funded \$500 scholarship for her essay for web writers. Director Clinard outlined three policies: writing placement; math proficiency, and remediation. She said the writing policy is really a consistent mechanism for placement purposes, and the 2 year campuses wanted to be included in this policy. The math policy is to update the 2003 version and set the more realistic target of a 21 ACT math score, rather than the too-low 18. Students with a score below 21 would be

accepted provisionally and need to address the deficiency within 3 semesters or 32 credits. The remediation policy addresses the approximately one third of students directly out of Montana high schools who need remedial work in math, composition, or both prior to full acceptance to do college-level math and writing course work. She emphasized that all remedial courses should be numbered with a zero for transparency. Students think that if they take a course beginning with “1” that it is college-level. She advocated moving remedial courses to the 2 year campuses. Sharon Carroll, Member of the Montana Board of Public Education, said that the first time the Board of Public Education saw these policies was last week, and that because of AYP (Adequate Yearly Progress,) most of the high school resources go to grades 9-10. Director Clinard replied that there are K-12 people on the committees contributing to these policies. Director Clinard said that when you have an 18 as an acceptable math score, the pressure is to tell the truth instead of letting students think that 18 is good enough. In response to K-12’s dual emphasis on work force readiness and college preparation, she said that “word force ready” and “college ready” are the same thing. Regent Pease said that there is a need to communicate formally with the K-12 people about college preparation. Jan Lombardi asked about a communications strategy to tell students what they need to hear. She said there has been no higher education representative at the public education meetings. She said the governor is looking to build bridges. Chair Hamilton said that people with suggestions or concerns should contact Director Clinard about the policy proposals.

c. Teacher education accreditation – MSU-Provost Dooley

Provost Dooley announced Montana State University’s recently-made decision to move from accreditation through NCATE (National Council for Accreditation of Teacher Education) to TEAC (Teacher Education Accrediting Council). These are the two organizations that review teacher education programs. This does not replace review by the State of Montana. He expects the TEAC review spring, 2009, following the State of Montana review fall, 2008. He said TEAC represents a better fit for MSU than does NCATE. Eric Burke, MEA/MFT Public Policy Director, said that his organization considers this decision a big step backwards, and that as of last night the state Board of Public Education was not aware that this is happening. It is expected to have implications for the terms of definition for “highly qualified” teachers. He said TEAC was created by the Council for Independent Schools and is recognized by the Department of Education. He said his organization believes that NCATE upholds the highest standards. Chair Hamilton asked how many of the Montana teacher education programs are NCATE-approved. All five MUS programs are. She asked Provost Dooley how many in the national sector have moved from NCATE to TEAC? Provost Dooley said he did not have the list with him but that a number of very reputable schools have. He said that critical external peer review is a standard MSU feels will facilitate high quality outcomes. Chair Hamilton directed anyone wanting more information or having comments to speak with Deputy Commissioner Barber.

d. Indian Education for All: MSU-Bozeman’s recent grant – MSU-Provost Dooley

Provost Dooley spoke of two multi-million dollar grants addressing leadership in American Indian educators in Montana districts with high populations of American Indians. The cost of the education is waived for those accepting employment in high population American Indian areas; otherwise students pay for the course work. The motivation for the grants came from a meta-analysis of research supporting the idea that the quality of leadership is significant in impacting outcomes in schools.

e. Distance education initiatives from the OCHE/campus match program – Tom Gibson, OCHE

(Postponed due to time constraints)

1) **Recent decisions by the State Board of Nursing.**

2) **Report on PN Nursing at Flathead Valley Community College.**

1) Deputy Commissioner Barber said there have been two recent decisions regarding programs. The State Board of Nursing gave approval (with monitoring provisions) to The University of Montana-Missoula College of Technology RN program. Based on State Board concerns, The University of Montana-Helena College of Technology decided to delay its RN program for one year. In both cases, the nursing board was concerned about the number and qualifications of nursing faculty, and the absence of a qualified nursing director. There is some concern about whether the State Board of Nursing has problems with the model curriculum even though they have approved Montana Tech's PN/RN programs, Great Falls' PN program, and Flathead Valley Community College's program, which are all based on that model curriculum. Montana State University-Billings is concerned about whether the Montana University System is going in the right direction with this model. (Billings has its program up for approval in November.)

The PN Nursing at Flathead Valley Community College includes three courses that do not conform to the model nursing curriculum. When the Regents approved the program in January 2007, it asked Flathead Valley to return to the September 2007 Board meeting with changes. The changes were not made by the September 2007 deadline, however. Vice President Hughes said that they graduated their first group in August, and they had changed to an Associate's degree so they have 53 credits instead of 60. She said it is an academic decision that the faculty makes and is not an easy thing to change. The three courses in question are nutrition, college algebra, and intro to psychology. Chair Hamilton said that VP Hughes needs to figure out another way to address the issue (rather than discuss it here with psychology instructor) because it was agreed that this would be the deal going into the program. Deputy Commissioner Barber said that the model curriculum was to address exactly all these issues and he is concerned about being asked for one exception after another. Chair Hamilton asked VP Hughes to continue to work with Deputy Commissioner Barber to correct the problems.

4. **CONSENT**

Level I memorandum

No concerns were expressed about the memorandum. Motion carried to accept it.

PUBLIC COMMENT

Cecelia Lescher, a student of Montana State University-Billings requested that the BOR support a major in Native American Studies at MSUB. She said Billings is within 3 hours of five of the Federally-recognized tribes and it is a convenient location for them to attend events. She said if the school is to recruit and retain Native American students, the Board should use its influence with OPI to recognize Native American Studies as a (teaching) minor, especially when it is the law of our state to have Native American Studies in the schools. She said a lot of students would like to see this at the bachelor level.

4:20 PM ADJOURN

November 15 – 16, 2007

ITEM 137-101-R1107

**Revisions to Montana Board of Regents’
Policy 301.10, General Education Block
Transfer Policy; Montana University System**

THAT:

The Board of Regents of Higher Education approves the suggested changes to the above-referenced policy. The suggested changes are attached to this item page.

EXPLANATION:

Almost all of the suggested changes are intended to clarify the Policy, to make it more readable, or to make it more consistent in its language and philosophy.

The most significant, substantive changes are:

- the addition of a new section 1, under part II.B. of the policy. The original policy did not include the scenario where a student had completed the entire MUS Core.
- different, more explicit language to describe students who have completed one of the three (3) general education transfer pathways authorized by Policy 301.10. That language was suggested in a paper on system-wide general education transfer policies throughout the United States, prepared for the Joint Boards Articulation Commission of the Oregon University System. The suggested, stronger language states that a student “. . . cannot be required to take additional general education coursework at the lower division level” if he/she has completed one of the pathways.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

PAGE: 301.10 (1 of 5)

SUBJECT: ACADEMIC AFFAIRS

Effective: May 20, 2005

Section: 301.10 General Education ~~Block~~ Transfer Policy;
Montana University System

Issued: June 14, 2005

Approved: 

I. Board Policy:

- A. The Montana University System is committed to facilitating the ease of undergraduate student transfer to its campuses, particularly in the area of general education. Therefore, all campuses of the Montana University System will recognize the integrity of general education programs and courses offered by units of the Montana University System, Montana's three publicly supported community colleges, the seven tribal colleges and regionally accredited independent colleges in the State of Montana. All campuses in the Montana University System shall also recognize the integrity and transferability of the Montana University System Transferable Core.
- B. To ensure adequate student preparation for transfer, campuses will exclude any courses from their general education program that are remedial or developmental in nature. Examples would include Introductory or Intermediate Algebra, Reading Improvement, Vocabulary Building, and so on.
- C. The Montana Board of Regents has adopted four (4) important procedures to implement the intent of this policy. Those procedures are set out below, in Sections II.A., B., C. and D.

II. Procedures:

A. ~~The Block Transfer Procedure.~~ Campus General Education Programs.

An undergraduate student who has completed the lower division coursework in an approved general education program at one of the institutions noted above, and who transfers to another of those institutions, ~~will be deemed to have met the lower division general education requirements of the campus to which the student transfers.~~ cannot be required to take additional general education coursework at the lower division level.

The student may be required to take additional coursework at the upper division level that is part of an approved general education program at the new campus.

The approved general education program at each of the campuses can be found at this link: <http://mus.edu/transfer/genedbycampus.asp>.

B. The Montana University System Transferable Core.

An undergraduate student who has completed courses identified as part of the Montana University System (MUS) Transferable Core, hereafter referred to as the MUS Core, courses will be governed by the following rules:

1. If the student has completed the entire 30-credit MUS Core, following the operating rules approved by the Montana Board of Regents, and transfers to another unit in the Montana University System, that student cannot be required to take additional general education

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

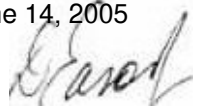
PAGE: 301.10 (2 of 5)

SUBJECT: ACADEMIC AFFAIRS

Effective: May 20, 2005

Section: 301.10 General Education ~~Block~~ Transfer Policy;
Montana University System

Issued: June 14, 2005

Approved: 

courses at the lower division level.

2. If that student has completed fewer than 20 ~~general education~~ MUS Core credits, that student will be required to complete the approved general education program at the campus to which he/she transfers. All general education transfer credits that are part of the MUS Core will be reviewed for possible application in the approved general education program at the campus.
3. If that student has completed 20 or more MUS Core credits, ~~but does not satisfy the block transfer policy described in the preceding section,~~ that student may choose to complete either the MUS Core or the approved general education program at the campus to which he/she transfers. The student should make that decision in consultation with a faculty advisor.
4. The student may be required to take additional coursework at the upper division level that is part of an approved general education program at the new campus.
5. The MUS Core is set out as [Appendix 1](#) of this policy.
6. Transfer students and student advisors should also be familiar with the additional guidelines that have been adopted by the Montana Board of Regents for students who use the MUS Core to satisfy their lower division general education requirement. Those guidelines are entitled [Operational Rules for the Montana University System Core](#), and can be found by clicking on that title.

C. Other "General Education" Coursework.

An undergraduate student, in the following situations, will have his/her classes analyzed on a course-by-course basis to determine how those classes might satisfy the general education program requirements of the student's new campus:

1. a student who completes postsecondary coursework outside of the Montana University System;
2. a student who completes postsecondary coursework in the Montana University System that does not fall within the MUS Core described in the paragraph II.B of this policy.

The guarantees set out in ~~the "block transfer procedure" and the "MUS Core"~~ Sections II.A. and B. of this policy do not apply to students in these situations. The institutions that make up the Montana University System are encouraged to assist those students as much as possible, however, so the intent of this policy applies to as many students and as many courses as possible.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

PAGE: 301.10 (3 of 5)

SUBJECT: ACADEMIC AFFAIRS

Effective: May 20, 2005

Section: 301.10 General Education Block Transfer Policy;
Montana University System

Issued: June 14, 2005

Approved: 

D. Associate of Arts and Associate of Science Degrees.

A student who has completed an Associate of Arts or an Associate of Science degree with an approved general education component package at ~~another one~~ one unit of the Montana University System, as defined under Board Policy 301.12, ~~has satisfied the requirements of this policy. and transfers to another unit, cannot be required to take additional general education coursework at the lower division level.~~

The student may be required to take additional coursework at the upper division level that is part of an approved general education program at the new campus.

NOTE: Students should be aware that Associate of Arts or Associate of Science degrees ordinarily do not have a designated field of study in their title. If they do, they may not satisfy the requirements of this policy. See Board Policy 301.12., paragraph I.B.2.

- E. Before the new institution will accept the courses, a student will have to earn a grade of "C-" or better in each of the classes described in the preceding sections.
- F. The Montana University System will establish a General Education Council to oversee the provisions of this policy. The Council will have 12 members. A minimum of four (4) members will be selected from nominations submitted by the faculty governance councils on the campuses. Its responsibilities shall include:
1. Periodically review and recommend possible revision of the MUS Core to the Board of Regents;
 2. Approve by January of each year a list of general education courses, from each of the institutions described in the first paragraph of this policy, that satisfy the MUS Core criteria on that campus;
 3. Periodically assess and recommend revision of this policy;
 4. Perform other responsibilities, as assigned by the Montana Board of Regents or the Commissioner of Higher Education.
- G. Each campus of the Montana University System and the publicly supported community colleges will provide the Office of the Commissioner of Higher Education its approved general education program and update that information whenever changes are made. The Commissioner of Higher Education will make this information available to all campuses of the Montana University System.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

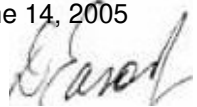
PAGE: 301.10 (4 of 5)

SUBJECT: ACADEMIC AFFAIRS

Effective: May 20, 2005

Section: 301.10 General Education ~~Block~~ Transfer Policy;
Montana University System

Issued: June 14, 2005

Approved: 

-
- H. The tribal colleges and regionally accredited independent colleges in the State of Montana may elect to participate in this reciprocal recognition of general education integrity on the same terms as the campuses of the Montana University System. Those electing to do so will provide the appropriate information to the Office of the Commissioner of Higher Education.

III. History:

Item 89-001-R1195, General Education Transfer Policy; Montana University System, approved by the Board of Regents on March 29, 1996, as revised March 3, 2003 (Item 117-105-R1102). Revised May 20, 2005, Item 127-102-R0505, policy revised, format change. Revised March 21, 2007 Part II, Section B, Paragraph 5 (editorial change and clarification). Revised March 28, 2007 to add link.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

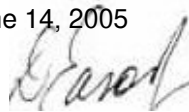
PAGE: 301.10 (5 of 5)

SUBJECT: ACADEMIC AFFAIRS

Effective: May 20, 2005

Section: 301.10 General Education Block Transfer Policy;
Montana University System

Issued: June 14, 2005

Approved: 

Appendix I

Montana University System Core

Natural Sciences	
--At least one of the classes must have a laboratory experience	6 semester credits
Social Sciences/History	6 semester credits
Mathematics	3 semester credits
Communication	6 semester credits
--Written communication and oral communication	
Humanities/Fine Arts	6 semester credits
<u>Cultural Diversity</u>	<u>3 semester credits</u>
TOTAL CREDITS	30 semester credit

November 15 – 16, 2007

ITEM 137-102-R1107

**Revisions to Montana Board of Regents’
Policy 303.3, Program Review**

THAT:

The Board of Regents of Higher Education approves the suggested changes to Section 5, Procedures, in the above-referenced policy. The suggested changes are attached to this Item page.

EXPLANATION:

Policy 303.3, which was approved by the Montana Board of Regents in May 2005, is a significantly-different approach to academic program review in the Montana University System. Prior to May 2005, program review at the Board of Regents’ level only occurred every five years and the review only included programs with low graduation rates. The Office of the Commissioner of Higher Education also managed the review for the Board.

Policy 303.3 establishes a significantly different approach to program review at the Board of Regents’ level. Under that new Policy,

- all academic programs must be reviewed at least once during a seven-year period;
- the responsibility for that reviews rests with the campuses;
- the results of the review are reported to the Board of Regents, and the Board has the authority to change campus decisions concerning the future of its programs.

The philosophy of Section E. is a holdover from the old program review process, which singled out underperforming programs and ignored everything else. It was included as part of the revised policy, to reassure the Board that those programs would receive special scrutiny in the review process. It also included multiple measures of “underperformance,” primarily because some programs will almost always have low graduation numbers, regardless of their importance to the campus and the support they provide to other disciplines. Physics is probably the best example.

While the multiple measures were well-intended, they have proven to be unworkable, especially the measures

that focus on faculty ratios and average credit hours. Many academic programs in the Montana University System are multi-disciplinary in approach, utilizing the coursework and strengths of programs throughout the institution. Tying courses to specific programs really only works for self-contained disciplines like nursing or law or business.

The chief academic officers and the Office of the Commissioner of Higher Education recommend the elimination of Section E. for two (2) reasons:

- many of its provisions are unworkable;
- the entire philosophy of the new policy places the responsibility for program review on the campuses, and asks them to make a recommendation concerning the future of all programs. Section E. is a holdover from a different era, when program review and the future of programs, rested with the Board.

The suggested policy revisions do require the campuses to include graduation numbers and student major numbers so the Board has that information when the campuses report the results of their reviews every November.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

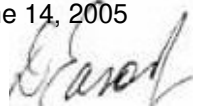
PAGE: 303.3 (1 of 2)

SUBJECT: ACADEMIC AFFAIRS

Effective: May 20, 2005

Section: 303.3 Program Review

Issued: June 14, 2005

Approved: 

I. Board Policy:

- A. In order to ensure program quality and effective stewardship of resources, every campus of the Montana University System shall conduct regular internal reviews of all of its academic programs. Those reviews shall include all programs listed in the "degree and program inventory" maintained by the Office of the Commissioner of Higher Education, and shall include options, minors not associated with a major, and certificates of more than 30 credits listed in the inventory.
- B. This policy shall not apply to the three community colleges associated with the Montana University System. Internal program review will be left to the local governing boards of those institutions.
- C. Each campus will review all of its programs at least once every seven (7) years. The campuses will prepare a schedule of review for all of its programs, and file that schedule with the Office of the Commissioner of Higher Education. That schedule will be updated, when new programs are added to each campus' program offerings. In preparing the schedule, the campuses may use program accreditation reviews to satisfy the provisions of this policy, and the self-study prepared for that accreditation visit will serve as the internal review expected under this policy.
- D. Each campus will report the results of its internal program review, for the preceding year, at the November meeting of the Montana Board of Regents. Those reports will focus especially on the decisions associated with the future of each program, following its review.
- E. ~~The annual reports will include additional information and explanation for programs that do not meet the criteria set out below, especially if the campus decision is to retain or continue the program. That criteria is as follows: The report submitted to the Montana Board of Regents, under Section I.D., shall include graduation numbers and student major numbers for each of the last seven (7) years for every program under review.~~
- ~~1. for undergraduate programs:~~
- ~~(a) at most of the campuses, a graduation rate that averages less than five (5) students, on a rolling average, during the three years preceding the internal campus review. For The University of Montana-Missoula and Montana State University-Bozeman, that graduation rate, on a rolling three-year average, is less than ten (10) students; and~~
- ~~(b) the student-faculty ratio in the 300 and 400-level courses that are the responsibility of the program is in the bottom third of student/faculty ratios on the campus; and~~

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

PAGE: 303.3 (2 of 2)

SUBJECT: ACADEMIC AFFAIRS

Effective: May 20, 2005

Section: 303.3 Program Review

Issued: June 14, 2005

Approved: 

~~(c) the average credit hour figure in the 300 and 400-level courses that are the responsibility of the program are in the bottom third of credit hour figures on the campus.~~

2. ~~for masters degree programs, a graduation rate that averages three (3) or fewer students on a rolling average, during the three years preceding the internal campus review.~~

3. ~~for doctoral degree programs, a graduation rate that averages two (2) or fewer students on a rolling average, during the three years preceding the internal campus review.~~

4. ~~In addition to the programs identified above, the provisions of this subsection shall apply to any program where overall enrollments—as measured by majors and overall student credit hours generated—has decreased by 20 percent or more since the last time it was reviewed.~~

5. ~~the criteria described in E.1, 2, 3, and 4 above shall be included as part of the information concerning each program that is part of the annual report submitted to the Montana Board of Regents.~~

F. Upon receipt of the annual report, the Montana Board of Regents has the authority to ask for additional information, to justify the campus decision concerning a particular program. The Board also has the authority to change the decision made by an individual campus, based on its internal program review process.

II. History:

Item 2-001-R0973 (Revised), October 19, 1973; Board of Regents of Higher Education, Minutes October 24, 1975, as amended October 28, 1977; Memo from I. E. Dayton to Curriculum Committee, October 18, 1977, entitled "Academic Program Review"; as revised November 18, 1999 ([Item 104-103-R0999](#)). Revised May 20, 2005 ([Item 127-108-R0505](#)), policy revisions, format change. Revised January 9, 2007 for minor editorial change.

ITEM 137-104-R1107

Policy 301.17: Composition Placement

THAT:

The Board of Regents set a policy on placement into freshman composition courses throughout the Montana University System, consistent with the Writing Proficiency Policy on full and provisional admissions to four-year programs.

EXPLANATION:

Policy 301.16, Writing Proficiency, approved in November 2005, set threshold scores from a variety of assessment measures for full admissions to the four-year programs of the MUS. The policy also stated that by Fall 2007, the MUS would determine how 301.16 should apply to students exempted in its section H and how the policy should impact writing placement examinations on the campuses. The proposed policy fulfills those mandates.

The proposed policy was drafted with input from every campus of the MUS and the Writing Proficiency Steering Committee. This policy sets thresholds on writing assessments taken in high school for students 1) to be placed into college-level courses without further testing; 2) to challenge their placement; and 3) to be placed into remedial courses. It also recommends placement into advanced composition courses where they are available.

The proposed policy aligns placement practices for exempted students, as well as students in two-year, four-year, and dual enrollment programs.

As a result of the proposed policy, high-stakes placement decisions are applied consistently across the system and students in high school know if their demonstrated skill levels will place them into remedial, college-level, or advanced composition courses as freshmen in higher education.

Campuses are urged to implement this policy as soon as possible, but at least by Fall 2008.

ATTACHMENTS:

Proposed Policy 301.17
Policy 301.16
Score distributions for 2007 MUSWA and ACT

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
DRAFT Policy 301.17 – Composition Placement
Effective date: Fall 2008

I. Board Policy:

- A. Composition Placement Policy is based on Writing Proficiency Policy 301.16, which sets thresholds for full admission to the four-year programs at Montana State University-Bozeman, Montana State University-Billings, Montana State University-Northern, The University of Montana-Missoula, Montana Tech of The University of Montana, and The University of Montana-Western. This placement policy applies to the programs listed above, as well as Montana University System programs with open admissions and dual enrollment programs that offer composition courses offered for college credit.
- B. This policy reflects the Montana Board of Regents' expectation that students should not be required to take multiple writing examinations as part of their initial matriculation in the System.
- C. This policy provides campuses with the flexibility to select assessment measures based on their own course offerings, course content, and predictive studies. Campuses must clearly communicate their placement practices to students, counselors, staff, and advisors.
- D. Students who earn the following **minimum** scores on tests taken during high school will be placed directly into a college-level freshman composition course without further testing:
 - 1. **7** on the Writing Subscore or 19 on the Combined English/Writing section of the Optional Writing Test of the ACT; or
 - 2. **7** on the Essay or 400 on the Writing Section of the SAT; or
 - 3. **3.5** on the Montana University System Writing Assessment (MUSWA); or
- E. Students who score below the thresholds set in D will be placed into developmental courses. Campuses have the discretion to allow students who do not meet the thresholds in D, but scored at least 5 on the ACT or SAT essays or 2.5 on the MUSWA, to challenge this placement through one of the following approaches:
 - 1. A campus-administered writing assessment modeled upon the MUSWA, giving the student 40 minutes to respond to a persuasive prompt and holistically scored using the MUSWA rubric and scoring process; or
 - 2. A campus-specific measure, such as portfolios, approved by the Writing Proficiency Steering Committee; or
 - 3. Regular and supervised participation in a tutoring program/learning center from which students can exit with the threshold scores set in section H of this policy.
- F. Students will be placed into developmental courses if their writing scores are below 5 on the ACT or SAT or below 2.5 on the MUSWA or the campus-administered writing assessment modeled upon the MUSWA.

- G. Students may be placed into advanced composition courses, where they are available, based on MUSWA, ACT, SAT, or Advanced Placement scores as determined by the English Department of each campus.

- H. Students without writing placement examination scores, whose writing scores were earned more than three years before enrolling, or students exempted under Section H of Policy 301.16 Writing Proficiency (nontraditional students, summer-only, and part-time students) are placed into college-level composition by taking examinations offered by the two-year or four-year campuses and earning the minimum scores listed below. Students with scores below these thresholds are placed into remedial composition courses:
 - 1. 50 on the CLEP Subject Examinations in Composition; or
 - 2. 7 on the COMPASS E-Write Examination; or
 - 3. 90 on the COMPASS Writing Skills Test; or
 - 4. 71 on the COMPASS Writing Skills Test if a proficient essay is also submitted; or
 - 5. 3.5 on a campus-administered writing assessment modeled upon the MUSWA, giving the student 40 minutes to respond to a persuasive prompt and holistically scored using the MUSWA rubric and scoring process.

II. History:

ITEM 89-003-R1195 Proficiency Admission Requirements and Developmental Education in the Montana University System, approved November 17, 1995; ITEM 107-109-RO500 Report from Joint K-16 Composition Standards Committee on Writing Proficiency Standards for Admission and Graduation from MUS, approved July 6, 2000; ITEM122-115-R0104 Writing Proficiency Recommendation, approved January 15, 2004; ITEM 129-109-R1105 Writing Proficiency Policy, approved November 16, 2005, ITEM 135-1110R0507 Revisions to Policy 301.16, Writing Proficiency, approved May 31, 2007.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 301.16 – Writing Proficiency
Revised May 31, 2007; Issued June 11, 2007

I. Board Policy:

A. Any student seeking full admission to a four-year degree program at Montana State University- Bozeman, Montana State University-Billings, Montana State University-Northern, The University of Montana-Missoula, Montana Tech of The University of Montana, and The University of Montana-Western must satisfy a writing proficiency standard. That standard is as follows:

For Fall 2009 and the following years, students must earn a minimum score of:

- 7** on the Writing Subscore or 18 on the Combined English/Writing section of the Optional Writing Test of the ACT; or
- 7** on the Essay or 440 on the Writing Section of the SAT; or
- 3.5** on the Montana University System Writing Assessment; or
- 3** on the AP English Language or English Literature Examination.

B. The writing proficiency standard will be phased in, beginning in Fall 2007.

1. For Fall 2007, students must earn a minimum score of:

- 5** on the Writing Subscore or 16 on the Combined English/Writing section of the Optional Writing Test of the ACT; or
- 5** on the Essay or 390 on the Writing Section of the SAT; or
- 2.5** on the Montana University System Writing Assessment, or
- 3** on the AP English Language or English Literature Examination.

2. For Fall 2008, students must earn a minimum score of:

- 6** on the Writing Subscore or 17 on the Combined English/Writing section of the Optional Writing Test of the ACT; or
- 6** on the Essay or 420 on the Writing Section of the SAT; or
- 3** on the Montana University System Writing Assessment; or
- 3** on the AP English Language or English Literature Examination.

C. In lieu of the indicators set out in paragraphs A and B above, students may offer CLEP Subject Examinations in Composition if their scores on the examination meet or exceed the ACE Recommended Score for Awarding Credit of 50.

D. A student who has not yet demonstrated the ability to meet these standards may be admitted (without condition) to a two-year degree program or admitted provisionally to a four-year degree program on any campus of the Montana University System.

E. Before gaining full admission status to a four-year program, the student may prove that he/she has the appropriate proficiency in the following ways:

- 1. re-take one or more of the listed writing assessments to earn the required score;

2. earn a grade of C- or better in the composition course that is the prerequisite to the composition course that satisfies the general education program requirements described in Board [Policy 301.10](#);

3. submit a letter to the admissions office documenting a disability that prevented him/her from adequately demonstrating proficiency in a test setting if no accommodation was provided at the time of the test.

F. A student receiving a score of 5.5 or higher on the MUS Writing Assessment will be issued a certificate of merit from the Montana Board of Regents for use in applying for college admissions or scholarships.

High schools throughout Montana will receive:

- certificates of appreciation from the Montana Board of Regents for their partnership activities with the Montana University System on behalf of the Writing Assessment project;
- awards of merit from the Montana Board of Regents for the exemplary performance earned by their students on the Writing Assessment project.

G. By Fall 2007, the Montana University System will:

1. determine how this policy should be applied to the groups of students exempted in Section H, based on the Montana Board of Regents' expectation that all students in four-year degree programs should satisfy a writing proficiency standard;

2. determine how this policy should impact the writing placement examinations on the campuses of the Montana University System, based on the Montana Board of Regents' expectation that students should not have to take multiple writing examinations as part of their initial matriculation in the System;

3. establish a uniform system to collect and report student data related to writing proficiency to provide evaluation and analysis of the writing proficiency requirement.

H. The following categories of students are exempt from the provisions of this policy:

1. non-traditional students (those who do not enter college for a period of at least three years from the date of high school graduation or from the date when they would have graduated from high school);

2. summer-only students; and

3. part-time students taking seven or fewer college-level semester credits.

History:

Approval of Proficiency Admission Requirements and Developmental Education in the Montana University System, approved by the Board of Regents on November 17, 1995 (Item 89-003-R1195); [Item 107-109-R0500](#), Report from Joint K-16 Composition Standards Committee on Writing Proficiency Standards for Admission and Graduation from MUS, approved July 6, 2000; [Item 122-115-R0104](#), Writing Proficiency Recommendation ([Background](#)), approved January 15, 2004; [Item 129-109-R1105](#), Writing Proficiency Policy, approved November 18, 2005; and [Item 135-105-R0507](#) approved May 31, 2007.

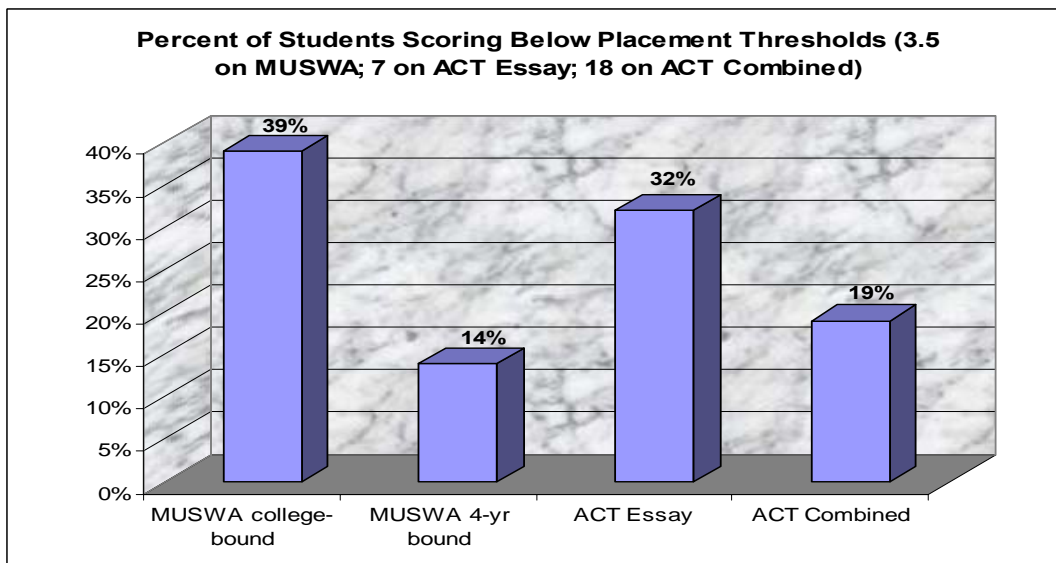
Score Distribution for 2007 MUSWA and ACT Optional Writing Test Additional Information for Composition Placement Policy

Distribution of scores from 2007 Montana University System Writing Assessment for students who plan to attend a college or university in Montana (left) and 2006 ACT scores (right).

MUSWA Score	Tribal	CC	COT	4-yr Public	Private	ACT Essay	
1	2.11%	0.68%	1.93%	0.65%	0.70%	2	1%
1.5	6.34%	2.48%	4.18%	0.70%	2.11%	3	1%
2	19.01%	10.84%	13.44%	5.68%	7.04%	4	2%
2.5	14.79%	9.26%	12.53%	7.08%	5.63%	5	3%
3	33.10%	27.99%	28.21%	22.28%	20.07%	6	20%
3.5	10.56%	15.58%	15.17%	17.22%	15.14%	7	17%
4	9.86%	20.09%	16.50%	23.57%	20.77%	8	34%
4.5	2.82%	7.00%	4.99%	10.87%	10.92%	9	13%
5	0.00%	4.51%	2.04%	8.64%	11.97%	10	8%
5.5	0.00%	0.90%	0.41%	2.15%	3.17%	11	1%
6	0.00%	0.68%	0.20%	1.08%	1.76%	12	1%
Number	142	443	982	3717	284	#	3,311

Above: Of the 7,270 students who completed the MUSWA, 5,568 selected a category of Montana colleges or universities that they may attend. The MUSWA collects additional data such as this, unlike the ACT, whose scores are listed in the small table on the right. MUSWA scores range from 1 to 6 whereas the ACT scores range from 2 to 12, with a rubric that simply doubles the MUSWA scores. (A 3.5 on the MUSWA is the equivalent of a 7 on the ACT.)

Below: Based on the MUSWA, 39% of all the students planning to attend college in Montana and 14% of those planning to attend a four-year campus would be placed into developmental composition courses. Based on the ACT Optional Essay, 32% would be placed into developmental courses and based on the ACT Combined Writing Score, 19% would be placed into developmental courses. The ACT Combined score consists of about 1/3 essay and 2/3 multiple choice questions from the traditional ACT. In general, students who take the ACT hope to attend a four-year university.



MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS

Policy 301.15 – Mathematics Proficiency ~~Admissions Standards for Four-Year Programs~~

I. Board Policy:

A. Beginning in Fall 2010, any student seeking full admission to a four-year degree program at Montana State University- Bozeman, Montana State University-Billings, Montana State University-Northern, The University of Montana-Missoula, Montana Tech of The University of Montana, and The University of Montana-Western must satisfy the mathematics proficiency standard. That standard is as follows:

- ~~1. for Fall 2004 and Fall 2005, students must earn a minimum mathematics (quantitative) score of:
16 on the ACT
390 on the SAT, or
a score of 3 or above on the AP Calculus AB or BC Subject Examinations;~~
 - ~~2. for Fall 2006, students must earn a minimum mathematics (quantitative) score of:
17 on the ACT
420 on the SAT, or
a score of 3 or above on the AP Calculus AB or BC Subject Examinations;~~
 - ~~3. for Fall 2007 and the following years, students must earn a minimum mathematics (quantitative) score of:
18 on the ACT,
440 on the SAT, or
A score of 3 or above on the AP Calculus AB or BC Subject Examinations~~
1. a score of 22 or above on ACT Mathematics;
 2. a score of 520 or above on SAT Mathematics; or
 3. a score of 3 or above on the AP Calculus AB or BC Subject Examination or a score of 4 on the IB Calculus test.

B. A student whose mathematics score is 18-21 on the ACT or 440-510 on the SAT meets the mathematics requirement for admission without condition to any two-year degree program or provisional admission to a four-year degree program on any campus of the MUS.

C. A student whose mathematics score is below 18 on the ACT or 440 on the SAT may be admitted without condition to any two-year degree program of the MUS, but may not be admitted to a four-year degree program of the MUS.

D. In lieu of the indicators set out in paragraphs A and B above, students may offer CLEP Subject Examinations in selected topics [***College Algebra, College Algebra-Trigonometry, Pre-Calculus, Calculus, or Trigonometry***] if their scores on the examination meet or exceed the ACE Recommended Score for Awarding Credit of 50.

E. Alternately, students may be excused from any testing in mathematics and deemed proficient if they complete a *Rigorous High School Core* including four years of mathematics in high school (Algebra I, Algebra II, Geometry & a course beyond Algebra II, as outlined in the matrix attached to this policy as Appendix I) with grades of C or better in all courses.

F. Students who have been denied full admission to a four-year program in the Montana University System because they do not meet the mathematics proficiency standard set out in this policy may prove that they have the appropriate proficiency in the following ways:

1. within 3 semesters or 32 credits of enrolling, earn a C- grade or better in a college course entitled Intermediate Algebra ~~or Algebra for College Students~~, or in a college course that is the prerequisite to any of the courses described in ~~paragraph E.2~~ below; or
2. earn a C- grade or better in a mathematics course that satisfies the general education program requirement described in Board Policy 301.10; or
3. earn a score of ~~48~~ 22 or above on the mathematics portion of the ACT or ~~440~~ 520 or above on the mathematics portion of the SAT; or
4. earn a score of at least 60 on the COMPASS Algebra exam, or an equivalent score on another placement exam used by the campus, upon enrollment; or
5. complete an A.A. or A.S. degree.

The above-described standards will also be used to determine mathematics proficiency when students move from two-year programs or campuses to four-year programs or campuses.

G. Institutions in the Montana University System have authority to use the 15% pool of first-time, full-time undergraduates, established by the Montana Board of Regents' Policy 301.1, Section I.E., to exempt students from the requirements of this Policy. The following categories of students are also exempt from the requirements of this policy:

1. non-traditional students (those who do not enter college for a period of at least three years from the date of high school graduation or from the date when they would have graduated from high school);
2. summer only students; and
3. part-time students taking seven or fewer college-level semester credits.

H. For Fall 2008 and 2009, the 2003 policy applies, granting full admission to students with minimum mathematics (quantitative) scores of:

1. 18 on the ACT,
2. 440 on the SAT, or
3. 3 or above on the AP Calculus AB or BC Subject Examinations

Scores below 22 on the mathematics portion of the ACT or 520 on the SAT indicate placement into remedial math courses.

II. History

Math Proficiency Admissions Standards, approved July 10, 2003 (Item 119-104-R0503). Revised May 20, 2005 (Item 127-128-R0505), approval of math proficiency statement; editorial change June 30, 2006.

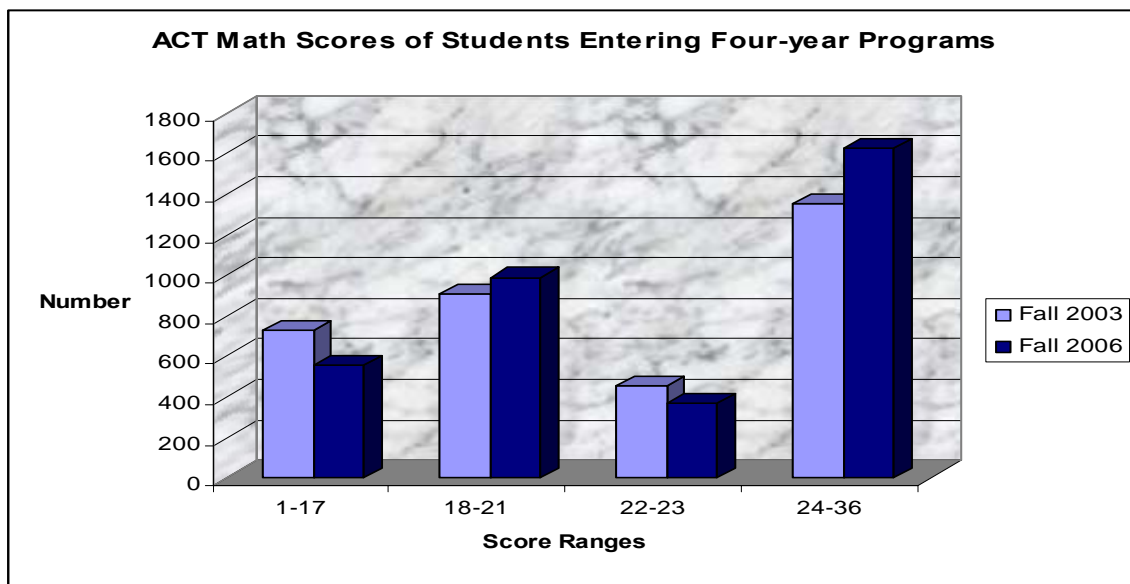
**Score Distribution for ACT Mathematics
Additional Information for Mathematics Proficiency Policy**

2006 ACT Math Scores of First-time Freshmen by MUS Institution

ACT Math Scores	MONTANA STATE					UNIVERSITY OF MONTANA						Total
	MSU	MSUB	MSUB-COT	MSUN	MSU-GF	UM	UM-COT	MT TECH	TECH-COT	UMW	UM-HLN	
1-17	169	66	51	49	32	170	56	40	23	60		718
18	91	31	14	12	12	77	12	18	3	22		292
19	99	18	4	14	4	85	11	18	9	19		281
20	91	35	14	8	6	77	6	18	3	13		271
21	99	30	9	8	5	72	6	18	5	18		270
22	69	19	5	4	6	73	8	19	3	6		212
23	130	21	7	5	3	87	5	22	2	12		294
24	108	27	3	17	6	96	9	27	1	5		299
25-36	681	66	9	23	9	350	4	98	7	24		1274
No Score	665	122	199	80	255	699	240	174	74	65	231	2802
Total	2202	435	315	220	338	1786	357	452	130	244	231	6713

Above: Based on proposed Mathematics Proficiency Policy, a total of 718 students would be admitted to any two-year program and placed into developmental coursework; a total of 991 students could be provisionally admitted to the four-year campuses and enrolled in developmental courses unless they retest in order to place into a higher level course; and the remaining 5,004 students could be fully admitted to their chosen campus.

Below: Since the adoption of the current Mathematics Proficiency Admissions Standards, the number of students entering Montana’s four-year programs with scores below 18 has declined and the number of students scoring above 23 has increased. Updating the policy could result in continued improvement as students set higher achievement targets for themselves.



ITEM 137-106-R1107

Recommendation To Consider Policy On Developmental Education

THAT:

The Board of Regents adopt a policy on Developmental Education, as recommended by members of the Remediation Workgroup formed by the Board of Regents in September 2006.

EXPLANATION:

The adoption of policies on proficiency admissions in writing and mathematics was initiated by Board Item 89-003-R1195 Proficiency Admission Requirements and Developmental Education in the Montana University System (1995). That item envisioned the purpose of proficiency admissions as reducing the need for remedial courses and shifting them from four-year to two-year programs, except where the "needs for developmental education are not being met in the immediate region."

Discussions regarding proficiency admissions invariably led to questions about data on remediation, which revealed the lack of consistent definitions, placement practices, course-numbering, and treatment of these courses. As a result of these questions, in September of 2006, the Regents authorized the formation of a Remediation Workgroup to draft a policy designed to establish: 1) which courses are to be counted as remedial; 2) which institutions should offer remedial courses; 3) what codes will consistently name and identify remedial courses; and 4) how to utilize consistent placement practices. In addition, an annual report on remediation was to be produced. This policy achieves those directives. It also uses the term "developmental," preferred by most providers of this coursework.

In recent years, the Board has endorsed the concept of "Provisional Admissions" for students seeking four-year degrees, but needing developmental coursework in their first few semesters. The proposed policy recognizes the need for campuses to provide the necessary coursework to students who are provisionally admitted.

ATTACHMENTS:

Proposed Policy
Remediation rates using the 2006 Working Definition "below core."

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
DRAFT Policy 3XXXX – Developmental Education
Effective: Fall 2010

I. Board Policy:

- A. Purpose. This policy is designed to ensure that:
1. Coursework is available to students who continue their education in the Montana University System, but need to develop the foundational skills to succeed in rigorous, college-level classes.
 2. Developmental courses are clearly identified for students, other institutions and the general public.
 3. Students are clear about how that coursework will be used in their degree programs.
 4. Developmental education is delivered efficiently and effectively.
- B. A Description of the Coursework. In general, a developmental course is any course designed to help students achieve competency at the level required for full admission to a four-year baccalaureate program and/or develop the basic skills needed to successfully complete college-level courses that satisfy the Montana University System Core.
1. For purposes of this policy, developmental coursework is defined for mathematics and composition. While the goals of developmental coursework in both mathematics and composition focus on preparing students for college-level work, this policy does not suggest that these disciplines share the same instructional approaches and principles.
 2. Developmental mathematics courses are any courses that enroll students with an ACT mathematics sub-score below 22, an SAT mathematics score below 520 (Policy 301.17), or an equivalent score on a standardized placement test, such as COMPASS.
 3. Developmental composition courses are any courses that that enroll students with an ACT or SAT essay score below 7, a Montana University System Writing Assessment score below 3.5, any other threshold score listed in Policy 301.16, or an equivalent score on a standardized placement test, such as COMPASS.
 4. The coursework described in this section of the policy is not considered college-level, and cannot be used in an associate of arts, associate of science or baccalaureate degree program.
- C. Identification of the Coursework. Developmental courses shall have course numbers that begin with a zero (0). (I.E., 0XX.)
- D. Providers of the Coursework. Colleges with two-year educational missions shall be the primary providers of developmental education in the Montana University System. Four-year campuses also have an interest in developmental education because they are permitted to provisionally admit students whose admissions examination scores are just below the proficient level. Four-year campuses are, therefore, expected to work closely with their affiliated two-year colleges to meet the needs of those students.

- E. Monitoring the Policy. The Office of the Commissioner of Higher Education will produce an annual report on placement and remediation, using uniform data, including test scores and course enrollments, to evaluate and analyze developmental education in the MUS.
- F. Associate of Applied Science Degrees or Certificates. Coursework defined as developmental by this policy may be appropriate for these credentials.
1. The coursework described as developmental, in Section I.B. above, may be included in an associate of applied science degree or certificate of applied science. Associate of applied science degrees or certificates of applied science may also required specialized coursework in mathematics and/or composition that targets skills needed for the degree.
 2. Credit will be awarded for the coursework described in this section.
 3. The courses described in this section may be numbered 1XXD.
 4. Despite the special rules described in this section, the coursework will still not transfer into an associate of arts, associate of science or baccalaureate degree.

II. History

Item 89-003-R1195, *Proficiency Admission Requirements and Developmental Education in the Montana University System*, approved by the Board of Regents on November 17, 1995; *Evaluation of the Montana University System's Progress on Restructuring Goals*, Special Report to the Board of Regents, October 19, 2000 by James R. Mingle and Associates; *Registrar's Manual* (OCHE 2003), Interpretation of Item 89-003-R1195 and Mingle Report; Formation of Remediation Workgroup by the Board of Regents on September 28, 2006.

Remediation Rates Based on Working Definition “Below Core” Additional Information for Developmental Education Policy

	<i>Graduating Year</i>			
	2002-03	2003-04	2004-05	2005-06
Montana High School Graduates	10,978	10,864	10,713	10,275

Public Only

		<i>Entering Semester</i>			
		Fall 2003	Fall 2004	Fall 2005	Fall 2006
Capture Rate	#	3,414	3,357	3,511	3,292
	%	31.1%	30.9%	32.8%	32.0%

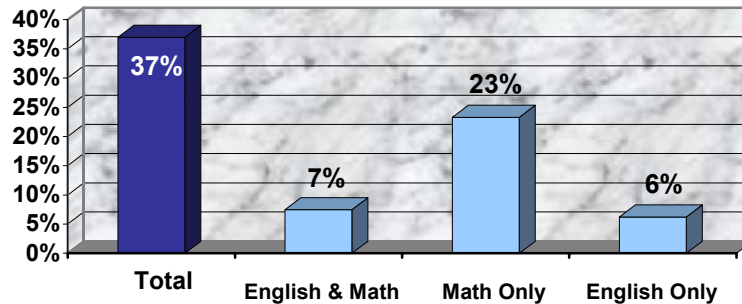
Remediation Rate	#	1,182	1,119	1,284	1,213
	%	34.6%	33.3%	36.6%	36.8%

Retention Rate (% returning for a 2nd year)	#	2,534	2,507	2,617	-
	%	74.2%	74.7%	74.5%	-

Above: Over 30% of Montana’s high school graduates enroll in the MUS in the fall after graduation. The remediation rates above do not include non-traditional students or traditional students who postpone their developmental courses for one semester or more. 78% of the students who take no developmental courses return for the second year, whereas 69% of those who take a developmental course return the second year.

Below: The graph below shows recent Montana high school graduates only. Each fall semester, there are over 4,000 enrollments in developmental math and 1,200 enrollments in developmental English across the system, not including community colleges.

**Remediation Rate of Recent MT High School Graduates by Subject
(Fall 2006)**



Additional Information for Developmental Education Policy

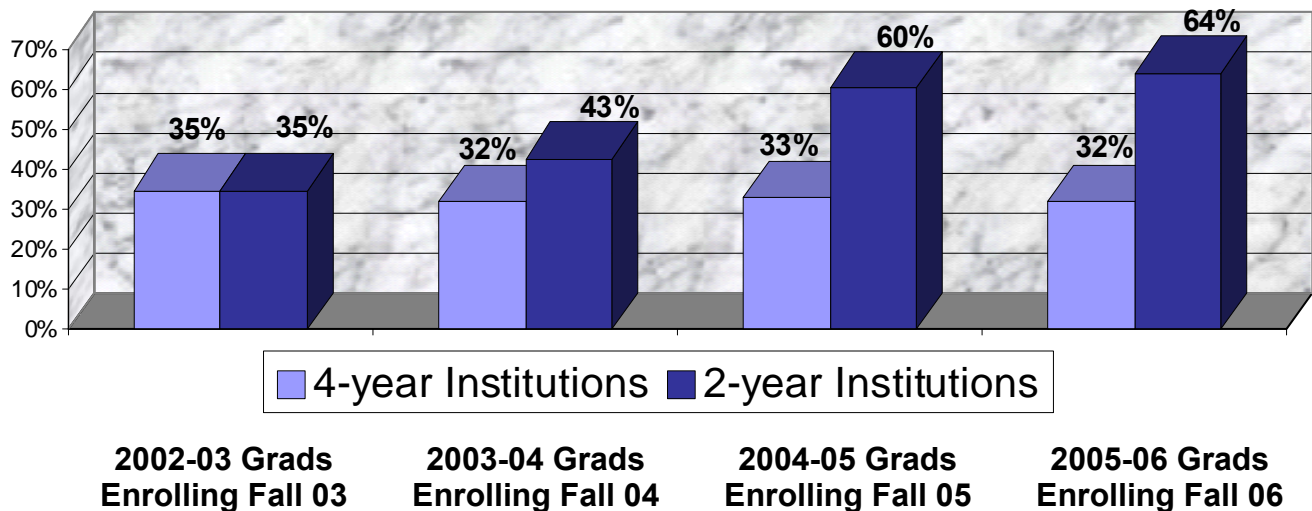
This data is based on enrollments in 14 developmental composition courses, such as ENEX 100 Basic Composition, ENGL 0102 Introduction to Writing, and ENGL 120 Introduction to Composition. It also includes 18 developmental mathematics courses, such as MAT 005 Introductory Algebra, MATH 085 Math Fundamentals, and Math 100 Intermediate Algebra.

Nationally, remediation rates show that 42% of the freshmen entering public 2-year institutions enrolled in at least one remedial course, compared to 20% of the freshmen entering public 4-year institutions (NCES 2003).

Below: Over the past four years, enrollments in developmental coursework have been shifting from the four-year institutions to the two-year institutions.

Percent of Recent Montana High School Graduates Enrolling in Remedial Math or English in the Fall Semester

MUS Remediation Rates by Institutional Type



ITEM 136-2005-R0907

**Approval to Establish Center for Native Health Partnerships;
Montana State University-Bozeman**

THAT:

The Board of Regents of Higher Education Authorizes Montana State University-Bozeman to Establish a Center for Native Health Partnerships.

EXPLANATION:

Montana State University-Bozeman seeks authorization to create the Center for Native Health Partnerships. This Center aims to redress the health concerns and reverse the health disparities experienced by Native Americans living in Montana. It is generally agreed that research is an essential component in eliminating health disparities, however many groups who experience health disparities have had negative experiences with researchers and with research processes. Understandably, these experiences have led many communities and community members to distrust both the process of research and the people involved in research. Community-based participatory research (CBPR) is a research process that seeks to build trust, relationships, and partnerships between community members and researchers. CBPR has a well established track record of engaging underserved populations and advancing the personal, social and institutional change needed for achieving improved health and quality of life.

The central practical purpose of the Center is to facilitate change in the way that research has historically been conducted with tribal nations by bringing together researchers and communities to establish trust, share power, foster co-learning, enhance strengths and resources, build capacity, and examine and address community-identified needs and health problems. These institutional and behavioral changes are critical to achieving the ultimate outcomes sought through this project: improvements in Native Americans' health and reduction of health disparities.

The MSU Center will be supported by an NIH grant, under the P20 funding mechanism. This program is to "*Establish An Exploratory National Center in Minority Health and Health Disparities*" and the MSU center is organized under the auspices of the grant guidance. There are four cores programs that constitute the center: the administrative core; the research core; the research training core and the community engagement core. Linda Hyman, Vice Provost for Health Sciences at MSU is the Principle Investigator of the grant and the Center will be housed within the Division of Health Sciences. Dr. Hyman will also lead the Administrative Core. There are three co-Principle Investigators of the project. Dr. Suzanne Christopher, Professor in the Department of Health and Human Development will lead the research core; Dr. Mike Babcock, Professor, Department of Psychology will lead the research training core and Sara Young will lead the community engagement core.

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.:	136-2005-R0907 (revised)	Date of Meeting:	September 19-21, 2007
Institution:	Montana State University - Bozeman		
Program Title:	Center for Native Health Partnerships		

Level II proposals require approval by the Board of Regents.

Level II action requested (check all that apply): Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor or certificate where there is no major or no option in a major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

Specify Request:

This Center aims to redress the health concerns and reverse the health disparities experienced by Native Americans living in Montana. It is generally agreed that research is an essential component in eliminating health disparities, however many groups who experience health disparities have had negative experiences with researchers and with research processes. Understandably, these experiences have led many communities and community members to distrust both the process of research and the people involved in research. Community-based participatory research (CBPR) is a research process that seeks to build trust, relationships, and partnerships between community members and researchers. CBPR has a well established track record of engaging underserved populations and advancing the personal, social and institutional change needed for achieving improved health and quality of life.

The central practical purpose of the Center is to facilitate change in the way that research has historically been conducted with tribal nations by bringing together researchers and communities to establish trust, share power, foster co-learning, enhance strengths and resources, build capacity, and examine and address community-identified needs and health problems. These institutional and behavioral changes are critical to achieving the ultimate outcomes sought through this project: improvements in Native Americans' health and reduction of health disparities.

Center for Native Health Partnerships

1. Purpose

This Center aims to redress the health concerns and reverse the health disparities experienced by Native Americans living in Montana. It is generally agreed that research is an essential component in eliminating health disparities, however many groups who experience health disparities have had negative experiences with researchers and with research processes. Understandably, these experiences have led many communities and community members to distrust both the process of research and the people involved in research. Community-based participatory research (CBPR) is a research process that seeks to build trust, relationships, and partnerships between community members and researchers. CBPR has a well established track record of engaging underserved populations and advancing the personal, social and institutional change needed for achieving improved health and quality of life.

The central practical purpose of the Center is to facilitate change in the way that research has historically been conducted with tribal nations by bringing together researchers and communities to establish trust, share power, foster co-learning, enhance strengths and resources, build capacity, and examine and address community-identified needs and health problems. These institutional and behavioral changes are critical to achieving the ultimate outcomes sought through this project: improvements in Native Americans' health and reduction of health disparities.

2. Objectives

The central research question for the Center development project is what kinds of institutional efforts and structures are necessary to support Community-Based Participatory Research in Native communities to the degree that those communities and their research partners are empowered to articulate needs, secure resources and successfully address indigenous health concerns? A corollary question is how published guidelines for conducting CBPR in Native American communities are similar and different, what are the implications of these differences and similarities, and what can the Center offer as appropriate guidelines for conducting successful CBPR with Native American communities in Montana?

Objective 1: To establish an enduring, adaptable and conducive infrastructure for Montana researchers, medical and public health practitioners, and Native American community members to develop their capacity, coordinate their efforts and cooperate to successfully address the health disparities faced by Montana's Native American populations.

Objective 2: To develop and provide resources for a pipeline of community members and researchers to come together to cultivate, develop and implement pilot projects that address health disparity needs identified by Native American communities in Montana.

Objective 3: To expand and enhance the capabilities of academically-based health researchers and Native American community members to work in effective CBPR partnerships; and to increase the number of Native American students

who are actively engaged in CBPR research on health issues in their home communities.

Objective 4: To understand what community and university structures, processes, policies, and activities are required to conduct CBPR research with Native American communities that successfully addresses Native American health disparities.

3. Organization, Infrastructure and Support

The MSU Center will be supported by an NIH grant, under the P20 funding mechanism. This program is to “*Establish An Exploratory National Center in Minority Health and Health Disparities*” and the MSU center is organized under the auspices of the grant guidance. There are four cores programs that constitute the center: the administrative core; the research core; the research training core and the community engagement core. Linda Hyman, Vice Provost for Health Sciences at MSU is the Principle Investigator of the grant and the Center will be housed within the Division of Health Sciences. Dr. Hyman will also lead the Administrative Core. There are three co-Principle Investigators of the project. Dr. Suzanne Christopher, Professor in the Department of Health and Human Development will lead the research core; Dr. Mike Babcock, Professor, Department of Psychology will lead the research training core and Sara Young will lead the community engagement core.

4. Activities

Each of the core units of the Center will engage in specific activities that are aimed to address a wider range of Native American community health concerns and encourage MSU-Bozeman and other college and university researchers in Montana to collaborate in addressing Native American health disparities. For example, the Administrative Core will oversee the internal and external advisory boards as well as the evaluation effort. The Research core will develop a pipeline of individuals and then partnerships who will eventually engage in CBPR research. The Consortium will have four levels of partnership arrangements and will support the different levels according to their needs. The levels are 1) Fully Engaged Partnerships, 2) Engaged Partnerships, 3) Interested Partners, and 4) Potential Partnerships and Partners. Pilot grant funds will be used to gather preliminary data, develop and refine research proposals, hold community meetings, and/or hold partner meetings. The results of the pilot grant will be to move the Engaged Partnerships into Fully Engaged Partnerships, increase trust and engagement, and to develop a full research proposal that will be submitted for external funding. During the five years of grant funding, the Center will make at least 15 awards of \$25,000 to \$50,000 each for pilot projects.

The research training core will host a series of academic-year monthly seminars and lectures. Initially, topics will be those suggested by published recommendations and reports for conducting successful partnership research. Some of the initial topics will be partnership process training, research methods, effective dissemination of results, cultural competence, and conflict resolution. The second method for developing and institutionalizing the CBPR infrastructure will be through a quarterly “CBPR on the road” series. For this series, the Training, Research, and Community Engagement Core

Directors will travel to a reservation community with one Fully Engaged or Engaged Partnership team.

The community engagement /outreach core will: (1) meet with 7 reservation communities and the Indian centers of the 2 largest American Indian urban populations in Montana; (2) Hire and train Community Organizers; (3) Hold bi-weekly conference calls; (4) Facilitate action-oriented community diagnoses; (5) Hold community forums where priority health issues are discussed and decided; (6) Facilitate research partnerships and; (7) Hold an annual health day on each reservation and at the 2 Indian centers.

5. Information on agencies, organizations and/or institutions which will be involved and advisory council information.

The center will be funded by an award from the NIH for a total of \$6,544,002 over a five year period starting October 1, 2007. There is also a proposal pending to the Paul Allen Foundation that would provide additional funds to support the infrastructure of the program. As noted, this is considered a “planning” award (the P20 funding mechanism) and is a pre-requisite to the full funding for an NIH sponsored Center of Excellence Grant (P50 or P60 award). Establishment of the Center at MSU at this phase will enhance the changes or positioning this effort for a full center award upon completion of the planning phase.

We have assembled an outstanding group of experts in CBPR to serve on our advisory committee. The board members, all of whom have agreed to serve are: Dr. Linda Burhansstipanov (Cherokee Nation of Oklahoma) Exec. Dir. Of Native American Cancer Research, a community-based organization; Dr. Joe Dan Coulter (Citizen, Potowotamie Nation Oklahoma) U. Iowa College of Public Health Professor; Dr. Eugenia Eng, UNC Professor, School of Public Health, CBPR practitioner on minority health; Dr. Bonnie Satchetello-Sawyer, Dir. Hopa Mountain, a non-profit organization dedicated to community-based development; Dr. Lillian Tom-Orme (Dine Nation) U. Utah School of Medicine Professor.

6. Interrelationships between the Center for Native Health Partnerships and the institutional mission: including information about which department on campus will be involved and how the center or institute will contribute to the academic programs of the institution.

The MSU vision statement makes clear the mission of Montana State University and states that MSU is to “...to serve the people and communities of Montana by sharing our expertise and collaborating with others to improve the lives and prosperity of Montanans.” This is clearly in concert with the focus of the Center for Native Health Partnerships.

This is an interdisciplinary Center where the principals are from four different departments (Microbiology, Psychology, Cell Biology/Neuroscience and Health and Human Development) representing two Colleges (College of Letters and Science and the College of Education, Health and Human Development). In addition, the Center will have close contact and develop collaborative relationships with three other campus

outreach organizations - the INBRE program, AIRO (American Indian research Opportunities) and the AHEC (Area Health Education Center).

7. Finances and space

The Center will be financed by the NIH as described above. The Center will be located within the Division of Health Sciences, which has offices in Leon Johnson Hall as well as Culbertson Hall on the MSU campus.

8. Similar programs in the state and surrounding regions

The Center for Native Health Partnerships grew out of a consortium of researchers and communities interested in conducting CBPR in Montana. In May 2006, a workshop was held at MSU for potential research partners to learn about conducting CBPR and about working respectfully in tribal communities. Notably, more than 90 individuals from across the state came to the workshop and/or expressed an interest in being a part of the Consortium. The response is a testament to the level of interest and the need to have a central focus for this type of work which is not formally organized or institutionalized in the State or the region.

9. Identify faculty expertise available for participation in Center activities

Center Directors

Linda Hyman, Ph.D. Dr. Hyman is the Vice Provost of the Division of Health Sciences Director of the Montana WWAMI Program and a full professor in the Department of Cell Biology/Neuroscience. Dr. Hyman oversees the Administrative Core. As the Vice Provost for Health Sciences, Hyman has maintained an active and independent research program while leading a variety of administrative units, including the Montana WWAMI Medical Education Program, the Montana Area Health Education Center and the Montana Office of Rural Health. Notably, the successful AIRO (American Indian Research Opportunities) Program, reports directly to Dr. Hyman and since coming to MSU she has assumed responsibilities as Principle Investigator on two of their key initiatives.

Suzanne Christopher, Ph.D. Dr. Christopher is a full professor in the Department of Health and Human Development and she will oversee the research core. She currently co-directs the Montana Consortium for Community-Based Research in Health, manages the Clinical Research Development Program, and is on the Advisory Board for the Vice-President for Research and Creative Activities at MSU. She received her doctorate in the Department of Health Behavior and Health Education from the University of North Carolina (UNC) School of Public Health. She has worked with community-based health projects for over 15 years and was the Director of Health Education Services for the Bureau of Community Health Services at the Marion County Health Department in Indianapolis, IN prior to attending graduate school at UNC. Dr. Christopher is on the Coordinating Committee for the Spirit of 1848 Caucus of the American Public Health Association. The Spirit of 1848 Caucus is devoted to issues of Social Justice in Health. She has served as PI on several projects that utilize a CBPR approach, is dedicated to

reducing health disparities, and has a proven ability to initiate and nurture partnership approaches to better the public's health.

Dr. Michael Babcock. Dr. Babcock is a full professor in the Department of Psychology and he will oversee the research training core. He has served as a faculty/research mentor for Native American students at Montana State University since 1994, sponsoring 16 minority students in his laboratory during this period. Dr. Babcock has been an active participant on numerous federally funded minority training grants including the Minority Access to Research Careers Program, the Minority Biomedical Research Support Program, the Montana Apprenticeship Program (MAP), and the Initiative for Maximizing Student Diversity.

In addition to these individuals there will be opportunities for engagement of other faculty at MSU and other institutions in the state to participate in pilot projects, training sessions, seminar etc.

10. Review Process

This proposal has been reviewed by the Office of the Provost.

ITEM 136-2006-R0907 Approval to Establish an Astrobiology and Biogeocatalysis Research Center; Montana State University Bozeman

THAT: The Board of Regents of Higher Education Authorizes Montana State University-Bozeman to Establish an Astrobiology and Biogeocatalysis Research Center.

EXPLANATION: Montana State University-Bozeman seeks authorization to create the MSU – Astrobiology and Biogeocatalysis Research Center (ABRC). The overall goal of the center is to pursue fundamental studies on prebiotic chemistry and explore the role for iron-sulfur compounds in the transition from the nonliving to the living world. The research bridges the disciplines of biochemistry and geochemistry and will train the next generation of scientists with a multi-disciplinary view of molecular catalysis. This broad-based training will be valued in basic and applied research settings.

The National Aeronautic and Space Administration has pledged more than six million dollars over a five year period to establish the center in the form of a competitively funded project to establish a node of the NASA Astrobiology Institute. Astrobiology is devoted to the scientific study of life in the universe - its origin, evolution, distribution, and future. It brings together the physical and biological sciences to address some of the most fundamental questions of the natural world: How do living systems emerge? How do habitable worlds form and how do they evolve? Does life exist on worlds other than Earth? The tremendous breadth and depth of this endeavor requires interdisciplinary investigation in order to be fully appreciated and examined.

The NASA NAI currently consists of 16 centers nationwide and includes institutes at: University of California at Berkeley, California Institute of Technology, Massachusetts Institute of Technology, NASA Ames Research Center and NASA Goddard Space Flight Center. The support for NASA Astrobiology Institute node and establishing an Astrobiology and Biogeocatalysis Research Center at Montana State University places MSU in an elite group.

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.:	136-2006-R0907	Date of Meeting:	September 19-21, 2007
Institution:	Montana State University-Bozeman		
Program Title:	Astrobiology and Biogeocatalysis Research Center		

Level II proposals require approval by the Board of Regents.

Level II action requested (check all that apply): Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor or certificate where there is no major or no option in a major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

Specify Request:

Montana State University-Bozeman seeks authorization to create the MSU – Astrobiology and Biogeocatalysis Research Center (ABRC). The overall goal of the center is to pursue fundamental studies on prebiotic chemistry and explore the role for iron-sulfur compounds in the transition from the nonliving to the living world. The research bridges the disciplines of biochemistry and geochemistry and will train the next generation of scientists with a multi-disciplinary view of molecular catalysis. This broad-based training will be valued in basic and applied research settings.

The National Aeronautic and Space Administration has pledged more than six million dollars over a five year period to establish the center in the form of a competitively funded project to establish a node of the NASA Astrobiology Institute. The NASA NAI currently consists of 16 centers nationwide and includes institutes at: University of California at Berkeley, California Institute of Technology, Massachusetts Institute of Technology, NASA Ames Research Center and NASA Goddard Space Flight Center. The support for NASA Astrobiology Institute node and establishing an Astrobiology and Biogeocatalysis Research Center at Montana State University places MSU in an elite group.

PURPOSE:

NASA has made a considerable investment in the study of origins, evolution, distribution and future of life in the universe through the establishment of its NASA Astrobiology Institute (NAI). The proposed center, the Astrobiology and Biogeochemistry Research Center (ABRC), led by Montana State University will be a unique new node in NAI. The vision for the Center is to:

- develop a team-based, cross-disciplinary research agenda centered on the role of mineral catalysis in the origin of life and the transition to biocatalysis during the emergence of life;
- create a nurturing and stimulating environment for the training of the next generation of researchers in this field through the development of cross-disciplinary research teams, new education models, and career development opportunities for undergraduate and graduate students as well as postdoctoral research fellows;
- increase the visibility of Astrobiology at the undergraduate level and increase the number of underrepresented minorities in scientific disciplines, building on Montana State's close connections to tribal colleges;
- develop an outreach program organized around the astrobiology research activities and Yellowstone National Park that leverages existing programs at Montana State;
- develop an important role in the Astrobiology community by organizing symposia and workshops, hosting scientist from other NAI centers, and providing training and access to research facilities at MSU; and
- build an efficient management structure, including integration of contributing scientists at Stony Brook University and Temple University, and integration of the proposed center into the University structure at MSU.

From Mineral Catalysts to Biocatalysts.

The field of astrobiology or exobiology is the study of origins, evolution, distribution, and future of life in the universe. The examination of life in the most extreme environments on earth have provided us with a better appreciation of how life can exist in diverse environments, and can perhaps provide clues as to how life arose in an abiotic environment. One theme of these studies has been the realization that microbial life is remarkably evolved to a wide range of chemical and physical environments. Microbial life on earth is widely distributed, and certain microbes thrive at extremes of temperature, pH, and pressure. Some of these environments include the polar caps, deep ocean hydrothermal vents, and aqueous surface geothermal sites such as those present in Yellowstone National Park. Essential for the understanding the evolution of life on earth, and possibly on non-earth based bodies, is the knowledge of how precursors for life arose and were assembled from an abiotic setting. Such knowledge would prove invaluable for developing chemical signatures for detecting life beyond earth.

Specific Research Challenges: Overview

Research at the ABRC will focus on addressing and integrating the following challenges in biological, nanoscale, and mineral catalysis:

1. Detailed studies on biological Fe-S catalysts. In order to evaluate the connection among Fe-S-based catalysis in minerals, clusters, and biocatalysts, we propose to investigate
 - Biological mechanisms for Fe-S cluster synthesis and assembly, including the introduction of cluster modifications and their role in radical chemistry.
 - Structural and physical characterization of complex Fe-S cluster-containing enzymes.
 - Homogeneous (solution) catalytic properties of Fe-S cluster enzymes.

- Spectroscopic and computational analyses of Fe-S clusters in selected enzymes (nitrogenase, hydrogenase)
2. Investigation of catalysis at iron-sulfide mineral surfaces in aqueous and gas phase systems as models of prebiotic chemical transformations. Foci will include
 - Properties of synthetic mineralized surfaces
 - The impact of surface defects and modifications on the physical and catalytic properties of an iron-sulfur mineral surface
 - The effect of energy (photo, redox, thermal, mechanical), pH, concentration, partial pressure of gases, surface area, and length scale on the structural, physical, and catalytic properties of iron-sulfur clusters, particles and minerals, and materials studied by beam/surface collision experiments.
 - Spectroscopic analyses and structural modeling of mineral surface defects by integrated theoretical and computational methods.
 3. Bridging the gap between Fe-S minerals and highly evolved biological Fe-S metalloenzymes.
 - Organic template (protein) mediated cluster assembly – *biomineralization*.
 - Properties of synthetic nanoclusters, both as homogeneous and heterogeneous catalysts.
 - The impact of size scale on the properties of synthetic iron-sulfur clusters and array.
 - Computational modeling of the structure and catalytic properties of synthetic iron-sulfur nanoparticles in the 5-50 nm range.

Academic Environment and Institutional Commitment

The proposed Astrobiology Research Center team involves investigators with expertise in geochemistry, experimental and theoretical physical chemistry, materials science, nanoscience, and the iron-sulfur cluster biochemistry. The P.I and a number of the Co-P.I.'s have been and are currently involved with University based research centers of excellence (Center for Biofilm Engineering, Center for Bioinspired Nanomaterials, and Thermal Biology Institute at MSU, and the Center for Environmental Molecular Science at Stony Brook) that can serve as excellent models for management structure as well as outreach and education. We will face a number of the same challenges in research training at the undergraduate and graduate level and in the public dissemination of information in these programs as we anticipate we will face in the Astrobiology Research Center. Montana State University and Stony Brook have a long-standing tradition of significant support of research centers fostering their individual success with dedicated lines for faculty hires and supplemental support for research and creative activities. Montana State University has made the ABRC a high scientific priority for the University and has pledged to dedicate two faculty lines to support the centers goals. Several team members will be located in the new chemistry building. This will be key to the institutional coherence of this center and ensure close working environment for the cross-disciplinary research and education proposed.

The Astrobiology and Biogeocatalysis Research Center will create an integrated multi-disciplinary environment for engaging student at all levels. Undergraduate, graduate, and post-doctoral training will occur at the level of catered coursework and multi-investigator/multi-institution research training experiences at Montana State, Temple, and Stony Brook. The subjects of astrobiology and the origin of life raise a number of ethical and philosophical issues that will be addressed in structured coursework.

Outreach and Public Education

Education and Public Outreach activities of the ABRC will take advantage of MSU's proximity to Yellowstone National Park, the thriving undergraduate research environment at MSU, and the

expertise, experience, and resources of the Thermal Biology Institute and the Montana Space Grant Consortium. Public Outreach efforts will be conducted through a *Building Blocks of Life* program, which will target 7th and 8th grade students with modules on prebiotic chemistry and understanding the conditions for early life. This program will also involve a substantial “Train the Trainers” element, working with park rangers, teachers, museum education personnel, and other education professionals. MSU students will be engaged in undergraduate research and outreach through the ABRC through an Astrobiology Outreach Fellows Program. Modeled on the successful outreach program of the Montana Space Grant Consortium and Montana Space Science Network Northwest, Astrobiology Outreach Fellows will be trained to deliver exciting and informative presentations to public school students throughout the state of Montana.

Management Plan

The ARBC will be led by an Executive Committee composed of leaders in the different research and education components. A University Oversight Committee and External Advisory Board will provide guidance on a regular basis. Videoconferencing and polycom technology will be used to hold regular distributed meetings with the other research sites. To insure that the Astrobiology Center addresses research and development issues of central importance, the Executive committee, with advice from the External Advisory Committee and the Astrobiology Center faculty, will follow a procedure for identifying seed funding, and inter-institutional collaboration opportunities, for implementing and evaluating the educational and outreach activities, and to ascertain needed infra-structure enhancements.

Commitment to Implementing the Collaborative and Networking Concepts of the NAI

The Thermal Biology Institute (TBI), the Center for Bioinspired Nanomaterials, the Montana Space Grant Consortium, and the ABRC will team to organize, host, and sponsor an annual meeting for the NAI community focused on integrating the disciplines of atmospheric science, life in extreme environments, and pre-biotic chemistry. This leverages the unique position of the ABRC within the context of the over-arching NAI mission.

The ABRC builds on some established interactions, in particular the collaborations of Professors Peters and Douglas, on template-constrained synthesis of metal-oxide and metal particles, and Professors Peters and Szilagy in the area of physical and computational studies on iron-sulfur enzymes. A new senior faculty member, Joan Broderick, has recently joined the faculty at MSU with expertise iron-sulfur enzymes, and has initiated fruitful collaborations with the core research members. The newly established collaboration between Professors Broderick and Peters is a perfect marriage of their respective biochemical expertise in complex iron-sulfur enzyme structure and mechanism and iron-sulfur cluster based radical biochemistry. Dr. Schoonen and Strongin have collaborated for nearly a decade on studies related to the surface chemistry of sulfides. It features Stony Brook University faculty member, Dr. Parise, who has extensive expertise in characterization of amorphous materials and has collaborated with Dr. Schoonen on the characterization of amorphous FeS for the last two years. A longstanding collaboration between Professors Douglas and Young in the area the biomineralization and biomimetic synthesis of nanophase materials will continue as a key component of the Center.

Astrobiology Center Impact.

A major stimulus for building from individual collaborations to an Astrobiology Center is our vision of undertaking multidisciplinary research directed toward larger impact goals. As is becoming abundantly clear, the broader societal impact of the research performed at this Center and others like it must be gauged and discussed. The interaction with faculty from the Department of History

and Philosophy will focus their research on the societal impacts of research into the questions about the origin of life, evolution, and nanotechnology.

Broader Impacts.

The expanded vision of our efforts could translate into the initiation of high technology economic development for the region, an aspect of the university-based research effort that is sorely needed for Montana and the Northern Rocky Mountain region. Montana State University has a responsibility as the leading Science and Engineering institution in the state of Montana to be the leader in educational outreach in the sciences. We have established outreach efforts through partnerships with the Thermal Biology Institute, The Center for BioInspired Nanomaterials, the Museum of the Rockies, the Burns Telecommunications Center and Montana Space Grant Consortium to reach across the vast geographic region that we traditionally serve. In particular, we will target those communities without access to well-developed educational infrastructure (with particular emphasis on the tribal colleges throughout Montana). MSU has a well-established reputation for the successful development of rural, state, and regional economies. Therefore the broader impact of our approach in establishment and funding of this Center will not only have an international scientific impact, but will be felt in both the economic and educational outreach spheres, at the local and regional level.

Composition of the Astrobiology Team.

This proposed Center deepens the collaboration within a core of five scientists at Montana State University in three departments, incorporates strength in structural biology/enzymology, computational chemistry existing at MSU, and adds additional areas of complementary expertise from other institutes. The areas of expertise span bioinorganic enzymology, molecular biology, bioorganic and synthetic chemistry, physical and materials chemistry, spectroscopy, solid-state physics, and geochemistry.

John W. Peters, the PI and Director of the ABRC is Professor of Chemistry and Biochemistry and Director of Montana State University's Thermal Biology Institute. Peters' expertise is in the area of structure/function relationships in iron-sulfur enzymes where he has made a number of seminal contributions and written several invited reviews on the subject over the past decade. He has previously organized an ACS symposium on hydrogenases and biological hydrogen production. He recently served as the Chair and Organizer for the first Gordon Research Conference on Iron-Sulfur Enzymes which was held in June 2006 and will Chair the 16th International Congress on Nitrogen Fixation to be held June 2009 in Big Sky, MT.

Martin Schoonen is Associate Director of the ABRC, Professor of Geochemistry, and Associate Vice President for Research at Stony Brook University. Schoonen has been an active researcher in the area of mineral-based catalysis and surface chemistry of iron sulfides for nearly two decades. He has been conducting research on the role of mineral catalysis in prebiotic chemistry since the mid-90s. He has co-organized several ACS symposia on the subjects of mineral reactivity and prebiotic chemistry. He is currently Program-Chair Elect for the ACS-Geochemistry Division and serves on the Editorial Boards of *Geochemical Transactions* and *Chem Geol*.

Prasanta Bandyopadhyay is Associate Professor of Philosophy specializing in philosophy of science, which investigates into the nature and assumptions of scientific methodology and will contribute to the project by examining the validity of the kinds of methods used, assumptions made and results arrived at by our team while attempting to unravel the mystery regarding the origin of life. He was an invited speaker at the International Bayesian Statistics Conference held in Varanasi in 2005. He has been a referee for the PROGIC 2005 July conference held in London School of Economics and for the Oxford University Press for a comparative (East/West) book proposal on philosophy.

Joan B. Broderick is Associate Director of the Outreach and Education for the ABRC and Professor of Chemistry and Biochemistry at Montana State University. Her research expertise is in the area of biolnorg Chem, particularly the biological chemistry of iron-sulfur clusters. She has made seminal contributions to the mechanistic understanding of radical

SAM enzymes, a newly identified superfamily of iron-sulfur enzymes that catalyze radical reactions. She has served as the Chair for both the NIH Metallobiochemistry and Macromolecular Structure Function A Study Sections and was the Co-Chair and Organizer of the Twelfth International Conference on Biological Inorg Chem held in August 2005.

Trevor Douglas is Professor of Chemistry and Biochemistry and Director of MSU's Center for Bioinspired Nanomaterials. His area of expertise is in biomineralization, biomimetic approaches to nanomaterials synthesis, and the role of Fe in oxidative stress responses in hyperthermophilic archaea. He has recently organized an MRS symposium on biomimetic materials chemistry, an ACS symposium on Nanoparticles in the environment, and an international meeting on Viruses and Protein Cages as Materials. He and contributed significantly to the literature in these fields and presented his work at many national and international meetings, including 6 invited Gordon Research Conference lectures.

Timothy K. Minton is Professor of Chemistry and an experimental physical chemist in the Department of Chemistry and Biochemistry at Montana State University. He has world-renown expertise in the area of gas-surface reaction dynamics at hyperthermal energies. He will support the proposed research by studying the mechanisms by which nitrogen gas can be reduced at FeS₂ surfaces and how these mechanisms depend on collision energy, surface morphology, and surface doping. He is the Principle Investigator of the Montana State University "Center for Ground-Based Studies of Rocket Plume Chemistry." He is the organizer of an American Chemical Society Symposium, "Chemical Dynamics in Extreme Environments," to be held at the 232nd ACS National Meeting, September 10-14, 2006, in San Francisco and is currently the Senior Editor of the J Physical Chemistry A&B.

John B. Parise is appointed jointly in the Department of Geosciences and Chemistry Department, Stony Brook University. His expertise is in the area of crystallography and solid state chemistry, especially the characterization of short range intermediate and long range order in microporous, nano-porous and nano-crystalline materials. Much of this work is performed at national synchrotron and neutron facilities where the increased brilliance allows time resolved studies of the formation and transformation of nano-crystalline materials through the use of total scattering techniques. He has previously served as Chair of both National Synchrotron Light Source Users Executive Committee and GeoSynch promoting the use of synchrotron radiation.

Daniel Strongin is Professor and Vice-Chairman of the Department of Chemistry at Temple University. His expertise is in the application of modern Surface science techniques to understand important issues in environmental chemistry and mineral driven chemistry. He has an active research program in the surface reactivity of iron sulfide mineral and nanoparticle surfaces. He has (co)organized ACS symposia in the areas of Mineral Catalysis, Spectroscopy of Mineral Surfaces, and Nanotechnology for Environmental Remediation.

Robert K Szilagy is an Assistant Professor at the Chemistry and Biochemistry Department, Montana State University. He has extensive experience with multi-edge X-ray absorption spectroscopic techniques, XANES and EXAFS analysis. He complements his spectroscopic measurements with a broad range of computational chemical tools including empirical force field, semi-empirical, ab initio molecular orbital, and density functional theories. He was the organizer of a XANES/EXAFS workshop at the Advanced Light Source Users' Meeting in 2005 and currently serves as the Biophysical Users' Representative on the Stanford Synchrotron Radiation Laboratory User Executive Committee.

Mark A. Young is Professor of Microbiology and Plant Sciences at MSU, Director of the NSF EPSCoR Program for the state of Montana, and Co-Director of the Thermal Biology Institute. His expertise is virology. His research program focuses on the isolation and molecular characterization of viruses found in high temperature environments as well as the use of viruses (and other protein cages) as biotemplates for nanomaterials synthesis. He has contributed significantly to the literature in these fields. He has served as an elected Executive National Board member of the American Society for Virology, as an organizer for the National Virology Meetings, and as a keynote speaker at the 2005 Archaeal Gordon Research Conference.

ITEM136-2002-R0907 **Authorization to Establish The Energy Institute; Montana State University-Bozeman**

THAT: The Board of Regents of Higher Education authorizes the establishment of The Energy Institute at Montana State University-Bozeman.

EXPLANATION: The Energy Institute will be the umbrella institute for an array of energy research and education programs at Montana State University. Over the past several years, Montana State University has developed numerous programs focused on energy research, education, and development, and is now playing a significant role in international and national energy research and development.

Montana State University currently has highly relevant research and education programs in carbon sequestration, fuel cell technology, biofuels, and wind energy. These programs focus on the identification of clean coal technologies and alternative energy resources that are crucial to the state's and the nation's future economic development. Montana is fortunate to have vast quantities of fossil fuels, including coal, oil, and gas. Over 50% of the electricity produced in the United States is derived from coal, and Montana has an estimated 250 year supply of coal for future energy production. Montana's coal is estimated to account for one-fourth of the nation's known coal reserves. However, growing concern about greenhouse gas emissions, particularly CO₂, may limit the state's ability to utilize these reserves in a manner that promotes a vibrant economy and a healthy environment. Montana has the potential to be the supplier of coal-based energy to new markets in the United States at a premium price; however, carbon capture and storage/sequestration will almost certainly be a requirement for approval of additional coal-fired power plants as well as continued operation of existing plants. Montana, with its vast energy resources and potentially favorable sequestration opportunities, can lead the country in clean-energy development. Focused applied research is the first step along this path. Emerging technologies that indicate the economic and environmental feasibility of capturing and sequestering CO₂ within a variety of geological sinks provides Montana with a unique opportunity to capitalize on its energy resources while reducing greenhouse gas emissions.

In addition to the carbon storage/sequestration and fuel cell research, Montana's agricultural producers have the capability to supply crops necessary for the production of biofuels. Renewable energy sources including hydropower, wind power and solar power complete the list of Montana's vast energy portfolio.

At the present time, Montana State University annually directs approximately \$15 million of energy related research. The vast majority of this research is federally funded, is conducted in Montana, and involves more than 110 faculty, staff and students who work on these programs. In addition to the research and education programs based at MSU, we have also established a number of productive partnerships and interactions with Department of Energy (DoE) national laboratories, other US institutions as well as several international collaborations that focus on energy research

and development. Summarized below is a list of the MSU energy programs, including research programs and partnerships with DoE national laboratories and international collaboration.

MSU Energy Programs - Research Programs

- **Zero Emission Research and Technology Center (ZERT)**

This center conducts research on carbon sequestration with a *basic science and engineering* focus. DoE looks at this center as a primary developer of critical knowledge and technology to support the national sequestration effort. ZERT is: improving fluid flow models to predict the underground behavior of stored CO₂; measuring reaction rates of CO₂ with underground minerals under appropriate conditions; developing and testing the detection limits of new and existing CO₂ detection technologies; measuring properties of CO₂ / brine / rock systems to use in computational models; and investigating mitigation strategies for CO₂ seepage. This underpinning science will help develop understanding of best practices for storage and development of critical technology for storage verification and security.

- **Big Sky Carbon Sequestration Regional Partnership (BSCSP)**

BSCSP is one of seven DoE funded regional partnerships focusing on mitigating greenhouse gases, particularly carbon dioxide, a natural product of burning fossil fuels for energy, via storage in underground geological traps. The BSCSP has also investigated and identified large regional sources of terrestrial storage of CO₂ in soil and plants by change of land use. This program is focused on *demonstration* of carbon sequestration. The partnership includes the private sector, universities, DoE national laboratories and state government agencies in the region.

- **High Temperature Electrochemistry Center (HiTEC)**

HiTEC is the primary fuel cell effort at MSU and focuses on Solid Oxide Fuel Cell (SOFC) technology. A major focus of this research effort is identifying materials that can operate at high temperatures; are less susceptible to "poisoning" by minute amounts of sulfur; have greater fuel flexibility; and do not require expensive, precious metal catalysts. SOFCs are being targeted to run on coal gas and may be the advanced power generation system used in FutureGen. A second major component of HiTEC is power control and power electronics including innovative work in adaptive – predictive control schemes to mitigate impact of power transients on fuel cells; investigation of efficient and inexpensive modular control systems to allow scale-up to high powers by using modular fuel cells; and multi-source power systems.

- **Montana Wind Energy Consortium**

This effort has cataloged wind resources within Montana that could assist in identifying sites for new wind projects. In addition, there is an ongoing, collaborative research effort with General Electric on the development of better quality composite wind turbine blades.

- **Coal Bed Methane Water Project**

This project investigates crops that can grow successfully in brackish waters which are produced in the process of extracting coal bed methane

(CBM) thereby potentially mitigating the agricultural impact of CBM development.

- **Biofuels Project**

This project is investigating development of biofuels from oilseed crops that can be grown in Montana. There are two major approaches being pursued in this effort. One is identifying and testing technologies that allow operation of diesel engines on plant oils (not biodiesel), in a way that does not cause premature degradation of diesel engines. Diesel generators will be sited and tested in remote locations in Yellowstone National Park and may even run on waste cooking oil from MSU food services. The second part of this project uses plant genetic techniques to improve oil quality from crops so that refining to bio-diesel or reforming to fuels appropriate for fuel cells is more efficacious.

- **Water, Pipeline Issues**

In Coal Bed Methane development, coal mining, coal utilization for power generation, and coal-to-liquid fuel generation, there are issues of impact and utilization of water resources. The Center for Biofilm Engineering (CBE) at MSU has expertise in water quality and pipeline issues (both water and other materials).

- **Palladium Center**

The focus of this activity is catalysis. The primary MSU component is developing a composite system of nanoparticles and enzymes for light – induced generation of hydrogen from water.

Educational Programs

Global Scientists

This National Science Foundation (NSF) program annually supports four MSU undergraduates to perform research in Norway on carbon sequestration and global climate change projects that are in collaboration with MSU.

Research Experience in Carbon Sequestration (RECS)

This program brings 20-25 students at the graduate level and a few advanced undergraduates to MSU for a two week short course which involves field experience with carbon sequestration. Funded by DoE, this program is meant to expose top students in a variety of relevant fields to the carbon management issue. The RECS program is run by EnTech, but is hosted by MSU with internationally known faculty involvement.

Partnerships with DOE and DOE National Labs

MSU has funded partnerships with DoE's Fossil Energy Headquarters, and with the following DoE national laboratories:

- Pacific Northwest National Laboratory (PNNL)
- National Energy Technology Laboratory (NETL)
- Los Alamos National Laboratory (LANL)
- Lawrence Berkeley National Laboratory (LBNL)
- Lawrence Livermore National Laboratory (LLNL)
- Idaho National Laboratory (INL)
- National Renewable Energy Laboratory (NREL)

Partnerships with Other Universities

- Princeton University - Carbon Center
- Columbia University - Energy Center
- Stanford University - Carbon Center

International Efforts

- **Carbon Sequestration Leadership Forum**

The Carbon Sequestration Leadership Forum (CSFL) is an international group that endorses international carbon sequestration projects and leverages knowledge and capabilities in the developed world to provide knowledge, access, and education to the developing world in the sequestration field. As part of CSFL, the MSU ZERT program is playing a role in risk assessment. Additionally, MSU is heavily involved in planning and delivering an educational workshop involving decision makers from the developing world with the goal of understanding the basics of carbon capture and storage as well as developing an idea of how to initiate a demonstration project.

- **IEA GHG Monitoring Network**

MSU is involved with the International Energy Agency GreenHouse Gas (IEA GHG) network and provides periodic updates on energy related research at IEAGHG international conferences.

- **International Universities**

University of Bergen, Stuttgart University, Utrecht University, University of Nottingham are partnering, collaborating, and/or sharing data with ZERT.

SUMMARY:

Because of MSU's involvement in the programs outlined above as well as other programs like the Collaborative Research Center (CO₂CRC) and the Solid-state Energy Conversion Alliance (SECA), we have access to a powerful network of national and international scientists and engineers from other universities, DoE national laboratories and the private sector.

At the present time, these programs are operating fairly independently. Although MSU has been very successful in building viable, productive, and well funded energy programs, we feel that organizing these programs under the umbrella of the MSU Energy Institute will result in a cohesive unit with even greater productivity, enhanced national and international recognition, and increased funding opportunities. The result will be an MSU Energy Institute with significantly improved capacity to address the state's and the nation's energy needs leading to enhanced economic development for Montana.

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.:	136-2002-R0907	Date of Meeting:	September 19-21, 2007
Institution:	Montana State University-Bozeman		
Program Title:	The Energy Institute		

Level II proposals require approval by the Board of Regents.

Level II action requested (check all that apply): Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor or certificate where there is no major or no option in a major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

Specify Request:

The Energy Institute will be the umbrella institute for an array of energy research and education programs at Montana State University. Over the past several years, Montana State University has developed numerous programs focused on energy research, education, and development, and is now playing a significant role in international and national energy research and development.

Because of MSU's involvement in programs like the Collaborative Research Center (CO₂CRC) and the Solid-state Energy Conversion Alliance (SECA), we have access to a powerful network of national and international scientists and engineers from other universities, DoE national laboratories and the private sector.

At the present time, these programs are operating fairly independently. Although MSU has been very successful in building viable, productive, and well funded energy programs, we feel that organizing these programs under the umbrella of the MSU Energy Institute will result in a cohesive unit with even greater productivity, enhanced national and international recognition, and increased funding opportunities. The result will be an MSU Energy Institute with significantly improved capacity to address the state's and the nation's energy needs leading to enhanced economic development for Montana.

ITEM 136-2703-R0907

Authorization to Change Associate of Applied Science (AAS) Practical Nursing Program and Establish an Associate of Science Degree in Nursing (ASN); MSU Billings College of Technology

THAT:

Board of Regents of Higher Education authorizes MSU Billings College of Technology to establish a new degree: Associate of Science Degree: Nursing (ASN).

EXPLANATION:

MSU Billings College of Technology (COT) seeks substantive change approval from the Montana Board of Regents to change its existing AAS degree in Practical Nursing to align with the common curricula for two-year nursing programs adopted by the Montana Office of the Commissioner of Higher Education. These curriculum changes permit students the option to complete their Associate of Applied Science Degree: Practical Nursing following the completion of 50 credits.

In addition to this change the MSU Billings COT requests Level II approval for the addition of an Associate of Science Degree: Nursing (ASN). This change will bring its program into conformity with the common 72-credit ASN curriculum for two-year nursing programs recently adopted by the Montana Office of the Commissioner for Higher Education.

In 1994, the well-established Billings Vo-Tech Practical Nursing program merged fully into MSU Billings campus system during the Board of Regents' reorganization. Since that time the MSU Billings COT has been graduating an average of 37 Practical Nursing students a year. MSU Billings COT students have maintained a pass rate on the Licensed Practical Nurse exam above the national average 12 out of the 14 years.

When the COT merged with the parent MSU Billings campus, students were allowed to move freely back and forth for general education credits, online courses, and student services. In 2004-06, this flexibility also allowed 59 Billings-site baccalaureate nursing students from MSU Bozeman's program to transfer into the Practical Nursing program after unsuccessful application to MSU Bozeman upper division nursing selection criteria.

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.: 136-2703-R0907 Date of Meeting: September 19-21, 2007
Institution: Montana State University Billings College of Technology
Program Title: Change Associate of Applied Science Degree: Practical Nursing
Establish Associate of Science Degree: Nursing (ASN)

Level II proposals require approval by the Board of Regents.

Level II action requested (check all that apply): Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor where there is no major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

Specify Request:

MSU Billings College of Technology seeks permission to align its existing Associate of Applied Science Degree in Practical Nursing with the common curricula adopted by the Montana Office of the Commissioner of Higher Education for two-year nursing programs. In addition, MSU-Billings COT requests program approval for a 72 credit Associate of Science Degree: Nursing (ASN). This request is also in alignment with the common curricula for two-year nursing programs adopted by the Montana Office of the Commissioner of Higher Education.

1. Overview

MSU Billings College of Technology seeks permission to align its existing Associate of Applied Science degree in Practical Nursing with the common curricula adopted by the Montana Office of the Commissioner of Higher Education for two-year nursing programs. In addition, MSU Billings COT requests program approval for a 72 credit Associate of Science Degree: Nursing (ASN). This proposed program is also in alignment with the common curricula for two-year nursing programs adopted by the Montana Office of the Commissioner of Higher Education. The Montana State Board of Nursing (MSBON) feasibility study for the program was submitted and approved in October 2006. An initial application to the MSBON for the curriculum changes has been submitted and a site visit evaluation was conducted in July 2007. Pending results of the MSBON Education recommendation to the full board, final approval will be sought in October 2007.

AAS Practical Nursing: 50-credit, Montana Office of the Commissioner of Higher Education common nursing curricula

ASN Associate of Science Nursing: 72-credit, Montana Office of the Commissioner of Higher Education common nursing curricula

2. Need

a. To what specific need is the institution responding in developing the proposed program?

Regional, Montana state, and national employment statistics and projections indicate a growing shortage of licensed practical and registered nurses.

MSU Billings COT conducted a nursing program needs assessment for Billings and surrounding areas. Survey data from over two hundred Billings area employers showed 87.5%, or 7, of the area hospitals were experiencing a nursing shortage. 33.3%, or 6, of the clinics and 62.5%, or 5, of the long-term care facilities report a nursing shortage. This sample of data represents a significant need in the healthcare community. The city of Billings and surrounding areas are beginning to feel the national nursing shortage crisis. With this program proposal, MSU Billings COT is planning to prepare additional registered nurses to meet expanding need.

b. How will students and any other affected constituencies be served by the proposed program?

A feasibility study conducted by the MSU Billings COT Director of Nursing in 2006 surveyed ASN interest among 62 practical nursing students and 697 practicing LPNs in a 5-county area near Billings, Montana. There were 193 ASN interest survey returns. This sample showed a strong interest in an ASN education option among existing PN students and LPNs in the Billings area. Many of these respondents have chosen a practical nursing route as an entry into nursing practice.

Many of the students in the existing PN program stated they wanted to become registered nurses, but were unable to enter the upper division BSN program due to limited enrollment capacity. In 2004-2005, among the existing practical nursing student transcripts reviewed, up to 35 place-bound Billings students had intended to enroll in the BSN program.

c. What is the anticipated demand for the program? How was this determined?

The Montana Hospital Association (MHA) conducted a survey in 2006 on health care worker needs in the state. **Appendix A -MSU Billings COT Feasibility Study.** This survey is one of the first to focus on the differences between BSN and ASN nurses in regard to the workforce retention and turnover. In those few facilities (31) that completed the survey, there were a total of 1875.7 budgeted RN positions. Out of this total, the vacancy rate was 7.2% or 135.21 RN positions. This data reported the turnover rate for 2006 was 13.5% or 252.44 RNs. Only 18%, or 336 people segregated the data according to their degree status. The following data is from that report, and shows an overall lower turnover/departure rate for ASNs than for BSNs:

- The vacancy rate for total registered nurses was 7.2% or a total of 135.21 nurses in the total budgeted 1875.7 positions for 2006. This percentage had remained close to the 2005 data that reported 7.5% or 130.1 RNs out of a total of 1742.3 budgeted positions.
- Montana Department of Labor & Industry Research & Analysis Bureau reports by the year 2012 a total of 2,624 RNs will be needed within the state. If this projected fill rate is multiplied by the MHA vacancy rate of 7.2% a total of 188 registered nurse positions will remain vacant within the state.
- The turnover for BSN nurses was 10.5% higher than for ASN nurses. The BSN turnover percentage was 25.5%, or 38.5, while the percentage among ASNs was 15%, or 27.75, nurses. The MHA data reports the most common reason BSN and ASN nurses leave the workforce is for relocation. 48.5%, or 33, of the BSN nurses state the reason for their turnover is related to relocating and 41.2%, or 28, of the ASN nurses also use this reason for turnover. National Council Licensure Examination Data from 10/2004 to 9/2005 reports that a total of 51 Montana graduates applied to take their NCLEX exams in other state jurisdictions. Board of Regents data reports a total of 387 students earned a nursing degree granted by the state's institutions for the year of 2004-05. Montana State Board of Nursing web page reports that a total of 369 graduates passed the NCLEX exam on the first try during this time frame. Out of the 387 graduates in 2004-05, eighteen failed the NCLEX exam and 51 relocated or left the state to take their exam. Therefore in the last year, 17.8% or 69 graduates are no longer available in the state pool of registered nurses.

**MHA BSN & ASN Comparison
Ranked Order of Reasons for Leaving Nursing 2005**

Baccalaureate Nurses		Associate of Science Nurses	
Relocate	48.5%	Relocate	41.2%
Family	8.8%	Family	4.4%
Work Environment	7.4%	Work Environment	2.9%
Career	5.9%	Career	4.4%
Retire	4.4%	Retire	2.9%
Salary	2.9%	Salary	7.4%
Total	77.9%	Total	63.2%

In October 2006, the MSU Billings COT Feasibility study was approved by the Montana State Board of Nursing. In this document, survey data of the 2005-06 practical nursing students reported that 95.2% or 59 practical nursing students plan to become ASN registered nurses, 12.9% or 8 practical nursing students plan to become BSN registered nurses, and 4.8% or 3 practical nursing students hope to pursue Master’s level nursing.

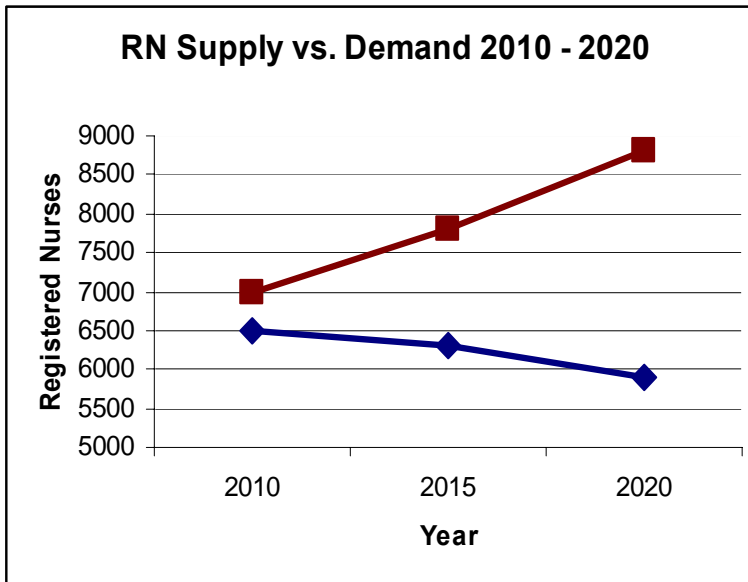
Additional surveys in this feasibility study included an Associate of Science in Nursing (ASN) interest survey. Six hundred and ninety-seven Licensed Practical Nurses (LPNs) were surveyed in a five county area surrounding Billings, Montana. Of 172 responses; 77.9% or 118 LPNs stated an interest in attending an ASN program at the MSU-Billings College of Technology. Many of these LPNs, (24.1% or 37) already have the required general education credits to enter the 5th semester of the common 72 credit curricula adopted by the Montana State Office of the Commissioner of Higher Education. This ASN interest survey indicated that there are enough potential Licensed Practical Nurses in the surrounding Billings area to fill **two** student cohort groups a year for the next six years. These potential nursing graduates would increase the number of registered nurses available to fill critical nursing vacancies in the Billings area.

Data Summary of ASN Interest Surveys

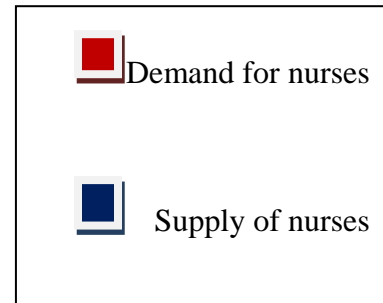
	Frequency	Percent
Present Practical Nursing Students 2005-2006 Total surveyed-70	Yes 59	95.2%
	No 1	1.6%
	Unsure 2	3.2%
	Total 62	100%
Licensed Practical Nurses in Counties Surrounding Billings, MT Total surveyed-697	Yes 134	77.9%
	No 14	8.1%
	Unsure 22	12.8%
	Missing 2	1.7%
	Total 172	98.8%

At the October 2006 State Board of Nursing Meeting our Feasibility study was accepted, with the proviso that we cap our semester enrollment numbers to 20 students per cohort, and only let two bridge cohort groups of LPNs enter the fifth and sixth semesters. The first semester 2008 Spring cohort group that entered the Nursing Pathways curriculum would then have a seamless entry into the ASN program’s last two semesters. The curriculum would become a generic ASN program and community LPNs would enter courses designed to prepare them for any possible vacant program slot. These vacancies will arise when by students choose to exit via the NCLEX examination when they attain the PN level.

Nursing



According to the Montana Workforce Advisory Committee’s May 3 report, in 2004 there were approximately 8,344 registered nurses in our state. By 2014 it is anticipated that this occupation will grow to almost 10,821.



According to the *Health Resource and Service Administration (HRSA) (Table 1, left)*, Montana will likely experience RN vacancy levels of 500 by 2010. This number is anticipated to *TRIPLE* to 1,500 by 2015 and nearly *QUADRUPLE* by 2020 to 2,900. The supply of nurses varies among the regions of Montana. For example, regional healthcare centers such as Billings enjoy relatively high RN ratios to the population. Regions with smaller facilities and/or at greater distance from RN educational programs experience the lowest RN ratio to population. A further concern is that in many regions, the RN workforce is older, closer to retirement age and the supply of new nurses to fill these retirement vacancies is not keeping up with demand (p. 7, May 3, 2007, Montana Workforce Advisory Report).

3. Institutional and System Fit

a. What is the connection between the proposed program and existing programs at the institution?

Using the Montana Career Fields/Career Clusters educational pathways model, both proposed degrees (AAS Practical Nursing and ASN) will enhance health science pathways opportunities. Partnering with the Billings School District #2 Career Center (Certified Nursing Assistant) and MSU Billings (Bachelor of applied science, Bachelor of Science and Master of Science degrees, <http://www.msubillings.edu/hsp/ATMSUBPathways.htm>), MSU Billings COT’s nursing programs contribute toward a seamless educational health science pathway.

b. Will approval of the proposed program require changes to any

existing programs at the institution?

NURS 102, “Pharmacology I,” will need to be incorporated into the Medical Assistant Program, and their students will no longer take the nursing course. This content is incorporated into the new “Fundamentals of Nursing” course. The Medical Assistant Program director, Deanna Reike, was notified in Fall of 2006 and has made changes in the program to accommodate these changes.

c. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

N/A

d. How does the proposed program serve to advance the strategic goals of the institution?

MSU Billings College of Technology is charged with responding to the workforce needs of the city of Billings and the following surrounding counties: Yellowstone, Sweetgrass, Stillwater, Carbon, Big Horn, and Musselshell. Providing programs that address the workforce needs of the healthcare industry is a large part of that mission. Conversion of the current AAS program in Practical Nursing program and adding an ASN program will provide healthcare pathways options for new students and lifelong learning options for a large number of practicing LPNs.

e. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

There are currently five, two-year Practical Nursing programs offered in the state of Montana: UM-Helena, UM-Missoula, COT; MSU-Great Falls COT, Montana Tech and Flathead Valley Community College. Due to demand for nurses, the proposed MSU Billings COT Practical Nursing program changes and ASN program proposal will not negatively affect existing Montana nursing programs nor will it impact the student populations of existing Montana programs.

There are currently six Associate of Science Degree nursing programs within the state of Montana: Miles Community College; MSU-Northern-Havre; Montana Tech; Salish-Kootenai College; U of M Missoula COT; and U of M Helena COT.

MSU Billings COT is one of the first program requests to adopt the fully approved Board of Regents PN-ASN nursing curriculum within the state. See Montana BOR guidelines for Practical nursing programs.

<https://mus.edu/board/meetings/Archives/ITEM127-105-R0505.html>

See “a revision to the Nursing curriculum model,” June 1, 2007

<http://www.mus.edu/board/meetings/2007/May07/AgendaFullAcadStudentMay07.pdf>

To facilitate state-wide credit/program transferability, all of the Montana 2-year programs will be aligning with the Board of Regents guidelines to serve regional and state-wide Licensed Practical nursing needs.

The MSU Billings COT new program proposal has been shared with each director of nursing in Montana institutions of higher education. There is consensus that employer and student demands for regional 2-year nursing education far outweigh program capacity among all Montana nursing programs combined.

Nursing programs in the State of Montana higher education system must comply with a new model curriculum adopted by the Montana Board of Regents in collaboration with the Montana State Board of Nursing and Directors of Montana Practical Nursing programs.

After completing an ASN Nursing degree, Registered Nurses will be able to enter the workforce or continue their education in RN to BSN programs such as MSU-Northern, Montana Tech, or Salish Kootenai College. The University of Wyoming in Laramie, Wyoming, has an RN to BSN completion program that could be an additional educational option for ASNs. As Montana hospitals seek magnet hospital status, they will require a certain number of BSN nurses in their workforce. ASN registered nurses can choose to continue their education in order to meet this workforce need. The table below summarizes the Nursing education options within the state of Montana.

Nursing Education in Montana

College/University	Practical Nursing Program	Registered Nursing Program
Carroll College (Helena)		Bachelor of Arts/Nursing
Miles Community College (Miles City)		Associate of Science/Nursing
Montana State University (Bozeman)		Bachelor of Science/Nursing; Master of Nursing
Montana State University College of Technology (Billings)	Proposed LPN AAS with BOR curriculum	Proposed ASN Nursing Program with BOR curriculum
Montana State University – Great Falls College of Technology (Great Falls)	LPN AAS with BOR curriculum	
Montana State University Northern (Havre)		Associate of Science/ Nursing; Bachelor of Science/Nursing Completion Program

College/University	Practical Nursing Program	Registered Nursing Program
Montana Tech of University of Montana (Butte)	LPN AAS with BOR curriculum	Associate of Science/Nursing with BOR curriculum; Bachelor of Science/Nursing Completion Program
Salish-Kootenai College (Pablo)		Associate of Science/Nursing; Bachelor of Science /Nursing Completion Program
University of Montana Helena College of Technology (Helena)	LPN AAS	Associate of Science/Nursing (new program)
University of Montana Missoula College of Technology (Missoula)	LPN AAS	

4. Program Details

a. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.

The PN-ASN curriculum consists of 72 credits divided into a 50 credit PN Associate of Applied Science Degree that includes 23 pre-requisite credits and 27 nursing credits. Students may have the opportunity to enroll in a one credit IV therapy seminar, a specialized course requested by the local healthcare community and open to all interested persons as an option for enhancing local employability. A two-credit NURS 246 Leadership Issues course will be offered to the PN graduates wishing to sit for the PN licensure. Students will have the option to complete the NCLEX-PN exam prior to moving into the ASN portion of the curriculum.

If the potential LPN student is entering the ASN portion of the curriculum he/she will be required to take NURS 248, "Transition to Registered Nursing," course for three credits. The ASN curriculum includes 17 nursing credits and 7 additional academic foundation credits. The course titles, credits, and course descriptions are listed in the table below.

ITEM 136-2703-R0907: CURRICULUM PROPOSAL**Page 8****First Semester**

BIOL	213	Anatomy and Physiology I	3
BIOL	214	Anatomy and Physiology I Lab	1
CHEM	104	Fund. of General and Organic Chemistry	3
CHEM	105	Chemistry Lab	1
NURS	101	Introduction to Nursing	1
MATH	106	College Algebra	3

Second Semester

BIOL	216	Human Anatomy and Physiology II	3
BIOL	217	Human Anatomy and Physiology II Lab	1
ENGL	150	College Composition	3
BIOL	104	Nutrition	2
PSYC	101	General Psychology	3

All students must meet minimum Nursing Department requirements to be eligible for application to the PN-ASN Nursing Pathway curriculum. Acceptance into the Nursing Pathways curriculum is competitive and based on a selective points system that includes: CNA certification, grade point average, work experience, community service, written essay, letters of reference and compass placement scores.

Third Semester

NURS	232	Pharmacology	3
NURS	230	Fundamentals of Nursing	7
NURS	234	Gerontology	2

Fourth Semester

NURS	240	Core Concepts of Adult Nursing	7
NURS	242	Core Concepts of Maternal/Child Nursing	3
NURS	244	Core Concepts of Mental Health Nursing	2

Associate of Applied Science Practical Nursing**Total 50 credits**

NURS 246 Leadership Issues-2 credits (taken by students exiting to take NCLEX-PN Exam)

NURS 248 Transition to Registered Nursing-3credits (taken by Licensed Practical Nurses only)

Fifth Semester

NURS	252	Complex Care Needs Maternal/Child Client	3
NURS	254	Complex Care Needs Mental Health Client	2
NURS	250	Pathophysiology	3
BIOL	251	Microbiology	3
BIOL	261	Microbiology Lab	1

Sixth Semester

SOCL	101	Intro to Sociology	3
NURS	260	Complex Care Needs—Adult Client	4
NURS	262	Advanced Clinical Skills	1
NURS	264	Managing Client Care	4

Associate of Science Nursing Degree**Total 72 credits****b. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.**

In the academic year of 2005-2006, the Nursing Department made plans to prepare for the new common BOR nursing curriculum. The MSU Billings COT Anatomy and Physiology course (A & P) was upgraded from a 100 level course to a 200 level course. College Algebra and General Psychology were moved to the COT campus so they would be readily available to the Practical Nursing students as academic foundation credit options.

Two semesters of the current AAS Practical Nursing cohort groups will take place in September of 2007 and January 2008. Students entering at that time will complete the current program with the last cohort graduating no later than December of 2009. If approved, the proposed ASN program will begin in January of 2008.

Two final competitive application processes will occur using the existing AAS Practical Nursing program in August of 2007 and January of 2008. Students entering at that time will complete the program with the last cohort graduating no later than May of 2010.

Students may also begin the proposed new AAS program curriculum in spring semester of 2008; the Associate of Applied Science student cohort will graduate in May 2010. The proposed ASN program will begin in January 2008 with its first cohort of students graduating in May 2009.

The following transition grid will map out the plan of transition into the Board of Regents common curriculum.

ITEM 136-2703-R0907: CURRICULUM PROPOSAL
Page 10

Old PN Program (2006-2007)

Health Core Pre-req Semester	
Semester One (SP08: Last Clinical Group Under Old)	Credits
BIOL 216 Human Anatomy and Physiology II	3
BIOL 217 Human Anatomy and Physiology II Lab	1
HLTH 105 Drug Dosage Calculations	1
NURS 206 Nursing Fundamentals	8
NURS 108 Intro to Normal and Clinical Nutrition	3
NURS 102 Pharmacology I	2
Total	18
Second Semester (F08)	Credits
NURS 120 Medical/Surgical Nursing I	8
NURS 122 Maternal Child Nursing	4
NURS 202 Pharmacology II	2
PSYC 101 General Psychology	3
Third Semester (SP09: Last Class Graduates Under Old)	Credits
NURS 201 Psychiatric Mental Health Nursing	4
NURS 210 Medical/Surgical Nursing II	8
NURS 213 Nursing's Role and Human Relations	2
NURS 214 Basic IV Therapy	2
NURS 215 Practical Nursing Preceptorship	2
Total	18

New PN Program (Tentative Plan of Study)

Semester One (SP08: First Group in New Program)	Credits
BIOL 213 Human Anatomy and Physiology I	3
BIOL 214 Human Anatomy and Physiology I Lab	1
ENGL 150 College Composition	3
MATH 106 College Algebra	3
BIOL 104 Nutrition	2
Total	12
Semester Two (FA08)	Credits
BIOL 216 Human Anatomy and Physiology II	3
BIOL 217 Human Anatomy and Physiology II Lab	1
CHEM 104 & 105 Gen/Org Chem and Lab	4
PSYC 101 General Psychology	3
NURS 101 Intro to Nursing	1
Total	12
Semester Three (SP09: First Group Accepted Into New Courses)	Credits
NURS 232 Pharmacology	3
NURS 230 Fundamentals of Nursing	7
NURS 234 Gerontology	2
Total	12
Semester Four (FA09 First New PNs)	Credits
NURS 240 Core Concepts of Adult Nursing	7
NURS 242 Core Concepts of Maternal/Child Nursing	3
NURS 246 Core Concepts of Mental Health Nursing	2
Leadership Issues (for those opting PN exit)	2
Total	14

New RN Program
Employed LPNs take NURS248--3cr

SP08: First Group in New RN Program	Credits
NURs 252 Complex Care Needs-Maternal/Child Client	3
NURS 254 Complex Care Needs-Maternal/HealthClient	2
NURS 250 Pathophysiology	3
BIOL 261 Microbiology	4
Total Nursing Credits	12
FA08: First Group Completes New RN Program	Credits
SOCL 101 Intro to Sociology	3
NURS 260 Complex Care Needs-Adult Client	4
NURS 262 Advanced Clinical Skills	1
NURS 264 Managing Client Care	4
Total Nursing Credits	12

***General Education Courses to be added to credits each semester**

5. Resources

a. Will additional faculty resources be required to implement this program?

No. The current faculty will be providing instruction and curriculum oversight for the new program. The following tables explain how they will teach out the present AAS Practical Nursing program and begin the proposed PN-ASN Nursing Pathways model curriculum.

The table below describes the existing nursing program faculty. Four full-time, tenure-track faculty are sufficient to teach the proposed program model curriculum with 20 new students admitted each semester.

Faculty	Basic Nursing Education	Graduate Education	Specialties	Years Teaching	Level
Conner-Rosberg, Audrey, PhD, M.ED,CAGS,BS N,RN	BSN, George Mason University, Fairfax, VA, 1977	PhD- Clinical Psychology, Fielding Institute, Santa Barbara, CA 1996 M. Ed, Education/Human Services, Boston University, Boston, MA 1980	Psychology, Mental Health and Counseling	13 years	PN ASN BSN
Pitt, Harold Wayne, MSN, CRNA, BSN, RN	BSN, University of Alabama, Huntsville AL 1981	CRNA-Nurse Anesthesia, Central North Dakota School of Anesthesia, 1993 MSN University of Mary, Bismarck, ND 1993	Medical Surgical , Pediatrics	1 year	PN
Rossmith, Cindy, MSN, BSN, RN	BSN, Montana State University, Bozeman, MT 1980	MS- Nursing Education, Idaho State University Pocatello, ID 1994	Critical Care, Medical Surgical, Obstetrics/ Peds- CEUs, Home Health	19 years	PN ASN BSN
Nancy Stockman APRN, MSN, BSN, RN	FNP	Certified Family Nurse Practitioner, Gonzaga University, 1997; MS-Nursing, University of Utah, 1987; BS Nursing University of New York-Stonybrook, 1978	Medical Surgical, Ob/Gyn, Mid-wife, Family Nurse Prac, Urology Prac.	3 years	PN ASN BSN
Floyd, Susan, BSN CRN	BSN Montana State University, Bozeman, MT 1985	Certification in Medical Surgical Nursing, Academy of Medical Surgical Nurses, 2005 Additional courses in curriculum development, (1997) principles and methods of teaching, (2006)& testing measurement/evaluation (1991)	Medical Surgical	17 years	PN

If yes, please describe the need and indicate the plan for meeting this need.

b. Are other, additional resources required to ensure the success of the proposed program?

Yes

If yes, please describe the need and indicate the plan for meeting this need.

Facilities/Supplies

MSU Billings' and COT executive administrators provide financial and facility resources sufficient to support continuity and consistency in the educational program. Costs will be funded through tuition, fees and the State allocation as in previous years.

The Nursing Department is located on the second floor of the present MSU Billings COT building. A new Health Science Center is under construction and targeted for completion in early 2008. In May 2005, the Governor Schweitzer signed HB540 which provided \$9 million to fulfill the COT's long-range building plans. This will provide a facility designed specifically to meet the needs of growing healthcare programs beginning in 2008.

Equipment

In 2005, Montana legislators approved appropriations to support 2-year education's equipment and program needs. Over \$71,000 was allocated and spent in anticipation of instructional equipment needed for the proposed ASN program.

Operating cost budgets have been established to maintain this new equipment and purchase the supplies needed for the proposed ASN program.

6. Assessment.

a. How will the success of the program be measured?

Program evaluation occurs on a semester basis and annually. It involves administration, faculty, students, the Nursing Advisory Board, clinical agency staff, graduates and employers. The Program Evaluation Model was developed to identify the evaluative components, input sources, process, timeline, and outcomes criteria.

The program evaluation model describes the evaluation process for both the conceptual/organizing framework for the program and the curriculum. Each is evaluated biennially, in the fall semester of even years, with primary responsibility for curriculum review resting with the curriculum committee. The method for assessment includes review of goals and educational objectives for consistency with the organizing framework and outcomes; calculation of credit hours, required science and humanities courses, and state of science of nursing.

Evaluations from both current students and graduates will be considered by the Committee, who will also seek input from the program's Advisory Committee as needed. Recommendations from the Committee for needed revisions to course content or presentations are to be discussed with and adopted by teaching faculty by the following fall.

The timeline for evaluation affords ample time for program revision based on the evaluative data, changing trends in nursing education, nursing practice, and healthcare delivery. Components of the evaluation model include the organization and administration of the program, curriculum, resources, and student/graduates. Graduate and graduate employer surveys are administered annually.

Student Participation in Program Evaluation

Students will sit on all department committees with the exception of the Nursing Admissions Committee. Four student representatives, one from each semester, are elected by each cohort group. In addition, students may meet individually or in small groups with faculty, the Nursing Director, and support staff upon request to discuss issues and concerns.

7. Process Leading to Submission

- a. Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The following table delineates the MSU Billings COT AAS and ASN Nursing program planning timeline and status of each planned step.

MSU-Billings College of Technology Nursing Department Health Career Pathways Timeline

Activity	Date	Status
1) Submit letter of intent to the Montana Board of Nursing	April 2005	Completed
2) Grant Specialist hired to assist with feasibility study	July 2004	Completed
3) Nursing Director for LPN program with ASN qualifications hired on LOA	July 2005	Completed
4) Attend Montana Board of Nursing Meeting in Flathead	July 2005	Completed
5) Receive Permission to Upgrade A&P to 200 Level -- Successful passage thru COT curriculum committee and UCC	Sept. 2005	Completed
6) Network with other COT's in the state regarding 200 A&P upgrade standardization, Develop Articulation agreements with RN to BSN programs	Oct 2005	Articulation Completed with Northern & Verbal with SKC
7) Attend Montana Board of Nursing Meeting in Helena- 2004 Annual Report for LPN program up for approval with eleven recommendations from past years. Assessing the passage of Flathead Valley's Feasibility study, the first joint BOR and SBON proposal	Oct. 2005	Completed
8) Attend Interim SBON Education committee meeting in Bozeman to clarify acceptance of Nursing Director and clinical resource faculty. Network with Nursing Directors determine how to sunset programs	Nov. 2005	Completed
9) Attend BOR to assess FVCC passage and SBON response	Nov. 2005	Completed
10) Advertise and hire qualified MSN faculty with Career Pathways funding, continue present faculty discussions regarding moving into waiver status	Spring 2006	Completed Two MSN Faculty Hired
11) Begin to assess the State, MSU-B, and BOR gen. ed requirements for ASN degrees. clarify if MSU-needs 36 gen. ed credits or can we use the state amount of 30	Dec. 2005	Credits now down to 34 Pending
12) CNA courses running during intersession as second pilot group	Dec. 2005	Completed
13) Work with architects to design new Nursing labs and classroom spaces	Dec 2005	Completed

Activity	Date	Status
14) Work on LPN/BOR curriculum outline	Jan/Feb 2006	Completed
15) Begin Closed enrollment selection process for present LPN students- develop application and acceptance procedures tentatively 29 students for closed enrollment and 11 from the old catalog. Assess resources to expand enrollment number	Dec 2005	Application and points criteria, Application process Completed
16) To curriculum committees to move College Algebra to the COT for the Fall	April, 2006	Completed
17) Conduct an advisory board meeting	Feb 2006	Completed
18) Assess partnership options for CNA programs and assess players who are already offering this service	Dec2005	Completed
19) Follow FVCC process of hiring a Nursing Director and beginning LPN curriculum development with 50 credit model	Spring 2006	Completed Cheryl Richards
20) Work on 3 credit Developmental Psych course at the COT take through curriculum committees	March/April 2006	Completed
21) Start making course descriptions /syllabi for the new LPN plan to include with the SBON substance of change	Feb 2006	Course descriptions and syllabi completed
22) Attend NLNAC Self Study Form In Orlando FL	April 2006	Attend in 2008
23) Complete LPN Annual Report	June 1, 2006	Completed
24) Hire feasibility consultant from within the state of Montana	April 19 th , 2006	Completed
25) Feasibility Team and Consultant Margaret Wafstet Orientation Meeting	May 8 th 0900-1300, 2006	Completed
26) Feasibility Time Line Development	May 10 th , 2006	Completed
27) ASN Interest Survey to department students-totals 64 students. Enter data in data base-Lisa	April 6 th , 2006	Completed
28) Contact SBON for LPN addresses in surrounding counties-Sweet Grass, Stillwater, Carbon, Yellowstone, Big Horn, Musselshell, and Golden Valley Counties	May 11 th , 2006	Completed
29) Remodel Room B029 into temporary Simulator lab with new equipment from OHCE	May-August, 2006	SimMan and SimBaby are functioning
30) Develop ASN Interest Survey for Practicing LPNs in 7 county region-Acceptance with the IRB	May 12 th ,2006	Completed
31) Develop Employer Survey to assess projected hiring needs- vacant bids for RN & LPNs, travelers, \$\$ used for travelers,-Acceptance with the IRB	May 15 th , 2006	Completed
32) Copy available feasibility studies from prior programs and distribute to the Team. (Missoula, Helena, & Flathead Valley)	May 10 th , 2006	Completed
33) Download the SBON and BOR feasibility requirements for document files and distribute to the Team.	May 15 th , 2006	Completed
34) Graph out plan to year 2010, for sun setting AAS to ASN and Certificate LPN	May 18 th , 2006	Completed
35) Laerdal Rep coming to Billings for Simulator set up	May 24 th , 2006	Complete

Activity	Date	Status
36) Collect Data from Surveys- Population data within the past three years and workforce supply and demand data from the past year documenting the need for the program as it relates to plans for total state resources and nursing education needs within the state.	May & June, 2006	Completed
37) Submit Annual Report to SBON	May 30 th , 2006	Completed
38) Mail all surveys to practicing LPNs and surrounding employers	June 1, 2006	LPN surveys out on June 6 th , 2006
39) Add New Career Pathway faculty member to the feasibility team	June 1, 2006	Completed
40) Network with local players in Healthcare & Education for letters of support	June, 2006	Completed-IHS, St. Johns, St Vs
41) Begin writing sections of feasibility study drafts (Describe purpose and classification of program, Availability of qualified faculty, budgeted faculty positions, resources, and how this program may affect other nursing programs)	June-July, 2006	Completed
42) Travel to Gatesville TX for 3days Simulator Training with faculty member Robin Rasmussen	July 2006	Completed
43) Second Feasibility Team Visit with Consultant	June 16 2006	Completed
44) Tabulate survey responses from LPNs and employers	June-July, 2006	Approx.175 LPN returns approx 75 employer returns as of 6/31
45) Hire third MSN faculty for replacement position, Hire 3-4 clinical resource nurses for Fall 06	July-Aug, 2006	Completed
46) Tentative budget for ASN program- Liz	July 6 th , 2006	Completed
47) Attend SBON meeting in Helena	July 18-20, 2006	Meeting Cancelled Teleconf on Aug. 9 th 2006
48) Application deadline for Fall 2006 competitive enrollment students in current PN program	July 21, 2006	Completed
49) Final draft to Margaret for proof reading	July 24 th , 2006	Completed
50) Corrections in final draft	July 30 th , 2006	Completed
51) Open House for SIMMAN with employers-gather letters of support for ASN program	Fall 2007	Pending
52) Copies of feasibility study sent to all Nursing Directors in the State	August 21 st , 2006	Completed
53) Verify MSN qualified faculty send to SBON	Oct, 2006	Completed
54) Travel to MSU-Northern as Advisory Board Member	August, 16 th , 2006	Completed
55) Full time faculty return from summer break	August 21, 2006	Completed
56) Submit final feasibility study to the SBON and BOR	August 30,2006	Completed
57) Start filling out the preliminary submission paperwork for the COT Curriculum Committee	August –Sept, 2006	Completed – obtained program approval
58) Meet with Director of Med Assisting program regarding the Pharm I content that will no longer be offered in new program it will be put into	August-Sept, 2006	Completed

Activity	Date	Status
Fundamentals		
60) Meet with BIOL department to discuss COT Nutrition class and Micro Class without pre-recs	August-Sept, 2006	Completed – Developed BIOL104
61) Meet with Allied Health making sure the 2+2 plans work with ASN curriculum plan	August- Sept, 2006	Pending
62) Get Fall 2006 PN classes started-orient new faculty	Sept 6 th 2006	Completed
63) Get programming done for cases in Simulator lab	Aug-Sept, 2006	Completed
64) Submit Level II for PN-Certificate and ASN Program to MSU-B curriculum committees	Sept, 2006	Completed
65) Conduct Advisory Board Meeting	Sept, 2006	Completed
66) Attend SBON Meeting in Bozeman, Defend annual report and feasibility study-Request Dean and Feasibility Team to attend- Ask permission to postpone the July 2007 AAS PN Program Site Visit until new ASN plan.	Oct, 2006	Completed
67) When Curriculum reaches Academic Senate Submit Level II to the BOR	August 2007	Completed
68) Write First Draft of SBON Application for Initial Approval Plan	November 31, 2006	Completed
69) Follow up on Level II for BOR	September and November, 2007	Pending
70) Attend SBON Meeting to defend Application for Initial Approval Plan	October 2007	Pending
71) Attend BOR Mtg in Billings and in Helena to defend Level II	September and October 2007	Pending
72) Prepare for Current Practical Nurse Site Visit	Spring 2007	Completed
73) Complete new BOR LPN AAS and ASN curriculum course work.	Spring 2007	Completed
74)Postpone Site Visit for PN program	July 2007	Approved through Fall 2007
75)Admit Semester Gen Ed Core in PN AAS Program	January 2008	Pending
76) Admit first group of 20 ASN students	Spring 2008	Pending
77) Move into New Building Site	Spring 2008	Pending
78) Graduate last AAS Degree students	December 2009	Pending
79) Graduate First ASN Degree students	December 2008	Pending
80) Graduate First PN Total ASN Group	December 2010	Pending

September 19-21, 2007

ITEM 136-2705-R0907

Approval to Add a New Associate of Applied Science Degree in Power Plant Technology; Montana State University Billings, College of Technology

THAT:

In accordance with the Montana University System Policy, the Board of Regents of Higher Education authorizes Montana State University Billings, College of Technology approval to create an Associate of Applied Science Degree in Power Plant Technology.

EXPLANATION:

Montana has several power generating facilities but no specific post-secondary training programs in Power Plant Technology. Thousands of people are employed nationwide in this occupation, but there are a limited number of training programs available nationally. Most training is provided on-site by the employer.

The College of Technology intends to provide a public and cost-effective service to the power generation industry by offering two-year education and training at the College of Technology. This program was first considered at the request of PPL Montana, since power plants must hire trained professionals from out-of-state or provide their own costly and time-consuming training. Due to the large number of power plants and related industries nationwide and the small number of educational program providers outside of the industry, this program will serve, at a minimum, the entry-level employment needs of Billings, the region and the state.

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.:	136-2705-R0907	Date of Meeting:	September 19-21, 2007
Institution:	Montana State University Billings		
Program Title:	Associate of Applied Science Power Plant Technology		

Level II proposals require approval by the Board of Regents.

Level II action requested (check all that apply): Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor or certificate where there is no major or no option in a major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

Specify Request:

Montana State University-Billings College of Technology seeks permission to offer a two-year Associate of Applied Science Power Plant Technology Program.

LEVEL II BOARD OF REGENTS ITEMS
Montana State University-Billings College of Technology
Associate of Applied Science Power Plant Technology

Curriculum Proposal

1. Overview

The field of power plant technology offers high-wage and interesting careers for technicians. Job demand is strong in the power plant technology field. Employers often hire graduates for work in other operations besides power plants, taking advantage of their theoretical and practical training in mechanical and electrical technology. Besides power plants, job settings include research and development facilities, industrial process operations, or the sales and service fields.

Montana State University Billings College of Technology (MSU-B COT) Power Plant Technology program will add a technical, two-year associate of applied science degree to existing programs in response to the need to develop educational pathways for Montana's high-demand careers in energy. This program will provide the opportunity for individuals with no training or for incumbent workers to obtain highly technical education and skills training. Upon successful completion of this program, a student will have earned an Associate of Applied Science degree in Power Plant Technology.

2. Need

- a. To what specific need is the institution responding in developing the proposed program?

Thousands of people are employed nationwide in this occupation; however, there are a limited number of training programs available nationally. PPL-Montana is projecting nearly 48% of their technical employees retiring within the next seven years. This will result in 280 retirements from PPL alone. In addition, a new company has moved into Billings, TIMEC which will seek to employ 300 new new mechanics, INT Tech, Millrights, and process technicians which will make the competition for a new workforce even keener. Another factor contributing to the shortage involves the addition of a new Power Plant was recently implemented in Hardin with a second planned for Great Falls. (Source: Larry MCGinley, Director of Human Resources, PPL Montana).

Montana has several power generating facilities but no specific post-secondary training programs in Power Plant Technology. A survey of post-secondary Power Plant Technology programs revealed the nearest accredited program is in Bismarck, North Dakota with other accredited programs available nationally in Alabama, California, Georgia, Kentucky, and Texas. Most education and training for Montana's power plant technology needs is obtained out-of-state, via online distance delivery or is provided on-site by the employer.

Creation of this program was first considered at the request of PPL Montana, since power plants must hire trained professionals from out-of-state or provide their own costly and time-consuming training.

MSU-B COT intends to provide a public, two-year associate of applied science degree in Power Plant Technology to meet the existing and growing education needs of this industry segment. Due to the large number of power plants and related industries nationwide and the

small number of educational program providers outside of the industry, this program is expected to prepare entry-level power plant technicians for Billings, the region and the state.

b. How will students and any other affected constituencies be served by the proposed program?

This program is designed to prepare students for entry-level employment in the operation of modern fossil fuel power plants, gas turbine facilities, water treatment facilities, or other facilities where steam and/or electricity are generated. Graduates will learn the technical and safety aspects of plant operations, the responsibilities of plant operators, and the mechanical and chemical technology needed for working in related industrial operations.

Electrical power forms one of the core sectors of any economy and is a key energy source for commercial ventures, industry and home use. The industry demands qualified professionals at various levels with a complete understanding of electrical power generation and distribution systems. The electrical power generating industry is comprised of several different types of electricity-producing power plants including coal, nuclear, hydro, petroleum, geothermal, solar and wind units.

The Job

Students learn all phases of the industry including how to operate, repair, and maintain all types of power plant equipment. These include steam plants, pressure vessels and other equipment.

Students successfully completing the Power Plant Technology program will have technical knowledge that prepares them for advanced training and qualification at nuclear, fossil fuel and other types of power generating facilities. Within any power plant, there are several different entry-level opportunities, including Operations, Mechanical Maintenance, Electrical Maintenance, and Instrumentation & Control technicians.

- The plant operator monitors plant equipment parameters, operates all plant equipment, and continually checks components for proper operation. Operators hang all clearance orders to isolate systems and equipment for maintenance.
- Mechanical maintenance job tasks include trouble-shooting, repair, preventive maintenance and installation of plant equipment.
- Electrical maintenance tasks include trouble-shooting, wiring and repair of electrical components and systems.
- Instrumentation & Control technicians repair, install and maintain the instrumentation and control systems that tell the condition and status of the plant and allow operators to control various systems.

All of these positions require knowledge of power plant systems and components. Technicians must be able to obtain and use proper tools for work packages, use test equipment, and follow procedures. They must also have the ability to read mechanical and electrical prints and provide documentation.

Operating technicians can work both independently and in teams. Power Plant employees perform tasks both indoors and outdoors. Attention to detail, self-checking, and procedure adherence are requirements. Safety of the employee, co-workers, the public and the plant equipment is the number one priority of the Power Plant Technician.

c. What is the anticipated demand for the program? How was this determined?

It's an energy crisis of a new kind: The energy industry is bracing for a wave of retirements in the next ten years. As the technical workers in the energy industry get set to retire, the power industry is urging schools across the nation to begin appropriate programs to train a new generation of workers.

To meet demand for manpower, educational institutions are being asked to start up new power plant programs – the latest being Montana State University Billings College of Technology. MSU-B COT Power Plant Technology program was created in response to industry demand for qualified power plant operators--to start new workers in the energy industry's pipeline. In an industry-initiated Developing a Curriculum (DACUM) process conducted in December 2006, Montana State University Billings College of Technology was told by PPL Montana and other utilities: "We'll take every graduate you can send us."

Anyone and everyone with a power plant in the United States – municipalities, states, private-sector utilities, federal power agencies and manufacturers, as well as institutions from schools to hospitals – has a common challenge. The power industry workforce – the technicians, engineers, linemen and maintenance crews that fuel the industry – will be retiring in unprecedented numbers over the next ten years.

The energy industry is one of the first to feel the effect of Baby Boomer retirements. This is partly due to massive hiring freezes and downsizing when the industry deregulated and focused on cost-cutting measures in the 1980s and 90s.

Job demand is strong in the power plant technology field. The demand for technical workers at energy utilities and power producers is expected to soon hit a historic peak. Experts from across the nation attribute the workforce crisis within the energy industry to current and historic factors, including

- Aging of the Baby Boomers
- Energy industry deregulation in the 1980s
- Consolidation within the industry
- Rising energy demand
- Increased environmental protocols associated with the industry

A recent study by [Krishnan & Associates](#) on the aging workforce trends at U.S. coal-fired power plants, the cornerstone of the nation's power supply, found that the average age of the workforce at these power plants is 48. In its nationwide survey from 2005, K&A concluded that an average coal-fired plant will likely lose half its current plant staff in the next decade due to retirement and attrition. The study concludes that the specialized labor to replace this talent pool will likely be in short supply and difficult to recruit.

Ravi Krishnan, principal consultant at [Krishnan & Associates](#), an executive and technical recruiting firm focused on the power-generation industry, conducted a 2005 survey of the power-generation industry which confirmed the looming shortage of power-plant workers. Krishnan said it's critical for utilities to create a workforce

environment that recognizes the needs of the next generation and recognizes that market forces now and in the future favor the job candidate (rather than the employer) in the power-generation industry.

He said, “The utilities have to put together more competitive pay packages to retain their talent and recruit. They have a lot of competition because workers can go to other firms, like original equipment manufacturers. The situation is only going to get more attractive for the average worker in the industry. I can even see that perks like signing bonuses and help in locating housing, prevalent among senior management, could become more common down the line of workers.”

The Krishnan & Associates survey is echoed by a recent study from the [American Public Power Association \(APPA\)](#) titled “Work Force Planning for the Public Power Utilities: Ensuring Resources to Meet Projected Needs.” The report states that the loss of critical knowledge and the inability to find replacements with utility-specific skills are the two biggest challenges facing the industry. As a result, the utility industry will be hit very hard, very quickly by the shortage of skilled workers. That’s because, according to this report, the average age of utility workers is almost 50, several years older than the national average, and 45 percent of the workforce in electric and natural gas utilities are expected to reach retirement in the next several years.¹

Employers often hire graduates for work in other operations besides power plants, taking advantage of their theoretical and practical training in mechanical and electrical technology. Besides power plants, job settings include research and development facilities, industrial process operations, or the sales and service fields.

3. Institutional and System Fit

- a. What is the connection between the proposed program and existing programs at the institution?

The mission of the MSU-B COT is to be the College of first choice, dedicated to the development of workforce capacity by providing top quality learning opportunities and services to meet a variety of career choices and customer needs by being responsive, flexible and market-driven. The College of Technology provides individuals with training (or re-training) to obtain excellent "in demand" positions available at many area employers.

Creation of this new program fits hand-in-glove with the College’s mission and vision. The MSU-B COT Power Plant Technology Program proposal has been developed to add to existing programs which are also designed to prepare highly skilled, entry-level employees for Montana’s energy industries.

¹ M.B. Reilly. The New Energy Crisis: Power Industry in for a Jolt as About Half of Workforce Readies for Retirement. University of Cincinnati News, 8/7/2006. Extracted from <http://www.uc.edu/news/NR.asp?id=4226>, December 1, 2006.

Using the first two semesters of the existing, standards-based program curriculum for Process Plant Technology as the common core, Power Plant Technology program semesters five and six have been developed to meet the student learning outcomes specific to Power Plant Technology.

In collaboration and in conjunction with faculty and industry content experts within the MSU-B COT Process Plant Technology program, determinations were made to utilize existing courses common to the institution's other trade and industry classes: Welding, Environmental/Shop Practices and Hazardous Materials Technician General Training.

- b. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

Approval of the proposed Power Plant Technology program has required changes to the existing MSU-B COT Process Plant Technology program. Research conducted as part of the program feasibility study indicated a need to align the existing Process Plant Technology program and the proposed Power Plant Technology program with industry standards-based curriculum created through the coordination of the Center for the Advancement of Process Technology (CAPT).²

Further feasibility study in preparation of the Power Plant Technology program curriculum revealed the practicality of creating a two-semester common core of courses and student learning outcomes for both Process and Power Plant Technology. Establishing a second year, focused specialty for Process and Power Plant Technology was made possible as a result of these changes. Substantive changes to the Process Plant Technology program have been submitted and approved through the College's curriculum change and approval process.

- c. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

Power Plant Technology program differentiation exists between Process and Power Plant Technology in specific ways. Power Plant Operators are required to learn and utilize the technical, mechanical and safety systems utilized in **power generating plants** versus the operations and systems in a **process/refining plant**.

Power Plant Operators are required to understand the **equipment** specific and necessary for the operation of a power plant. In the Power Plant Technology program, students learn all phases of the power plant industry including how to operate, repair, and maintain all types of power plant equipment. These include steam plants, pressure vessels and other equipment.

Students successfully completing the Power Plant Technology program will have technical knowledge that prepares them for advanced training and qualification at nuclear, fossil fuel and other types of power generating facilities. Within any power plant, there are several

²Center for Advancement of Process Technology (CAPT). Extracted from <http://www.capttech.org/about/about.htm>, December 2006.

different entry-level opportunities, including Operations, Mechanical Maintenance, Electrical Maintenance, and Instrumentation & Control technicians.

- d. How does the proposed program serve to advance the strategic goals of the institution?

Student Success, Achievement, and Retention - In order to ensure that each student attending MSU-B COT has the opportunity to succeed and reach their educational goal, the University puts the planning and resources in place to maximize student success as measured by the student. Careful planning and forethought was devoted to the development of the new program proposal for Power Plant Technology.

Academic Excellence and Integrity – MSU-B COT maintains an atmosphere of excellence and completes all projects with integrity and as careful stewards of public resources. The five colleges at MSU-Billings will participate in a self-evaluation and external review process in an effort to ensure the highest standards of academic excellence and integrity.

Planning and Innovation – MSU-B COT strives to remain on the cutting edge of new ideas, continually planning for its future. MSU-B purposefully plans its activities and continually uses innovation to further its mission and objectives. Studying the feasibility of the new Power Plant Program began in 2005 at the request of PPL Montana.

Technology - Technology will be designed and used to further objectives of the University, community, economic development, and research to enhance the learning, business, and production environments of students, faculty, staff, and research personnel.

Development of the Power Plant Program includes plans to develop and deploy courses in online formats. To that end, MSU-B COT was successful in a bid to obtain Congressional appropriations and a National Science Foundation Grant which will support the development of curriculum, hire instructors and purchase new equipment if needed.

PPL of Montana-donated power plant simulators have been installed in our Process Plant classroom. This simulation equipment will support the new power plant program and will be available for students to operate remotely as part of their online learning experience.

Competitive Change – MSU-B COT responded to market changes with appropriate strategies that meet or exceed those of the competition with the development of this power plant program.

- e. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

After Montana BoR adoption of the current Montana University System (MUS) initiatives, MSU-B COT has taken up the charge, through careful planning and industry partnership, to

assist and address the **Workforce Training & Equipment for High Demand Fields in Montana.**

To meet the state's two-year educational initiatives, the proposed MSU-B COT Power Plant Technology program adds a specific and targeted professional-technical program to the existing complement of the two-year, associate of applied science degrees in the Montana.

Collaborating to meet the goals and objectives of Montana's new face of Tech Prep; Jobs for Montana's Graduates; and postsecondary career clusters development through BILT, WIRED, Health Sciences and Apprenticeships, MSU-B COT developed the new Power Plant Technology Program proposal. Specifically, this two-year degree program was designed to increase educational pathways which match Montana's need for education and training for high demand career fields.

MSU-B COT joins the University of Montana-Missoula College of Technology's new Associate of Applied Science Degree in Energy Technology program which was designed to introduce students to the full suite of energy technologies. Graduates of the UM-Missoula COT program are best described as general practitioners. Graduates of the MSU-B COT Power Plant Technology program are best described as specialists, technicians and operators.

4. Program Details

- a. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.

**Montana State University Billings College of Technology
Associate of Applied Science Degree: Power Plant Technology**

Upon successful completion of this program a student will be able to:

- Describe Occupational Safety and Health Administration (OSHA) industrial safety precautions related to material handling, electrical and machine safety, first response to fire and medical emergencies, safety signs and color codes, recognition of safety and health hazard accident prevention and management.
- Using power plant measuring devices and equipment, demonstrate administrative controls for precision measurement with emphasis on proper use, accurate reading, and calculations.
- Demonstrate knowledge of basic electrical laws, power sources, and circuits.
- Demonstrate maintenance procedures including defense in depth, conduct of verifications, and work control processes while applying the standards and documentation requirements to meet power plant safety and management expectations.
- Describe manufacturing properties of materials, the behavior of materials under load, stress, strain, torsion, and strength.
- Examine hand and power tools used in the power plant including safe usage, purpose, and maintenance.
- Discuss information distribution including methods and avenues of communication, material and design, procedural deficiencies of motors and equipment, operation of sensitive equipment, plant vulnerabilities, and personnel errors.
- Explain basic systems and components involving reactor coolant, volume control, safety injection, mainstream, turbine, feedwater, steam, and heater drain systems within the power plant.
- Demonstrate microcomputer software applications for the personal computer to include word processing, development of an electronic spreadsheet, and keyboarding in a desktop environment.
- Explain advanced systems and components involving water, electrical, cooling, waste drain, fuel handling and storage, fuel pool cooling and cleanup, radioactive waste management, air and gas systems, and ventilation and fire protection systems within the power plant.
- Demonstrate knowledge of renewable energy sources.
- Read blueprints and plant drawings including flow diagrams, symbols, dimension, tolerance, clearance, and amendments following proper procedures.
- Apply mathematical concepts of algebra, geometry, and trigonometry to industrial projects.

First Semester

CMP105	Introduction to Computer Technology	3 credits
MTH122	College Mathematics for Technology	3 credits
PPT101	Fundamentals of Process Technology	5 credits
PPT130	Blueprint Reading for Process Technology	2 credits
PPT151	Process Plant Safety I	2 credits
TRID185	Introduction to Electrical Systems	<u>3 credits</u>
		18 credits

Second Semester

ENGL140	Business Writing	3 credits
CTCM130	Intro to Public Speaking	3 credits
PPT120	Environmental Awareness	2 credits
PPT135	Instrumentation and Control Systems	3 credits
PPT161	Process Plant Safety II	2 credits
PPT175	Process Plant Sciences	<u>5 credits</u>
		18 credits

Third Semester

CTBU171	Introduction to Business	3 credits
COMT109	Human Relations	3 credits
PWRP201	Power Plant Equipment	3 credits
PWRP203	Energy Sources and Conversion	3 credits
PPT207	Boilers, Accessories & Basic Operation	3 credits
TRID160	Hazardous Materials Technician Gen Training	<u>3 credits</u>
		18 credits

Fourth Semester

PWRP210	Turbines, Accessories & Basic Operation	3 credits
PWRP214	Power Generation	4 credits
PWRP216	Electrical System Components & Protections	3 credits
PWRP218	Advanced Plant Operations (simulator)	4 credits
PWRP296	Cooperative Education/Internship	<u>2 credits</u>
		16 credits

Total: 70 Credits

Second Semester

COMT130

Intro to Public Speaking 3 credits (Academic Foundations)

PPT120 Environmental Awareness 2 credits

Description: This course provides the student with the history behind certain environmental policies, the function of OSHA, EPA, DOT, State DEQ and the interrelationships which exist between these agencies. In addition, the student will examine the basic toxicology of hazardous materials and their effect upon ecological processes. The program provides learning in treatment processes, wastewater units, vapor recovery systems, cleanup, pollution prevention and an overview of the specialty equipment necessary for an ecologically sound process operation

Learning Objectives: This course is designed to provide the student with the background relevant to the creation, operation and purpose of the various agencies whose role it is to protect the environment. Particular attention will be given to examination of the current environmental policies governing industry today. The course will take a look at Federal and State regulations as they relate to the process/refining industry. The student will become aware of the various types of ecological issues in which industry must remain within compliance. The program is designed to give the student an appreciation for the monumental environmental compliance tasks which must be a part of industry's basic plan of operation. Environmental management systems will be identified and the operation of each discussed.

Specific Tasks Accomplished:

1. To equip the student with the environmental training skills necessary to approach an entry level job in a refinery/process plant with key knowledge of environmental issues.
2. Have general knowledge concerning the creation and purpose of the various State and Federal Agencies.
3. Understand and describe environmental management equipment/systems and their operation.
4. Become familiar with hazardous waste disposal methods.
5. Become familiar with basic pollution prevention techniques.
6. Develop an awareness of the environmental issues which directly affect industry and the operator's role in maintaining environmental compliance.

Textbook and Supplies Requirement: *PTEC Safety Health and Environmental CAPT*

PPT135 Instrument Control System 5 credits (3 lecture + 4 lab)

Description: The course familiarizes the student with the vocabulary surrounding the instrument and control field, as well as examining the function of each instrument. The topics of process measurements, analytical instrumentation, process controls, and instrument systems are also discussed in this course. Lab time is utilized to acquaint the student with the various systems.

Learning Objectives: The program will give the student an overall definition of process and process variables. The course is designed to allow the student to identify and describe the function of the main elements of process variables, along with the role each plays in the refining distillation processes. Students will learn about maintaining steady state operations, controlling process disturbances, and reading process variable signals. The individual will become familiar with pressure, temperature, level, and flow measuring instruments. General knowledge will be gained during the discussion of analytical instrumentation and the operation of transmitters, transducers, recorders, indicators, controllers and control stations. Extensive lab time will allow the student hands on experience and observation in the above process variables. Written lab reports will be required of each student.

Specific Tasks Accomplished:

1. The student will be able to define and have a working knowledge of process, process variable, and controlled variable.
2. Describe what pressure, temperature, level, and flow measuring and indicating instruments are and how they work with/against each other.

ITEM 136-2705-R0907: Curriculum Proposal
Page 13

3. The student will describe the purpose and role of instrument systems and instrument loops.
4. Explain and describe the purpose of control systems, as well as the various control system types.

Textbook and Supplies Requirement: *PTEC Instrumentation* CAPT

PPT161 Process Plant Safety II 2 credits

Description: This course will provide the student with detailed instruction in the field of Safety and Health within the Process Industry. In this course, the student will complete an in depth study in the use of gas detection equipment, the use of the permitting system including lock out/tag out, the use of OSHA logs, the use of advanced safety equipment and study the importance of Industrial Hygiene in an industrial setting.

Learning Objectives: List and be familiar with the advanced components of a plant safety program.

Specific Tasks Accomplished: Upon completion of this course, the student will be able to:

1. Demonstrate proficiency in the use of gas testing equipment
2. Demonstrate proficiency in the use of industrial permitting systems.
3. Demonstrate the use of advanced personal protective equipment
 - a. Examples: Respirators, fall protection equipment, eye protective devices, self contained breathing apparatus (SCBA) etc.
4. Explain the function of Industrial Hygiene in an industrial setting.
5. Demonstrate a knowledge of IH testing and procedures
6. Demonstrate the use of Material Safety Data Sheets

Textbook and Supplies Requirement: *PTEC Safety Health and Environmental* CAPT

PPT175 Process Plant Sciences 5 credits

Description: The Process Plant Sciences course provides the fundamentals necessary for the student to take a deeper look into the chemical processing. This course examines the concepts of chemical composition/reaction, fluid flow and pressure drop, as well as vapor-liquid equilibrium, simple machines, basic electric circuits, furnaces, adsorption, leaching, and refrigeration. This will give the student a better understanding of the processes taking place in the chemical industry.

Learning Objectives: The program is designed to give the student an understanding concerning some of the basic scientific principles and their applications in a process facility. The student will become familiar with the fundamental units of measurement for length, time, and mass as they related to pressure, temperature, flow, and level. This course will teach the student the relationship between force, motion, and energy, as well as the properties of matter associated with solids, liquids, gases, and flowing fluids. The student will gain a basic knowledge of equilibrium in distillation systems. Included in this will be the effects of temperature and pressure and their effects on separation.

Specific Tasks Accomplished:

1. The student will understand basic physical/chemical scientific principles and natural laws and as they apply to process systems operation.
2. Define units of measurement and natural laws that relate to force, motion, mechanics, and fluid dynamics.
3. Explain specific heat, sensible heat, and latent heat
4. The student will have knowledge and an understanding of the properties of matter associated with solids, liquids, and gases.
5. The student should be able to explain the distillation process as it relates to vapor pressure of the components being separated.

Textbook and Supplies Requirement:

1. Schaum's Outline of Applied Physics 3rd ed. by Arthur Beiser, McGraw Hill 1995.
2. Schaum's Outline of Beginning Chemistry by David E. Goldberg McGraw Hill 1991

Semester Two 17 credits

Third Semester

PWRP201 **Power Plant Equipment 3 credits**

Description: Students will be given an introduction to the major systems and components that make up a modern power plant. Students learn how electric power is produced and distributed; how boilers, turbines, and condensers operate; and what the general responsibilities of plant operators are during all phases of plant operation. Specific attention is given to the flow of water and steam through the steam cycle, how combustion occurs, types of boilers and turbines, operation of steam cycle support systems, bearings and lubrication, turbine control, pollution control, and plant safety. This course covers the various types of equipment used in the production of electricity, including pumps, valves, air compressors, coal pulverizers, fans, cooling towers, condensers and heat exchangers.

Learning Objectives: The student will become familiar with all major equipment associated with the generation and distribution of electrical power.

Specific Tasks Accomplished: Upon completion of this course the student will be able to:

1. Explain the purpose of all major power plant equipment.
2. Explain the interrelationships of all major power plant equipment.
3. Explain power distribution systems from point of generation to final use by the consumer.
4. Explain surveillance and routine job tasks associated with major power plant equipment.
5. Explain the scientific basis for electrical generation.

Textbook and Supplies Requirement: TBA

PWRP203 **Energy Sources and Conversion 3 credits**

Description: Students will study the various forms of energy and the processes used to convert chemical and potential energy into thermal, mechanical and in some instances electrical energy. Energy sources that will be studied include fossil fuels (coal, oil and natural gas), hydro, wind, fuel cells, solar, derived fuel, geothermal and nuclear. Combustion and reaction will be discussed in detail for those energy sources that require combustion to convert from one energy form to another.

Learning Objectives: The student will become familiar with the different types of fuels used in the production of electrical power.

Specific Tasks Accomplished: Upon completion of this course the student will be able to:

1. Describe all fuel sources used in power plants for the production of electricity.
2. Explain the advantages and disadvantages of each type of fuel used in a power plant for the production of electricity.
3. Explain the types of equipment required for each type of fuel used in a power plant for the production of electricity.
4. Explain the basics of fuel combustion.
5. Demonstrate an understanding of fuel optimization and various control techniques.

Textbook and Supplies Requirement: TBA

PPT207 Boilers, Accessories Basic Operation 3 credits

Description: This course offers an introduction to boiler equipment, controls, and systems. Instruction includes the function and operation of all major components and control devices, common troubleshooting problems and common maintenance concerns.

Learning Objectives: The student should learn about basic design, components and operation of steam generation systems.

Specific Tasks Accomplished:

1. The student will understand the operation of steam systems within an industrial complex.
2. The student will learn condensate recovery systems, steam trap systems and boiler feed water preparation.

- The student will understand the operation of equipment associated with a plant's steam system such as steam turbines, heat tracing and various other processing equipment.

Textbook and Supplies Requirement: TBA

TRID160

HazMaterials Techn Gen Trng 3 credits

Learning Objectives

Specific Tasks Accomplished:

Textbook and Supplies Requirement: TBA

Semester Three

18 credits

Fourth Semester

ENGL140

Business Writing 3 credits

Learning Objectives

Specific Tasks Accomplished:

Textbook and Supplies Requirement: TBA

PWRP210

Turbines, Acc & Bas Op 3 credits

Description: Students will study all the elements that make up gas and steam turbines, a combined cycle unit and associated auxiliary systems. This course also covers the safe and efficient operation of gas turbines and heat recovery steam generators and their different applications as used in combine cycle and cogeneration configurations. Students will learn how thermal energy is converted to mechanical energy as the steam passes through a typical industry steam turbine. Steam turbine start-up and shut-down procedures will also be studied.

Learning Objectives: The student will learn the safe and efficient operation of turbines and associated auxiliary systems.

Specific Tasks Accomplished: Upon completion of this course the student will be able to:

1. Explain the safety aspects of turbine operation.
2. Demonstrate knowledge of turbine design and associated systems.
3. Explain the basis for steam to energy conversion.
4. Explain turbine optimization.
5. Explain the interrelationship between turbines and their associated equipment.
6. Explain turbine operating procedures and theory.

Textbook and Supplies Requirement: TBA

PWRP214 Power Generation

4 credits

Description: Introduces the basic elements of generator design, protection, and operation. Students are introduced to the theoretical aspects of reactive power in power systems by analyzing the inductive and capacitive components of the system, with an emphasis on megavar loading as it is affected by the excitation system. The generator's auxiliary systems, including hydrogen cooling systems, stator cooling systems, seal oil systems, and generator degassing procedures, are also introduced, and the function and types of exciters commonly found in power plants are examined.

Learning Objectives: The student will learn the theory and basis of power generation through detailed study of electrical generators and associated equipment. Emphasis will be placed upon examining electrical generation equipment and the scientific laws and principles supporting their operation.

Specific Tasks Accomplished: Upon completion of this course the student will be able to:

1. Explain the generation of electricity through the use of electromagnetism.
2. Demonstrate a knowledge of electrical generator design and associated systems

3. Explain the scientific basis for electrical power generation using various scientific laws and principles.

Textbook and Supplies Requirement:

PWRP216 Electrical System Components and Protection 3 credits

Description: Introduces typical devices used to protect personnel and prevent damage to plant equipment. Also covered are generator, bus, and line differential protection, as well as high- and low-pressure protection. The material presented includes trip and alarm logic for chemical protection, turbine protection, boiler protection, and generator protection. Devices covered include fuses over current relays, and over-and under-voltage relays. The course covers practices for electrical protection of plant equipment and personnel.

Learning Objectives: The student will learn the function and application of various personnel and equipment devices associated with electrical power generation.

Specific Tasks Accomplished: Upon completion of this course the student will be able to:

1. Demonstrate knowledge of power generation equipment alarms and shutdown systems.
2. Demonstrate knowledge of power generation equipment protective devices.
3. Demonstrate knowledge of power distribution protective devices.
4. Demonstrate knowledge of power distribution monitoring devices.

PWRP218 Advanced Plant Operations and Troubleshooting 3 credits

Description: Students will gain the knowledge necessary to comprehend overall power plant operations and respond to abnormal operating conditions. Students will also participate in root cause analysis exercises while troubleshooting different operating scenarios

Learning Objectives: The student will learn various techniques to identify operating problems within a power generation facility and the steps necessary to perform corrective action measures.

Specific Tasks Accomplished: Upon completion of this course the student will be able to:

1. Demonstrate the ability to determine the cause(s) a variety of power generation operating problems.
2. Demonstrate knowledge of corrective action techniques used in a power generation facility to correct system problems and upsets.

Textbook and Supplies Requirement:

PWRP296 Cooperative Ed/Internship 2 credits

Description: Provides students with the opportunity to supplement coursework with practical work experience related to their educational program. Students work under the immediate supervision of experienced personnel at the business location and with the direct guidance of the instructor.

Learning Objectives:

1. The student will gain on-the-job experience in the power generation industry with practical application.
2. The student will apply classroom knowledge in an actual power generation facility.
3. The student will gain an appreciation for power generation system and its techniques.

Specific Tasks Accomplished: The student will observe and learn the tasks commonly associated with power plant operator duties. Throughout the internship, the student and his/her direct supervisor will provide updates to the PWRP program director. Upon completion of the program, the student will provide a detailed report to a dissertation committee comprised of a representative from the internship site, one subject matter expert and the PWRP program director. Student progress will be documented by written reports from the student.

Semester Four 16 credits

Total Program Credits: 70

- b. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

**MSU-Billings College of Technology
Associate of Applied Science Power Plant Program Implementation**

	<i>Spring 2008</i>	<i>Fall 2008</i>	<i>Spring 2009</i>	<i>Fall 2009</i>	<i>Spring 2010</i>
<i>Implementation Step</i>	Advertise new program	Admit 1st program cohort		Admit 2nd student cohort	Graduate 1st student cohort
<i># New Students</i>		24		24	24
<i>Enrolled Cohort</i>			24	24	24
<i>Total Students</i>		24	24	48	48

5. Resources

- a. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

Yes.

MSU-B COT has allocated a permanent faculty line in the budget. This resource will be used to hire a program faculty member/ coordinator who will teach courses, advise students, coordinate necessary programmatic laboratories and maintain equipment. In addition, our new faculty member will work with industry to refine the curriculum and develop partnerships with industry and secondary schools.

Montana State University-Billings College of Technology received **\$745,000** in Congressionally-directed grant funding from the US Department of Education to develop program curriculum, submit program approval proposals and acquire and install program-specific equipment.

Additionally, Montana State University-Billings College of Technology received **\$546,000** from the National Science Foundation to purchase and install Plant Simulation software than can be operated via the Internet. Create online laboratory exercises to accompany the software and process simulator. Prepare Power Plant operating and procedural guides for other institutions to use and implement.

Both sources of external funding are being used to develop the curriculum and hire consultants to assist with completion of the grants' outcomes.

- b. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

Facilities/Supplies

MSU Billings' and COT executive administrators provide financial and facility resources sufficient to support continuity and consistency in the educational program. Costs will be funded through tuition, fees and the State allocation as in previous years.

The Power Plant Program will be offered in MSU-B COT facility space co-existent with the Process Plant Program. A new Health Science Center is under construction and targeted for completion in early 2008. With this new construction, vacated spaces in the existing COT building will be remodeled to provide for program growth and expansion.

Equipment

In 2005, Montana legislators approved appropriations to support 2-year education's equipment and program needs. Over \$71,000 was allocated and spent in anticipation of instructional equipment needed for the proposed ASN program.

Operating cost budgets have been established to maintain this new equipment and purchase the supplies needed for the proposed ASN program.

6. Assessment.
How will the success of the program be measured?

Program Review:

MSUB is a student centered campus that focuses on excellence in teaching and student learning. During the last several years MSUB has re-examined, strengthened, and coordinated its assessment process. While institutional evaluation and assessment is by its nature continuously evolving, the University has made progress toward an institutional assessment lattice integrated into the university's strategic plans. In fall 2004 the university initiated its second strategic initiatives document for the period 2005-2010. The document was collaboratively developed with faculty and staff and implemented in fall 2005 as the University instituted a Continuous Quality Improvement concept in all its practices. The CQI process is continual and cyclical, allowing for annual progress checks and data informed decision making. The Continuous Quality Improvement Steering Committee oversees implementation of the CQI concept in all University processes. The Committee maintains a website and publishes a monthly Newsletter *CQI-FYI*.

Each division of the university (Academic Affairs, Administrative Affairs, Athletic Affairs, Facility Services, Graduate Studies, Grants and Sponsored Programs, Information Technology, Institutional Research, Library, Public Service Units (KEMC/YPR and the Montana Center on Disabilities) and Student Affairs) developed goals aligned with the university strategic initiatives Both quantitative and qualitative measures are required to assess performance and outcomes.

Annual program reviews are conducted in each division, each college, and each department within each college and administrative divisions with sub-units to review and assess compliance with the University's overall mission. The CQI process is an ongoing evaluation of the University's mission and role and a continual attempt to match our offerings to constituent needs. Coordination of assessment is overseen by the CQI Steering Committee and the Academic Senate. The committee meets on a regular basis to discuss, review and provide feedback to the various areas of the university. The outcomes are used in planning and implementing changes for improvement. The Co-Chairs of the Committee make a monthly presentation of the committee's activities and progress on assessment to the Chancellor and his Cabinet during regularly scheduled cabinet meeting. It involves administration, faculty, students, the Power Plant Program Advisory Board (PAB), graduates and employers. A model was developed to identify the evaluative components, input sources, process, timeline, and outcomes criteria.

In Academic Affairs, assessment involves multiple instruments and methodologies. In contrast, Administrative Services and other areas use fewer tools to measure their more discrete area of operation. Each of the areas, however, employs varying appropriate quantitative and qualitative tools to assess their areas in relation to the same overriding criteria:

- Does the program or function assessed move the University closer to its mission?
MSU-Billings provides a university experience characterized by:
Excellent Teaching
Support for Individual Learning
Engagement in Civic Responsibility
Intellectual, Cultural, Social & Economic Community Enhancement
- Does the program or function assessed move the University closer to its standard of *Access and Excellence*?
- Does the program or function assessed contribute to fulfillment of the University's Strategic Initiatives?
Programs—Create and maintain distinctive, vital academic programs and services for 21st Century learners
Faculty Excellence—Cultivate excellence in & outside the classroom, in scholarly endeavors & exemplary service through faculty & staff development, support for scholarship, continuing assessment, & recognition of professional service
Needs of Learners—Identify the needs of all learners & provide access to a university experience that fulfills both individual goals & societal needs
Social Equity—Model social equity and consciousness by assuring that all members of our campus community grow because of their University experience
Research Initiatives—Increase the stature, professionalism & research initiatives of all academic programs & student services
Economic Access—Augment local, state & regional economic development through the strength of the University's financial base & our learners' contributions to their communities

Global Engagement—Increase staff, faculty & student awareness, understanding, & involvement in the international community

University Infrastructure—Ensure an administrative, operational and physical infrastructure that fully supports excellence

- Does the program or function assessed help the University attain its Vision?
Montana State University-Billings will be recognized as a regional leader for:
Teaching & Learning
Translating Knowledge into Practice
Researching for the Future
Accepting Leadership for Intellectual, Cultural, Social & Economic Development
Beyond University Boundaries

Assessment Data

Annual Reports: provide evidence of progress toward division/unit goals, data to support this progress and other information as appropriate for the area.

Periodic Program Review: MSU-B COT complies with the Montana Board of Regents Policy 300.3 under Academic Affairs Program Review. MSU-B COT will review all of its programs at least once every seven (7) years. A campus schedule of review for our programs has been filed with the Office of the Commissioner of Higher Education. Upon approval of the Power Plant Technology Program, that schedule will be updated. The results of our internal Power Plant Program review will be prepared to submission to the Montana Board of Regents at the November meeting. This report focuses especially on the decisions associated with the future of each program, following its review.

Student Ratings of Instruction: In general, evaluation of faculty is governed by the Collective Bargaining Agreement between the Montana Board of Regents of Higher Education and Vocational-Technical Educators of Montana. Faculty member evaluation procedures are recognized to be a cooperative effort between the faculty member and his/her supervisor with the purpose of achieving excellence in the area of effective and purposeful instruction and job performance.

Surveys: Graduate and Employer satisfaction surveys will be administered on an annual basis. Results of these surveys will be considered by the Dean, Associate Dean, Department Chair, members of the Program Advisory Committee. Recommendations from the Committee for needed revisions to course content or presentations are to be discussed with and adopted by teaching faculty each fall semester.

The timeline for evaluation affords ample time for program revision based on the evaluative data, changing trends in power plant industry standards. Components of the evaluation model include the organization and administration of the program, curriculum, resources, and student/graduates. Graduate and graduate employer surveys will be administered annually.

7. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

ITEM 136-2705-R0907: Curriculum Proposal**Page 21**

Process	Approval/Consideration	Status/Date
Power Plant Developing a Curriculum (DACUM) Process	2-day, facilitated curriculum development with 5-member panel of industry experts: Power Plant Operators	December 2006
New Power Plant Program Proposal	MSU-B COT Curriculum Committee	Approved, April 25, 2007
New Power Plant Program Proposal	MSU-B Undergraduate Curriculum Committee	Fall 2007 review
New Power Plant Program Proposal	MSU-B Academic Senate	Fall 2007 review
New Power Plant Program Proposal	Montana BoR Level II New Program Proposal	Submitted for September 2007 meeting

ITEM 136-2853-R0907 Approval to Offer an Associate of Applied Science Degree in Medical Billing & Coding; Montana State University-Great Falls

THAT: MSU-Great Falls College of Technology requests to offer an Associate of Applied Science Degree in Medical Billing & Coding.

EXPLANATION: The College has historically had two Certificate programs, one in Medical Billing and one in Health Information Coding. It has been typical for most students perusing one of these, to also pursue the other, thus graduating with two Certificates of Applied Science (CAS) credentials. However, as stand-alone programs, the Medical Billing program does not qualify for financial aid because as an online program it fails to meet the US Department of Education's minimum of contact hours and does not completely matriculate into an Associate degree program at the College. Until recent curricular changes in the Health Information Technology Associate of Applied Science (AAS) program, the Health Information Coding program did not qualify either. Recognizing both of these issues, one that students typically take both programs, and two, without an AAS degree to matriculate the entire program into for financial aid eligibility, the College sees the addition of a combined program culminating in an AAS as an excellent solutions and even better option for a higher level credential for students.

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.:	136-2853-R0907	Date of Meeting:	September 19-21, 2007
Institution:	Montana State University-Great Falls College of Technology		
Program Title:	Associate of Applied Science in Medical Billing and Coding		

Level II proposals require approval by the Board of Regents.

Level II action requested (check all that apply): Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor or certificate where there is no major or no option in a major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

Specify Request:

Montana State University-Great Falls College of Technology seeks approval from the Montana Board of Regents to offer an Associate of Applied Science degree program in Medical Billing and Coding.

MEDICAL BILLING AND CODING
MSU-GREAT FALLS COLLEGE OF TECHNOLOGY

Curriculum Proposal

1. Overview

Montana State University-Great Falls College of Technology (herein after “the College”) is requesting approval by the Montana Board of Regents to offer an Associate of Applied Science Degree in Medical Billing & Coding.

The College has historically had two Certificate programs, one in Medical Billing and one in Health Information Coding. It has been typical for most students pursuing one of these, to also pursue the other, thus graduating with two Certificates of Applied Science (CAS) credentials. However, as stand-alone programs, the Medical Billing program does not qualify for financial aid because as an online program it fails to meet the US Department of Education’s minimum number of contact hours and does not completely matriculate into an Associate degree program at the College. Until recent curricular changes in the Health Information Technology Associate of Applied Science (AAS) program, the Health Information Coding program did not qualify either. Recognizing both of these issues, one that students typically take both programs, and two, without an AAS degree to matriculate the entire program into for financial aid eligibility, the College sees the addition of a combined program culminating in an AAS as an excellent solution and even better option for a higher level credential for students.

2. Need

- a. *To what specific need is the institution responding in developing the proposed program?*

The demand for individuals in the Medical Processing fields has been substantiated through assessment of the current CAS programs, so while this proposal will continue to respond to that need, the primary purpose of the proposed program is to respond to student need as mentioned above. Over 80% of the students at the College utilize some form of financial aid, and this proposal will ensure that each of the College’s CAS programs within the proposed AAS will be financial aid eligible. In addition, since the majority of the current certificate-seeking students pursue both certificates, and graduates are employed in occupations requiring them to utilize both skill-sets, having their education culminate in an AAS degree will be beneficial to their professional futures.

- b. *How will students and any other affected constituencies be served by the proposed program?*

Students will be positively impacted with the proposed program for many reasons. Primarily, those who choose to pursue just the Medical Billing CAS program would now be eligible for financial aid, and those students who are pursuing both programs can now combine that coursework and earn a higher credential in an AAS Degree. In addition, the College will now be better able to track students in each program, as those seeking the Medical Billing program, but selecting the Coding program to get financial aid, will be properly aligned with their intended educational outcome.

- c. *What is the anticipated demand for the program? How was this determined?*

Demand is estimated primarily from the current CAS program enrollments which are estimated at 27 students in the Health Information Coding CAS and 12 students in the Medical Billing CAS for fall 2008. Therefore, it is estimated that those two numbers will level out (see reference to students pursuing both CAS but claiming the Coding program to receive financial aid) and approximately 10 to 15 current and new students will enroll in the proposed program.

3. Institutional and System Fit

- a. *What is the connection between the proposed program and existing programs at the institution?*

The College currently provides a variety of health information processing programs such as the two CAS programs mentioned above, as well as an AAS in Health Information Technology and an AAS in Medical Transcription. The combination of 2 one-year CAS programs into a viable and desirable AAS program is clearly in line with the College's mission and focus in this programmatic area. It is a natural expansion of the institution's offerings.

- b. *Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.*

No. The College currently offers all of the coursework of the proposed program within two existing CAS programs, one in Medical Billing and one in Health Information Coding.

- c. *Describe what differentiates this program from other, closely related programs at the institution (if appropriate).*

This program is essentially a combination of two existing CAS programs, currently offered by the College, into one AAS degree program. It is the combined knowledge base that essentially differentiates it from the standalone CAS programs. The other most closely related program, the AAS in Health Information Technology, has a curriculum that covers some common coursework as the proposed program, but has discrete coursework focused more on data health information data management, whereas the proposed program focuses more on information processing.

- d. *How does the proposed program serve to advance the strategic goals of the institution?*

In alignment with the strategic plan of the Montana Board of Regents, the College is committed to increasing participation of students in post-secondary education, specifically two-year programming, as well as increasing the number of students earning a credential. In addition, at the core of the College's Mission is preparing people for and placing them into technically-rich, high-demand jobs. The proposed program provides another credentialing option that individuals seeking employment in the health care field can pursue, and more significantly, as a completely online program, it opens doors for place-bound or working individuals to participate in post-secondary education.

- e. *Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.*

Currently there are no other AAS in Medical Billing and Coding programs in the Montana University System. Similar programs to the College's CAS programs in Billing and Coding do exist, and in fact, the program at The University of Montana-Missoula College of Technology (UM-Missoula COT) already partners with the College to allow their students seeking an AAS in Health Information Coding to take the College's courses to satisfy a portion of the student's degree program requirements at UM-Missoula COT. Partnership amongst MUS institutions and the College is certainly encouraged and anticipated with the 100% online nature of the program; however, for this proposal, because all of the coursework in the proposed program is currently being offered by the College, no further collaborative efforts were made with other MUS institutions.

4. Program Details

- a. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.

Medical Billing & Coding Specialist
Associate of Applied Science

Fall Semester

Course No.	Title	Credits
AH 101	Healthcare Delivery	3
AH 185	Basic Medical Terminology	3
BIO 127	A&P I for Nonclinical Majors	4
MATH 103	Introductory Algebra or higher	4
		Subtotal 14

Spring Semester

Course No.	Title	Credits
AH 194	Basic Pharmaceuticals	1
AH 201	Medical Science	3
BIO 128	A&P II for Nonclinical Majors	4
HI 236	ICD Coding	3
HI 237	CPT Coding	3
		Subtotal 14

Summer Semester

Course No.	Title	Credits
HI 256	Intermediate ICD	3
HI 257	Intermediate CPT	3
		Subtotal 6

Fall Semester

Course No.	Title	Credits
PSY 101	General Psychology OR	3
SOC 111	Introduction to Sociology	
HI 132	Health Data Content	3
OO 111	Fundamentals of Insurance	4
HI 295	Overview of Health Informatics	4
		Subtotal 14

Spring Semester

Course No.	Title	Credits
HI 156	Legal & Regulatory	3
OO 112	Advanced Insurance	3
ENG 124	Business & Professional Comm.	3
OO 290	Billing/Coding PPE	2
OO 291	Billing/Coding Capstone	2
		Subtotal 13

Total Program Credits – 61~

+ A grade of "C" or above required for graduation | * Indicates prerequisites needed
 | ** Placement in course(s) is determined by admissions assessment

~Many students need preliminary Math, English, and/or Computer courses before enrolling in the program required courses. These courses may increase the total number of program credits. Students should review their Math and English placement scores as well as high school transcripts with an advisor before planning out their full program schedule.

- b. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.*

The coursework within the proposed program is currently be offered by the College. It is anticipated that many students currently seeking the two CAS credentials currently offered will seek the AAS degree presented here. Initially, in Academic Year 2008 the College expects the program to attract a minimum of 10 students and hopes to see that number grow to 20 students over the course of the program.

5. Resources

- a. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.*

No new faculty will be required to implement this program.

- b. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.*

No additional resources are required. As mentioned previously, this program is combining the curricula of two existing CAS programs, one in Medical Billing and one in Health Information Coding, into one AAS degree program.

6. Assessment.

The proposed program will be assessed using the College's institutional outcomes assessment practices. These include assessing standard performance metrics such as graduation/completion rates, student retention, and enrollments. Additionally, the program will undergo an internal program review as required by Board of Regent Policy and standard College practice. In addition, the program's student learning outcomes will be assessed to evaluate student success in obtaining the skills identified as goals of the program. Finally, additional measures will be used to determine program success including assessing the number of students who successfully pass professional certification/licensure exams, how many students who complete one of the CAS programs within the proposed program come back to complete this AAS degree, and qualitative measures such as student and employer satisfaction.

7. Process Leading to Submission

The Health Information Technology and Health Information Coding programs at the College are accredited by the American Health Information Management Association (AHIMA); therefore, an extensive review of AHIMA's curriculum recommendations was conducted prior to initiating this proposal. The program directors of both CAS programs worked collaboratively to develop the proposed program's curriculum. The Health Information Technology Program Advisory Board and the College's Curriculum Committee made the final institutional approval of the proposed program.

September 19 – 21, 2007

ITEM 136-2855-R0907 Approval to Offer a Certificate of Applied Science in Computer Server Administration; Montana State University-Great Falls

THAT: MSU-Great Falls College of Technology requests to offer a Certificate of Applied Science in Computer Server Administration.

EXPLANATION: The proposed program allows students to work toward specific industry standard certifications within the computer server field as well as a Certificate of Applied Science credential from the College. In addition, all of the courses within the proposed program matriculate into the College's AAS in Network Support and thus provides a natural ladder for student progression through levels of higher education, as well as a stop out point for students to achieve educational and industry credentials that will aid them in job placement.

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.:	136-2855-R0907	Date of Meeting:	September 19-21, 2007
Institution:	Montana State University-Great Falls College of Technology		
Program Title:	Computer Server Administration Certificate of Applied Science		

Level II proposals require approval by the Board of Regents.

Level II action requested (check all that apply): Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor or certificate where there is no major or no option in a major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

Specify Request:

Montana State University-Great Falls College of Technology seeks approval from the Montana Board of Regents to offer a Certificate of Applied Science in Computer Server Administration.

**COMPUTER SERVER ADMINISTRATION
MSU-GREAT FALLS COLLEGE OF TECHNOLOGY**

Curriculum Proposal

1. Overview

The proposed program would award a **Certificate of Applied Science in Computer Server Administration** to students who successfully complete the program requirements. The proposed program prepares individuals for employment in the computer networking field, specifically focusing on server management, maintenance, and administration. Students in this program gain hands-on experience with computer hardware, software and networks. Upon successful completion of the program, the student will have the needed skills to sit for CompTIA Network+, Linux+ and Microsoft MCSA/MCSE certifications.

2. Need

a. *To what specific need is the institution responding in developing the proposed program?*

Through in-take, advisement and evaluation the College has determined many students wish to simply take coursework which will lead them toward specific industry standard certifications or a unique occupational opportunity rather than the completion of an entire Associate of Applied Science degree. The proposed program allows students to work toward specific industry standard certifications within the computer server field as well as a Certificate of Applied Science credential from the College. In addition, all of the courses within the proposed program matriculate into the College's AAS in Network Support and thus provides a natural ladder for student progression through levels of higher education, as well as a stop out point for students to achieve educational and industry credentials that will aid them in job placement.

b. *How will students and any other affected constituencies be served by the proposed program?*

Alluded to briefly in 2.a many students come to the College seeking an industry level certification training, or come pursuing an AAS degree only to stop-out when the skill-sets they develop make them employable without a credential. Yet the College is committed to ensuring students achieve the goal of obtaining a credential before they leave the institution. The proposed program provides a solution to both, by giving students the opportunity to pursue industry certification and at the same time earn a Certificate of Applied Science from the College. In the event they do stop-out and become employed, it also provides a recognized completion point and entrance point should they decide to come back and pursue the remaining courses required for the AAS.

c. *What is the anticipated demand for the program? How was this determined?*

Demand is estimated from two primary factors. First is the enrollment in the current AAS program, which is estimated at 17 students for fall 2008. The second factor is the participation rate of non-degree seeking students who have enrolled in some or all of the classes offered within the proposed program in the recent past. Overall it appears that the program could have as few as eight students and as many as 20 since the program is built within the College's AAS in Network Support. This point also illustrates the viability of the program, as its addition will have little or no new fiscal impact on the College since it is currently offering all of the coursework required of the program.

3. Institutional and System Fit

- a. *What is the connection between the proposed program and existing programs at the institution?*

Preparing students for entry-level positions in technology-rich, high-demand fields in the College's service region is central to the mission of College. The College currently provides a variety of Computer Information Technology programs, awarding either an Associate of Applied Science (AAS) degree or Certificate of Applied Science (CAS) credential, in fields such as Microcomputer Support, Web Development, Network Support, Network Architecture and Computer Assistant. Computer Server Administration, with its emphasis on applied skills development and high-demand employment in the server and network environments, is an appropriate extension of the institution's mission and program portfolio. Mentioned above, the proposed program is integrated within the AAS in Network Support and the requested credential will provide a designation for students' success in completing a portion of the program specific to server administration.

- b. *Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.*

No. The College currently offers all of the coursework of the proposed program within an existing program, the AAS in Network Support.

- c. *Describe what differentiates this program from other, closely related programs at the institution (if appropriate).*

The propose program focuses on a specific set of courses intended to build a skill-set in computer server systems administration, and is geared toward preparation for employment and certification in a subset of the computer information technology industry. The coursework in the proposed program is one component of the AAS in Network Support, however to earn that credential additional coursework in network technology is required. The other computer information technology programs at the College share some common introductory courses but differ significantly in the technical requirements of the programs.

- d. *How does the proposed program serve to advance the strategic goals of the institution?*

In alignment with the strategic plan of the Montana Board of Regents, the College is committed to increasing participation of students in post-secondary education, specifically two-year programming, as well as increasing the number of students earning a credential. In addition, at the core of the College's Mission is preparing people for and placing them into technically-rich, high-demand jobs. With the focus on developing a credential and preparing for industry certifications, both easily recognizable by employers, the proposed program will move the College a step further in achieving the goals set for in the institution's strategic plan as well as improving institutional effectiveness.

- e. *Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.*

Similar programs and coursework exists a numerous MUS institutions, most specifically at UM-Helena COT, UM-Missoula COT, and Montana Tech COT. No efforts were made to collaborate for two primary reasons. First, as previously mentioned, all of the coursework for the proposed program is currently being taught by the College and will continue to be taught within the AAS in Network Support program. Second, because of the high level on hands-on coursework within the program

distance delivery has been problematic, although the College has made inroads at moving the curriculum into a hybrid (mixed-mode) delivery format.

4. Program Details

- a. *Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.*

Computer Server Administration – Certificate of Applied Science

Required General Education Courses

Course #	Course Title	Credits
ENGL 121**+	Composition I	3
COM 135**+	Interpersonal Communication	3
MATH 108**+	Algebra for College Students OR	
MATH 130**+	Precalculus Algebra OR	
MATH 150 **+	Math for Liberal Arts OR	
MATH 181**+	Calculus	3/4
Subtotal		9-10

Required Technical Courses

Course #	Course Title	Credits
CIT 111+	Introduction to Computers	3
CIT 166*+	Computer Operating Systems	4
CIT 210*+	Network Operating System 1	2
CIT 211*+	Network Operating System 2	2
CIT 212*+	Network Operating System 3	2
CIT 213*+	Network Operating System 4	2
CIT 214*+	Network Operating System 5	2
CIT 215*+	Network Operating System 6	2
CIT 126*+	Networking Fundamentals	3
CIT 176*+	Routers and Routing Basics	3
CIT 208*+	Fundamentals of UNIX/Linux	4
Subtotal		29

Total Credits 38-39

Note: Some of the courses are offered in a ½ semester format: CIT 210/CIT211 are offered Fall Semester year one; and CIT 212/CIT213 are offered Spring Semester year one. It is important that students enroll in both sets of courses at the same time.

Course Outcomes:

Upon the completion of the Networking Infrastructure Certificate students should be prepared to:

- Demonstrate an advanced level understanding of Microsoft 2003 server configuration.
- Demonstrate a basic understanding network infrastructure design and configuration.
- Demonstrate a basic understand of the Linux server operating system.
- Pass the MCSA / MCSE industry standard certification exam battery with at least an 70%.
- Obtain and keep a computer server professional position within the workforce.

- b. *Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.*

The coursework within the proposed program is currently offered by the College. It is anticipated that many students currently seeking the AAS in Network Support or taking individual courses specific to an industry certification will seek the Certificate of Applied Science presented here. Initially, in Academic Year 2008 the College expects the program to attract a minimum of eight students and hopes to see that number grow to 15 to 20 students over the course of the program.

5. Resources

- a. *Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.*

No new faculty will be required to implement this program.

- b. *Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.*

No additional resources are required. Mentioned previously, this program is grouping course current within the existing Network Support into a Certificate of Applied Science that will function as a stop out point or stepping point towards the AAS.

6. Assessment.

The proposed program will be assessed using the College's institutional outcomes assessment practices. These include assessing standard performance metrics such as graduation/completion rates, student retention, enrollments, and will undergo program review as required by Board of Regent Policy and standard College practice. In addition the program's student learning outcomes will be assessed to evaluate student success in obtaining the skills identified as goals of the program. Finally, additional measures will be used to gauge program success including assessing the number of students who successfully earn industry certifications, how many students who step out with this credential, come back in to pursue the AAS degree, and qualitative measures such as student and employer satisfaction.

7. Process Leading to Submission

The proposed program originated from faculty, student and industry (advisory board) conversations that centered on answering the questions addressed in the rationale portion of this proposal. Collectively they developed the proposed program's curriculum and faculty advanced this curriculum through the College's Curriculum Committee and administration.

ITEM 136-1503-R0907

Approval of Proposal to Establish an Undergraduate Honors Program at Montana Tech of The University of Montana

THAT:

The Board of Regents of Higher Education authorize Montana Tech of The University of Montana to establish an undergraduate honors program.

EXPLANATION:

In an effort to recruit and retain highly-qualified students, the faculty and staff of Montana Tech of The University of Montana are proposing the implementation of an undergraduate honors program on the Tech campus. Montana Tech realizes the need to provide educational opportunities and experiences for the advanced, high-achieving student.

MONTANA BOARD OF REGENTS
LEVEL II REQUEST FORM

Item No.:	136-1503-R0907	Date of Meeting:	September 19-21, 2007
Institution:	Montana Tech of The University of Montana		
Program Title:	Undergraduate Honors Program		

Level II proposals require approval by the Board of Regents.

Level II action requested (check all that apply): Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor or certificate where there is no major or no option in a major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

Specify Request:

In a continuing effort to recruit and retain top students, Montana Tech of The University of Montana requests permission to offer an undergraduate honors program. The undergraduate honors program will consist of a series of honors seminars, an honors component in existing courses, and newly developed honors courses.

LEVEL II BOARD OF REGENTS ITEMS

Institution: Montana Tech of The University of Montana Tech
Program Title: Undergraduate honors program

Curriculum Proposals

1. Overview

To complement the missions of Montana Tech of The University of Montana and its colleges and departments, faculty/staff have brought forward a proposal to establish an undergraduate honors program on the Tech campus. The proposed undergraduate honors program was developed in support of Tech's vision, "*To be the leader for undergraduate and graduate education and research in the Pacific Northwest in engineering, science, energy, health, information sciences and technology.*"

2. Need

Montana Tech of The University of Montana has done an exceptional job in creating courses to assist students in their successful completion of a university education. New courses in Mathematics and English have been designed and implemented to assist students who do not possess the educational background to successfully complete entry level Mathematics and English Composition courses. However, the faculty and administration on the Tech campus see the need to provide educational opportunities and experiences for the advanced, high-achieving students as well. The need for advanced studies, integration of concepts and curricula, etc. has been expressed repeatedly by students. During summer orientation activities, 18 freshman students expressed an interest in participating in an undergraduate honors program.

3. Institutional and System Fit

Montana Tech's *Vision 2025* document outlines the goal of "developing complimentary and/or experiential curricula at various stages of the student's career to enhance the educational value of each class." Furthermore, the *Vision* document outlines Tech's commitment to academic outcomes in the areas of leadership, ethics, quantitative skills, communications, technical expertise, research, and service. The undergraduate honors program, as described in section four, embraces these notions.

4. Program Details

Draft Mission Statement

To complement the missions of Montana Tech and the participating colleges and departments, broadening and deepening the educational experience of involved students and faculty, by providing an enhanced learning environment for exceptional students.

Required Courses:

- **Freshman Honors Seminar** - Fall and Spring Semester
1 credit each. Starting Fall Semester 2007.
- **Freshman Honors Writing** - Fall Semester – 3 credits (this would substitute for Comm 1046). Starting Fall Semester 2007.
- **Honors Seminar** - Fall and Spring Semesters – 1 credit each (minimum 4 of 6 remaining semesters).
- **Undergraduate Research** – 3 credits minimum (A higher minimum number of credits may be established by accrediting agency for a particular degree program.)
- **Thesis** – 1 credit (Topic would be agreed upon by student, department head from student's major and the Honors Committee. Thesis could be a co-requirement with a particular department; however, the student could not receive credit twice for the same thesis.

Total credits from required courses 14-16, up to 10 credits beyond major requirements.

Honors Seminar Series:

- The following is a proposed structure for the seminar series. The series would consist of 8 one-credit classes offered through the undergraduate honors program. Courses would be designed and timed to integrate with the natural progression of learning objectives and needs which occur during a normal undergraduate career.
- **Goals-** Develop and enhance the following: critical thinking and problem solving, independent learning, a strong and professional ability to communicate, community connectedness, cultural fluency, ethics, quantitative skills, research, and leadership. Additionally the series will prepare the student for the transition out of college into his or her career of choice.
- **Format-** Each semester will be uniquely designed around a theme. The theme will be presented as a thesis statement. Depending on the theme, the course will use a combination of the following in an effort to ensure the most complete exploration of the theme: seminar/panel discussions by topical experts, student work-groups assigned tasks and reporting back on the theme (or sub-topic), group and/or individual presentations or reports.
The presentations will be peer critiqued.
- **Topics-** *The following is a proposed list of topics by semester.*
 - Semester 1 Leadership and College Success
 - Semester 2 Resume/vita preparation
 - Semester 3 Independent Study/Research methods/Life-long learning
 - Semester 4 Ethics
 - Semester 5 Community/Service Project
 - Semester 6 Scientific Discovery and Society
 - Semester 7 Mentoring Young Scholars
 - Semester 8 Career Enhancement

- **Grade -** The following grading methods would be adjusted to appropriately fit each semester: attendance, community activity, papers, presentations, class participation, and peer evaluations.
- **Expenses** limited to expense of guest speakers and the acquisition of information as well as standard faculty salary for one credit class.

Admissions Criteria:

First Year – by invitation. The Honors Committee will look at criteria such as GPA, standardized exam scores, extracurricular activities, etc.

Subsequent Years – by application. Minimum thresholds will be established for criteria such as GPA, standardized exam scores, extracurricular activities, etc. and the students will be required to submit an essay.

Continuation in the program will require maintaining a minimum GPA, minimum level of activity associated with the Undergraduate Honors Program, and student interest.

Benefits of an Undergraduate Honors Program:

For the Student

- An Opportunity to Broaden and Deepen One's Educational Experience.
- Enhance One's Personal, Social, and Intellectual Development.
- Recognition for Extra Work Done, On and Off Campus.
- Integration of Knowledge, Concepts, and Ideas from a Variety of Disciplines.
- Belong to a Community of Students with Similar Educational Goals.
- Enhance One's Appreciation for Life-Long Learning and Social Responsibility.

For the Faculty

- Recognition for Extra Work Done with the Exceptional Students.
- Forum for Working on Advanced Materials with Undergraduates.
- Integration of Knowledge, Concepts, and Ideas from a Variety of Disciplines.
- Perhaps Have More than Flashes of Fun and Excitement in the Classroom as We Learn as well as Impart Knowledge.

For Montana Tech

- Recruiting Tool
- Fund Raising Tool
- Enhanced Educational Opportunities for the Campus and Local Communities by the Presence and Actions of the Undergraduate Honors Program.
- Experimental Site for the Development and Testing of New Ideas in Education.

The Montana Tech undergraduate honors program will be presented in the catalog and other promotional materials in a format similar to the following:

First YearFall Semester

Required Courses:

Freshman Honors Seminar	1-credit
Honors Writing	3-credits

Available Courses:

Honors Calculus 1526	3-credits
Honors General Chem 1256	3-credits
Honors Humanities	3-credits
Honors Social Sciences	3-credits

Spring Semester

Required Courses:

Freshman Honors Seminar	1-credit
-------------------------	----------

Available Courses:

Honors Calculus 1536	3-credits
Honors General Chem 1266	3-credits
Honors Humanities	3-credits
Honors Social Sciences	3-credits

Second YearFall Semester

Required Courses:

Sophomore Honors Seminar	1-credit
--------------------------	----------

Available Courses:

Honors Humanities	3-credits
Honors Social Sciences	3-credits

Spring Semester

Required Courses:

Sophomore Honors Seminar	1-credit
--------------------------	----------

Available Courses:

Honors Humanities	3-credits
Honors Social Sciences	3-credits

Third YearFall Semester

Required Courses:

Junior Honors Seminar *	1-credit
-------------------------	----------

Spring Semester

Required Courses:

Junior Honors Seminar*	1-credit
------------------------	----------

Fourth YearFall Semester

Required Courses:

Senior Honors Seminar *	1-credit
-------------------------	----------

Spring Semester

Required Courses:

Senior Honors Seminar*	1-credit
Thesis	1 credit (Topic would be agreed upon by student, department head from student's major and the Honors Committee. Thesis could be a co-requirement with a particular department; however, the student could not receive credit twice for the same thesis.)

*Honors Seminar Fall and Spring Semesters – 1 credit each (minimum 2 of 4 remaining semesters)

Required Course:

Undergraduate Research – (Minimum number of 3-credits. A larger number of undergraduate research credits may be taken; however, only 3-credits will be counted towards the required honors credits.) The credits may be earned in one or over several semesters.

Total credits from required courses 13-15, up to 10 credits beyond requirements for any major.

Other requirements:

6 Credits of Social Sciences or Humanities with an honors component or an honors course or a foreign language.

6 Credits of math or science with an honors component or an honors course.

A minimum of 26 Honors Credits will be necessary for completion of the Undergraduate Honors Program. The minimum credits and credit distribution meets the standards of the National Collegiate Honors Council

Other Courses, Course Components, or Labs can and will be encouraged to be added to the list of Honors Courses.

5. Resources

A preliminary budget has been developed and allocated to the undergraduate honors program. The monies will be available upon the approval of the undergraduate honors program by the Board of Regents. The budget was designed to cover start-up costs and anticipated costs for

the first year of the program. No new faculty resources are required for this program. The undergraduate honors program budget will be reviewed periodically to determine changes that need to be made to ensure the quality remains at a level expected by our students.

Montana Tech has joined the National Collegiate Honors Council (NCHC). Membership in this organization provides a wealth of published and on-line resources ranging from program organization and curriculum design to course, faculty, and student assessment. In addition, Dr. James McCusik (Dean, Davidson Honors College, The University of Montana) and Dr. Michael Miles (Director, The University Honors Program, Montana State University) have offered their support and advice to the developing program at Montana Tech. The potential for collaborative activities between the three schools have been discussed.

6. Assessment

Early and effective assessment of the nascent undergraduate honors program will be essential. The assessment tools at Montana Tech will be employed in addition to those that are provided by the NCHC. After the program has completed its first four-year cycle, an external reviewer will be brought to campus from NCHC to assess the program.

7. Process Leading to Submission

The process leading to this submission can best be demonstrated using the following timeline:

February 2007

Faculty and staff personnel met to discuss the feasibility of establishing an undergraduate honors program on the Montana Tech campus. Staff from the admissions office as well as faculty from engineering, sciences, humanities, and the mathematics departments “brainstormed” concerning the feasibility of an undergraduate honors program and developed a preliminary outline for the program.

March 2007

The proposed undergraduate honors program was discussed at a general faculty meeting. A small number of faculty voiced concerns of creating an “elitist” program on the campus as well as possibly siphoning the top students from freshman level general education courses. However, these concerns were mitigated through further dialogue with the concerned faculty.

April 2007

The proposed undergraduate honors program was approved by the dean’s council.

May 2007

Faculty were asked to submit proposals for course sections of existing classes that would be designated as honors courses. This request resulted in the following four honors courses for the Fall 2007 semester:

COMM 1046-12, English Composition Honors
MT 2956-01, Freshman Seminar Honors
CHEM 1256-01 Honors General Chemistry
MATH 1520-02 Honors Calculus

June 2007

Tech representatives met with the Dean of the Davidson Honors College at The University of Montana-Missoula and the Director of University Honors at Montana State University – Bozeman. Both UM and MSU were supportive of Tech's efforts in developing an undergraduate honors program. Also, Montana Tech's curriculum review committee approved the undergraduate honors program.

August 2007

The proposed honors program was approved by the Montana Tech faculty at the August 17th faculty meeting.

ITEM 136-1905-R0907

Approval Of Proposal To Offer An Associate Of Applied Science Degree In Welding Technology; UM--Helena College Of Technology

THAT:

In accordance with Montana University policy, the Board of Regents of Higher Education authorizes UM--Helena College of Technology to award an Associate of Applied Science Degree in Welding Technology.

EXPLANATION:

UM-Helena has offered a variety of successful programs in Metals Technology for several years. Students can choose from a Certificate of Applied Science in Welding; a Certificate of Applied Science in Machine Tool Technology; an Associate of Applied Science in Metals Technology (2 semesters of welding and 2 semesters of Machine Tool) or an Associate of Applied Science in CNC (computer numerical control) Programming in Machine Tool. Due to industry demand, UM-Helena proposes to add an additional option of two more semesters in Welding for an Associate of Applied Science specific to that area. The proposed degree would allow UM-Helena to offer a higher level of education in the welding field and to produce the highly qualified graduates that industry has demanded. Recent changes in technology, welding equipment and welding processes have necessitated the need for more time to properly train students in this field.

ATTACHMENTS:

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.:	136-1905-R0907	Date of Meeting:	September 19-21, 2007
Institution:	The UM-Helena College of Technology		
Program Title:	Welding Technology		

Level II proposals require approval by the Board of Regents.

Level II action requested (check all that apply): Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor or certificate where there is no major or no option in a major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

Specify Request:

The University of Montana – Helena College of Technology seeks approval to award an Associate of Applied Science in Welding Technology.

The proposed Associate of Applied Science in Welding Technology would be an extension of the current Certificate of Applied Science in Welding Technology and Associate of Applied Science in Metals Technology already offered at UM-Helena.

MONTANA BOARD OF REGENTS
NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

ITEM 136-1905-R0907

Institution: The University of Montana – Helena College of Technology

Program Title: Associate of Applied Science in Welding Technology

Overview:

Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

The UM-Helena College of Technology seeks approval to offer an Associate of Applied Science in Welding Technology. The proposed degree would allow UM-Helena to offer a higher level of education in the welding field and produce the highly qualified graduates that industry has demanded. Recent changes in technology, welding equipment, and welding processes have necessitated the need for more time to properly train students in this field.

Need:

- a) To what specific need is the institution responding in developing the proposed program?**
- b) How will students and any other affected constituencies be served by the proposed program?**
- c) What is the anticipated demand for the program? How was this determined?**

The approval of an Associate of Applied Science Degree for the Welding Technology Program would meet the needs identified by students, employers, and advisory boards. These needs have been identified through conversations with students, conversations with Advisory Council members, an informal survey of industry leaders at the Montana Manufacturing Extension Center (MMEC) state conference, and letters of support from potential employers (attached). Students, employers, and Advisory Council members have all indicated the desire for more training on the newer technologies, an increase in fabrication skills, and an increase in the number of graduates. Based upon our input from these groups, we expect demand for the program to be very high and expect to fill the program with 20 students within the first two years.

Although the current Certificate of Applied Science in Welding Technology has been a good fit for the program for many years, upgrades in equipment, technology, and welding processes have necessitated a change in time requirements to produce qualified graduates. UM-Helena has attempted to temporarily meet these challenges by offering a 30-credit Advanced Welding Certificate for the 2007-2008 academic year. However, this is only a temporary solution that will not meet the long-term needs of the program, students, or industry. The expansion of the program to offer a two-year Associate of Applied Science Degree will allow instructors to

adequately cover all necessary topics in Welding Technology and produce better-qualified graduates to enter the workforce.

UM-Helena's agreement with Miller Welding has also provided UM-Helena the unique opportunity to train on the latest and most advanced technologies. The equipment provided by Miller makes the UM-Helena welding facility the best- equipped shop, private or educational, in the state. By having this state-of-the-art equipment, UM-Helena has the ability to teach processes, techniques, and equipment operation that no other facility in the state can provide. To maximize this agreement with Miller and the equipment they provide, a two-year program in Welding is a necessity.

The addition of the Associate of Applied Science degree will also expand the number of access points students will have to enter and exit a degree in a metals-related field at UM-Helena. The combination of current Certificates of Applied Science in Welding and Machining, along with Associate of Applied Science Degrees in Machining and Metals Technology could be used in combination with this new degree to give students many choices in these metals-related fields. UM-Helena believes these increased options for students will increase enrollment, student satisfaction, and employer satisfaction.

Institutional and System Fit:

a) What is the connection between the proposed program and existing programs at the institution?

The addition of the Associate of Applied Science Degree will be a natural expansion of offerings in UM-Helena's metals programs. This addition will give students more options of combining years of education in the Machining Program with years of education in the Welding Program and create a variety of program options in this field.

b) Will approval of the program require changes to any existing programs at the institution? If so, please describe.

The addition of this degree option will require no changes to existing programs at UM-Helena.

c) Describe what differentiates this program for other, closely related programs at the institution.

This degree is closely related to the Associate of Applied Science in Metals Technology, as it shares some of the same courses. However, the new degree would be distinctly different in the quantity and level of welding topics that would be presented to the students. The AAS in Metals Technology requires two semesters of Welding, whereas the new AAS in Welding will require four. This new degree focuses upon advanced welding topics, specialized welding techniques, and fabrication and layout skills.

d) How does the proposed program serve to advance the strategic goals of the institution?

The offering of this degree would advance three of the four major strategic goals of UM-Helena in the following ways:

1. Student Success. Develop and evaluate quality educational programs. Offering an AAS in Welding Technology will be an expansion and improvement on an already successful program at UM-Helena. Offering this program will make our graduates more qualified and ready to enter the workforce. We believe this meets our strategic goal of developing a quality educational program.
2. Connect with the Community. Identify and incorporate community interests/business and industry needs in future planning. Through our formal and informal research over the past two years, we have identified a need for a more advanced welding degree according to our business and industry contacts.
3. Create Access. Develop alternative methods of delivery and offerings for courses and degrees. The offering of the AAS degree in Welding Technology will create another degree path and option in our Metals Technology offerings. This will expand entry and exit points for students in our programs, along with expanding the possibility for depth of study.

e) Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs: and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

UM-Missoula College of Technology currently has an AAS in Welding Technology. Although some of the courses are similar, the overall program and emphasis of skills taught will differ considerably. Differences in course offerings would include courses in Advanced Blueprint, Structural Fabrication, Field Welding and Processes, CNC Burn Table Programming and Operation, MSHA training, and Advanced Shop Practices. These are courses that are not available at UM-Missoula.

UM-Helena's agreement with Miller Welding also provides us with a collection of equipment that is continually updated to provide the shop with the most advanced equipment in the welding field. This equipment is replaced continuously at no cost to the institution and comes with free training for our instructors. This equipment and training allow UM-Helena to deliver processes, skills, and techniques in the classroom that are unavailable to other institutions because of cost. Topics such as Pulse MIG welding, brazing, plasma-cutting procedures and equipment, portable welders and field processes, push-pull spool guns, and CNC burn table operation are some of the topics that will make this AAS unique from other state programs.

Adding a second year of training to an already strong and successful one-year program allows our students to remain in the community of their choice, build upon support systems already in place from their first year, and work with instructors that are familiar with their learning styles and needs. UM-Missoula College of Technology was notified of our intent to submit this proposal and full support was expressed by both their Dean and Associate Dean of our expansion of this program. They also expressed interest in possible collaborations in this area, including allowing access to our state-of-the-art equipment to their students for additional training for them.

A two-year program in Metals Fabrication also exists at the Montana Tech-UM College of Technology, but it is substantially different as it incorporates machining with the metals fabrication and welding.

Program Details:

- a) **Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications.**

Associate of Applied Science Welding Curriculum

Fall Semester

Number	Course Title	Credits
CW 112	Oxyacetylene Welding / Cutting	2
CW 130	Estimation of Job Materials	3
CW 120	Blueprint Reading	3
CW 118	Shielded Metal Arc Welding	3
CW 119	Gas Metal Arc Welding	4
	Tech Math	3
	Total Credits	18

Spring Semester

Number	Course Title	Credits
CW125	Layout and Pattern Making Fundamentals	3
CW240	Specialized Welding	6
CW245	Design and Fabrication	4
CW250	Shop Practices	2
OT112	Introduction to Microcomputers	3
	Total Credits	18

Fall Semester

Number	Course Title	Credits
CW 200	Pipe Welding	3
CW 210	Advanced Blueprint	2
CW 220	Metal Fabrication I	6
CW 225	Structural Fabrication	2
CW 230	Field Welding and Processes	2
ENG 107T	Technical Communications	3
	Total Credits	18

Spring Semester

Number	Course Title	Credits
CW 240	Metal Fabrication II	6
CW 250	CNC Burn Table Programming and Operation	3

CW 260	MSHA Safety Training	1
CW 270	Advanced Shop Practices	5
HR110T	Career Development and Human Relations	3
	Total Credits	18

WELD 200 Pipe Welding

This course provides the student with a thorough technical understanding of preparation and fit up for welding pipe. Students acquire the necessary skills to perform satisfactory welds on different materials of pipe, in all positions and situations, using SMAW, TIG, GMAW-P, and GMAW-RMD welding processes. The student develops the skills necessary to produce quality pipe fitting, and welds needed in today's workforce.

WELD 210 Advanced Blueprint

This course will instruct students how to draw and read sophisticated blueprints using Auto-Cad format. Instruction will also include taking general arrangements drawings and breaking them down into shop drawings. Students will learn how to properly dimension, detail, and include weld symbols into shop drawings

WELD 220 Welding Fabrication I

Metal Fabrication will focus on the planning and execution of projects using the knowledge and skills already acquired during the first year of the welding program. Students will apply these skills in a shop like atmosphere working directly with customers, completing repairs, modifications and new construction. With this work the students will prepare blueprints, using hand drawing techniques along with Auto/Cad to complete more complicated drawings.

WELD 225 Structural Fabrication

This course is designed to give students the ability to layout and fabricate various components used in the structural construction of buildings and infrastructure. Students will layout, drill and cut to length columns and beams according to blueprint specifications. Instruction will also be given on how to layout and fabricate base plates, gusset supports, and brackets used to support steel structure. In addition, students will fabricate a stairway and adjoining handrail using proper rise and run standards and dimensions.

WELD 230 Field Welding and Processes

This course is designed to introduce the students into a field welder's environment. The students will become knowledgeable in the different weld applications presented in the field and the welding variables that can occur. In this course the students will learn to properly setup, and maintain portable welding power sources, suitcase wire feeders, cutting systems, and other field equipment. Students will be taught safety, and how to keep themselves safe in the field environment.

WELD 240 Metal Fabrication II

Students will learn to layout and fabricate various ventilation components found in industrial settings. This course will give students instruction in laying out, cutting and fabricating elbows, square to round, cones, offsets and laterals. These components will be fabricated using shears, bending breaks, forming rolls, and hydraulic punches. In addition students will weld out and assemble ventilation components according to blueprint specifications.

WELD 250 CNC Burn Table Programming and Operation

Introduction to computer numerically controlled (CNC) machines with an emphasis on programming, setup, and use of a plasma cutting burn table. The course will focus on the complete process of creating a specialty piece from the design stage to production. Students will use the Shop Data Systems HVAC Program and Auto/CAD to design and program the computer code necessary to cut the specialty parts on the CNC burn table. Students will also be required to show proficiency in the operation and setup when producing their specialty parts on the CNC burn table.

WELD 260 OSHA/MSHA Safety Training

This course will introduce students to safety rules and regulations used in the Welding profession. This course will require students to learn the safety standards mandated by OSHA and MSHA that students will be required to adhere to when in the workplace. Learned safety regulations will be required to be followed and practiced throughout the student's time in the Welding program.

WELD 270 Advanced Shop Practices

In this course students will focus on performing complex projects and repairs in a job shop atmosphere. Students will learn to manage every aspect of a project from introduction to completion. This will include customer relations, ordering parts, quality control, and time management. Emphasis will be placed on producing professional quality work while demonstrating the skills necessary to succeed in a shop environment.

b) Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

The proposed degree would be offered starting with the Fall 2008 semester, and the estimated enrollment numbers at each stage are as follows:

Fall 2008		Fall 2009		Fall 2010	
1 st year students	2 nd year students	1 st year students	2 nd year students	1 st year students	2 nd year students
30 Students	10 Students	30 Students	20 Students	30 Students	20 Students

Resources:

a) Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

In the first year of implementation, adjunct faculty or lab aides will be needed to cover the increase in courses and students. When the program reaches a level of 15 or more students, a full-time faculty member, or combination of adjunct faculty members, will be needed. The increase in FTE and tuition dollars will help offset the cost of this faculty increase.

b) Are other additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

This program will require money for consumables in the different courses and an increase in floor space in the Welding Shop. The issue of floor space was addressed during the 2007 legislative session when UM-Helena was allocated \$3.5 million for expansion of its Airport Campus, which will include a Welding Shop addition. Planning for that expansion is already underway.

The money for course consumables has already been addressed by applying course fees to the courses that will be delivered in the Associate of Applied Science Welding curriculum. Most of these courses are already offered in UM-Helena's 30-credit Advanced Welding Certificate. Some money for course consumables will also be covered by using customer-based projects and general fund monies.

No additional equipment is needed for this program due to our Miller Welding agreement that provides the program with all the necessary welding equipment.

Assessment:

a) How will the success of the program be measured?

The assessment and measurement of the success of the new program will be measured primarily upon student enrollment numbers, Student Satisfaction Surveys, Employer Surveys, and Graduate Surveys. We also expect to be able to show improvements in curriculum and curriculum development using the annual institutional assessment process.

Process Leading to Submission:

a) Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The creation of this proposed program was begun two years ago under the direction of former instructor Joe Wenger and current instructor Tim Harris. The motivation behind the program resulted from their professional knowledge in the field, advice from Advisory Council members, student feedback, and employer feedback. Former and current instructors (Tim Harris and Sam Osborne) have continued to research the proposed program through conversations with various individuals as well as review of programs inside and outside the state. Letters of support from industry are included at the end of this document.

The proposed program has been approved internally by the Academic Standards and Curriculum Review Committee and the Faculty Senate, and is supported by the college's administration.

February 09, 2007

Mr. Tim Harris
Helena College of Technology
2300 Airport Road
Helena, MT 59601

Dear Tim,

I would like to personally express my support for the expansion required to support a two-year degree curriculum for the Welding and Metal Fabrication program at the Helena College of Technology.

From a community and manufacturing industry point of view, I am confident that with the support and backing of the Montana state legislature, as well as the governor and other state officials, the graduates of your program will be better equipped to enter the manufacturing workforce as a semi-skilled, well paid technician who can immediately provide value to companies like Roscoe Steel and others around the region and state of Montana. The expansion of the current program will offer your graduates a toolbox of experience and credentials that will translate into well paying, productive, manufacturing careers in many areas of Montana industry. As I have indicated to you and your staff, there is a shortage of semi-skilled technicians available to the fabrication and manufacturing community.

We believe that an initiative to "up the bar" in terms of the educational and technical requirements associated with the technical degree (extensive blueprint reading, machine and equipment knowledge, rigorous training with various welding techniques and processes, and fabrication planning and layout) will benefit both the student and the manufacturing community.

We look forward to working with the College of Technology as you endeavor to respond to the needs of the manufacturing community through this initiative to produce a higher level of quality, experienced graduates.

Best regards,

Alan Sherbo

Alan Sherbo
V.P. Operations
Roscoe Steel & Culvert

Phone: 406-656-2253 Fax: 406-656-8576
Email: asherbo@roscoesteel.com
Visit our home page: www.RoscoeSteel.com



PO Box 5225, 555 East Fork Road,
Lewistown, MT 59457
Voice 406.538.2574
Fax 406.538.3243

February 26, 2007

To: Members of the 2007 Montana Legislature

From: Buzz Moseman Human Resource Director; Allied Steel

Subject: Shop expansion at UM-Helena College of Technology.

This letter is to express our support for expansion of the various trade shops at the College of Technology. I have conducted recruiting sessions at the college for the past few years and intend to continue doing that.

I am impressed with the professional training that students are receiving presently at the college.

I have not been able to attract any of the students to come to Lewistown for employment although there were many that I would have hired.

As I am sure that you are aware, there is a growing shortage of skilled people in all of the trades. Especially welders, carpenters, equipment operators, mechanics and many other trades.

I currently recruit in a four-state area to attract skilled welders to our area.

There is so much demand and very little supply of applicants that we are constantly short of skilled welders. We have many potential young men and women locally that would like to learn the trade so that they could find suitable employment and stay in Montana. Many of them however, can not afford to go to a 4-year college but would attend a more limited and less expensive trade school.

Since there are so many facets of welding and other trades, the expansion of the shops would allow the instructors to be more focused on streamlining the training to fit the specific industry needs in Montana.

We have been trying for several years to increase our welding staff by 16 welders and have been unable to do so. This has slowed down our growth plans significantly. We are not alone when it comes to a shortage of welders and trades people in general. In a recent meeting here in Lewistown with local educators and business people it was unanimous that this is a serious and growing problem.

I would encourage the Legislature to seriously consider expanding programs like the one at UM-Helena College of Technology.

I sincerely believe that this would stimulate the growth of small business in the state and allow many of our young people to find a satisfying career here in Montana.

Please feel free to contact me if you would like any additional information.

Buzz Moseman



Human Resource Director

Allied Steel

5415 East Fork Road

Lewistown, MT. 59457

Phone: 406-538-2374

Extension: 3037



FELCO INDUSTRIES, LTD.

3660 Grant Creek Road • P.O. Box 16750 • Missoula, Montana 59808-6750
(406) 728-9103 • Toll Free 800-221-5427 • FAX 1-406-543-4221
E-mail: info@felco-ind.com • www.felco-ind.com

Dear Chairperson,

Felco Industries is a fabricator of excavator attachments located in Missoula, Montana for the past 25 years. Our industry is heavily tied to the rise and fall of the construction industry. As such, demand for our products the skilled workers to fabricate these products has been soaring.

Felco Industries has visited the UM-Helena College of Technology on two occasions and has been very impressed with the quality and passion of the instructors. As such, it is a highly desirable source of skilled welders and machinists for our company and we have approached them with job openings in the past. However, due to the high demand for their graduates, we have been unsuccessful in hiring anyone.

Our current need for qualified employees outstrips the ability of our local College of Technology to provide graduates and is actually currently limiting our ability to both increase sales and improve the speed and efficiency with which we fabricate our products. We are forced to rely heavily on personnel service agencies despite our preference for technical school graduates. Therefore, we strongly support any improvement to UM-Helena's Trades as we believe this will increase the pool of qualified welders in the western Montana region.

To summarize, Felco strongly supports the concept of funding improvements to UM-Helena and believes that these programs are vitally important to improving the economic prosperity of Montana. The extent to which manufacturing and other wealth-creating industries can be enticed to remain in or relocate to Montana directly correlates with the skilled labor available.

Thanks for your consideration of our opinion. Please feel free to contact me with any questions.

Regards,

Shawn Skinner
General Manager
Felco Industries



Decrease Your Costs

Increase Your Mobility®

January 10, 2007

Kevin Brockbank
Trades Department Chair
University of Montana-Helena College of Technology

To the Chairperson of The Appropriations Committee:

The name of our company is TowHaul Corporation. We are in the manufacturing industry and we are a very fast growing business. We manufacture lowboy trailers for hauling large mining equipment and we export approximately 80% of our product to 15 different countries. We were voted 2004 National and State Small Business Exporter of the year. In the past 2 years we have hired 11 employees and 7 of those employees were welders...which were very hard to find. We advertised through all the papers and local Job Service and also through the State Vo-tech's. We then contacted the State Universities and looked into their programs and spoke with the individual trade advisors and instructors. The University of Helena was most helpful in providing us with information on their Trades Program and how we could sponsor a student to "learn" our company with the intent of working here upon completing their courses. We have not been able to do this as of yet, but we have been fortunate to hire one of their students that completed their welding certifications and Ben is still with us as a valued welder in our factory.

As we had mentioned previously, we are a very fast growing business. Presently we have orders booked for our products into the year 2008. We have added 3 additional shops onsite to accommodate our orders and find we are in need of welders/fabricators to manufacture those products about every 1-2 months. We believe any improvements that are made to the UM- Helena's Trade programs would benefit our company as well as any employer in the manufacturing trade in our wonderful state.

We appreciate your time as well as your consideration for help and improvement in our most important education and training of our future workforce.

Sincerely,

Trudy Knodel
Human Resource Manager

TowHaul Corporation
340 Andrea Drive
Belgrade, MT 59714

SMITH EQUIPMENT, USA

PO Box 3487 • Bozeman, MT 59772

Tel. (406) 388-3424 • Fax (406) 388-1925 • E-mail: towhaul@towhaul.com

• Web: <http://www.towhaul.com>

NORTHSIDE WELDING & FABRICATION INC.

812 E. Chestnut
Helena, MT 59601

Telephone (406) 442-5150
Fax (406) 442-4352

January 12, 2007

Kevin Brockbank
2300 Airport Road
Helena, MT 59601

Dear: Mr./Mrs. Chairperson of the Long Range Building Committee
Mr./ Mrs. Chairperson of the Appropriations Committee
Mr./ Mrs. Chairperson of the Senate Finance and Claims Committee

I am writing this letter in support of the welding shop at the UM - Helena College of Technology.

I am the owner of a local business here in Helena. We specialize in the welding and steel fabrication industry. This industry is continuing to grow at a pace that has become a challenge. Our concern with future growth is lack of labor force and potential entry level welders and fitters who lack a knowledge of the new technologies.

Northside Welding has worked with Helena College of Technology for the past 15 years. Joe Wenger and Tim Harris have brought their students over, minimum a couple times per year to visit and examine large projects we are working on. We also support the school with surplus tools and equipment.

The Helena College of Technology has always been a wonderful recruiter for our company. We utilize students during the school year so they can get hands on training and we frequently visit with the school instructors at the end of the year about entry level welding position we have available.

It is very important for the students to have up to date training, on equipment similar to what they would be utilizing in a plant such as ours. They also need to have a thorough knowledge of all aspects of welding, fitting and blue print reading.

I feel the College of Technology has an excellent program and quality instructors. I support the addition of facilities, courses and equipment that would give the student more tools for entry into the welding field.

Sincerely,



Lance Wenger
Vice President
Northside Welding Representative



Montana University System

UNIVERSITY OF
MONTANA

Missoula
MT Tech
Helena
Western

MONTANA STATE
UNIVERSITY

Bozeman
Billings
Great Falls
Northern

COMMUNITY
COLLEGES

Dawson
Flathead Valley
Miles

Montana University System

Diversity Report

2007

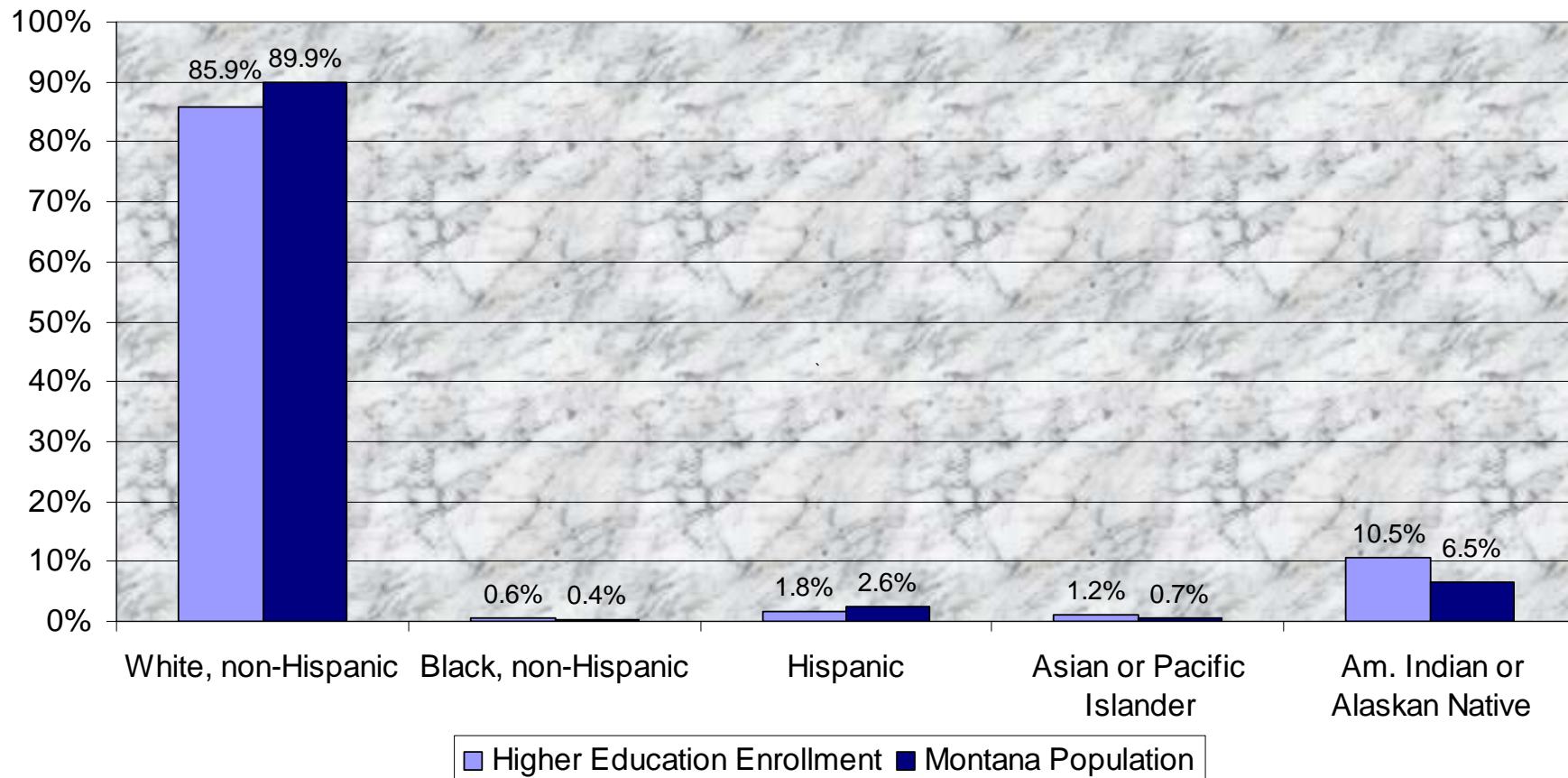


BOR Policy 1902 Goals

- To enroll and graduate American Indians and other minorities in proportion to their representation in the state's population.
- To increase the employment of American Indians and other underrepresented minorities in administrative, faculty, and staff positions to achieve representation equal to that of the relevant labor force.
- To enhance the overall curriculum by infusion of content which enhances multicultural awareness and understanding.



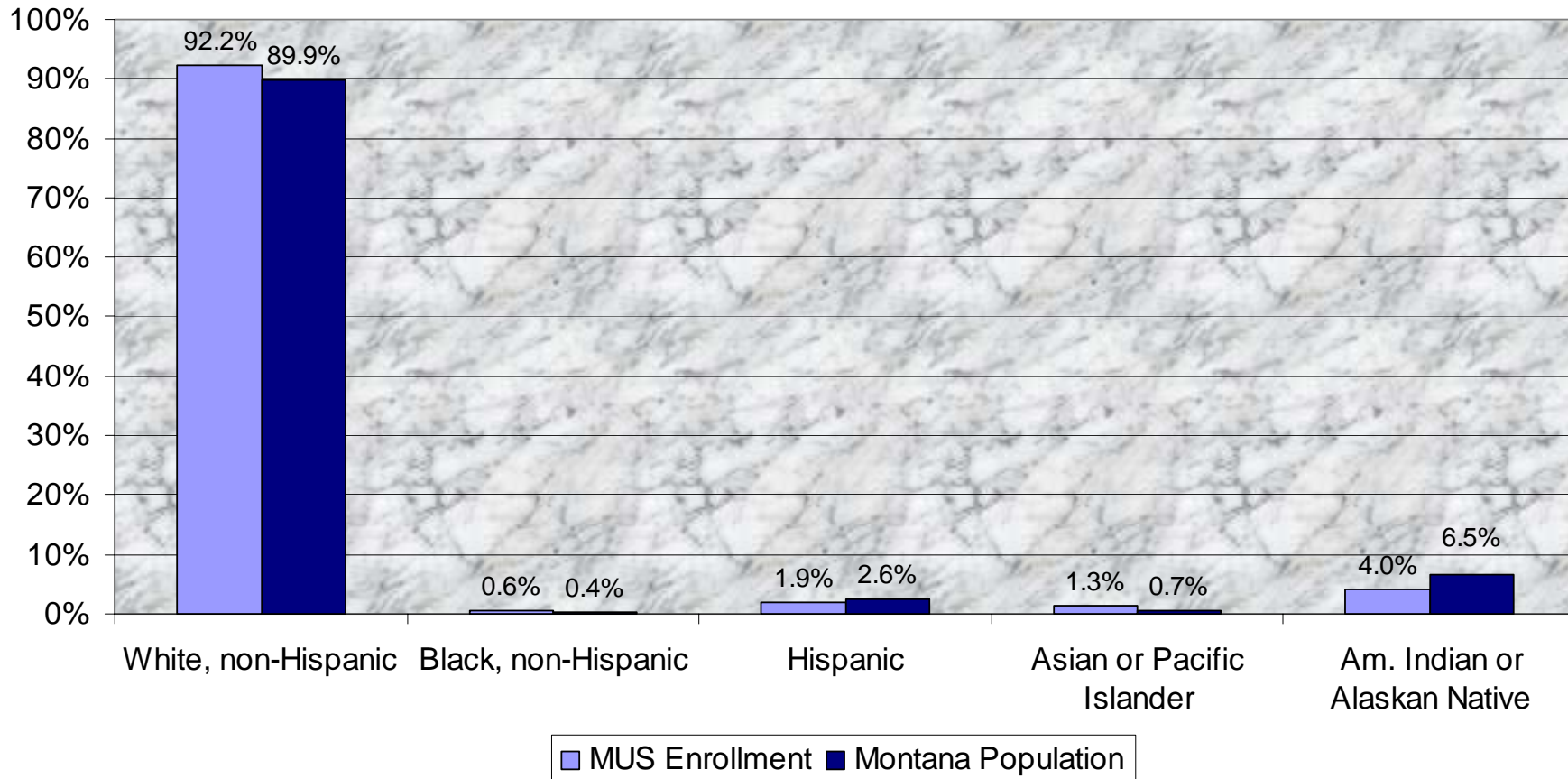
Enrollment-Fall 2006 (Including Tribal Colleges)



Note: Analysis excludes students with unknown race and non-resident aliens,
Population Data Excludes multiple race category
Source: IPEDS 2006 Data and US Census Bureau



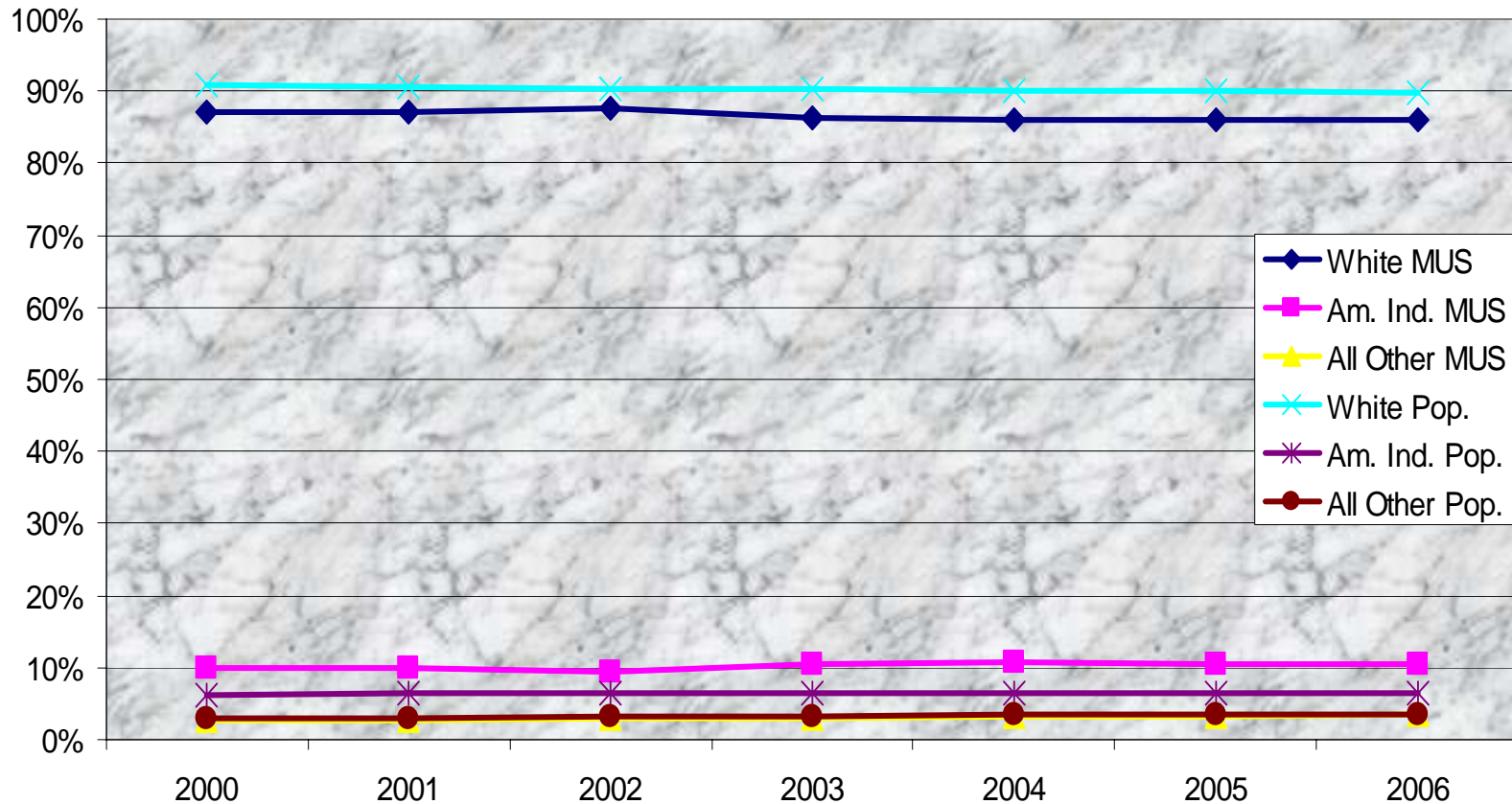
Enrollment- Fall 2006 (Excluding Tribal Colleges)



Note: Analysis excludes students with unknown race and non-resident aliens,
Population Data Excludes multiple race category
Source: IPEDS 2006 Data and US Census Bureau



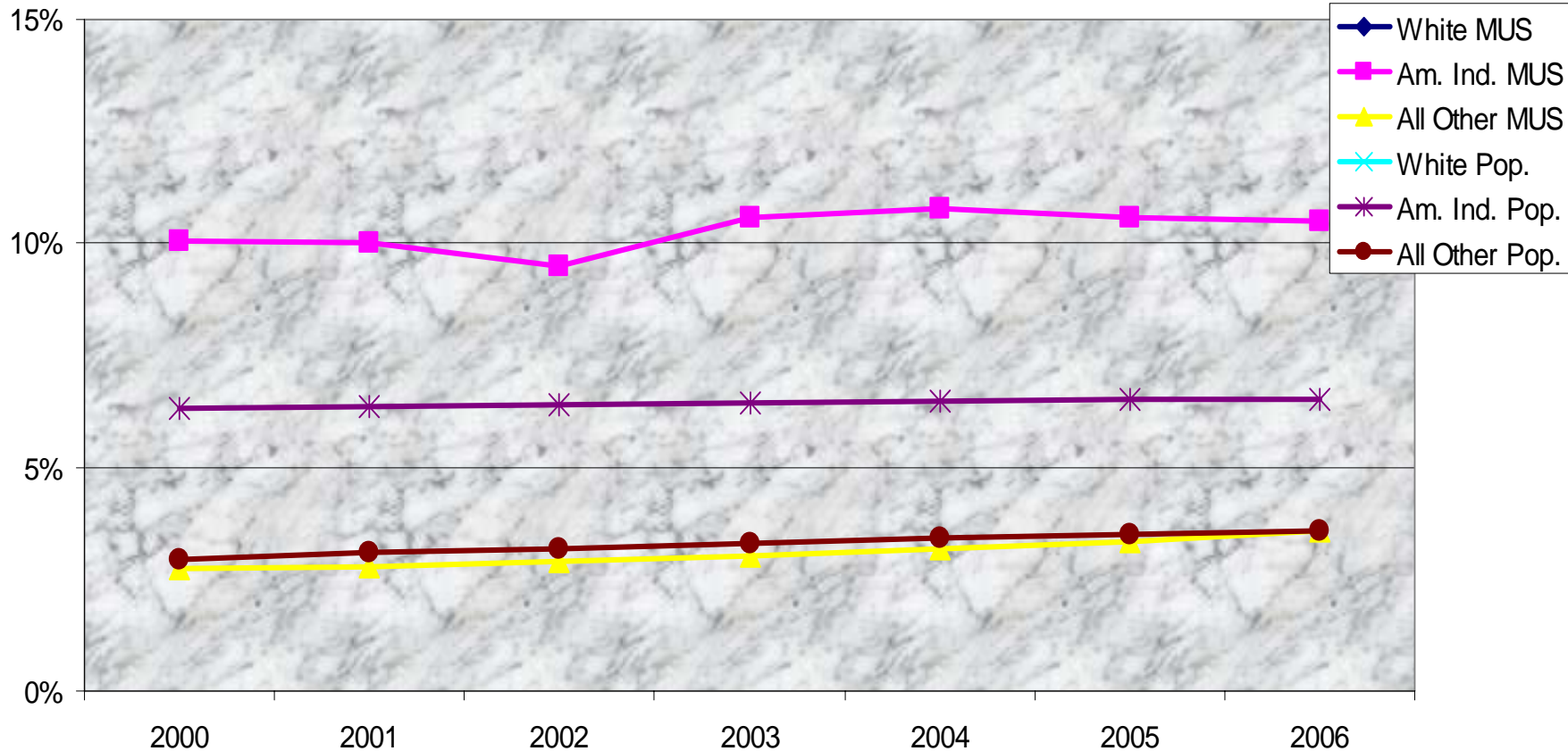
Enrollment Trends:2000-2006 (Including Tribal Colleges)



Note: Analysis excludes students with unknown race and non-resident aliens,
Population Data Excludes multiple race category
Source: IPEDS 2000-2006 Data and US Census Bureau

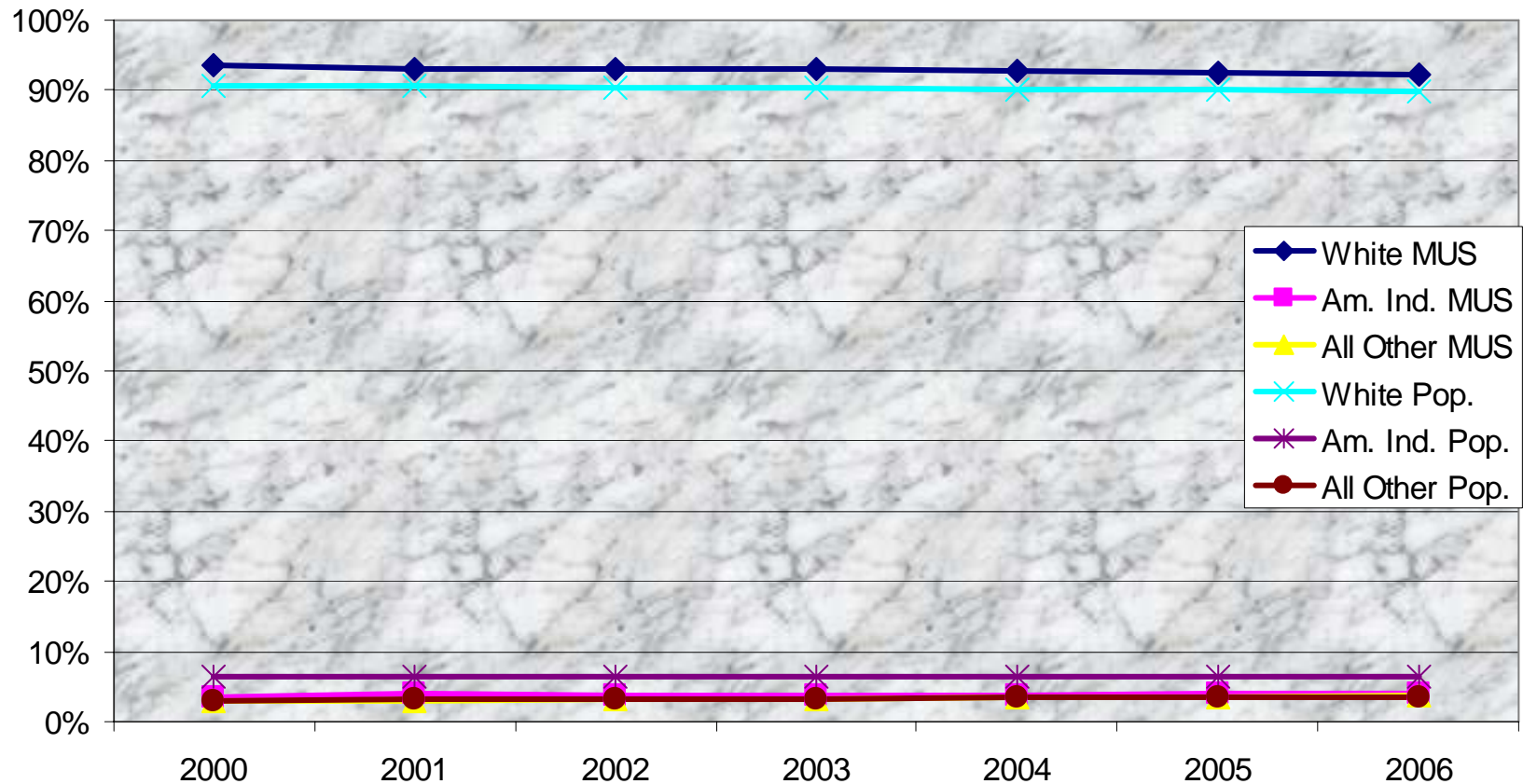


Enrollment Trends: 2000-2006 (Including Tribal Colleges)





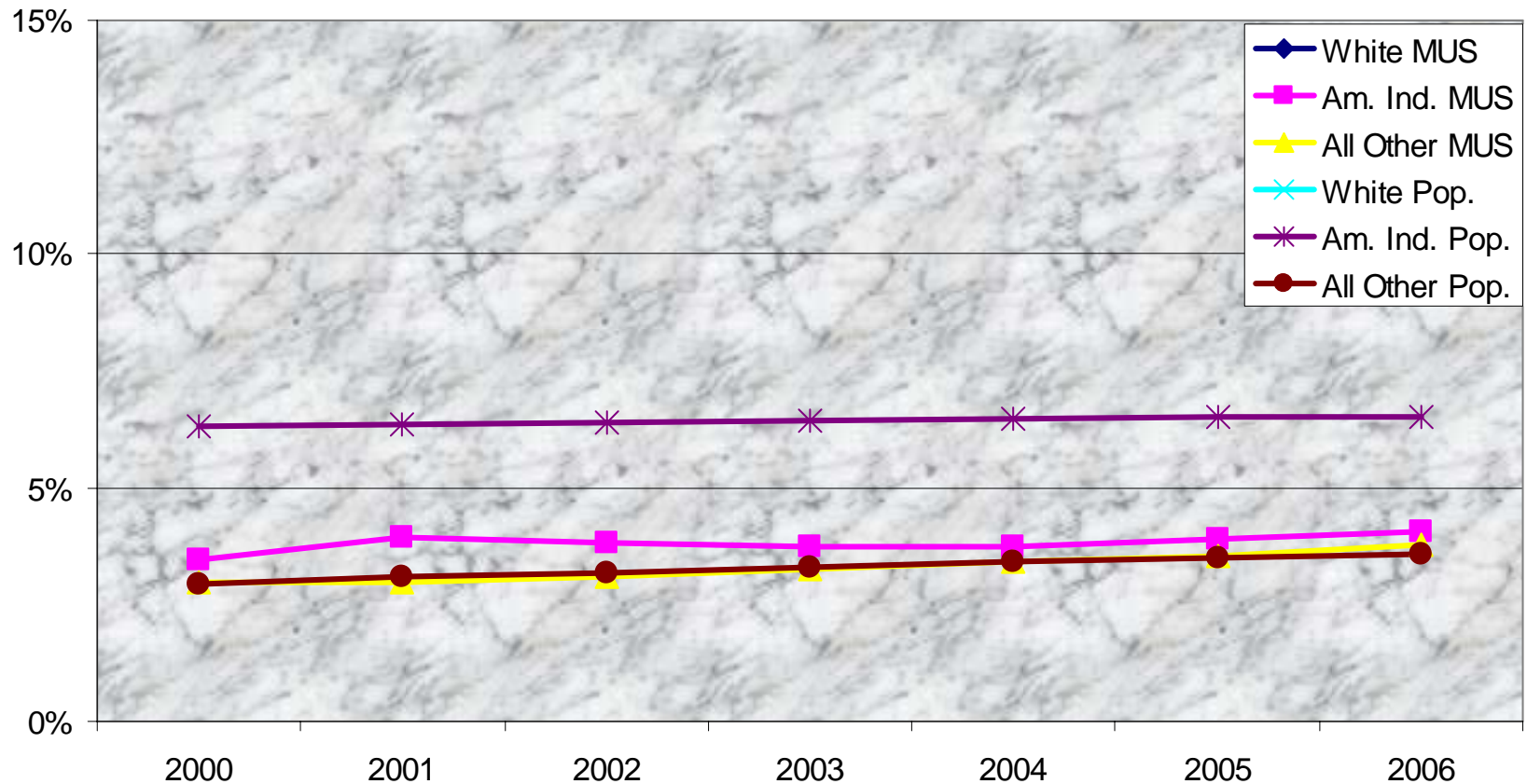
Enrollment Trends: 2000-2006 (Excluding Tribal Colleges)



Note: Analysis excludes students with unknown race and non-resident aliens,
Population Data Excludes multiple race category
Source: IPEDS 2000-2006 Data and US Census Bureau



Enrollment Trends:2000-2006 (Excluding Tribal Colleges)



Note: Analysis excludes students with unknown race and non-resident aliens,
Population Data Excludes multiple race category
Source: IPEDS 2000-2006 Data and US Census Bureau

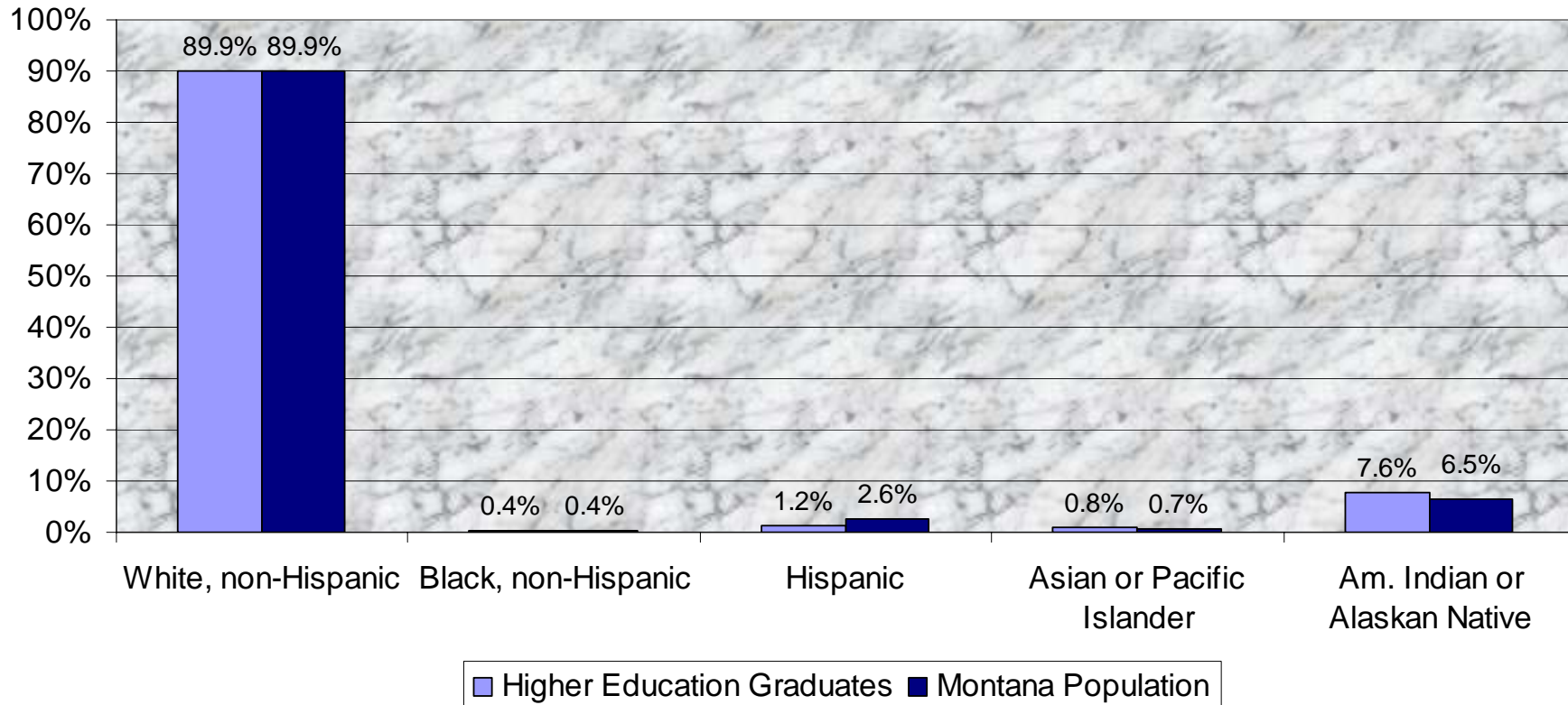


Enrollment Distribution by Institution: Fall 2006

Institution	White non-Hispanic	Black non-Hispanic	Hispanic	Asian or Pacific Islander	Am. Indian /Alaska Native	Race/ ethnicity unknown	Nonresident alien
MSU-Billings COT	84.5%	0.6%	3.2%	0.6%	4.5%	6.3%	0.3%
Blackfeet CC	3.9%	0.2%	0.9%	0.4%	94.6%	0.0%	0.0%
MT Tech-COT	85.1%	0.9%	1.6%	0.2%	3.0%	8.9%	0.2%
Dawson CC	91.4%	2.6%	0.6%	0.0%	5.4%	0.0%	0.0%
Chief Dull Knife College	20.6%	0.0%	0.0%	0.0%	79.4%	0.0%	0.0%
MSU-Billings	85.3%	0.6%	3.1%	1.1%	4.3%	4.5%	1.1%
FVCC	75.8%	0.3%	1.8%	1.0%	2.8%	18.2%	0.2%
Fort Belknap College	8.1%	0.0%	0.0%	0.0%	91.9%	0.0%	0.0%
Fort Peck CC	15.2%	0.0%	0.7%	0.0%	81.2%	2.9%	0.0%
MSU-COT-Great Falls	82.6%	1.5%	2.0%	1.5%	5.5%	7.0%	0.0%
U of MT-Helena College of Technology	82.1%	0.3%	2.0%	0.8%	3.8%	10.9%	0.0%
Little Big Horn College	6.4%	0.3%	0.3%	0.0%	92.9%	0.0%	0.0%
Miles CC	92.2%	1.1%	1.5%	0.9%	2.4%	0.0%	1.9%
MT Tech	84.2%	0.3%	1.6%	0.5%	1.1%	7.8%	4.5%
MSU-Bozeman	86.6%	0.5%	1.3%	1.2%	2.5%	5.4%	2.6%
U of MT-Missoula	82.5%	0.6%	1.6%	1.3%	3.8%	7.0%	3.2%
MSU-Northern	73.3%	1.0%	1.2%	0.3%	12.6%	9.9%	1.8%
Salish Kootenai College	18.5%	0.5%	1.5%	0.3%	79.3%	0.0%	0.0%
U of MT-Western	87.5%	0.6%	1.3%	2.4%	4.9%	2.6%	0.7%
Stone Child College	6.5%	0.0%	0.3%	0.0%	92.9%	0.3%	0.0%

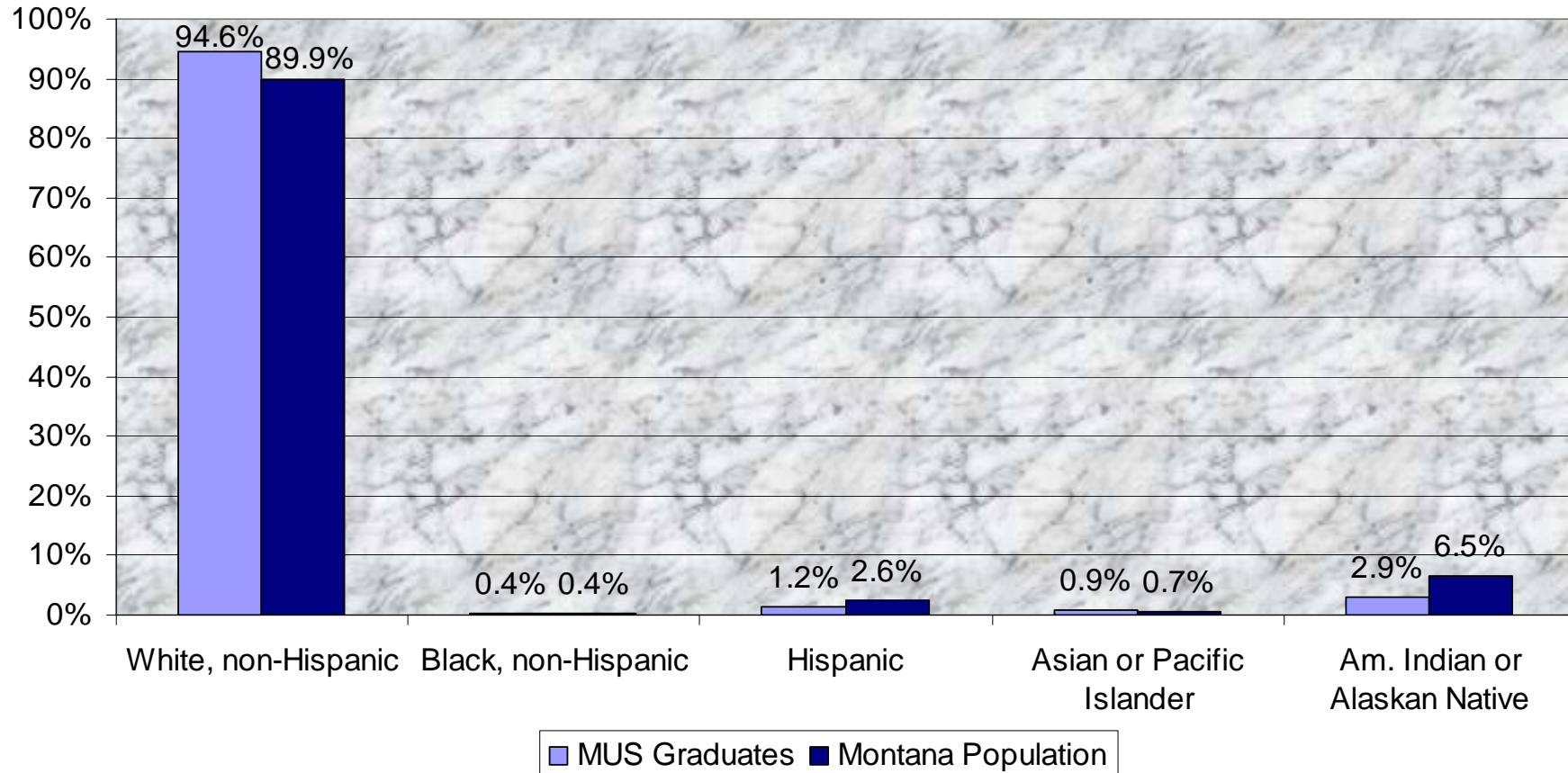


Graduates: Academic Year 2005-2006 (Including Tribal Colleges)





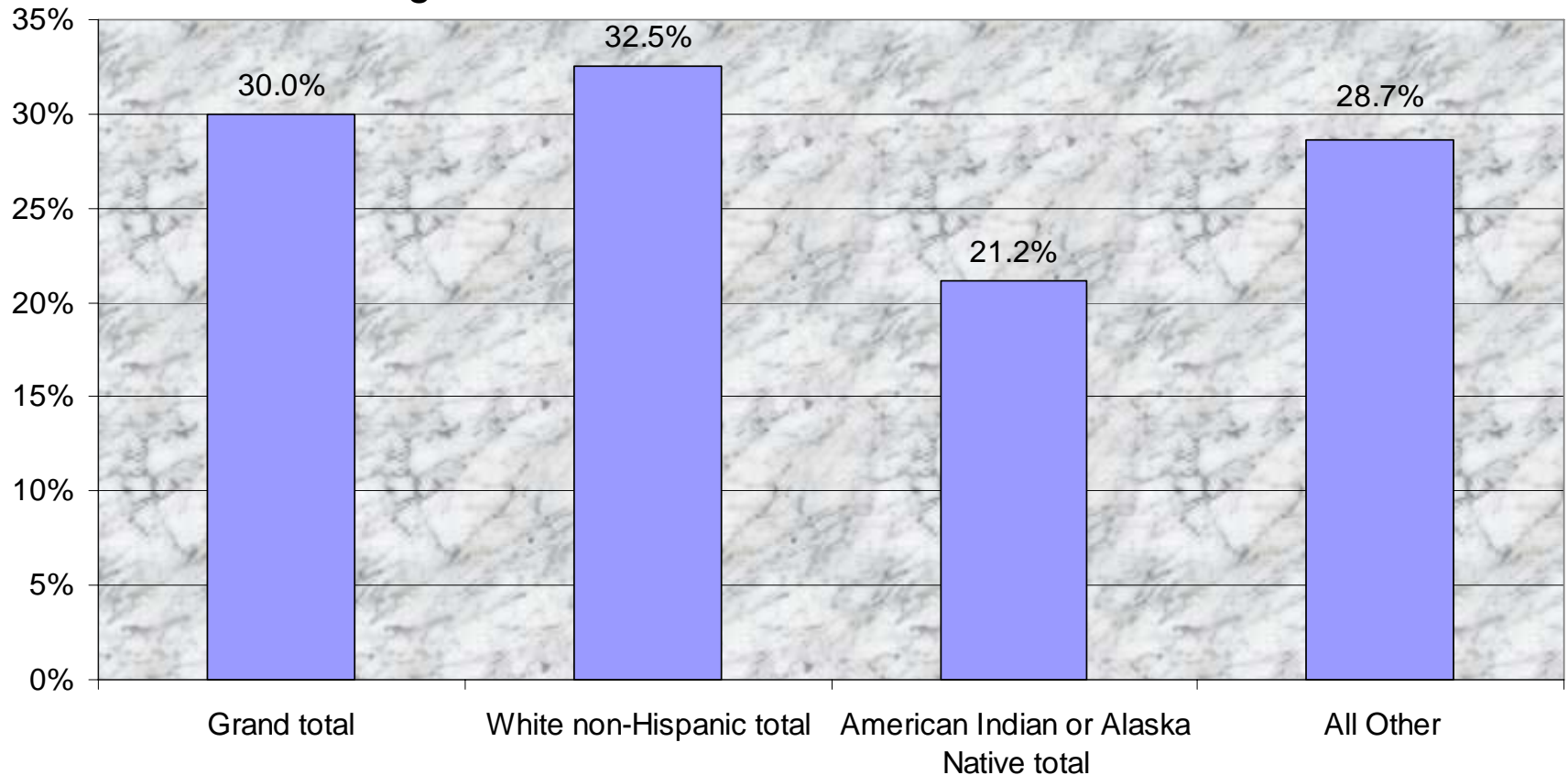
Graduates: Academic Year 2005-2006 (Excluding Tribal Colleges)





Graduation Rates – Associate Degree and Certification Seeking Students (Including Tribal Colleges)

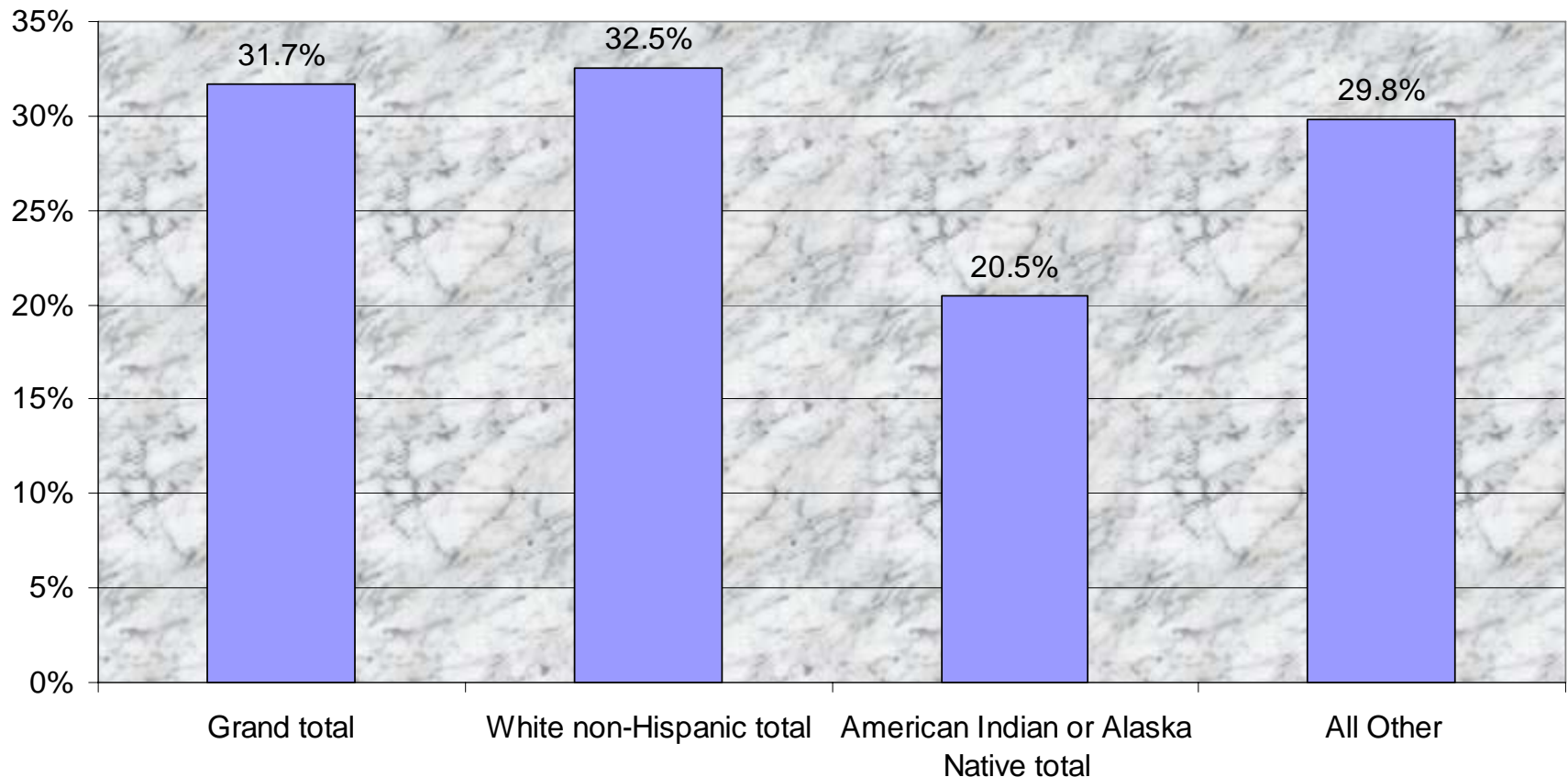
Associate Degree Seeking Students Graduating in 3 Years. Certification Seeking Students Graduating in 1.5 Years.





Graduation Rates – Associate Degree and Certification Seeking Students (Excluding Tribal Colleges)

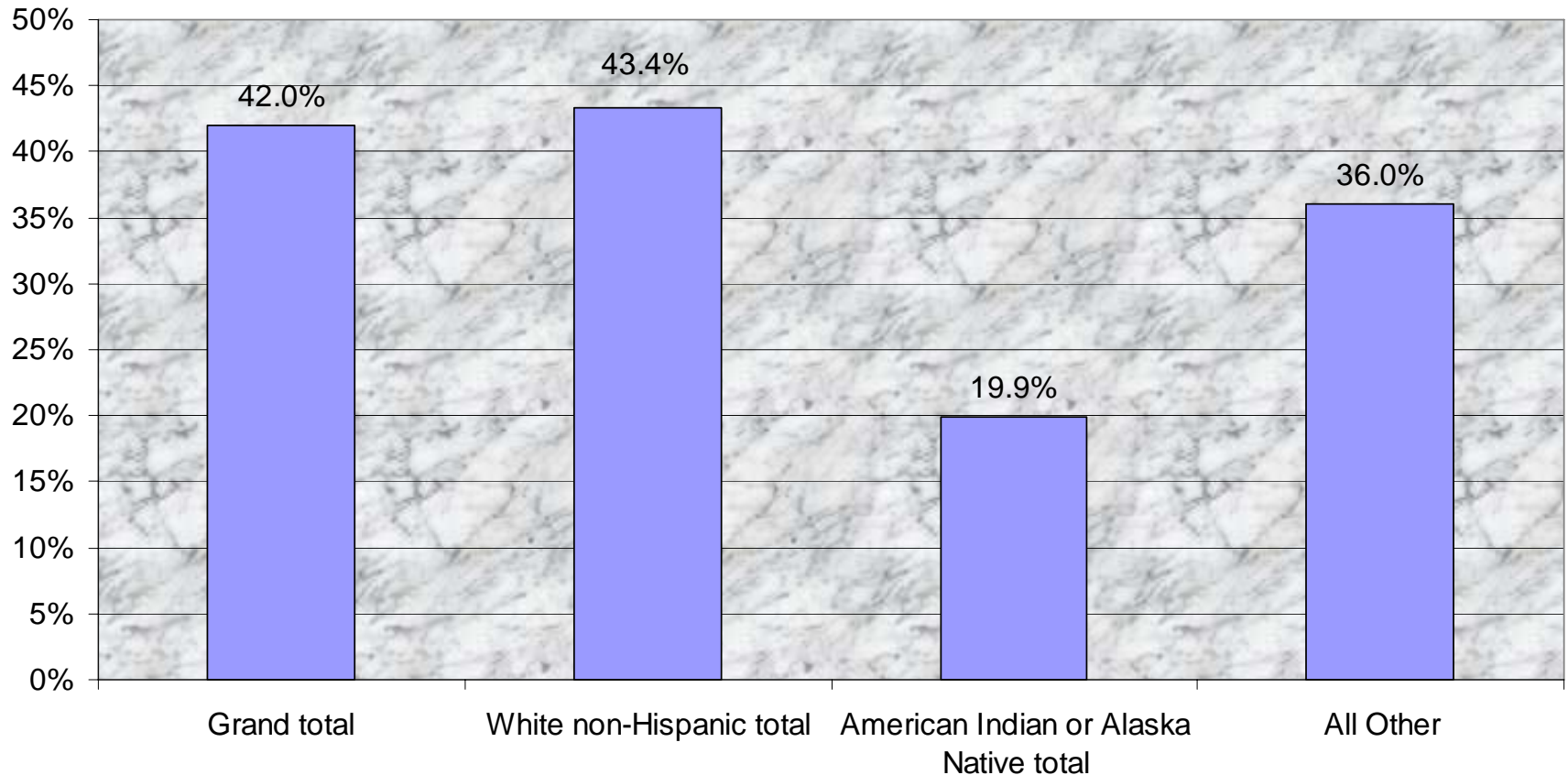
Associate Degree Seeking Students Graduating in 3 Years. Certification Seeking Students Graduating in 1.5 Years.





Graduation Rates – Bachelor's Degree Seeking Students (Including Tribal Colleges)

Bachelor's Degree Seeking Students Graduating in 6 Years

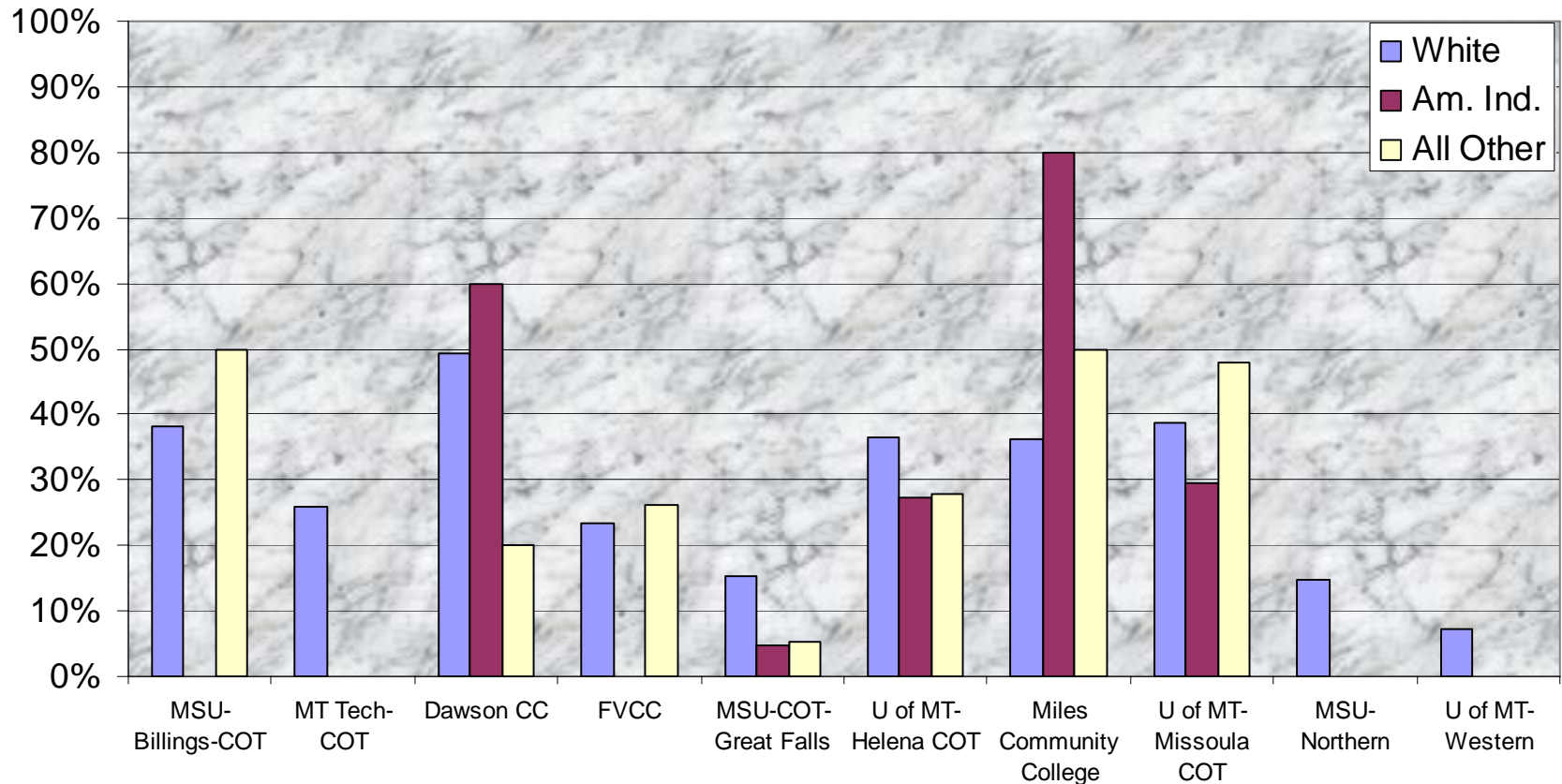


Note: IPEDS 2001 Cohort completing degree in 150% of normal time
Salish Kootenai College is the only tribal college offering Bachelor's Degrees



Graduation Rates by Institution-Associate Degree and Certification seeking students

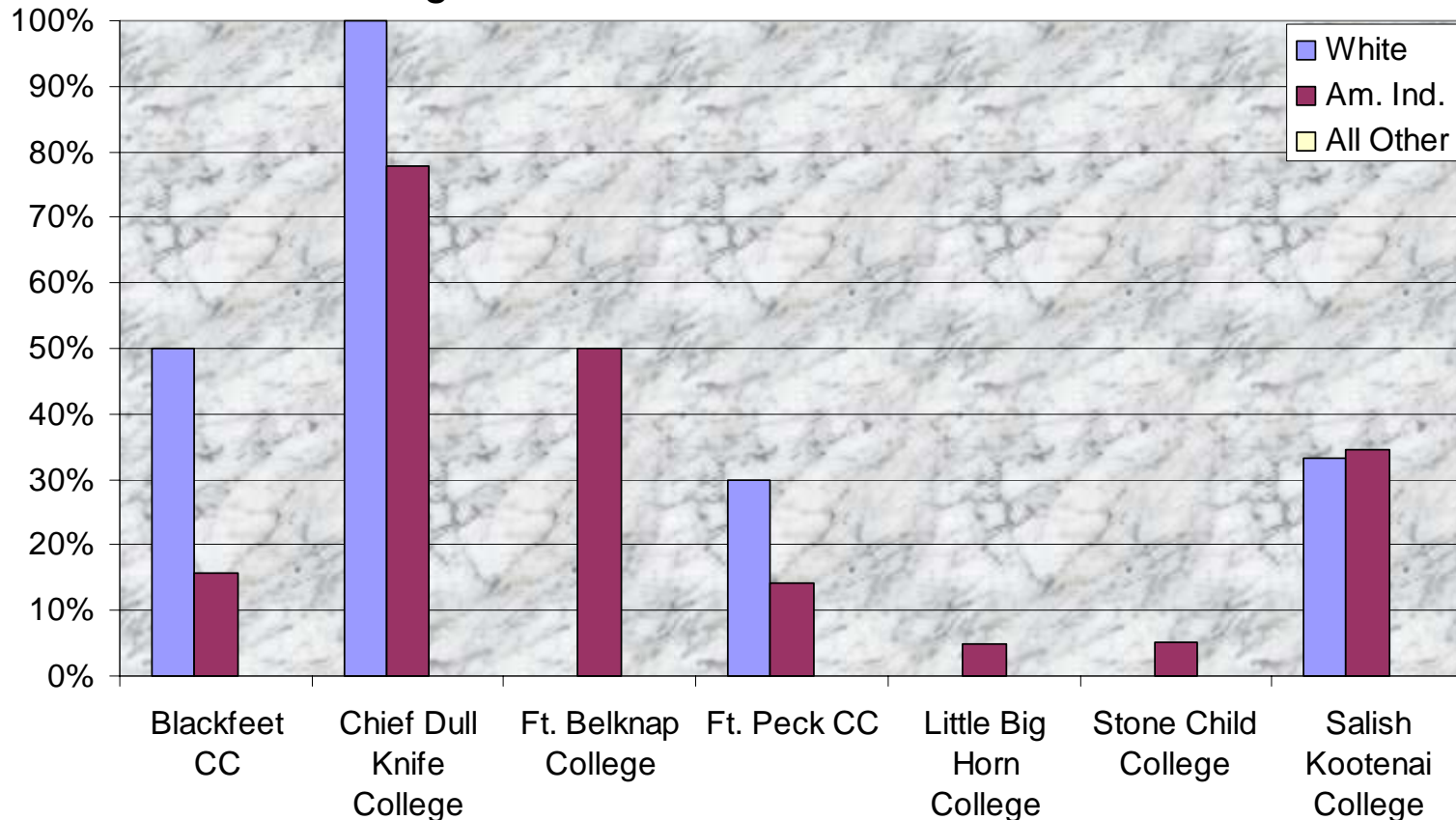
Associate Degree Seeking Students Graduating in 3 Years. Certification Seeking Students Graduating in 1.5 Years.





Graduation Rates by Tribal College-Associate Degree and Certification seeking students

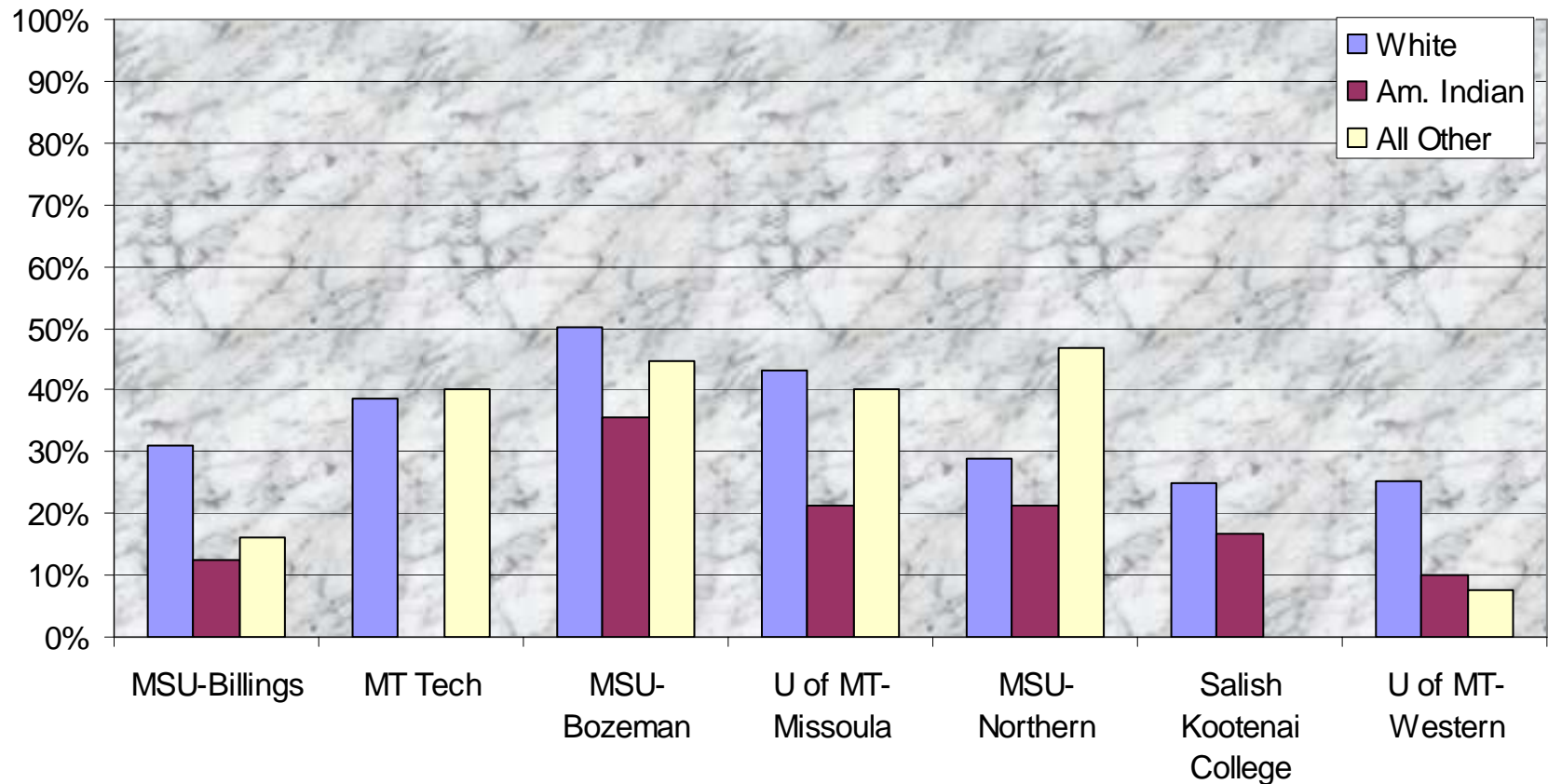
Associate Degree Seeking Students Graduating in 3 Years. Certification Seeking Students Graduating in 1.5 Years.





Graduation Rates by Institution- Bachelor's Degree seeking students

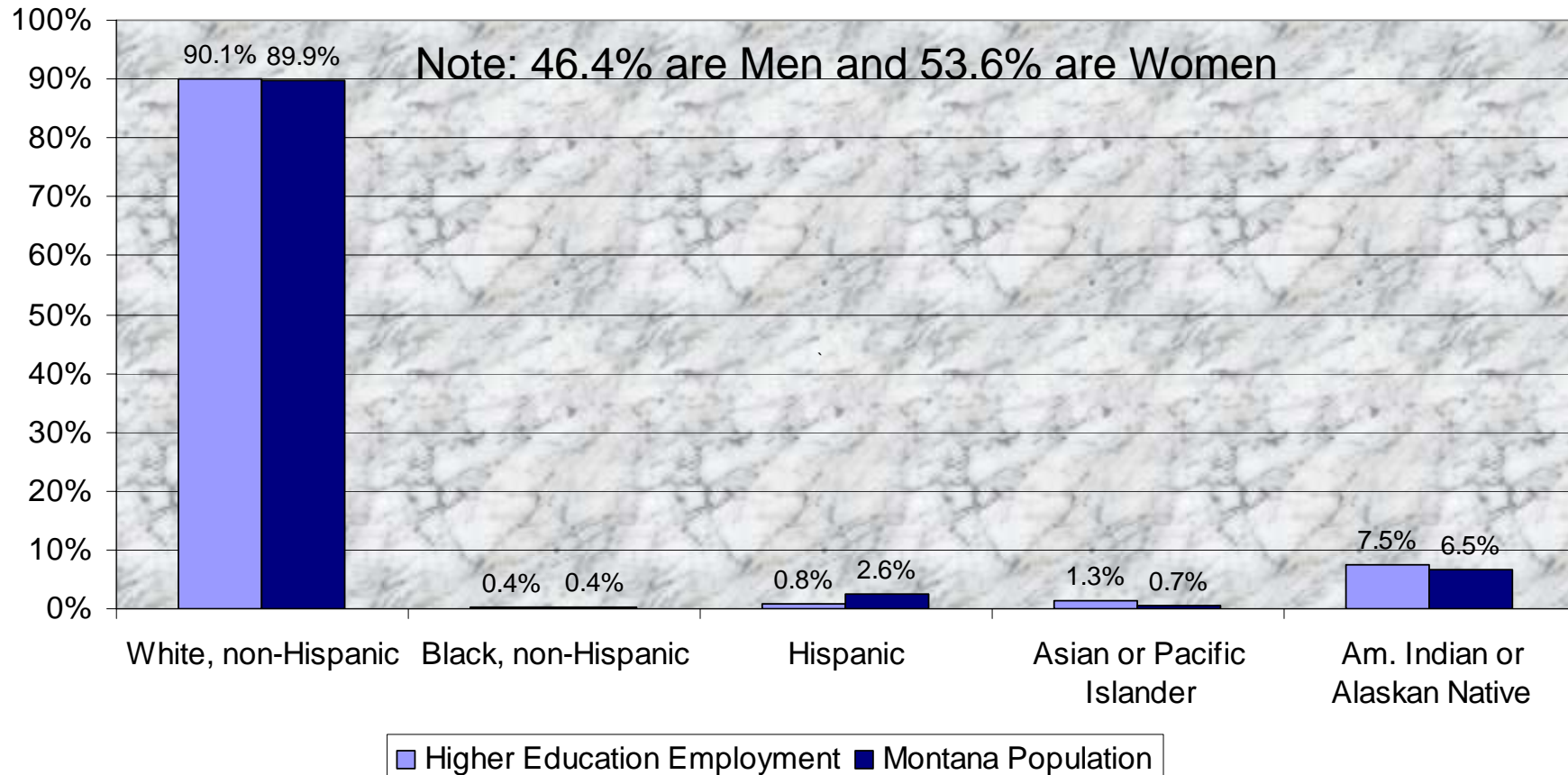
Bachelor's Degree Seeking Students Graduating in 6 Years



Note: IPEDS 2001 Cohort completing degree in 150% of normal time

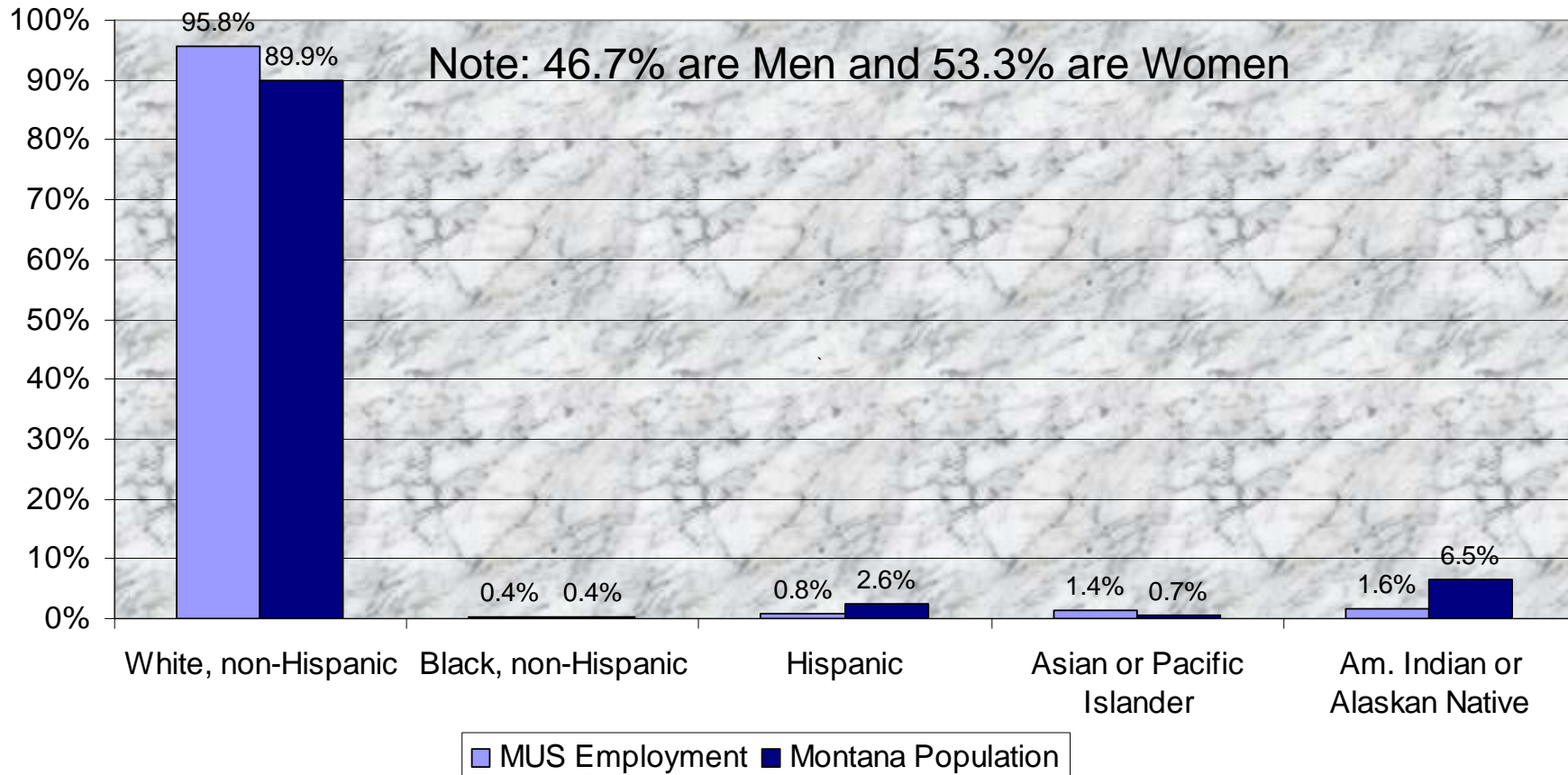


Total Employment: 2005 (Including Tribal Colleges)



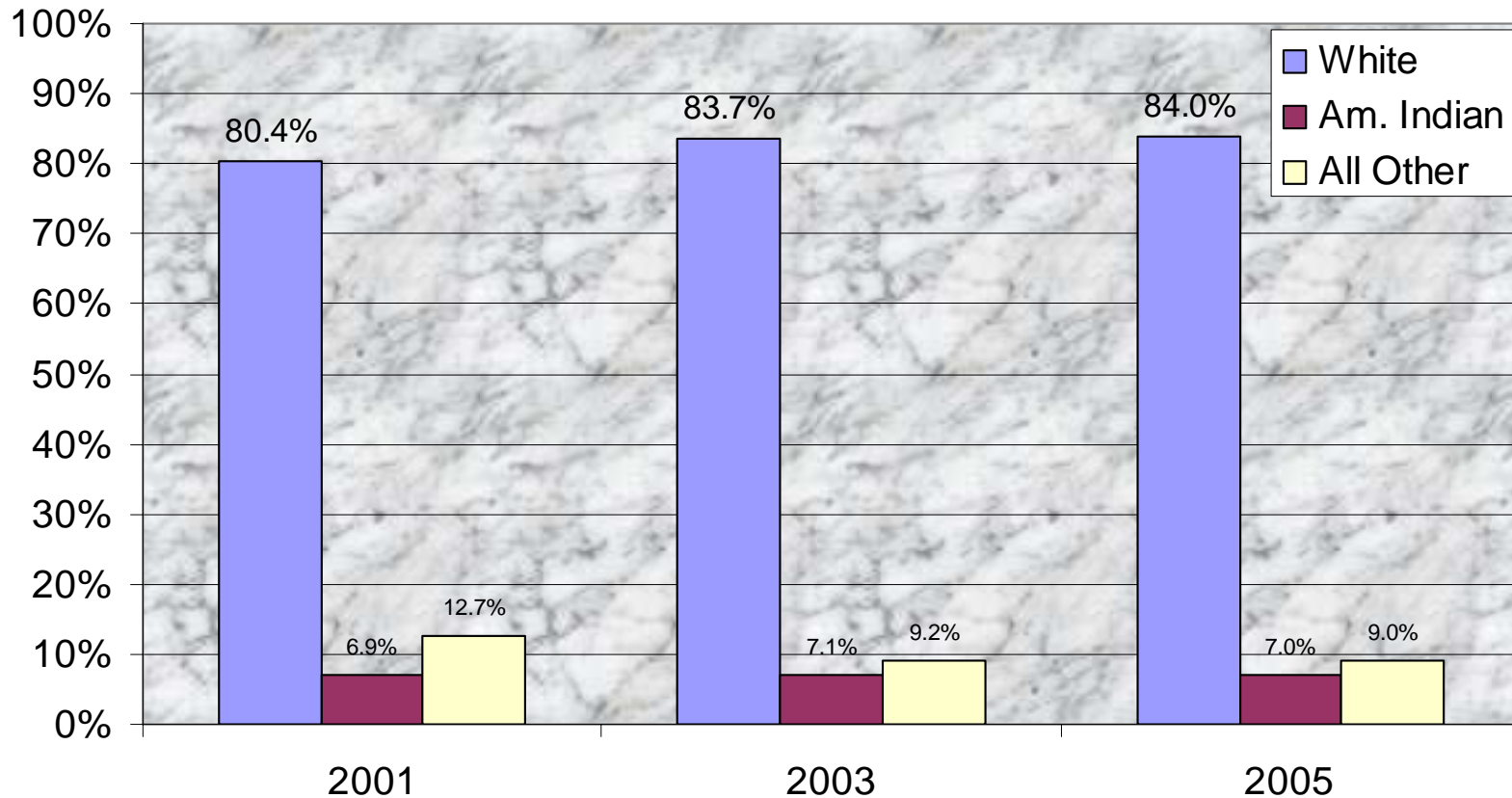


Total Employment: 2005 (Excluding Tribal Colleges)



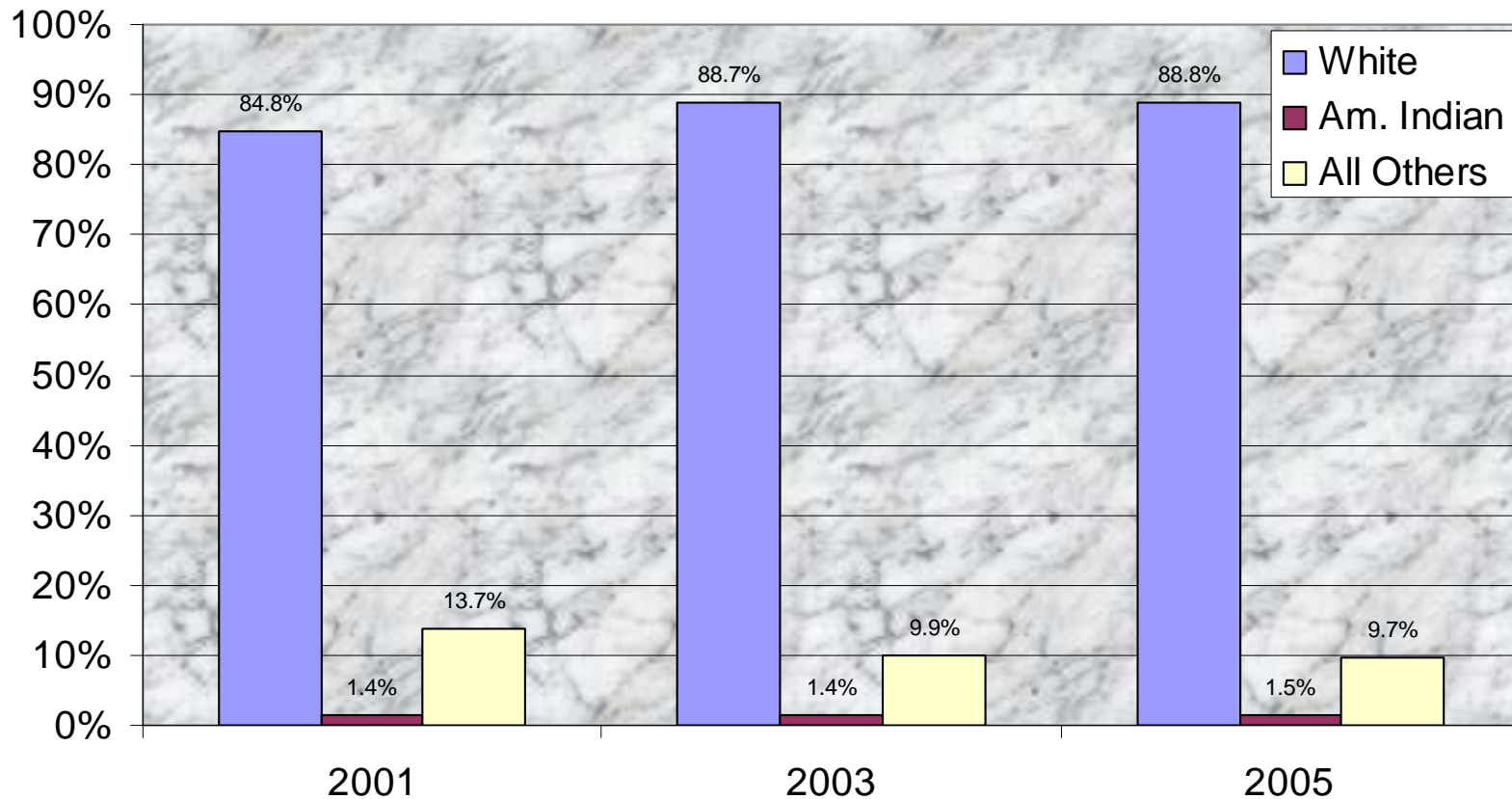


Employment Trends: 2001-2005 (Including Tribal Colleges)





Employment Trends 2001-2005 (Excluding Tribal Colleges)



Note: Analysis excludes employees with unknown race and non-resident aliens,
Population Data Excludes multiple race category
Source: IPEDS Data and US Census Bureau

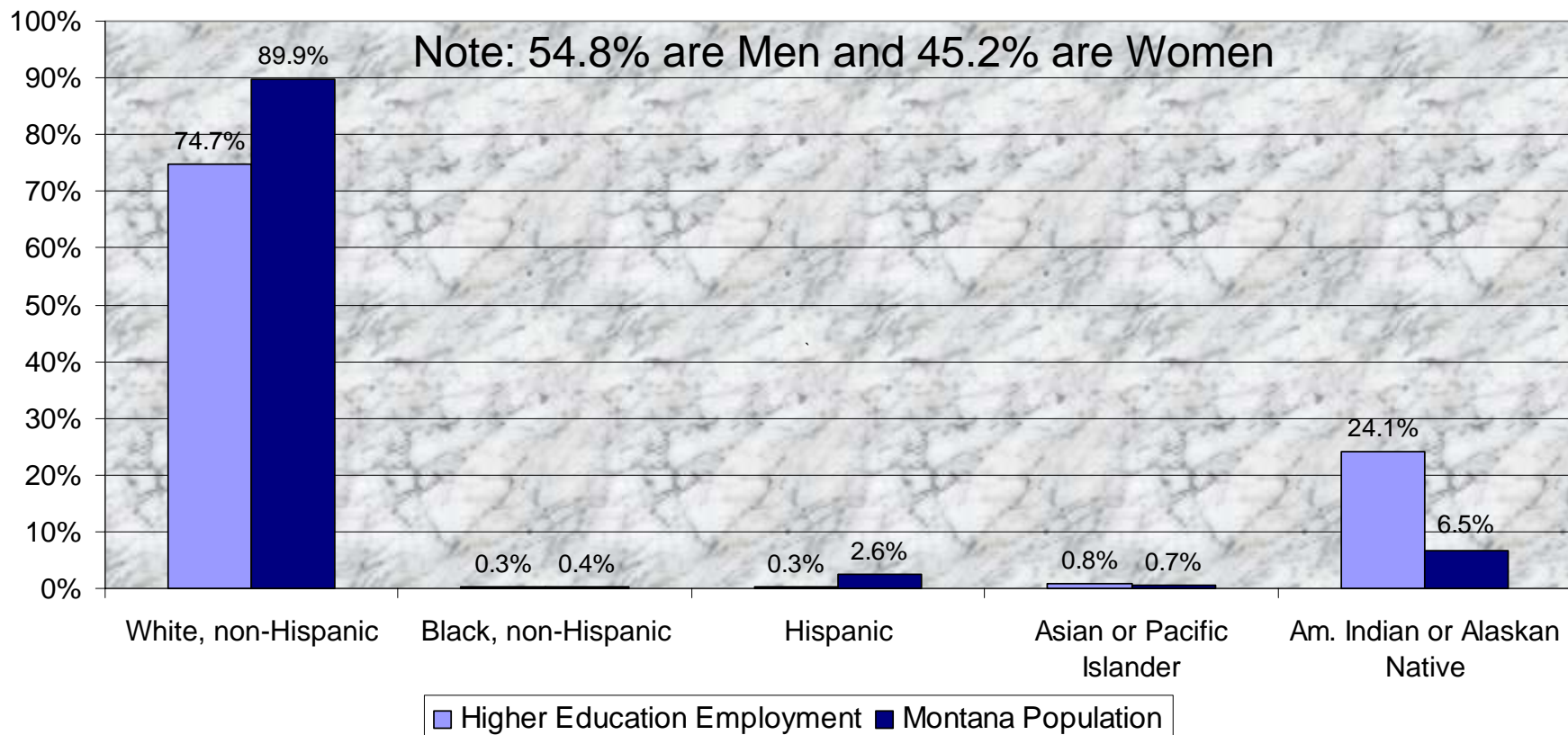


Employment Distribution by Institution: 2005

Institution	Men	Women	White non-Hispanic	Black non-Hispanic	Hispanic	Asian or Pacific Islander	Am. Indian or Alaska Native	Race/ethnicity unknown	Nonresident alien
Blackfeet CC	41.6%	58.4%	10.6%	0.0%	0.0%	0.0%	89.4%	0.0%	0.0%
Dawson CC	52.2%	47.8%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Chief Dull Knife College	38.6%	61.4%	33.3%	1.8%	0.0%	0.0%	64.9%	0.0%	0.0%
MSU-Billings	41.7%	58.3%	95.5%	0.3%	0.9%	1.4%	1.1%	0.8%	0.0%
FVCC	35.9%	64.1%	97.9%	0.0%	0.3%	1.0%	0.7%	0.0%	0.0%
Fort Belknap College	42.1%	57.9%	21.1%	0.0%	1.8%	3.5%	73.7%	0.0%	0.0%
Fort Peck CC	47.4%	52.6%	37.7%	1.8%	0.0%	0.0%	58.8%	1.8%	0.0%
MSU-COT-Great Falls	37.6%	62.4%	94.8%	0.5%	2.1%	0.0%	2.1%	0.5%	0.0%
U of MT-Helena COT	47.7%	52.3%	93.8%	0.0%	0.8%	1.5%	0.8%	0.0%	3.1%
Little Big Horn College	41.4%	58.6%	15.5%	0.0%	0.0%	0.0%	84.5%	0.0%	0.0%
Miles CC	31.0%	69.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
MT Tech	56.1%	43.9%	97.7%	0.0%	0.0%	0.9%	0.0%	1.5%	0.0%
MSU-Bozeman	48.5%	51.5%	82.5%	0.2%	0.7%	1.4%	0.9%	10.9%	3.3%
MUS-System Office	16.0%	84.0%	85.8%	0.0%	0.0%	0.0%	14.2%	0.0%	0.0%
U of MT-Missoula	48.1%	51.9%	83.7%	0.6%	1.0%	1.5%	2.3%	0.0%	4.3%
MSU-Northern	44.7%	55.3%	94.0%	0.4%	1.5%	1.1%	2.6%	0.0%	0.4%
Salish Kootenai College	45.7%	54.3%	39.6%	0.0%	0.6%	0.0%	59.4%	0.3%	0.0%
U of MT-Western	42.1%	57.9%	95.1%	0.0%	0.5%	1.1%	1.1%	0.5%	1.6%
Stone Child College	28.3%	71.7%	16.7%	0.0%	0.0%	0.0%	83.3%	0.0%	0.0%



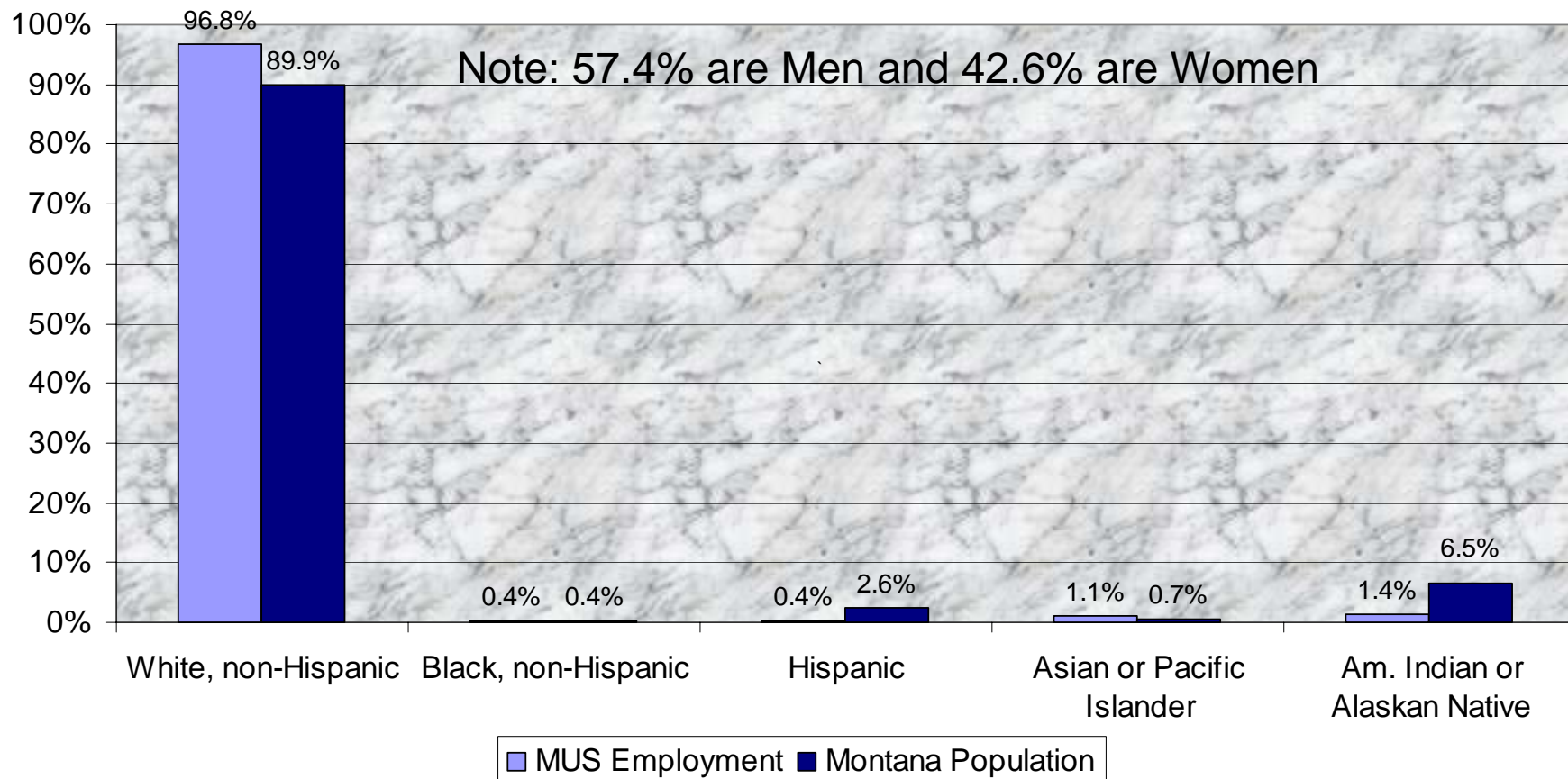
Executive/Administrative and Managerial Employment: 2005 (Including Tribal Colleges)



Note: Analysis excludes employees with unknown race and non-resident aliens, Population Data Excludes multiple race
 Source: IPEDS 2005 Data and US Census Bureau

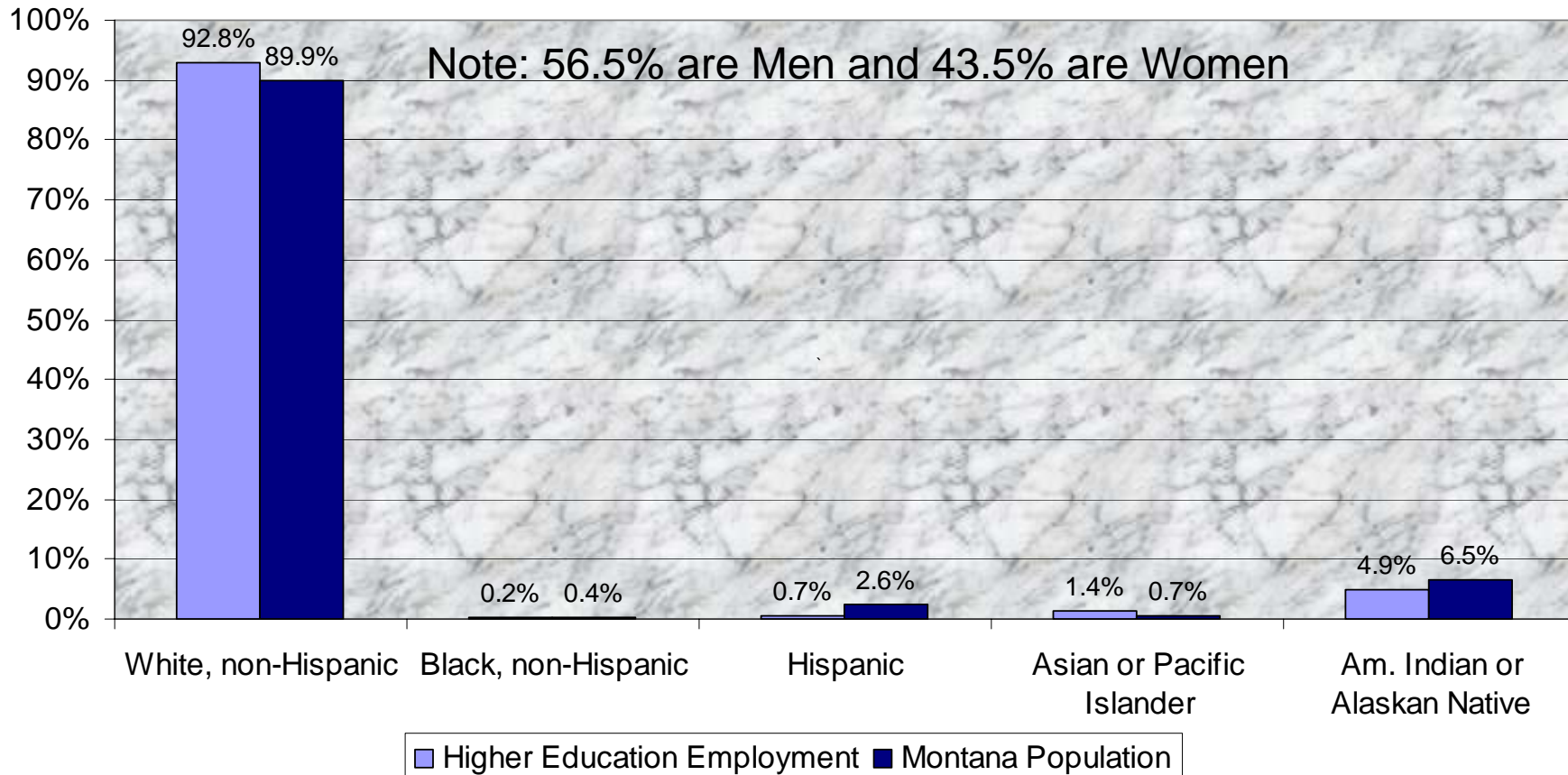


Executive/Administrative and Managerial Employment: 2005 (Excluding Tribal Colleges)



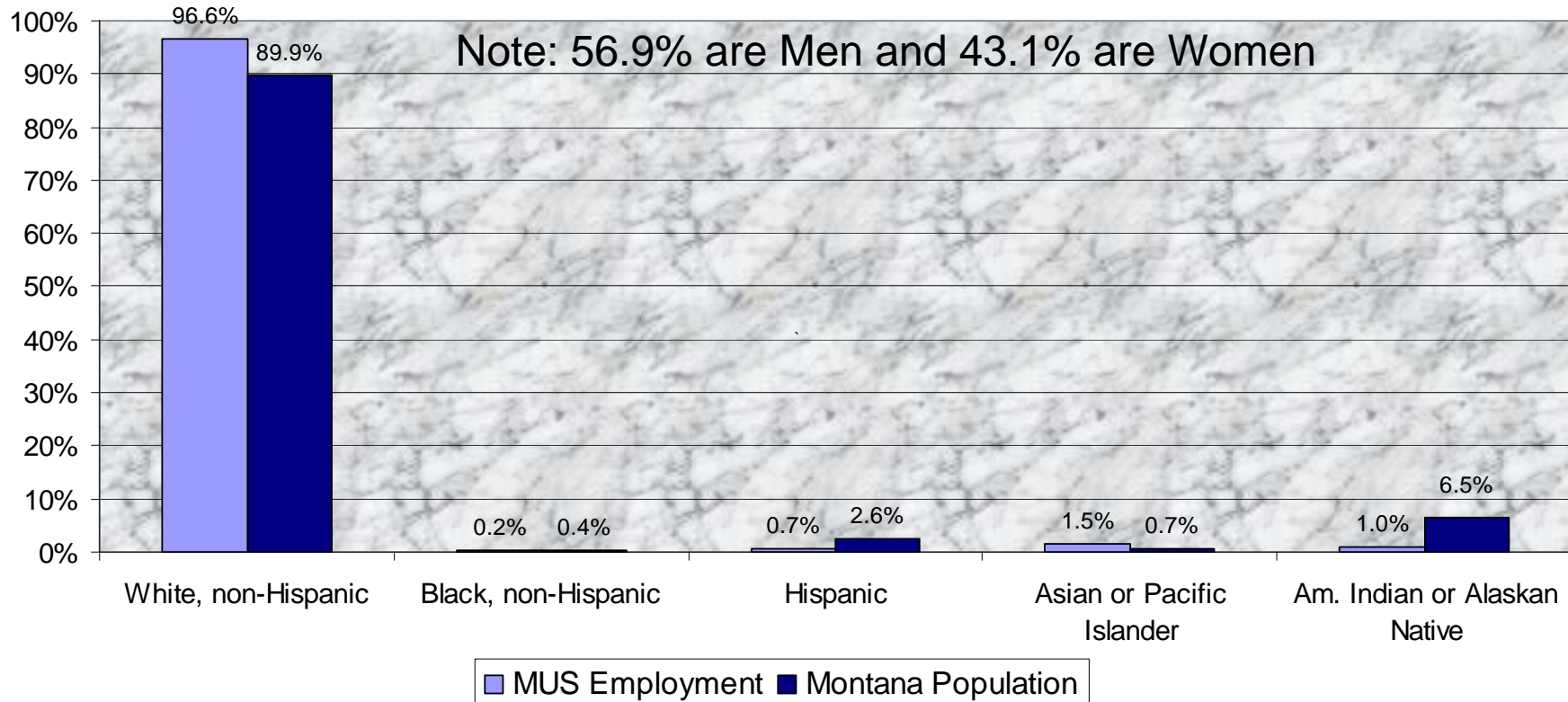


Faculty Employment: 2005 (Including Tribal Colleges)



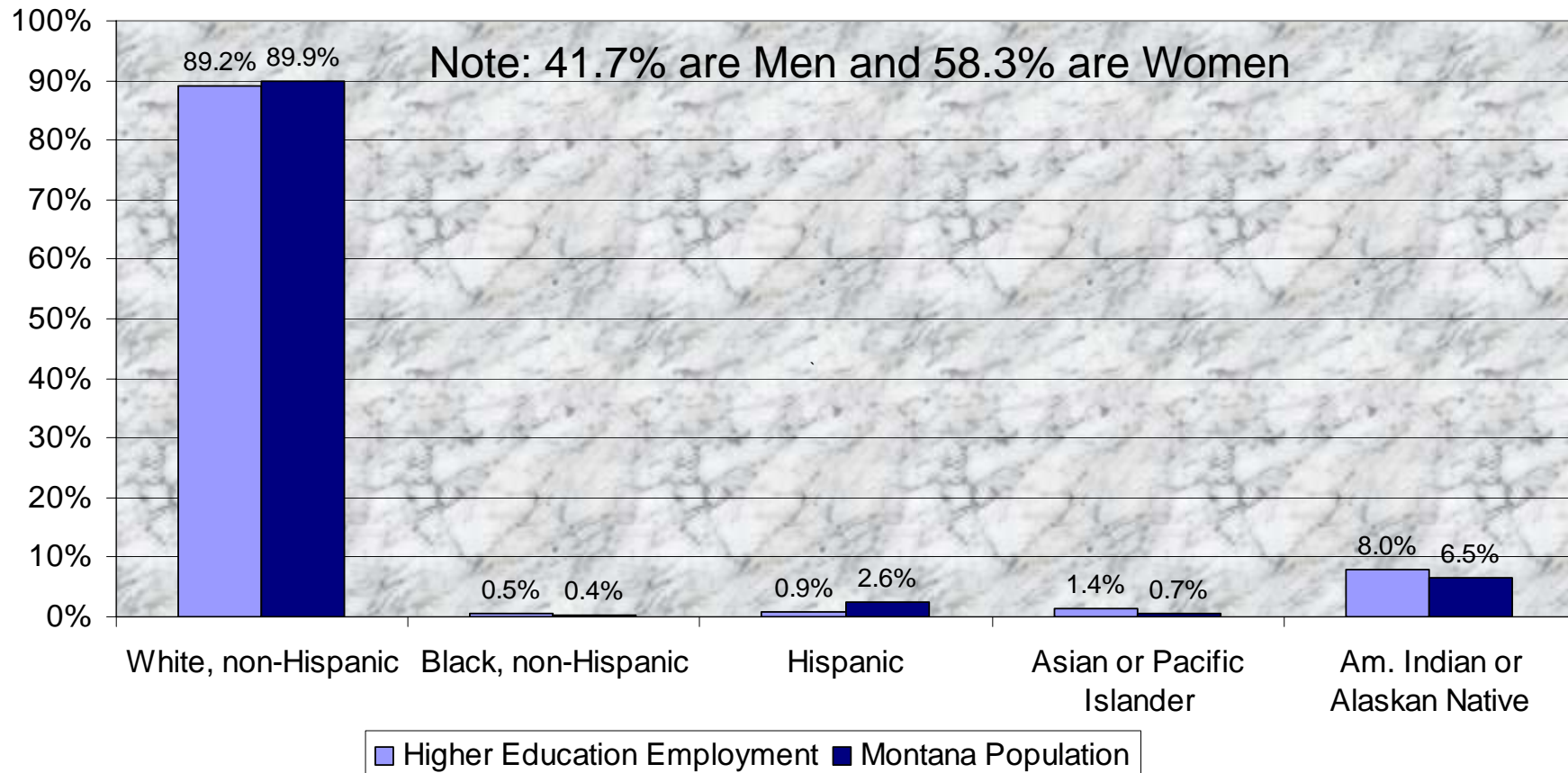


Faculty Employment: 2005 (Excluding Tribal Colleges)



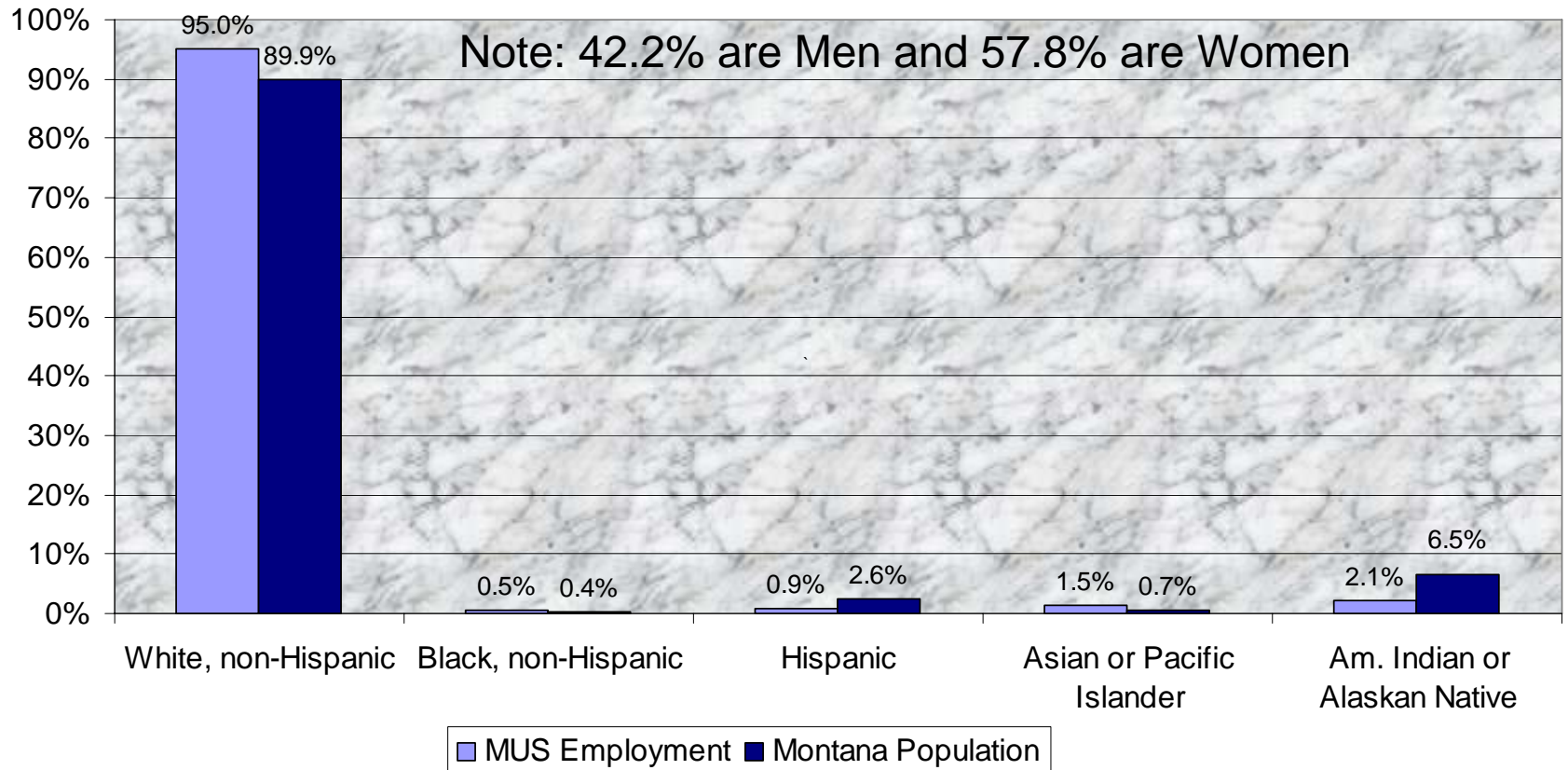


Staff Employment: 2005 (Including Tribal Colleges)





Staff Employment: 2005 (Excluding Tribal Colleges)



Note: Analysis excludes employees with unknown race and non-resident aliens,
Population Data Excludes multiple race
Source: IPEDS 2005 Data and US Census Bureau



Summary

- Fall 2006 enrollment roughly mirrors the diversity found in Montana's population
- Tribal colleges are a key access point to higher education for American Indians
- Non-Hispanic Whites have higher graduation rates than other groups
- Fall 2005 employment diversity is also similar to Montana's population



Contact Information

- For more detailed data please contact me:

Brad Eldredge

Coordinator of Institutional Research

(406)444-0315

beldredge@montana.edu

www.mus.edu

2005 Fall Enrollment by Racial/Ethnic Status

MONTANA - INTEGRATED POSTSECONDARY EDUCATIONAL DATA SYSTEM
2006 Fall Enrollment by Racial/Ethnic Status

HEADCOUNT

COLLEGES & UNIVERSITIES	Non-resident Alien		All Non-res Aliens	Black		All Black Students	American Indian/AK Native		All AI/AK Students	Asian		All Asian Students	Hispanic		All Hisp Students	White Non-Hispanic		All White Students	Race Unknown		All Race Unknown Students	Grand Total All		
	M	F		M	F		M	F		M	F		M	F		M	F		M	F		M	F	M
MSU-Bozeman	173	139	312	46	12	58	125	171	296	86	62	148	67	86	153	5638	4801	10439	324	322	646	6459	5593	12052
MSU-Billings	16	25	41	10	11	21	48	111	159	14	27	41	44	72	116	1060	2103	3163	57	111	168	1249	2460	3709
MSU-Northern	9	16	25	12	1	13	54	117	171	2	2	4	10	6	16	478	518	996	61	73	134	626	733	1359
U of MT - Missoula	251	197	448	55	23	78	224	307	531	70	110	180	106	119	225	5242	6253	11495	496	472	968	6444	7481	13925
MT Tech of UM	76	10	86	4	2	6	10	12	22	6	4	10	17	13	30	921	702	1623	89	62	151	1123	805	1928
UM - Western	3	5	8	7	0	7	18	40	58	25	3	28	5	10	15	437	592	1029	12	19	31	507	669	1176
TOTALS	528	392	920	134	49	183	479	758	1237	203	208	411	249	306	555	13776	14969	28745	1039	1059	2098	16408	17741	34149
%s	Non-res		2.69%	Black		0.54%	AI/AK Native		3.62%	Asian		1.20%	Hispanic		1.63%	White		84.18%	Race Unknown		6.14%			
MSU Billings COT	2	1	3	3	3	6	20	29	49	1	6	7	12	23	35	415	506	921	35	34	69	488	602	1090
MSU Great Falls COT	0	0	0	16	13	29	37	70	107	10	19	29	16	23	39	521	1097	1618	49	89	138	649	1311	1960
UM Missoula COT *																								
MT Tech of UM COT	0	1	1	3	1	4	5	8	13	1	0	1	2	5	7	173	192	365	19	19	38	203	226	429
UM Helena COT	0	0	0	2	1	3	12	22	34	3	4	7	7	11	18	367	363	730	44	53	97	435	454	889
TOTALS	2	2	4	24	18	42	74	129	203	15	29	44	37	62	99	1476	2158	3634	147	195	342	1775	2593	4368
%s	Non-res		0.09%	Black		0.96%	AI/AK Native		4.65%	Asian		1.01%	Hispanic		2.27%	White		83.20%	Race Unknown		7.83%			
COMMUNITY COLLEGES																								
Dawson	0	0	0	8	4	12	15	10	25	0	0	0	0	3	3	199	227	426	0	0	0	222	244	466
Flathead Valley	1	2	3	2	3	5	22	30	52	9	10	19	14	19	33	467	957	1424	127	215	342	642	1236	1878
Miles	3	6	9	3	2	5	5	6	11	0	4	4	2	5	7	144	284	428	0	0	0	157	307	464
TOTALS	4	8	12	13	9	22	42	46	88	9	14	23	16	27	43	810	1468	2278	127	215	342	1021	1787	2808
%s	Non-res		0.43%	Black		0.78%	AI/AK Native		3.13%	Asian		0.82%	Hispanic		1.53%	White		81.13%	Race Unknown		12.18%			
MUS/CC TOTALS	534	402	936	171	76	247	595	933	1528	227	251	478	302	395	697	16062	18595	34657	1313	1469	2782	19204	22121	41325
MUS/CC PERCENTAGES	Non-res		2.26%	Black		0.60%	AI/AK Native		3.70%	Asian		1.16%	Hispanic		1.69%	White		83.86%	Race Unknown		6.73%			
TRIBAL COLLEGES																								
Blackfeet Community	0	0	0	0	1	1	171	271	442	2	0	2	1	3	4	5	13	18	0	0	0	179	288	467
Chief Dull Knife	0	0	0	0	0	0	107	178	285	0	0	0	0	0	0	21	53	74	0	0	0	128	231	359
Fort Belknap	0	0	0	0	0	0	46	102	148	0	0	0	0	0	0	7	6	13	0	0	0	53	108	161
Fort Peck Community	0	0	0	0	0	0	145	213	358	0	0	0	2	1	3	16	51	67	6	7	13	169	272	441
Little Big Horn	0	0	0	0	1	1	99	191	290	0	0	0	0	1	1	6	14	20	0	0	0	105	207	312
Salish Kootenai	0	0	0	4	1	5	352	514	866	1	2	3	9	7	16	56	146	202	0	0	0	422	670	1092
Stone Child	0	0	0	0	0	0	144	225	369	0	0	0	1	0	1	13	13	26	0	1	1	158	239	397
TOTALS	0	0	0	4	3	7	1064	1694	2758	3	2	5	13	12	25	124	296	420	6	8	14	1214	2015	3229
TC %s	Non-res		0.00%	Black		0.22%	AK/AI Native		85.41%	Asian		0.15%	Hispanic		0.77%	White		13.01%	Race Unknown		0.43%			
PRIVATE COLLEGES																								
Carroll	9	12	21	2	0	2	9	5	14	5	8	13	5	11	16	395	544	939	151	188	339	576	768	1344
Rocky Mountain College	16	27	43	5	0	5	15	45	60	6	5	11	8	8	16	342	410	752	0	0	0	392	495	887
University of Great Falls	0	2	2	10	8	18	14	25	39	4	7	11	11	16	27	165	400	565	14	40	54	218	498	716
TOTALS	25	41	66	17	8	25	38	75	113	15	20	35	24	35	59	902	1354	2256	165	228	393	1186	1761	2947
PC %s	Non-res		2.24%	Black		0.85%	AK/AI Native		3.83%	Asian		1.19%	Hispanic		2.00%	White		76.55%	Race Unknown		13.34%			
STATE TOTALS	559	443	1002	192	87	279	1697	2702	4399	245	273	518	339	442	781	17088	20245	37333	179	268	447	20299	24460	44759
STATE PERCENTAGES	Non-res alien		2.24%	Black		0.62%	AI/AK Native		9.83%	Asian		1.16%	Hispanic		1.74%	White non-Hisp		83.41%	Race Unknown		1.00%	All Students		Total

TOTAL STUDENTS STATEWIDE: 44759

All Minority Students: 5977

% Minority Students 13.35%

* Included in UM Counts

Office of the Commissioner of Higher Education
American Indian/Minority Achievement

Oct-07

MEMORANDUM

DATE: November 15 – 16, 2007

TO: Montana Board of Regents

FROM: Roger Barber, Deputy Commissioner for Academic & Student Affairs

RE: Level I Approvals and Announcements

This memorandum is intended to inform you of the Level I changes in academic programs that have been approved in the Office of the Commissioner of Higher Education since the September 2007 meeting of the Board of Regents. It also includes announcements that may be of interest to the Board. If you have any questions, I would be happy to answer them with the help of my colleagues in academic affairs.

Montana State University-Bozeman:

- Montana State University-Bozeman asked permission to change the name of its Geographic Information and Analysis Center (GIAC) to the Spatial Sciences Center. *ITEM 137-2005+R1107*

Montana State University-Billings:

- Montana State University-Billings asked for authority to add an Emphasis in Student Affairs Administration to its Interdisciplinary Studies Option in the Master of Education degree program. *ITEM 137-2701+R1107*
- Montana State University-Billings requested permission to add a Certificate in Online Teaching to its Educational Technology Option in the Master of Education degree program. *ITEM 137-2702+R1107*
- Montana State University-Billings asked permission to change the name of The Office of Certification and Field Experience (CAFÉ) to The Office of Licensure Standards and Clinical Practice (LSCP). *ITEM 137-2703+R1107*

Montana State University-Great Falls College of Technology:

- Montana State University-Great Falls College of Technology requested authority to deliver its Associate of Applied Science degree program in Practical Nursing to four communities outside Great Falls. I.E., Choteau, Conrad, Fort Benton and Havre.
[ITEM 137-2851+R1107](#)

The University of Montana-Missoula:

- The University of Montana-Missoula filed a Notice of Intent in May 2007 to terminate three (3) options associated with its Bachelor of Arts degree in Biology. I.E., Botanical Sciences, Ecology and Zoological Sciences. All of the steps in the termination process have been completed, and the options are, therefore, eliminated. *[ITEM 135-1011+R0507](#)*

Out-of-State Institutions:

Alliant International University in San Francisco, California, notified the Office of the Commissioner of Higher Education about its plans to offer a postdoctoral Master of Science degree in Psychology, via distance technologies, in Montana. Alliant International University is accredited by the Western Association of Schools and Colleges.

The American Public University System in Charles Town, West Virginia, notified the Office of the Commissioner of Higher Education about its plans to recruit students in Montana. The American Public University System is made up of two wholly-online universities, American Public University and American Military University. The students recruited in the State will be encouraged to enroll in its coursework. The American Public University System is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	137-2005+R1107	Date of Meeting:	November 14-16, 2007
Institution:	Montana State University-Bozeman		
Program Title:	Spatial Sciences Center		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

A. Level I action requested (check all that apply): Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- 3. Adding new minors or certificates where there is a major;
- 4. Adding new minors or certificates where there is an option in a major;
- 5. Departmental mergers and name changes;
- 6. Program revisions; and
- 7. Distance delivery of previously authorized degree programs.

B. Level I with Level II documentation: With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- 1. Options within an existing major or degree;
- 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- 3. Consolidating existing programs and/or degrees.

C. Temporary Certificate or A.A.S. degree programs: Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

Item No.: 137-2005+R1107	Institution: Montana State University-Bozeman
--------------------------	---

Specify Request:

The Geographic Information and Analysis Center (GIAC) was established in 1989. The focus of GIAC at that time was geographic information systems and geographic information science (GIS). The maturation of GIS in subsequent years has resulted in the increasing integration of GIS with the related technologies of global positioning system, remote sensing, and spatial analyses. GIAC currently conducts research and supports teaching in all these areas in an integrated operation. The existing name, GIAC, however, likely leads those outside GIAC to the belief that the focus remains solely on GIS. Adopting a more inclusive name, the Spatial Sciences Center, will more accurately reflect the current broader focus and expertise. A search for this name did not reveal that it is currently in use at other academic institutions or otherwise.

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	137-2701+R1107	Date of Meeting:	Nov. 14-16, 2007
Institution:	Montana State University-Billings		
Program Title:	Master Of Education, Interdisciplinary Studies Option: Student Affairs Administration Emphasis		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

A. Level I action requested (check all that apply): Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- 3. Adding new minors or certificates where there is a major;
- 4. Adding new minors or certificates where there is an option in a major;
- 5. Departmental mergers and name changes;
- 6. Program revisions; and
- 7. Distance delivery of previously authorized degree programs.

B. Level I with Level II documentation: With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- 1. Options within an existing major or degree;
- 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- 3. Consolidating existing programs and/or degrees.

C. Temporary Certificate or A.A.S. degree programs: Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

Specify Request:

MSU-Billings requests to create within the Master of Education, Interdisciplinary Studies Option an emphasis in Student Affairs Administration. This emphasis makes use of the existing Interdisciplinary Studies Option and formalizes a Plan of Study that has been implemented by individual students over the years who have had an interest in future work within Student Affairs in Higher Education. Formalization of this emphasis permits interested students to complete the requisite coursework without needing to propose an individually-constructed Plan of Study for approval. The emphasis consists of the following coursework:

			Credits
A.	Professional Core		6
		Credits	
EDF 501	Research Design and Interpretation __	3	
EDF 530	Advanced Human Development and Learning	3	
B.	Professional Specialization Core		
	Professional Specialization Required Courses		15
EDF 592	Seminar in Student Affairs	3	
EDF 592	College Student Development and Learning	3	
EDF 592	Trends in Higher Education and Student Affairs	3	
EDF 592	Leadership in Higher Education	3	
EDF 592	Budget and Finance in Higher Education	3	
	Professional Specialization Electives (9 credits required):		9
EDCI 444	Multicultural Education	3	
COMT 514	Issues in Organizational Communication	3	
COMT 516	Leadership Communication	3	
REHA 504	Career and Lifestyle Development	3	
REHA 505	Theories of Counseling	3	
C.	Capstone		6
EDCI 690	Internship	3	
EDCI 698	Directed Research Project	3	
	OR		
EDCI 690	Internship	3	
EDCI 697	Critical Issues in Education	3	
	TOTAL Minumun Credits Required		36

COE GRADUATE COMMITTEE PROPOSAL FOR ASSESSING ETP GRADUATE PROGRAMS:

ETP Master's Initial Assessment Points

1. Grades from key assignments from core courses required of all master's students
2. Praxis II (in content area for secondary; general content for elementary)
3. Reflective analysis on case study (same assignment as will be required for undergraduates)
4. Evidence of Professional Growth packet from student teaching (includes ST evaluations)

ETP Advanced Master's Assessment Points (already certified or pursuing other non-teaching master's degree)

1. Grades from key assignments from core courses required of all advanced master's students
2. All advanced students will make one choice from each category:

Thesis
OR
Traditional Comps

Internship
OR
Action Research Project

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	137-2702+R1107	Date of Meeting:	Nov. 14-16, 2007
Institution:	Montana State University-Billings		
Program Title:	Certificate In Online Teaching		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

A. Level I action requested (check all that apply): Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- 3. Adding new minors or certificates where there is a major;
- 4. Adding new minors or certificates where there is an option in a major;
- 5. Departmental mergers and name changes;
- 6. Program revisions; and
- 7. Distance delivery of previously authorized degree programs.

B. Level I with Level II documentation: With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- 1. Options within an existing major or degree;
- 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- 3. Consolidating existing programs and/or degrees.

C. Temporary Certificate or A.A.S. degree programs: Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

Item No.: 137-2702+R1107

Institution: Montana State University-Billings

Specify Request:

MSU-Billings requests that a Certificate in Online Teaching be created within the Master of Education, Educational Technology Option. This Certificate would be awarded for completion of the 21-credit Professional Specialization coursework plus one course from the Professional Core within existing the Master of Education, Educational Technology Option. The coursework for the requested Certificate consists of the following courses:

EDF 501	Research Design and Interpretation
EDCI 572	Introduction to Educational Technology
EDCI 573	Pedagogical Instructional Design
EDCI 574	Adaptations and Accommodations for Diverse Learners
EDCI 575	Assessment of Learning Outcomes – Part I
EDCI 576	Instructional Materials Design
EDCI 577	Assessment of Learning Outcomes – Part II

Note: All are 3-credit courses.

COE GRADUATE COMMITTEE PROPOSAL FOR ASSESSING ETP GRADUATE PROGRAMS:

ETP Master's Initial Assessment Points

1. Grades from key assignments from core courses required of all master's students
2. Praxis II (in content area for secondary; general content for elementary)
3. Reflective analysis on case study (same assignment as will be required for undergraduates)
4. Evidence of Professional Growth packet from student teaching (includes ST evaluations)

ETP Advanced Master's Assessment Points (already certified or pursuing other non-teaching master's degree)

1. Grades from key assignments from core courses required of all advanced master's students
2. All advanced students will make one choice from each category:

Thesis	Internship
OR	OR
Traditional Comps	Action Research Project

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	137-2703+R1107	Date of Meeting:	November 14-16, 2007
Institution:	Montana State University-Billings		
Program Title:	College of Education - Teacher Education and School Counseling		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

A. Level I action requested (check all that apply): Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- 3. Adding new minors or certificates where there is a major;
- 4. Adding new minors or certificates where there is an option in a major;
- 5. Departmental mergers and name changes;
- 6. Program revisions; and
- 7. Distance delivery of previously authorized degree programs.

B. Level I with Level II documentation: With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- 1. Options within an existing major or degree;
- 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- 3. Consolidating existing programs and/or degrees.

C. Temporary Certificate or A.A.S. degree programs: Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

Item No.: 137-2703+R1107	Institution: Montana State University-Billings
---------------------------------	---

Specify Request:

The Office of Certification and Field Experiences is requesting a name change. Based on alignment with current language used in the State of Montana and the National Council For Accreditation of Teacher Education (NCATE) an office name change will benefit teacher education candidates by preventing confusion and promoting use of the correct, professional terminology.

Current Name: The Office of Certification and Field Experiences (CAFÉ)

Proposed Name: The Office of Licensure Standards and Clinical Practice (LSCP)

November 14 – 16, 2007

ITEM 137-2851+1107 **Approval to Offer Distance Delivery of the Practical Nursing AAS Degree Program; Montana State University – Great Falls**

THAT: MSU-Great Falls College of Technology requests to offer distance delivery of the Practical Nursing AAS degree program.

EXPLANATION: Montana State University-Great Falls College of Technology' through the College's Practical Nursing program is requesting approval from the Montana Board of Regents to offer its current practical nursing curriculum to four rural communities in partnership with the Northcentral Montana Healthcare Alliance, Benefis Healthcare and the REACH Montana Telemedicine Network (RMTN).

This request is for the authorization to deliver the College's existing program in a hybrid delivery format consisting of online, televideo and face-to-face coursework. Didactic material will be delivered using online and teleconferencing methods (through the RMTN in Northcentral Montana) to reduce the amount of time students are required to physically matriculate on the College's Great Falls campus. Hands-on learning for science and nursing labs and nursing clinical experience will be delivered either in Great Falls or in the rural healthcare facility using local Registered Nurses (Clinical Resource Nurses or CRN's) under the direction of Great Falls nursing program faculty.

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	137-2851+R1107	Date of Meeting:	November 14 - 16, 2007
Institution:	Montana State University-Great Falls COT		
Program Title:	Distance Delivery Of Practical Nursing AAS Degree Program		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

A. Level I action requested (check all that apply): Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- 3. Adding new minors or certificates where there is a major;
- 4. Adding new minors or certificates where there is an option in a major;
- 5. Departmental mergers and name changes;
- 6. Program revisions; and
- 7. Distance delivery of previously authorized degree programs.

B. Level I with Level II documentation: With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- 1. Options within an existing major or degree;
- 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- 3. Consolidating existing programs and/or degrees.

C. Temporary Certificate or A.A.S. degree programs: Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

Item No.: 137-2851+R1107	Institution: Montana State University-Great Falls COT
---------------------------------	--

Specify Request:

Montana State University-Great Falls College of Technology' through the College's Practical Nursing program is requesting approval from the Montana Board of Regents to offer its current practical nursing curriculum to four rural communities in partnership with the Northcentral Montana Healthcare Alliance, Benefis Healthcare and the REACH Montana Telemedicine Network (RMTN).

**Distance Delivery - Practical Nursing Degree Program
MSU-GREAT FALLS COLLEGE OF TECHNOLOGY**

Curriculum Proposal

1. Overview

Montana State University-Great Falls College of Technology (hereinafter "the College") through the College's Practical Nursing program is requesting approval from the Montana Board of Regents to offer its current Practical Nursing program to four rural communities in partnership with the Northcentral Montana Healthcare Alliance (NMHA), Benefis Healthcare and the REACH Montana Telemedicine Network (RMTN).

This request is for the authorization to deliver the College's existing program in a hybrid delivery format consisting of online, televideo and face-to-face coursework. Didactic material will be delivered using online and teleconferencing methods (through the RMTN in Northcentral Montana) to reduce the amount of time students are required to physically matriculate on the College's Great Falls campus. Hands-on learning for science and nursing labs and nursing clinical experience will be delivered either in Great Falls or in the rural healthcare facility using local Registered Nurses (Clinical Resource Nurses or CRN's) under the direction of Great Falls nursing program faculty.

2. Need

a. To what specific need is the institution responding in developing the proposed program?

This initiative is in direct response to the Montana University System Workforce Development Committee's recommendation to the Board of Regents that the use of Internet and interactive television be used to help overcome worker shortages in rural healthcare areas.

The College began exploring the initiative in response to continued requests by members of the Northcentral Montana Healthcare Alliance (NMHA) to provide distance delivery of healthcare education, primarily nursing, in the rural communities in which they are located.

In all four counties, the population is stagnant or declining slightly. This decline, combined with the fact that the largest population group in all counties is made up of residents aged 35-54 years (29% of the population in each county), represents a looming crisis for the struggling healthcare facilities. As the population ages, there will be more and more people needing health care, while there will be fewer and fewer workers to care for them.

Annual Estimates of the Population for Counties of Montana

County	July 1, 2006	July 1, 2004	% Cha nge
Chouteau (Ft. Benton)	5,417	5,464	-2%
Hill (Havre)	16,403	16,276	0.7%
Pondera (Conrad)	6,032	6,096	-1%
Teton (Choteau)	6,115	6,174	-1%

Source: Population Division, U.S. Census Bureau

Pondera County Medical Center (PCMC) reports it currently employs 11 licensed practical nurses, compared to 16 a year ago. The facility would immediately hire three more if the workers were available. PCMC employs 56 certified nurse assistants, who are excellent candidates for taking the next step in the nursing career ladder. CNA wages range from \$9.36 to \$10, compared to \$14.81 to \$17.01 for LPNs.

Teton Medical Center in Choteau currently employs four licensed practical nurses, compared to seven a year ago. The facility would hire three more immediately if they were available. Teton currently employs 17 certified nurse assistants. CNA wages start at \$10.20, compared to \$14.31 for licensed practical nurses.

Northern Montana Hospital employs 16 licensed practical nurses, the same number as a year ago. There are also four traveler practical nurses. The facility would hire another 15 full-time and eight part-time if they were available. There are 79 certified nurse assistants, whose pay scale is \$10.00 to \$12.65/hour, compared to \$13.61-\$17.12 for licensed practical nurses.

The Montana Bureau of Business and Economic Research lists practical nursing as a critical worker field after a 2005 survey of more than 1,000 facilities revealed that more than half of them said it was very difficult to recruit workers in that field.

Rural facilities know they face many challenges in their ability to attract new workers to their communities. NMHA members believe strongly that their best strategy is to grow the skills and knowledge of the workers who already live in their communities.

b. How will students and any other affected constituencies be served by the proposed program?

This program will open up previously inaccessible educational opportunities for employees of rural healthcare facilities who wish to advance in their careers without requiring them to leave their families, jobs, and communities for extended periods of time. Although online education is readily available to place-bound, rural residents, most healthcare programs rely heavily on hands-on learning. These programs typically have not been offered in a distance format. Rather, they require in-class attendance for multiple days each week, effectively shutting the door to those with family and work obligations. This project will reduce the amount of time students must spend in Great Falls by using online and the teleconference system to deliver didactic materials and by using local resources to conduct portions of the required clinical experience. Although the students will still be on campus for some lab and clinical classes, the project will try to minimize these requirements.

The healthcare facilities will be able to offer advancement opportunities to existing and potential employees, who have ties to the community and will be most likely to remain in the community when they complete their education.

c. What is the anticipated demand for the program? How was this determined?

The rural healthcare facilities requested the program to help fill chronic vacancies and to help their employees advance their careers. The College challenged the facilities to recruit a minimum cohort of 13, which was deemed the minimum number to make the pilot feasible. The facilities have recruited 18-19 students to date and students continue to request information. The College recognizes some attrition is likely, however of those who complete the pre-requisite and general education requirements, 10 will be enrolled into the nursing program under the current competitive process. Criteria for selection emphasize academic performance in prerequisite coursework, previous education and medical work experience.

3. Institutional and System Fit

a. What is the connection between the proposed program and existing programs at the institution?

This project extends the existing practical nursing program into four rural communities. The students will receive the same instruction, the same labs and the same clinical experience. They will learn from same instructors as the Great Falls students, except for the Clinical Resource Nurses, who, under the supervision of the faculty, will assist with some of the clinical practice in the rural facilities.

b. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

This project will not require changes to any existing program.

c. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

The first difference between the on-campus practical nursing program and the RMTN program is that lecture/discussion classes will be held using the RMTN telemedicine system, rather than having the instructor and students in the same room. The second is that the CRN's in the healthcare facility will supervise students during their nursing lab and clinical experience. Otherwise, the programs are identical – the students will study the same curriculum, take the same tests, perform the same labs and be graded under the same rubrics.

d. How does the proposed program serve to advance the strategic goals of the institution?

This project aligns with two strategic goals of the College: responsiveness and efficiency. Two of the strategies under responsiveness are to create programs that are aligned with the needs of the community, workforce and learners and to develop the College as a source of intellectual and creative growth in the community. Clearly, this initiative addresses a serious need in the rural communities it will serve. The shortage of nurses has been acute for years and never more so than in rural communities who lack the resources to compete with their urban counterparts. This pilot came about after repeated urging from the healthcare facilities in the NMHA. This project will foster intellectual and creative growth, not only for students in the cohort, but also their families, friends and colleagues, who will see higher education is possible even for those who are geographically removed from a branch of the Montana University System. The use of local nurses as CRN's also draws these nurses into the College community and develops their instructional skills.

The project further aligns with the College's strategy of using technology to improve efficiency. Combining teleconference, online and face-to-face instruction makes the best use of the strengths of each of these instructional methods.

e. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

This project is neither a new program nor an expansion. The College intends to allocate 10 of its currently authorized nursing student positions to four rural communities. One of the communities is Havre, which is home to MSU-Northern (MSUN). However, MSUN does not offer a practical nursing program and has no immediate plans to do so. Prior to entering the nursing curriculum, students are free to take their pre-requisite courses at any University System institution, including MSUN. Representatives from the College and MSUN have had several discussions about the project. The curriculum is the recommended state-wide curriculum, which will enable students to transfer into the third year or Registered Nurse portion of the state standard curriculum upon completion. The closest practical nursing program is in Helena, which is outside the geographic reach of these rural students.

4. Program Details

a. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.

PRACTICAL NURSE

ASSOCIATE OF APPLIED SCIENCE

ADVISORS: CHERYLL ALT
PATTI KERCHER
CINDY SCHULTZ

The Practical Nurse program prepares individuals to function as entry-level practical nurses with the ability to give safe, effective nursing care. The Practical Nurse program at Montana State University - Great Falls College of Technology is currently approved by the Montana State Board of Nursing.

Upon completion of the Associate of Applied Science in Practical Nursing, students will be prepared to begin a successful career as a practical nurse. Students are prepared to sit for the national licensure examination for practical nursing.

Outcomes: Graduates are prepared to:

- Practice nursing skills effectively.
- Communicate professionally with all medical/supportive staff.
- Use technology in patient care.
- Work in a variety of health care settings such as hospitals, ambulatory care, physician's offices, home healthcare, dialysis, assisted living facilities and other geriatric environments.

The Practical Nurse program is a limited enrollment program. Interested students must apply for entry into the program by contacting the advisor for an application packet. The length of the program is three consecutive semesters. Accepted students will be required to provide proof of Health Care Provider CPR certification, negative Tuberculosis test, and provide a physician's authorization before the beginning of the fall semester. Computer skills are highly recommended.

The Hepatitis B immunization series is strongly recommended before entrance into the program. A student may be denied access to clinical rotations without an adequate Hepatitis B titer. Students having religious or personal conflicts against receiving Hepatitis B vaccine must sign a release form.

PREREQUISITE COURSEWORK

The following courses must be completed or be in progress prior to admission into the Practical Nurse Program. All prerequisite course work must be completed with a minimum grade of "C-" in each course and a minimum cumulative GPA in prerequisite course work of 2.0. Grades in prerequisite courses are a major factor in ranking applications for program acceptance.

FIRST SEMESTER

Course	No.	Title	Credits
BIO	213	Anatomy & Physiology I/Lab	4
CHM	111*	Inorganic Chemistry/ Lab	4
MATH	161**	Algebra w/ Science Applications	3
NURS	100	Introduction to Nursing	<u>1</u>
Subtotal			12

SECOND SEMESTER

Course	No.	Title	Credits
AH	219*	Nutrition & Diet Therapy	2
BIO	214*	Anatomy & Physiology II/Lab	4
ENGL	121**	Composition I	3
PSY	101	General Psychology	<u>3</u>
Subtotal			12

Science courses must be completed within five (5) years of application to the program and other courses must be completed within 15 years of applying to the Practical Nurse Program.

PROGRAM COURSE REQUIREMENTS AFTER FORMAL ACCEPTANCE

The courses listed below are required in the program of study for the Certificate of Applied Science in Practical Nursing. The courses are offered at MSU Great Falls College of Technology in the following sequence:

FALL SEMESTER

Course	No.	Title	Credits
NURS	140*	Pharmacology	3
NURS	150*	Fundamentals of Nursing	7
NURS	250*	Gerontology	<u>2</u>
Subtotal			12

SPRING SEMESTER

Course	No.	Title	Credits
NURS	260*	Adult Nursing	7
NURS	270*	Maternal Child Nursing	3
NURS	280*	Mental Health Nursing	<u>2</u>
Subtotal			12

SUMMER TERM

Course	No.	Title	Credits
NURS	290*	Nursing Leadership	<u>2</u>
Subtotal			2

SUGGESTED ELECTIVE

Course	No.	Title	Credits
AH	120*	IV Therapy	1

*This class is a highly recommended addition to the standard nursing curriculum. It will provide you with IV certification which many employers value or require for employment.

Once enrolled in nursing courses, a minimum grade of "C-" in all courses is required to continue in the program. In the clinical setting, students must achieve a grade of 75% in all rotations of each clinical experience.

TOTAL PROGRAM CREDITS - 50~

~Many students need preliminary math and English courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedule.

*indicates prerequisites needed

**placement in courses is determined by admissions assessment

b. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Some of the interested students enrolled in remedial coursework in Summer and Fall Semesters 2007 to prepare themselves for the first semester prerequisite classes in Spring 2008. The College anticipates 15-18 students will enroll in the pre-requisite courses. The cohort will apply for admission to the nursing program in the Fall or Spring of 2008; 10 will be admitted in nursing courses Fall 2009, Spring 2010 and Summer 2010.

5. Resources

a. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

The College currently has two full time faculty positions and one program administrator with a .5FTE teaching assignment. Staffing will not change with the implementation of this program.

b. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

The practical nurse program at the College has an approved budget of \$188,500 for FY08. In addition, the College was awarded \$118,680 for FY08 and FY09 in one-time state funds appropriated by the 2007 Legislature for start up costs of the nursing classes using the RMTN teleconference system. This will help support faculty during the startup, will supply funds for distance tutors and will pay for some one-time startup costs and travel. The project is further assisted by the NMHA, which donated the teleconference system and is waiving the transmission fee for classes conducted using the system.

6. Assessment.

Enrollment and retention

Each summer, the registrar will report student enrollment and retention for the previous Summer, Fall and Spring terms. The students in the cohort have been flagged in the Banner system so the College can track their progress.

Placement

Placement data will be collected from the participating healthcare facilities after the group graduates in 2010.

Employer satisfaction

The four distinct healthcare facilities will be surveyed annually for their satisfaction with the program. Initially, the survey will be confined to satisfaction with the education offerings themselves. Once the cohort has graduated and taken their licensing exams, the facilities will be surveyed for their satisfaction with the practical nurses that have completed the program.

Students in the rural REACH cohort will start their nursing courses in Fall 2009. They are scheduled to complete their courses by Summer 2010.

7. Process Leading to Submission

The College began meeting with members of the NMHA two years ago to attempt to address their request for nursing education in the rural communities. Since that time, the College has been working on establishing the technological capacity to deliver the program's coursework, has been closely working with the NMHA member institutions to assess clinical capacity, availability of facilities and resources (fiscal and physical), has been developing cohort timelines, and finally testing the feasibility of delivery in this mode. At the time this proposal was written, the College was actively seeking approval from the Montana State Board of Nursing to utilize the College's additional 10

student slots in the Practical Nursing program to deliver this program through the RMTN. Finally, this proposal, seeking approval from the Montana Board of Regents for the College to deliver the Practical Nurse program through the RMTN, is the last step in formally implementing this pilot program and seeking student applications for entry into the Practical Nursing portion of the program.

Eighteen students began taking remedial coursework in Summer 2007. Upon approval from the Montana Board of Regents, the College will begin offering pre-requisite courses in Spring 2008. Students will apply for admission in the Spring 2009, with nursing courses scheduled to start Fall 2009. Completion will be Summer 2010.

WORKFORCE, RESEARCH AND ECONOMIC DEVELOPMENT
Montana State University-Bozeman
Strand Union Building Ballroom A
Friday, November 16, 2007

INFORMATION

- a. 2-Yr. Council Report – Arlene Parisot, OCHE.
- b. Protein-based Materials for Energy Production and Medicine: Transitioning from the University to the Private Sector – Professors Trevor Douglas, John Peters, and Mark Young, MSU-Bozeman.



**Two-Year Education
Council Report**



**Montana Board of
Regents**



**November 2007
Bozeman, MT**

Montana Two-Year Education Council was chartered by the Montana Board of Regents in November 2005 with the role and responsibility to:

...highlights Council accomplishments to date, issue discussions, and future direction.

- Advise and assist the Board of Regents and its committees on issues, opportunities or challenges related to two-year education from a statewide, systemic focus.
- Collaborate with all educational levels, K-12 through higher education, to assure smooth transition of students.
- Provide a comprehensive annual report to the Board of Regents on the status of two-year education and workforce development in Montana.

The Council is pleased to present to the Regents the following narrative that highlights Council accomplishments to date, issue discussions, and future direction. Snapshots of the work of individual campuses to meet the BOR strategic goals established in July 2006 complete this report.

SECTION I: COUNCIL OVERVIEW

Highlights of Accomplishments

Academic Policy Committee

The Council established its first Standing Committee—*Academic Policy Committee*. This committee, chaired by Dean Mary Sheehy Moe, represents the Chief Academic Officer for each campus. This committee is charged with addressing policy issues for the Council. As a result of the Transfer Audit conducted by the Legislative Services, BOR Policy 301.12 that established criteria for certificates and degrees at the two-year level was adopted. The policy states that it is the role of the Two-Year Council to review programs for compliance with this policy and forward their recommendations to the BOR.

To meet this requirement, the Academic Policy Committee began its work by documenting existing programs for compliance with the new BOR Policy 301.12. This resulted in the *Process Document for Annual Review for BOR 301.12*. This document will be maintained and added to as necessary. This requires an annual review of programs for compliance. The full report of the Academic Policy Committee is included as an

This resulted in the Process Document for Annual Review for BOR 301.12.

attachment.

Two-Year Program Data Measures

Four sub goals of the Regents' Strategic Plan were presented by Tyler Trevor for approval by the Council. The Council approved all goals although the measurement approach for Goal One, Employer Satisfaction will be conducted at the institutional level rather than as a statewide measurement using a common template and will coincide with program review.

Marketing Two-Year Education

A marketing ad hoc committee was appointed in response to the need to increase the visibility of two-year education in Montana and recruitment of students. This committee, chaired by John Cech, is assessing the feasibility of conducting another marketing campaign and whether the Council should approach the BOR for additional funding. With an aging of population, strong economy and flat enrollments, colleges find it difficult to recruit new students, but the demands by employers for a highly skilled workforce has not diminished. The Council will look to opportunities to leverage resources from initiatives such as WIRED, Apprenticeship Training (DOLI), and contributions by business, industry and campuses.

Issue Discussions

The Council has often engaged in vibrant and difficult discussions on issues that strike at the heart of two-year education in Montana.

Vibrant... discussions on issues that strike at the heart of two-year education...

campuses.

An issue of particular note related to standardization of curriculum and the program approval process for merged two-year

Although the discussion centered upon standardization of curriculum, the variance of the approval process rose to the surface. This was discussed in the context of the Montana BILT project (MSU Billings COT) to develop a carpentry curriculum model in the same manner as the LPN curriculum model. The question was: does the approval process required for merged Colleges of Technology impact their ability to standardize curriculum? The consensus of the council was that the impact varied among merged campuses, but time to approval was the major issue for all.

Distance Learning Administrative Rule and Dual Enrollment

The recent Board of Public Education adoption of Administrative Rule ARM 10.55.907 (3) requires that “teachers of distance, online, and technology delivered learning programs shall be licensed and endorsed in Montana in the area of instruction taught”...except as provided in (3) (a). “When a teacher of distance, online and technology delivered learning programs and/or courses does not possess the qualification specified in (3) above, the facilitator must be licensed and endorsed in Montana in the area of instruction facilitated.

This rule will go into effect no later than 2009. There is concern that this will have negative impact not only for online courses delivered by two-and four-year institutions as well as dual enrollment courses. This would drastically limit options for students, especially those residing in rural areas. The issue must ultimately be discussed at the public level...by the parents and students it touches.

Board of Regents Policy 720 and 730.6—Faculty Qualifications

Minimum faculty minimum qualifications for Colleges of Technology and Community Colleges are required under these policies. The Academic Policy Committee agreed to work on these policies to incorporate them into one and to use the Community College policy as the template. The question that remained regarded the fairness of having stated faculty minimum qualifications for faculty in two-year institutions, but not a policy for faculty in four-year institutions.

Future Direction

Within the next year, the Montana Two-Year Education Council will be proactive in putting together a **Two-Year Education Summit** to stimulate a statewide discussion of the mission and role of two-year education in Montana. To accomplish this goal, it will be important to bring together stakeholders representing the Governor's Office, legislature, State Workforce Investment Board, K12, adult education, faculty, administrators, employers and students to establish the framework and goal for such a gathering. It is the expectation that such a discussion will stimulate growth and expansion of two-year education in Montana by elevating its value to its citizens. Promoting a dynamic and forward looking educational system is essential for sustaining Montana's rapidly changing economy and growing a highly skilled technical workforce.

Two-Year Education Summit to stimulate a statewide discussion...

The Council must also set its agenda to address the issues and concerns of its Tribal College members. Tribal College representatives expressed a hope that the Council will be a place where they can bring their issues to the table and develop a collaborative relationship with the BOR and other colleges. Working with Tribal College members for making this happen should be a priority for the Council.

Working with Tribal College members for making this happen should be a priority for the Council.

SECTION II: MEETING BOARD OF REGENTS' GOALS

As part of this report, snapshots of campus efforts to meet the BOR strategic goals established in July 2006 are provided. As Tribal Colleges are independent of the BOR, they are not represented in this section.

Goal 1: Increase student educational attainment

MSU Great Falls' satellite in Bozeman piloted an advising model for students admitted to MSU Bozeman on academic probation. The model offered students both advising services and developmental coursework in mathematics, composition and study skills. The Fall 06 cohort of these students was twice as large as the Fall 05 cohort and performed significantly better previous cohorts of students admitted on academic probation.

MSU Great Falls

The scholarship equivalent of \$90,129.70 was provided by offering dual-credit courses to 224 high school students from 12 Montana school districts at 1/3 the usual tuition.

The college ensured that students can complete the following programs entirely online from MSU – Great Falls: the MUS Core' the Associate of Science; the Associate of Arts; AAS degrees in Health Information Technology and Medical Transcription; and Certificates of Applied Science in Health Information Coding Specialist, Medical Billing Specialist, and Medical Transcription. 90% of our AAS degrees in CIT Microcomputer Support, Networking Support and Web Development are available online.

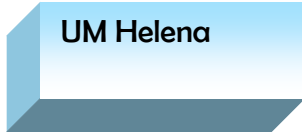
MSU Billings COT utilized the Community College Student Survey of Engagement (CCSSE) and Community College Faculty Survey of Engagement (CCFSE) to obtain data to increase student retention and other desired student outcomes. Surveys were administered for faculty and students between March 19 and April 25, 2007.



MSU Billings COT disseminated a "Report to the Community" newspaper designed to highlight and showcase the College's role in providing affordable postsecondary education and programs.

A National Science Foundation ATE grant supported the development of a web-based version of several key Process Plant Technology classes with the goal to offer the program via distance delivery using online and hybrid delivery options.

UM-Helena took steps to boost high school student participation in the Dual Enrollment and On Campus Experience programs within the Helena region. The objective of this effort has been to provide opportunities for junior and senior students to experience college academics, reduce the overall cost for degree attainment, and hopefully influence those who were not anticipating attending college to become more comfortable with the thought of enrolling.



Over the past decade, the University of Montana – Helena College of Technology has used individualized program areas in the tracking process of graduating students to determine employment placement. Data show that UM-Helena can boast a job placement rate of 96% for those students completing an AAS degree in a technical field. Although graduation rates have fluctuated for the college due to state and regional need, UM-Helena has experienced an average increase of 15% percent in degrees awarded over the past five years.

UM-Helena has seen steady increases each year in the amount of need-based financial aid awarded. Recent figures (2006-07) show an 8% increase in grant distribution and a 14% increase in loan subsidies.

MT Tech COT conducted a survey and developed an On-line Readiness course to introduce students to on-line courses and to improve student support, retention, and completion.



Tuition was waived by one-third for CNA secondary students through Jump Start with private grants subsidizing the remaining cost to the students. The college also offered Introduction to Health Careers, Medical Ethics and Basic Anatomy on-line to post-secondary and secondary students.

UM Missoula COT implemented Saturday class schedules to increase enrollment of traditional and non-traditional students.



The Missoula COT also established collaboration with high schools for a Tech Prep and Career Pathways initiative. In collaboration with UM Foundation and private industry, the college was able to create new student scholarships.

Flathead Valley Community College awarded all students with need, determined by applying through the FAFSA process, a minimum of \$500 in scholarship support for the 2007-08 academic years. FVCC added three new need-based scholarships in 2006-07.



FVCC faculty and staff represent the college on the six Career Cluster Field Advisory Teams created to implement the Career Cluster model in local School District 5 high school curriculum.

The College has opened three new buildings including an Occupational Trades Building with facilities for Electrical Technology, Plumbing Technology, Heavy Equipment Operator, Heating, Ventilation and Air Conditioning, Welding and Fabrication, and Carpentry; an Arts and Technology Building with a teaching theatre and Culinary Arts kitchen, expanded art rooms and a new graphic arts laboratory; and an Early Childhood Center and teaching laboratory for the Early Childhood Education program.

Miles Community College Center for Academic Success provides both remedial and tutorial services but also serves as a student advising center for entering students. Entry level students have access to GED instruction and testing, COMPASS placement assessment, advising and instruction for students in need of basic skills remediation prior to college level classes, specifically in math, reading, and English. Students have both daytime and evening access for services.



Student Services Division, in tandem with the Registered Nursing Division, has collaborated with Montana Campus Compact to provide \$46,000 in student educational award opportunities for service learning. In addition, grant funding from Wal-Mart Corporation has provided GED test scholarship monies so qualifying students may take the General Equivalency examination (GED) free of charge.

Current Dean of Academic Affairs, Shelly Weight, served internship at Custer County District High School during the 2006-2007 academic year building partnerships with the 9-12 grade principals, counselors, and teachers. In addition, Miles Community College serves as the Miles City community after-school program (Raising Our Community Kids Safely) administrative and fiscal agent. The ROCKS program works with the K-6 system utilizing college student workers who provide homework help and tutoring assistance for ROCKS program enrollees.

Dawson Community College



continues to offer quality university parallel and occupational/technical programs to the population of Northeastern Montana. Students who transfer perform consistently well at receiving institutions and occupational/technical students find employment, although not always in our immediate area. Over 60% of students attending DCC receive some form of assistance from scholarships, waivers, federal and state assistance programs. The college continues to have the lowest tuition and fees in the Montana system. It also has dual enrollment agreements to offer classes in the Glendive, Circle and Savage public school systems.

UM Western



provided scholarships to 20 students pursuing two-year degree programs. The university expanded its advising and academic support services by establishing an Advising Office and the Learning Assistance Center for Excellence (LACE). The LACE is supported through a grant from the Student Assistance Foundation.

MSU Northern



has an ongoing relationship with national and state-wide industries stressing targeted recruiting into 2-year programs, scholarships for new freshmen in those programs, and internships/coops available to 2-year students.

A new marketing plan targeting secondary programs in our marketing area and around the state was implemented by the college.

Further, the college began a program to invite secondary and k-12 school administrators to visit Northern to begin the dialog of recruitment through dual enrollment, advanced placement, and cooperative arrangements that increase student awareness of our programs and opportunities for careers.

Goal 2: Help expand and improve the economy

UM-Helena



has been concentrating on the development of its “just-in-time, just- in-case” training through the re-creation of its Community Education Program. Just over a year ago, the college reinstated the non-credit educational center to meet growing regional needs for training and retraining of business and industry employees. Specific to UM-Helena’s technical nature, the college expanded

its metals technology programs in Machining and Welding to accommodate AAS degrees in each area.

MT Tech Butte COT



- Carpentry – Kiwanis Sunshine Camp
- Historic Preservation – Mary McLain House
- Networking – Belmont Senior Citizen Center, Butte

Drafting – Winninghoff Park, Phillipsburg,
Civil Engineering – Site Survey for Lowney Dental

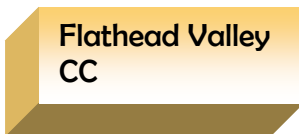
The college also developed the Pre-Apprenticeship Line Program and the Web Development and Administration Program.

MSU Great Falls partnered with the Chamber of Commerce to implement the BEAR program in Great Falls, conducting BEAR interviews and compiling data for 60 Great Falls businesses during the reporting period.



The college convened workforce development providers/community leaders in the Gallatin Valley and coordinated monthly listening sessions during the reporting period with Gallatin-area workforce sectors with the intent to identify demand for one- and two-year programming in the Gallatin Valley.

Flathead Valley Community College is the sponsor of and active participant in the 10-year-old Flathead Business and Education Council which was created specifically to give local educators and business people a quarterly forum in which to discuss bridging the gap between education and workforce needs.



The college is the fiscal agent and staff serves on the steering committee of *Flathead on the Move* which seeks to address the social response to the rapid economic transition in our economy from natural resource based to human and amenity based economy.

UM Missoula COT collaborated with the local job service to assist recent laid-off workers in enrolling in programs at the College of Technology.



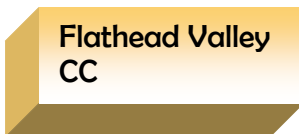
The college currently works with other colleges of technology and community colleges to offer Energy Technology and Surgical Technology programs.

MSU Billings COT developed a Carpentry Construction Technology partnership with Billings Home Builder's Association. This partnership was finalized through an MOU approved and signed at the end of March 2007.



At industry request, the college began a feasibility study for offering AAS degrees in Respiratory Therapy and Anesthesiology Technician. It also conducted DACUM (Designing a Curriculum) study for Welding and Metal Fabrication to identify duties and tasks in order to expand the current CAS into an AAS degree.

Flathead Valley Community College is the sponsor of and active participant in the 10-year-old Flathead Business and Education Council which was created specifically to give



local educators and business people a quarterly forum in which to discuss bridging the gap between education and workforce needs.

The college is the fiscal agent and staff serves on the steering committee of *Flathead on the Move* which seeks to address the social response to the rapid economic transition in our economy from natural resource based to human and amenity based economy.

The **Miles Community College** Dean of Academic Affairs, and Director of Center for Academic Success, are members of the Miles City Job Service extended Community Management Team (CMT), which provides information on workforce and educational needs in the community. The Dean of Academic Affairs is also the community/regional workforce and customized training liaison, serving on a variety of advisory councils for employers in skilled trades, healthcare, and large and small business.



Dawson Community College is partnered with MSU-B College of Technology in a “Wired Grant” and a “Community Based Jobs Training Grant” to expand the awareness of, and provide knowledgeable workers for the fledgling bio-fuels industry in Eastern Montana. Moreover, DCC is partnered with the University of Montana College of Technology to offer a program in “Energy Technology”. In addition, we have initiated a new program in “Engineering Technology to meet the needs of the carbon fuels industry.



UM Western established the Workforce Development Center (WDC) in downtown Dillon. The WDC was co-located with Beaverhead Chamber of Commerce. The center provided computer and soft skills training for underemployed citizens.



Three new certificate programs were developed to support workforce needs. The programs focus on early childhood education, computer-aided tool technology and network administration.

MSU Northern, as a partner in the WIRED grant and its Bio-Energy Innovation and Testing Center, continues to support the emerging bio-energy industry through product performance testing.



Also, having received a state appropriation to establish an ASTM fuel certification lab for bio-diesel and other bio products produced in Montana, Northern continues to support the development of this important industry.

Goal 3: Improve institutional efficiency and effectiveness

MSU Great Falls invested in professional development on *abilities-based student learning outcomes assessment*, starting with academic programs but building to include total campus operations.



The college also explored the use of data from the Kansas Study, Consortium for Student Retention Data Exchange, IPEDS, and IQAT for benchmarking various operations and functions.

MT Tech COT improved the registration process for on-line students by providing them with the tools to register and pay their fees on-line or by phone with assistance from staff.



To improve instructional efficiency, the college integrated Smart Board technology in the delivery of courses and installed a sound system in a major computer lab for student presentations.

UM Missoula COT is starting instructor workshops concerning the proper design of courses to ensure that learning outcomes are successfully met in an on-line delivery setting



The college is collaborating with local high schools to develop programs that link secondary and postsecondary under the auspices of the Career Pathways initiative.

MSU Billings COT developed and received funding through the US-DOL Community Based Job Training Partnership grant program to establish a Montana Energy Workforce Training Center in collaboration with Dawson Community College.



A collaborative model was developed with MSU Billings College of Professional Studies and Lifelong Learning for creating and scheduling non-credit workforce development programs. Fall initiatives included: Flooring Installation and Welding; and, spring includes "Build a Better Billings" construction training series.

UM Helena took advantage of several position vacancies to reassess its organizational structure in relationship to the size and future direction of its educational mission. The outcome has created broader support for academic programs and increased efficiency in student services. This shift coincided with new facility changes at the college, providing even greater support for the reorganization that, in turn, has allowed for increased process efficiencies.



Each year of the last biennium, UM-Helena implemented zero-based budgeting as a means to restructure the budgetary process, develop completion timelines, connect funding to strategic initiatives, and reallocate fiscal resources. The scope of involvement was broadened to create institutional buy-in and as a means to educate the institution on college funding and expenditure and allocation processes.

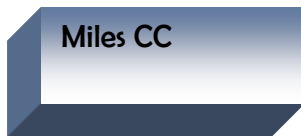
Flathead Valley Community College is implementing an enterprise-centric software system that will replace a collection of older disparate administrative software platforms



that have been implemented over the past two decades. This transition allows students to register, pay, and access campus news, announcements, their personal information, and course work from a single, browser-based access point. Faculty members can advise students and develop and disseminate course materials and announcements via a similar access point. This has enabled FVCC to bring all facets of the institution into a single database environment, and provide staff with the capability to input, glean, and report information from a single source, with the same interface, tools, and training needs.

Partnerships were established with area employers to provide cost-effective workforce training. As an example, in 2007 the Pharmacy Technology program was taught by pharmacists at Kalispell Regional Hospital along with internships at pharmacies and long-term care facilities.

Miles Community College established a Student Assistance Foundation (SAF) regional office on campus. The SAF employee coordinates with MCC Student Services Financial Aid Director to help students in financial assistance applications, provide student loan exit counseling, providing student training in financial literacy, and provide traveling workshops into service area communities to provide post-secondary financial aid information.



Based on campus employee input through open meetings in fall 2006, a President's "Big Rocks" list was compiled at the beginning of the 2006/2007 year. The list of campus-wide needs and requests has been placed in a five year strategic plan for budgeting; equipment, facilities maintenance, program development, and new hires.

Dawson Community College in conjunction with Miles CC and Flathead Valley CC, and with the support of the Commissioner's office developed a new model for state funding for community colleges (Senate Bill 12) based upon the actual costs of education divided between fixed and variable costs.



University of Montana Western improved business services for all students, providing better communication, billing and payment options via electronic services. The university has used strategic funding to enhance program review, academic assessment and accreditation, student advising efforts. All of these efforts are aimed at increasing institutional efficiency and effectiveness.



MSU Northern's technical programs have been greatly enhanced by partnering with industry to obtain specialized training to support factory technician update training, which also allows these new technologies to be integrated into course curriculum.



A significant effort has gone into devising a long range course scheduling scheme to simplify the registration and degree completion process for our students.

Tribal Colleges—Campus Highlights

Fort Belknap College has added associate degrees in Forestry and Environmental Science as well as certificates in Sports Coaching, Blackfeet Tribal Law, Gerontology, and Hazmat.

Fort Belknap College

The College has had major changes in its facilities over the past two summers. These changes include: construction of a 7,500 sq.ft. building to house 17 offices for Business and Administration; purchase of the Aubrey Ranch—698 acres adjacent to current college property; and, infrastructure work on water, sewer, paved roads, parking and lighting. This was accomplished through a \$1,375,350 Title III construction grant.

Salish Kootenai College's Elementary Education bachelor degree program has been accredited by the Montana Office of Public Instruction.

Salish Kootenai

The Federal Highway Administration (FHWA) honored the college as the "Minority Higher Education Institution of the Year" in recognition of its Highway Construction Training Program's track record of graduates, job placements, and wages earned

Salish Kootenai College neared completion of several important buildings: 14 units of student housing for 42 single students, a Health and Physical Education Complex that will seat 1,600 people, and a Performing Arts Center that will seat 200 people.

Chief Dull Knife College establishment of expanded daycare services and early childhood learning has been made possible by the completion of the Early Childhood Learning Center. The center is a 3,000 square foot structure of straw-bale construction built in cooperation with the College of Architecture at Pennsylvania State University's American Indian Housing Initiative. The building was funded by grants from HUD and USDA Rural Development initiatives.

Chief Dull Knife College

Continued tweaking of Chief Dull Knife College's developmental level Mathematics Seminar program has led to higher student retention, better comprehension of principles, and improved rates of measurable progress among the students in the program. The program is blended computer-assisted instruction designed to bring up to a college-algebra-ready entrance level in one credit segments that are completed sequentially in a self-paced mode.

Utilization of Department of Defense equipment grant funding made Polycom Interactive Television dial-up networking available among Chief Dull Knife College and the four area high schools from which the college draws most of its traditional freshman students. The

system enables two-way presented classes between the college and any other three nodes on the network. During Spring Semester 2007 an Introduction to Chemistry course was presented to one of the networked high schools and a beginning Cheyenne Language class was presented at another. The Cheyenne Language class is being presented again this Fall Semester with live students on each end of the link learning via the Total Physical Response (TPR) method of instruction.

Stone Child College secured an additional \$6,256,183.00 for the next five year through competitive grants. These grants will provide much needed financial assistance for our students, equip the college with the latest technology, help teach and preserve our Native Cree language, train future college staff and faculty, assist in the needs of our library, provide our community with elementary and secondary teachers, and much, much more. Also, Stone Child College increased the Endowment Funds by \$196,511.61 through proper budgeting, fund raising activities, and donations. The construction of the Jon Cubby Morsette Vocational Center was completed and the grand opening was held in September, 2006. These efforts increased the camp square footage from 33,579 to 58,780.

The college hired a Retention Officer and implemented a Fine Arts Degree, a Pre-Engineering program, a Customer Relations Certificate Program and updated the Construction Technology program. It also expanded the SCC's course offerings by offering eight (8) week sessions, as well as the regular semester courses.

In preparation for conducting a Self-Study of the college, a Self-Study Steering Committee was established and three training workshops on the process were implemented.



Workforce Information Item a. Attachment

UPDATE ON COMPLIANCE WITH BOR Policy 301.12 on AAS and CAS Programs

by Mary Sheehy Moe, Chair, Academic Affairs Committee of the Two-Year Education Council
September 12, 2007

The Academic Affairs Committee of the Two-Year Education Council has spent the past 18 months designing and implementing a review of all AAS and potential CAS programs offered in the Montana University System, to determine the current state of program compliance with the newly adopted provisions of BOR Policy 301.12. The intents of the provisions of that policy follow.

- To ensure that the design of two-year degree offerings aligns with their purposes and parameters:
 - Associate of Arts and Associate of Science programs emphasize general education coursework that will transfer to fulfill the requirements for the first two years of the receiving institutions' four-year degrees.
 - Associate of Applied Science and Certificate of Applied Science programs emphasize technical coursework that will prepare graduates for immediate employment in the occupational field.
- To ensure that two-year degrees are designed and delivered for completion in two years.
- To ensure that AAS and CAS curricula from MUS institutions preparing students for similar occupations have enough flexibility to respond to local workforce needs but enough similarity to facilitate public confidence in the level of preparation and equity of student access and success.
- To provide a process for campuses seeking exceptions to one or more of the provisions.

The work of the Academic Affairs Committee began with Associate of Arts and Associate of Science degrees. Although some clarification was necessary in some instances to ensure that these degrees did not designate a discipline, in general there were few problems with compliance in these degree areas.

From April 2006 – August 2007, the Committee conducted a comprehensive review of a total of 254 technical programs, 161 culminating in the AAS degree and 93 culminating in a certificate. In September 2006, recommendations were made to the Board of Regents for policy refinements, which were subsequently adopted, and areas of non-compliance in the 254 programs were identified.

Since that time, the individual campuses have either resubmitted programs identified as non-compliant for a second review or employed their internal processes to bring non-compliant programs into compliance with BOR Policy 301.12. In April and June 2007, campuses submitted their updated curricula to the Academic Affairs Committee of the Two Year Education Council and the Council made recommendations for approval/non-approval to the Two Year Education Council.

Through that process, of the 81 programs out of compliance with the first two provisions of the policy in August 2006, all but 36 were found to be in compliance by August 2007. The Two Year Education Council has recommended that programs still not in compliance by March 2008 begin the moratorium process.

Only the first two requirements for AAS and CAS programs have been the focus of the review to date. Thus, unless granted an exception (4 exceptions have been granted), all AAS programs consist of less than 73 credits, they can be completed in two academic years, and at least 2/3 of the total credits in the degree are technical in nature. All CAS programs consist of less than 46 credits, they can be completed in one calendar year, and at least 2/3 of the total credits are technical in nature.

In the year to come, the Academic Affairs Committee will design and implement the review process for the third requirement of these programs – general education requirements that are similar in rigor and amount in programs preparing students for the same occupation. The Committee has also begun a review of the differences in BOR Policy 720 and 730.6, minimum qualifications for community college faculty and for technical college faculty, respectively, with the intent of standardizing these expectations.

STAFF AND COMPENSATION
Strand Union Building Ballroom A
Montana State University
Friday, November 16, 2007

ACTION

- a. Revisions to Policy 801.1, Sabbatical Assignment. ITEM 137-103-R1107
- b. Revisions to Policy 711.3, Multiyear Contracts for non-tenure-track faculty. ITEM 137-112-R1107

CONSENT

Staff Items

- a. OCHE. ITEM 137-100-R1107
- b. UM Missoula. ITEM 137-1000-R1107
- c. MT Tech of UM. ITEM 137-1500-R1107
- d. MSU-Bozeman. ITEM 137-2000-R1107
- e. MSU-Billings. ITEM 137-2700-R1107
- f. MSU-Great Falls. ITEM 137-2850-R1107

Labor Agreements/Other

- a. Faculty, Montana Tech of UM. ITEM 137-109-R1107
- b. Classified Staff, MSU-Northern. ITEM 137-110-R1107

Public Comment.

ITEM 137-103-R1107

**Revisions to Montana Board of Regents' Policy 801.1,
Sabbatical assignment**

THAT:

The Board of Regents of Higher Education approves the suggested revisions to the above-referenced policy in order to clarify eligibility for sabbaticals in the Montana University System. The suggested revisions are attached to this Item page.

EXPLANATION:

The current policy concerning sabbaticals has caused some confusion on the campuses. Some campuses read the eligibility language, under Section 1 of Board Policy, to mean that employees can include the year during which a sabbatical was taken to come up with the seven-year eligibility requirement. Other campuses interpret Section 1 to mean that employees are only eligible for sabbatical after seven (7) years without a sabbatical.

The proposed revision establishes the first interpretation as the eligibility standard. That interpretation was selected because:

- it is the customary practice throughout the United States.
- since the marketplace for recruitment of quality faculty is the entire United States and often the world, a competitive sabbatical rule is a very important employee benefit for the Montana University System.
- the policy contains sufficient safeguards, including budget limitations and appropriate use of the sabbatical benefit, to protect campuses that may not be able to grant sabbatical leave to employees every seventh year of their employment.

ATTACHMENT:

Policy 801.1

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

ITEM 137-103-R1107

PAGE: 801.1 (1 of 2)

SUBJECT: COMPENSATION AND EMPLOYEE BENEFITS

Effective: March 25, 2004

Section: 801.1 Sabbatical assignment

Issued: April 8, 2004

Approved:

Attorney General's Opinion:

1. Section 75-6213, R.C.M. 1947 (now codified at 19-20-403 M.C.A.), does not prohibit a faculty member from accruing creditable service and receiving the employer contribution for retirement benefits during the performance of a sabbatical program. Vol. 37, Opinions of the Attorney General, Opinion No. 80, October 17, 1977.

Board Policy:

1. Any Faculty, administrative or professional staff members within the Montana University System with seven or more years of service in Montana without a sabbatical shall be eligible for their first sabbatical assignment after seven years of service in the System. Those employees shall be eligible for subsequent sabbaticals throughout their career, provided they have accrued seven additional years of service in the System between each sabbatical. The year in which the last sabbatical occurred shall be included in determining the seven years of additional service. Service while on sabbatical assignment shall be creditable service for all purposes to the same extent as a person's service while on regular assignment.

2. Sabbaticals are subject to budget limitations that may exist at any campus of the Montana University System.

3. Satisfactory programs or projects for sabbatical periods include research, travel, related work in other institutions or private or business organizations, or other activities which the president or chancellor of the campus agrees will improve the staff member professionally, or which directly or indirectly benefit the campus and the state.

4. All sabbatical assignments shall normally be for a period of not less than one semester or more than an academic year for persons on academic year appointments and not less than one-half or more than one fiscal year for persons on fiscal year appointments; however, a person may request a shorter assignment.

5. Compensation from campus funds may not exceed two-thirds of the academic or fiscal year contract amount established for the individual for the period for which the sabbatical assignment has been approved. Special compensation arrangements involving funds from other than campus sources must be agreed upon and approved in keeping with the following conditions:

a. Compensation paid during a sabbatical assignment may differ from that paid for regular assignment because it may involve funding from sources other than regular campus funds such as fellowships, assistantships or other sources of limited income including funds available from grants or contracts administered by the campus.

b. all compensation must be received through the campus and no person may be additionally compensated for the time on sabbatical assignment by income from other employment during the same period;

c. funds from non-campus sources must be made directly available to the campus for periodic disbursement to the person in addition to, or in lieu of, regular funds;

d. funds from other sources may be used to supplement campus funds to increase the compensation up to, but not in excess of, that amount which the individual would have earned

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

ITEM 137-103-R1107

PAGE: 801.1 (2 of 2)

SUBJECT: COMPENSATION AND EMPLOYEE BENEFITS

Effective: March 25, 2004

Section: 801.1 Sabbatical assignment

Issued: April 8, 2004

Approved:

on regular assignment during the same period;

e. compensation in excess of that which could have been earned on regular assignment may be approved only if all campus funds have been replaced by funds from other sources;

f. programs or projects which necessarily involve employment by an employer other than the campus may not qualify for sabbatical assignment but may be approved as leave without pay.

6. A recipient of a sabbatical assignment will be expected to return to his/her campus for a period equal to the length of the sabbatical assignment or to repay money received from the campus while on leave.

7. Persons on sabbatical assignment will continue to be eligible for employee benefits.

8. Part-time faculty may be eligible for sabbatical assignments on a pro-rated basis.

9. This policy shall be applicable only where a collective bargaining agreement is not in effect.

Procedures:

1. Faculty members may apply to their respective campus administrators for sabbatical assignment.

2. All applications for sabbatical shall be submitted to the president or chancellor of the campus, or, if applicable, to the Commissioner of Higher Education, allowing sufficient time for evaluation and approval.

3. In granting sabbaticals, campuses will be guided by the applicant's: service which is appropriate to the person's regular assignment; academic rank, if appropriate; total length of service in the Montana University System; and type and quality of the proposed program.

4. Each president and chancellor shall submit by an annual summary of sabbaticals to the Commissioner of Higher Education and the Board of Regents upon request.

Definition:

A sabbatical assignment is a change of duties which neither diminishes or increases the extent of the person's employment with the university system. The recipient remains employed by the university system during the entire term of the sabbatical to the same extent he or she was employed while on regular assignment, regardless of the compensation agreed upon for the term of the sabbatical.

History:

Item 204-001, Nov. 27, 1967 as amended October 29, 1976 (the portion of this item relating to sabbatical leave is rescinded); Item 20-003-R0478, Sabbatical assignment, Montana University System (Revised), July 10, 1978, as revised November 18, 1999 and March 25, 2004 ([ITEM 122-104-R0304](#), see [Attachment 1](#)).

ITEM 137-112-R1107

Revisions to Montana Board of Regents' Policy 711.3, Pilot Program for Multiple-Year Contracts for Non-Tenure Track Faculty

THAT:

The Board of Regents approves the attached revisions to Policy 711.3. The most important revisions:

- 1) Make the concept of multiple-year contracts for non-tenure track faculty an operating principle in the Montana University System.
- 2) Remove any language from the Policy concerning its temporary or pilot status.
- 3) Extend the multiple-year contract period to a maximum of five years, from the three years that were permitted during the pilot phase.

EXPLANATION:

The Montana Board of Regents authorized multiple-year contracts for non-tenure track faculty positions in January 2005. Only one campus, Montana State University-Bozeman, utilized the contract option during the pilot period. The program was so successful, in Montana State University-Bozeman's opinion, that the Board of Regents is now being asked to make the policy a standing practice in the System.

The Board was asked to consider this change in 2005, to insure some stability and predictability of employment for adjunct and part-time faculty, especially when those faculty members are talented teachers and they work in positions that are hard to fill.

The item includes supporting documentation from Montana State University-Bozeman concerning its use of the contracts during the pilot period. Representatives from that institution are in attendance at the meeting, and will be happy to answer any questions the Board might have.

The revisions are supported by the staff in the Office of the Commissioner of Higher Education.

ATTACHMENTS:

Policy 711.3

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: PERSONNEL

Section: 711.3 ~~Pilot Program on~~ Multiple-Year Contracts for Non-Tenure Track Faculty
Effective January 20, 2005; Issued: February 1, 2005

Board Policy:

1. ~~This policy is adopted as an exception to Policy 711.1, on a temporary, pilot, basis. This policy will expire by its own terms without further action by the Board of Regents on April 1, 2008. Up to the date of expiration,~~ This policy allows for the entering into of multiple-year contracts for non-tenure track faculty under the terms set forth herein.

2. This policy may be used by all units of the Montana University System. Units subject to collective bargaining may bargain for multiple-year contracts but only to the extent allowed by this policy.

3. Employees on campuses to which this policy applies may be hired for periods of more than one year, but no more than ~~three~~ five years, subject to the following express conditions:

a. Such employees are faculty but not tenure-track employees.

b. The position for which the employee is being employed is one that has been identified, through appropriate campus procedures, for a multiple-year contract.

c. ~~The total of all multiple-year contracts per campus does not exceed ten percent of the number of non-tenure-track faculty employed on the campus, exclusive of nursing programs, during the fall semester of 2004. For nursing programs, the total of all multiple-year contracts shall not exceed twenty five percent of the number of non-tenure track faculty employed in that program during the fall semester of 2004. Nothing in this policy prohibits a campus from terminating the contract of a non-tenure track faculty member for reasons of cause, or financial exigency of that campus, or discontinuance or reduction of a program or department of instruction, or any other reasons that are not in violation of express Regents policy or state law.~~

d. The form of multiple-year contracts must be approved by the Commissioner of Higher Education. All multiple-year faculty appointments must be reported to OCHE and approved by the Board of Regents in accordance with normal reporting and approval requirements.

4. ~~The Commissioner of Higher Education will report to the Board of Regents with respect to the use of and continued need for this policy prior to its expiration.~~

History:

Approval of Pilot Program on Multiple-Year Contracts for Non-Tenure Track Faculty (New), approved January 20, 2005, ITEM 126-104-R0105.

ITEM 137-100-R1107 - Staff; OCHE

November 15-16, 2007

NAME (Last, First)	Title/Rank	Dept.	SALARY BASE (Based on 1.0 FTE, FY unless noted)		Stipend		(N)ew or (R)eplacement & Date/Hire	% Change	Actual FTE	Effective (Indicate end date if temp)	Reason	Special Conditions	Tenure (Change Only)
			From:	To:	From:	To:							
I. NEW HIRES													
A. Administrators/Professionals/Coaches													
NONE													
II. CHANGES													
A. Administrators/Professionals/Coaches													
NONE													
III. ONE TIME BONUS ONLY													
A. Administrators/Professionals/Coaches													
Bogumill, Paul BA, Physician Asst.	FR: Director of Benefits TO: No Change	OCHE	78,324	78,324	5,000			0.0%			Performance Bonus		
TOTALS			78,324	78,324				0.00%					

IV. Post-Retirement													
NAME (Last, First)	TITLE/RANK	Dept.	SALARY (Based on .33FTE) (AY unless noted)		TERM OF HIRE								
NONE													

V. End of Employment / Leaves (Report only non-renewals per 711.1 and Leaves of Absence)													
NAME (First, Last)	Title/Rank	Dept.	Effective Date	REASON (If Leave of Absence)									
A. Administrators/Professionals/Coaches													
NONE													

LEGEND

TENURE:

NT = Nontenurable	*IMPORTANT NOTE: Additional Comp is reported annually in September
P = Probationary	
T = Tenured	

^ Subject to continuation of federal funds, proprietary funds and/or grants.

SALARY ADJUSTMENTS:

P = Promotion
L = Lump Sum Bonus
M = Merit
R = Retention
N = Normal
O = Other/Specify

EXTRA COMPENSATION:

T = Teaching
R = Research
G = Grant Administration
O = Other (provide brief explanation)

ITEM 137-1000-R1107, Staff; The University of Montana - Missoula

November 15-16, 2007

NAME (Last, First)	Title/Rank	Dept.	SALARY BASE (Based on 1.0 FTE, AY unless noted)		Stipend		(N)ew or (R)eplacement & Date/Hire	% Change	Actual FTE	Effective (Indicate end date if temp)	Reason	Special Conditions	Tenure (Change Only)
			From:	To:	From:	To:							
II. CHANGES													
A. Administrators/Professionals/Coaches													
Duringer, Robert	FR: Vice President TO: No Change	Administration and Finance	149,000	149,000		4,250		0.00%	1	10/1/07-10/30/07	AT - Additional Teaching		
IV. Corrections													
A. Administrators/Professionals/Coaches													
Selvig, Robin	FR: Head Women's Basketball Coach TO: No Change	Intercollegiate Athletics	123,800	127,824				3.25%	1		Reported Incorrect Base on Sept Report		
TOTALS			123,800	127,824				3.25%					

LEGEND

TENURE:

- NT = Nontenurable
- P = Probationary
- T = Tenured

*IMPORTANT NOTE: Additional Comp is reported annually in September

^ Subject to continuation of federal funds, proprietary funds and/or grants.

SALARY ADJUSTMENTS:

- P = Promotion
- L = Lump Sum Bonus
- M = Merit
- R = Retention
- N = Normal
- O = Other/Specify

EXTRA COMPENSATION:

- T = Teaching
- R = Research
- G = Grant Administration
- O = Other (provide brief explanation)

NAME (Last, First)	Title/Rank	Dept.	SALARY BASE (Based on 1.0 FTE, FY unless noted)		Stipend		(N)ew or (R)eplaceme nt & Date/Hire	% Change	Actual FTE	Effective (Indicate end date if temp)	Reason	Special Conditions	Tenure (Change Only)
			From:	To:	From:	To:							
I. NEW HIRES													
A. Administrators/Professionals													
None													
II. CHANGES													
A. Administrators/Professionals													
Johnson, Michael MBA	FR: Vice Chancellor for Institutional Advancement and Development; President, Montana Tech Foundation; Asst. Prof. TO: No change	Administration; Bus & Info Tech	91,600	98,600				7.64%	1.00	10/1/20 07	R		P (Ass't Prof.)
TOTALS			91,600	98,600			7.64%						

III. ONE TIME BONUS ONLY													
A. Administrators/Professionals													
None													

IV. END OF EMPLOYMENT/LEAVES (Report only non-renewals per 711.1 and Leaves of Absence)													
NAME (First, Last)	Title/Rank	Dept.	Effective Date	REASON (If Leave of Absence)									
A. Administrators/Professionals													
None													

LEGEND													
TENURE:			*IMPORTANT NOTE: Additional Comp is reported annually in September										
NT = Nontenurable			^ Subject to continuation of federal funds, proprietary funds and/or grants.										
P = Probationary													
T = Tenured													
SALARY ADJUSTMENTS:													
P = Promotion													
L = Lump Sum Bonus													
M = Merit													
R = Retention													
N = Normal													
O = Other/Specify													
EXTRA COMPENSATION:													
T = Teaching													
R = Research													
G = Grant Administration													
O = Other (provide brief explanation)													

ITEM 137-2000-R1107, Staff; Montana State University- Bozeman **November 14-16, 2007**

NAME (Last, First)	Title/Rank	Dept.	SALARY BASE (Based on 1.0 FTE, FY unless noted)		Stipend		(N)ew or (R)eplace & Date/Hire	% Change	Actual FTE	Effective (Indicate end date if temp)	Reason	Special Cond	Tenure (Change Only)	Added Comp Prior FY/AY*	Reason (Sept. Mtg ONLY)
			From:	To:	From:	To:									
I. CHANGES															
A. Administrators/Professionals/Coaches															
Albrecht, Denise	Head Coach-Women's Tennis	Bobcat Athletics	26,508	27,303				3.00%		10/1/07					
Ash, Robert	Head Football Coach	Bobcat Athletics	130,000	130,000				0.00%		7/1/07					
Bader-Binford, Tricia	Head Women's Basketball Coach	Bobcat Athletics	95,125	104,500				9.86%		10/1/07			23,463 7/01/06-06/30/07	Public Appearances	
Basye, Brittany	Head Coach-Golf	Bobcat Athletics	24,499	25,479				4.00%		10/1/07					
Brelsford, Daniel	Head Coach-Ski	Bobcat Athletics	44,726	46,069				3.00%		10/1/07					
Huse, Bradly	Head Coach Men's Basketball	Bobcat Athletics	117,500	123,000				4.68%		10/1/07			15,000 7/01/06-06/30/07	Public Appearances	
Kennedy, Dale	Head Coach-Track	Bobcat Athletics	57,461	61,445				6.93%		10/1/07			3,033 8/01/06-11/30/06	T	
Malauulu, Miya	Head Coach-Volleyball	Bobcat Athletics	58,949	60,373				2.42%		10/1/07			4,619 7/01/06-06/30/07	Public Appearances	
Phillips, Michael	Head Coach-Men's Tennis	Bobcat Athletics	50,285	51,794				3.00%		10/1/07			12,061 6/01/07-08/31/07	O Camp Director	
Ruoff, Dannielle	FR: Head Spirit Squad Coach TO: No Change	Bobcat Athletics	27,000	27,000				0.00%		7/1/07					
True, Michael	Head Coach-Rodeo	Student Affairs & Services	56,000	57,680				3.00%		10/1/07					
B. Faculty															
Agre-Kippenhan, Susan	FR: Dean TO: No Change	Arts & Architecture	115,000	119,000				3.48%		10/1/07	P		T		
Al Kaisy, Ahmed	FR: Assistant Professor TO: Associate Professor	Civil Engineering	63,544	67,516				6.25%		10/1/07	P		T		
Becker, James	FR: Assistant Professor TO: Associate Professor	Electrical Engineering	68,756	73,066				6.27%		10/1/07	P		T		

Cohen, Susan	FR: Assistant Professor TO: Associate Professor	History and Philosophy	47,385	52,257				10.28%		10/1/07	P		T		
Dougher, Tracy	FR: Assistant Professor TO: Associate Professor	Plant Sciences	58,000	62,102				7.07%		10/1/07	P		T		
Fox, Carl	FR: Vice Provost for Grad Educ TO: No Change"	Graduate Education	125,000	128,000				2.40%		10/1/07			T		
Giullian, Marc	FR: Assistant Professor TO: Associate Professor	College of Business	79,545	84,165				5.81%		10/1/07	P		T	500 09/05/06- 09/12/06	T
Harney, Jon	FR: Assistant Professor TO: Associate Professor	Music	42,127	49,503				17.51%		10/1/07	P,S,E, M		T		
Kaiser, Todd	FR: Assistant Professor TO: Associate Professor	Electrical Engineering	63,132	67,165				6.39%		10/1/07	P		T		
Kankelborg, Charles	FR: Assistant Professor TO: Associate Professor	Physics	53,160	57,347				7.88%		10/1/07	P		T	303 06/01/07- 06/30/07	O Collaborative Work
Kinion, Elizabeth	FR: Campus Director TO: No Change	Nursing Departments	81,000	83,228	3,000	3,000		2.75%		10/0107			T	4,500 5/15/07- 6/30/07	O Campus Director Duties
Luebeck, Jennifer	FR: Assistant Professor TO: Associate Professor	Mathematical Sciences	49,317	56,710				14.99%		10/1/07	P,E,M		T	802 09/01/06- 09/30/06	O BTC
Mokwa, Robert	FR: Assistant Professor TO: Associate Professor	Civil Engineering	62,545	66,936				7.02%		10/1/07	P		T	1,270 09/01/06- 12/31/06	O Curriculum Work
Owens, Lynn	FR: Assistant Professor TO: Associate Professor	Health & Human Development	47,669	51,480	4,000	5,148		7.99%		10/1/07	P		T	7,798 10/01/06- 05/31/07	O Academic Athletic Support
Palmer, Betsy	FR: Assistant Professor TO: Associate Professor	Education	50,099	53,930				7.65%		10/1/07	P		T	250 10/01/06- 10/31/06	O Training Session

Peyton, Brent	FR: Associate Professor TO: Professor	Chemical & Biological Eng	107,408	116,723				8.67%		10/1/07	P		T	16,802 07/01/06- 06/30/07	O Interim Associate Dean
Wojtowicz, Richard	FR: Assistant Professor TO: Associate Professor	Libraries	41,550	48,373				16.42%		10/1/07	P		T		
TOTALS			1,843,290	1,952,144				5.91%							

LEGEND

TENURE:

- NT = Nontenurable
- P = Probationary
- T = Tenured

*IMPORTANT NOTE: Additional Comp is reported annually in September

^ Subject to continuation of federal funds, proprietary funds and/or grants.

SALARY ADJUSTMENTS:

- P = Promotion
- L = Lump Sum Bonus
- M = Merit
- R = Retention
- N = Normal
- S = Salary Floor
- O = Other/Specify

EXTRA COMPENSATION:

- T = Teaching
- R = Research
- G = Grant Administration
- O = Other (provide brief explanation)

ITEM 137-2700-R1107 Staff; Montana State University Billings **November 14-16, 2007**

NAME (Last, First)	Title/Rank	Dept.	SALARY BASE (Based on 1.0 FTE, FY unless noted)		Stipend		(N)ew or (R)eplacement & Date/Hire	% Change	Actual FTE	Effective (Indicate end date if temp)	Reason	Special Conditions	Tenure (Change Only)	Added Comp Prior FY/AY * Amt	Reason (Sept. Mtg ONLY)
			From:	To:	From:	To:									
I. CHANGES															
A. Administrators															
IVERSON, Terrie	Vice Chancellor	Admin	111,704	111,704				0.00%	1.0					675	BPR
B. Coaches															
Brown, Christopher	FR: Head Coach Men's Baseball TO: No change	Intercollegiate Athletics	34,965	36,538				4.50%	1.00	10/1/07	N				
Carse, Craig	FR: Head Coach Men's Basketball TO: No change	Intercollegiate Athletics	98,279	100,245				2.00%	1.00	10/1/07	N				
McNally, Daniel	FR: Head Coach Men's Soccer TO: No change	Intercollegiate Athletics	35,108	37,390				6.50%	1.00	10/1/07	N				
Schaub, Sara	FR: Head Coach Women's Volleyball TO: No change	Intercollegiate Athletics	36,000	36,540				1.50%	1.00	10/1/07	N				
Trentham, Donald	FR: Head Coach Women's Soccer TO: Head Coach Women's Soccer & Director of Soccer	Intercollegiate Athletics	41,556	45,296				9.00%	1.00	10/1/07	N				
Woodin, Kevin	FR: Head Coach Women's Basketball TO: No change	Intercollegiate Athletics	68,880	72,668				5.50%	1.00	10/1/07	N			4,549	Teaching
TOTALS			426,492	440,381				3.26%							

II. End of Employment / Leaves (Report only non-renewals per 711.1 and Leaves of Absence)

NAME (First, Last)	Title/Rank	Dept.	Effective Date	REASON (If Leave of Absence)
OVERBERG, Tracie	MSU-B Cheerleading Coach	Intercollegiate Athletics	6/30/2007	
VALDEZ, Jesse	Men's Head Golf Coach	Intercollegiate Athletics	7/17/2007	

LEGEND

TENURE:	
NT = Nontenurable	
P = Probationary	
T = Tenured	
SALARY ADJUSTMENTS:	
P = Promotion	
L = Lump Sum Bonus	
M = Merit	

^ Subject to continuation of federal funds, proprietary funds and/or grants.

R = Retention
N = Normal
O = Other/Specify

EXTRA COMPENSATION:

T = Teaching
R = Research
G = Grant Administration
O = Other (provide brief explanation)

ITEM 137-2850-R1107; Montana State University-Great Falls

November 14-16, 2007

NAME (Last, First)	Title/Rank	Dept.	SALARY BASE (Based on 1.0 FTE, FY unless noted)		Stipend		(N)ew or (R)eplacement & Date/Hire	% Change	Actual FTE	Effective (Indicate end date if temp)	Reason	Special Conditions	Tenure (Change Only)
			From:	To:	From:	To:							
I. CHANGES													
A. Faculty													
Johnson, Rebecca	Faculty, Mathematics	Arts & Sciences	37,149	42,243				13.71%		8/15/07	Tenure & Promotion		T
Williams, Robin	Faculty, Dental Assisting	Health Sciences	38,376	43,470				13.27%		8/15/07	Tenure & Promotion		T
TOTALS			75,525	85,713				13.49%					

LEGEND

TENURE:

NT = Nontenurable
P = Probationary
T = Tenured

*IMPORTANT NOTE: Additional Comp is reported annually in September

^ Subject to continuation of federal funds, proprietary funds and/or grants.

SALARY ADJUSTMENTS:

P = Promotion
L = Lump Sum Bonus
M = Merit
R = Retention
N = Normal
O = Other/Specify

EXTRA COMPENSATION:

T = Teaching
R = Research
G = Grant Administration
O = Other (provide brief explanation)

Memo

To: Board of Regents
From: Kevin McRae
Director of Labor Relations and Human Resources
Date: October 26, 2007
Re: Item 137-109-R1107

I recommend approval of the following labor agreement. The agreement covers certain faculty at Montana Tech.

Agreement

- **Wages**

Normal Salary Increases and Market

Effective October 1, 2007, employees hired on or before September 30, 2007, shall receive a base salary increase ranging from 3.0% to 3.4%, depending on eligibility for a separate equity adjustment implemented from the start of the 2007-08 Academic Year.

Effective October 1, 2008, all employees hired on or before September 30, 2008, shall receive a base salary increase of 3.0%. Any funds remaining if the cost of promotions does not exceed .6% of bargaining unit payroll will be distributed as market adjustments across the board.

Merit Pay

The Montana Tech Faculty Association and the Montana Tech Administration formally commit to mutually exploring a merit-based salary component and procedure with a goal of implementation in the fall of 2009. Any merit pay proposal shall be subject to the collective bargaining process prior to implementation.

Memo

To: Board of Regents
From: Kevin McRae
Director of Labor Relations and Human Resources
Date: October 26, 2007
Re: Item 137-110-R1107

I recommend approval of the following labor agreement. The agreement covers classified employees at Montana State University - Northern.

Agreement

- Each employee receives a 3.6% wage increase effective (retroactive to) October 1, 2007.
- Each employee receives a 3.6% wage increase effective October 1, 2008.
- The Employer's contribution toward each employee's monthly health insurance premium increased by 6% last month (from \$557 to \$590), and will increase another 6% next July (from \$590 to \$626).
- Employees who have at least 10 years of uninterrupted service received last month an additional 0.5% (half percent) increase in pay because of the Legislature's increase in the 10-year longevity increment (it increases from 1.5% of base wage to 2.0% of base wage).
- Recruitment/retention-related wage adjustments existing in current negotiated contract addendums shall be renewed for another two years.

ADMINISTRATIVE, BUDGET AND AUDIT OVERSIGHT
Montana State University-Bozeman
Strand Union Building Ballroom A
Thursday, November 15, 2007
8:15 – 12:00 PM

8:15 AM Roll Call and Review of Minutes

ACTION

- 8:20 AM
- a. Acceptance of Report of Advisory Panel on MSU Agricultural Issues with Responses; MSU-Bozeman. ITEM 137-2001-1107
 - b. Authorization to Finalize the South Campus Master Plan; UM-Missoula. ITEM 137-1001-R1107
 - c. Sale of Commercial-Local Lot in Havre; MSU-Northern. ITEM 137-2801-R1107
 - d. Adopt Policy 940.14 – Quality Educator Loan Assistance Program. ITEM 137-108-R1107 – Cathy Swift, OCHE, Bruce Marks, GSL.
 - e. Increase in Project Authorization for an East Addition to Washington Grizzly Stadium; The University of Montana-Missoula. ITEM 137-1005-R1107

INFORMATION

- 9:30 AM
- a. Audit Reports.
 - 1. MSU-Billings Foundation – June 30, 2007 – Unqualified.
 - 2. UM-Western Foundation – Dec. 31, 2006 – Unqualified.
 - 3. MSU-Bozeman Foundation – June 30, 2007 – Qualified.
 - 4. UM-Missoula Foundation – June 30, 2007 – Unqualified.
 - 5. Montana Tech Foundation – June 30, 2007 – Unqualified.
 - b. Update – MSU-Northern Negative Fund Balance Plan.
 - c. Enrollment Update – Tyler Trevor, OCHE.
 - d. FY 2008 Projected Campus Revenues Shortfalls and Proposed Action Steps.
 - e. Update – Montana University Research and Education Network – Ray Ford, UM / Gwen Jacobs, MSU.
 - f. Revisit Indexing of Fees; UM-Missoula – President Dennison.
 - g. Recipients of the Governor's Best and Brightest Scholarship – Bruce Marks, MGSLP.
 - h. 2011 Biennium Budget Planning Timeline – Frieda Houser, OCHE.
 - i. 2011 Long Range Building Program Planning Timeline – Mick Robinson, OCHE.

CONSENT

- 11:30 AM
- a. Placement of Radio Transmitter NW of Polson; UM-Missoula. ITEM 137-1002-R1107
 - b. Extend Authorization to Construct a Clean Room in the EPS Complex; MSU-Bozeman. ITEM 137-2003-1107
 - c. Purchase of Property, 664 South 6th East; Within Property Acquisition Zone; The University of Montana-Missoula. ITEM 137-1003-R1107
 - d. Increase in Project Authorization for Phyllis Washington Education Center; The University of Montana-Missoula. ITEM 137-1004-R1107

11:45 AM Public Comment

NOON ADJOURN

**ADMINISTRATIVE, BUDGET AND AUDIT OVERSIGHT
Committee MINUTES**

Wednesday, September 19, 2007

Regents Present: Steve Barrett, Clay Christian, Lila Taylor present.

ACTION

- a. Office Building Lease for Grant Funded Programs; MSU-Bozeman **ITEM 136-2001-R0907**
The Committee will recommend approval to the full Board on this ten year lease.
- b. Short Term Loans for Continuation of Multi-Year IT Infrastructure Replacement Plan; MSU-Bozeman. **ITEM 136-2003-R0907**
The Committee will recommend approval to the full Board.
- c. Campus Parking Permit System; UM-Helena. **ITEM 136-1901-R0907**
The Committee will recommend approval to the full Board.
- d. College Savings Bank InvestorSure CD. **ITEM 136-102-R0907**
If College Savings Bank meets the following six requirements, the Board will permit the Oversight Committee to give final approval to this offering so it will not need to come before the Board again:
1. The CD will have no fees.
 2. The pre-payment penalty is not greater than 10% of the principal and does not apply to the earnings.
 3. The cap on performance is not less than 85% of the S&P 500.
 4. College Savings Bank will work to offer CDs of varying terms (not just 5-year and 7-year).
 5. College Savings Bank will provide account holders with the ability to easily determine the present value of their investment, whether through the account statement or some other medium.
 6. Prior to the InvestorSure CD being offered or marketed in Montana, College Savings Bank will obtain approval from a subset of the Oversight Committee consisting of, at a minimum, Lynne Egan, Jon Satre, and a qualified staff member of the Office of the Commissioner of Higher Education, of all disclosure documents and all advertising materials, including but not limited to direct mail pieces, website content, or other forms of marketing the InvestorSure CD to Montana residents.
- e. Governor's Postsecondary Scholarship Program, Policy 501.3. **ITEM 136-101-R0907**
The Committee will recommend approval to the full Board.
- f. Annual Tuition and Fees for eLearning, Policy 940.20. **ITEM 136-119-R0907**
This change permits campuses to charge students full fees if they live on campus or relatively near campus and are on-line students. There was concern that this change detracts from the system-wide approach for fees.
The Committee will recommend approval to the full Board.
- g. Exchange of Lots Adjacent to the North Campus; Montana Tech-UM. **ITEM 136-1502-R0907**
The Committee will recommend approval to the full Board.

INFORMATION

a. Audit Reports.

Mick Robinson, OCHE indicated there were no Audit Reports for this meeting, but there will be for the November, 2007 meeting.

b. Montana University Research and Education Network.

Due to the legislative language attached to these funds, the Montana University System will not accept the funding appropriated by the Legislature for this network project. They intend to find their own funding so that students can use the network as well as researchers.

c. Response to Report from Agriculture Review Panel; MSU-Bozeman.

MSU has accepted responsibility for becoming more involved with the Agencies, and President Gamble, MSU has been meeting with the Farm Bureau every 4 to 5 weeks. He encouraged the Commissioner's Office to address some concerns such as overhead charges, from a system perspective.

d. FYE 2007 Negative Fund Balances Report.

MSU-Northern will present a plan to address their significant negative fund balance at the November meeting. Reductions have been made in the budget. Falling enrollment has had the biggest impact on their budgets. They have a strategic action plan and continue to work with MSU-Bozeman on the situation.

e. FYE 2007 Outstanding Debt Report.

Campuses are maintaining adequate debt coverage, but the system needs to look closely before taking on significant additional debt.

f. South Campus Master Plan; UM-Missoula.

Presentation on progress:

- Process, schedule and plan available on UM website
- Website advertised in newspaper, TV, and Radio
- Public comment allowed at every meeting
- Took plan to the City Council
- Two open public meetings
- Taken to every neighborhood council, and the general public

The campus will bring the Master Plan to the November, 2007 Board meeting for approval.

g. Campus Peer Comparative Information.

IPEDS data for 2005-2006 shows that Montana is exactly opposite its peer states in state support vs. tuition support. Whereas the peers have about 60% of their support from the state and 40% from tuition, Montana has 40% support from state funding, and 60% from tuition.

h. President Dennison asked to present document "College Portrait", which is a template that shows data on students. The purpose is to help students and their families with basic information on the break-down on students. This will show students and their families an estimate of what costs would be for them, differentiating the cost between in-

state and out-of-state. If any campus chooses to participate, they are required to provide all information in the template. Also being built into the system is the capability of campuses to augment additional information into the document.

CONSENT

- a. Foundation Operating Agreement; UM-Western. ITEM 136-1601-R0907
- b. Expend Reverted Appropriations; UM-Western. ITEM 136-1602-R0907
- c. Student Computer Fee Allocation; MSU-Great Falls. ITEM 136-2851-R0907
- d. Student Equipment Fee Allocation; MSU-Great Falls. ITEM 136-2852-R0907
- e. Construct "Think Tank" Coffee Shop; UM-Missoula. ITEM 136-1007-R0907
- f. Data Center Remodel Project; Montana Tech-UM. ITEM 136-1501-R0907

The Committee will recommend approval of the Consent Agenda to the full Board.

PUBLIC COMMENT

There was no public comment.

The meeting adjourned at 3:45 p.m.

November 15 –16, 2007

ITEM 137-2001-R1107

**Acceptance of Report of Advisory Panel on MSU
Agricultural Issues With Responses from Montana State
University**

THAT:

The Board of Regents of the Montana University System hereby accepts the *Report of Advisory Panel on MSU Agricultural Issues With Responses from Montana State University*.

EXPLANATION:

On February 15, 2007 the Regents' Administrative, Budget and Audit Oversight Committee held a special meeting to hear a presentation from the Montana Agricultural Coalition in regard to certain concerns with the cost share distribution for central overhead services within Montana State University.

On March 1, 2007 the Board of Regents adopted a recommendation to create an *Advisory Panel on MSU Agricultural Issues*.

On March 19, 2007 the Commissioner of Higher Education appointed the members of the Agricultural Advisory Panel, and charged that panel to review four specific questions.

On May 31, 2007 the Board of Regents officially received the *Report of Advisory Panel on MSU Agricultural Issues*. At that time the Commissioner of Higher Education indicated that the OCHE and MSU would describe implementation steps or action plans to address the report's recommendations.

On September 19, 2007 Montana State University's response to the *Report of Advisory Panel on MSU Agricultural Issues* was formally submitted to the Board of Regents. After some discussion, the Board decided to take action on this submittal at their November 2007 meeting.

ATTACHMENT:

Report of Advisory Panel on MSU Agricultural Issues With Responses from Montana State University.

South Campus Master Plan

THE UNIVERSITY OF MONTANA-MISSOULA



2007 - 2057

SOUTH CAMPUS MASTER PLAN

THE UNIVERSITY OF MONTANA – MISSOULA

ACKNOWLEDGEMENTS

South Campus Master Plan Committee

The South Campus Master Plan process began with the establishment of a committee to ensure representation from a broad spectrum of interests. The South Campus Master Planning Committee contributions were invaluable and integral to the success of this project.

South Campus Master Plan Committee members:

Rosi C. Keller	Associate Vice President, Administration & Finance, Chair
Marcia Bishop	Far Views/Pattee Canyon Neighborhood Council
Teresa Branch	Vice President, Student Affairs
Perry Brown	Dean, College of Forestry and Conservation
Ron Brunell	Director, Resident Life
Carol Buerman	Management Analyst, Administration & Finance
Keith Glaes	Director, Campus Recreation
Greg Gullickson	Lewis & Clark Neighborhood Council
Andrea Helling	President, ASUM
Dean Hendrix	Far Views/Pattee Canyon Neighborhood Council
Marcia Holland	UM Alumni Association
Cedric Jacobson	Vice President, ASUM
Kevin Krebsbach	Associate Director for Planning and Construction, Facilities Services
Mike Kress	Missoula Office of Planning and Grants
Jim O'Day	Director, Intercollegiate Athletics
Mike Panisko	Facilities Analyst, Facilities Services
Don Potts	Faculty, College of Forestry and Conservation
Steve Schultz	University Neighborhood Council
Bob Tutskey	saltStudio, Inc.
Bill Wilmot	The Collaboration Institute

TABLE OF CONTENTS

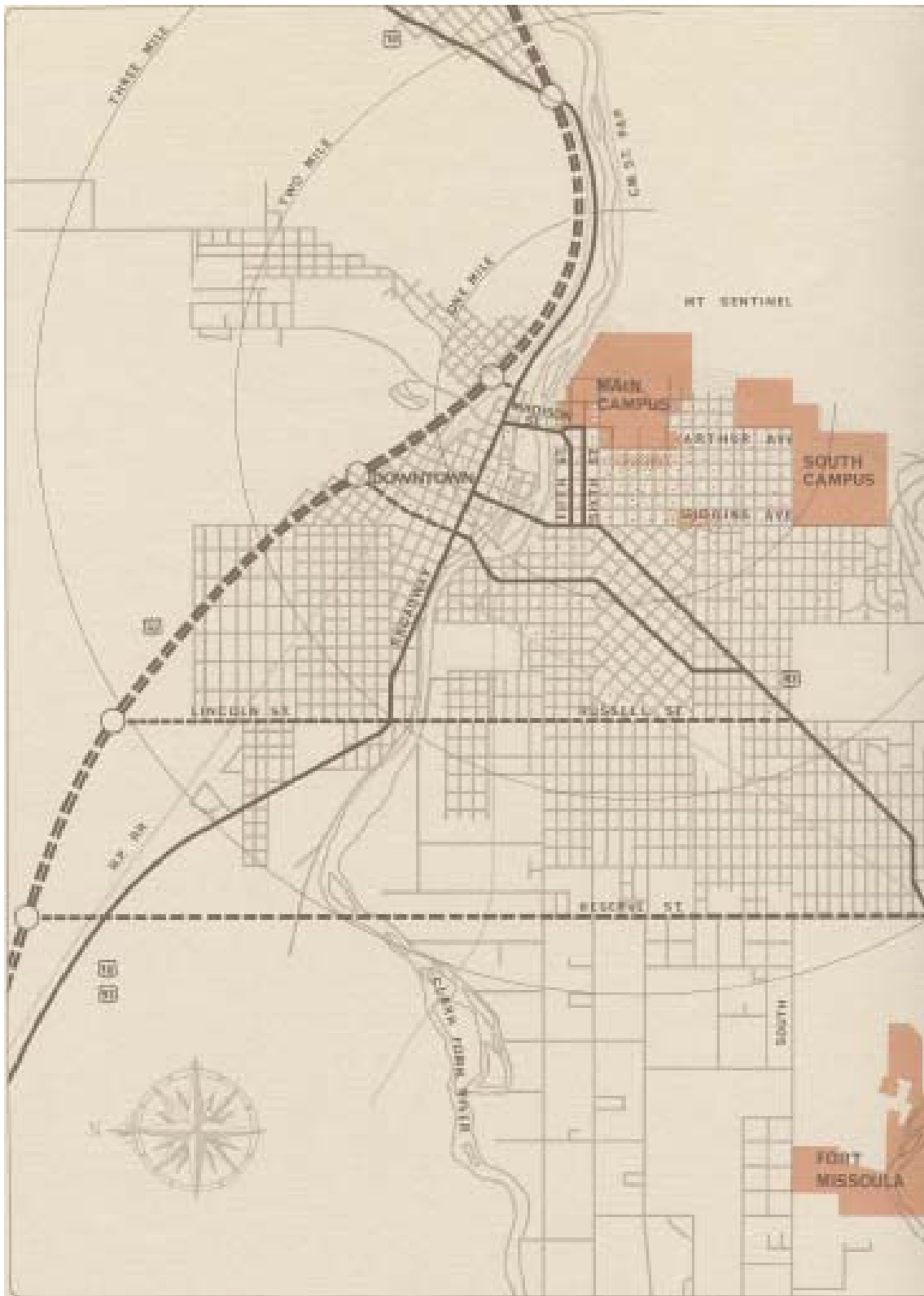
Introduction.....	3
Process.....	7
History of the South Campus Land Acquisitions.....	10
Guiding Principles.....	15
Future Land-Use Zones.....	17
Academic/Research.....	19
Student Housing.....	22
Campus Recreation.....	25
Athletics.....	27
Circulation, Transportation, and Parking.....	29
Integral Elements	
Open Space.....	33
Community Connections.....	35
Campus Entrances.....	36
South Campus Infrastructure.....	39
Architectural Design Guidelines.....	43
Visions of the Future.....	45
Assessments	
Environmental (In Progress)	
Cultural (In Progress)	

INTRODUCTION

In 2002, The University of Montana (University) published a Master Plan for the 200 acres that comprise the original campus site, known as the Mountain Campus. The Master Plan was the result of an extensive collaborative effort that included administrators, faculty, and students. A land acquisition zone was identified and is still being pursued by the University. It was expected that it would take up to ten years to fund and develop the remaining suitable building sites. After only five years, all identified sites on the Mountain Campus have been built on or are committed for a facility for which current fundraising efforts are underway.

The Mountain Campus Plan was followed by the Fort Missoula Master Plan developed in 2004. The Fort Missoula land houses the West campus of the College of Technology used for the heavy equipment training program that is unique to the Northern Rockies region. The site is also used for research activities by the Division of Biological Sciences and the Department of Geology and their affiliated agencies. The land at Fort Missoula has a great deal of history since it was established as a permanent military post in 1877 and served as an internment camp for Italian seamen during World War II. This, coupled with the fact that 75.14 acres of the land are affected by a 100-year flood plain, limits any future building development.

With the completion of the South Campus Master Plan, a comprehensive University Master Plan exists which lays the foundation for a first-class physical campus appropriate for a modern university for many years to come.



University Master Plan 1964

In the 1920s, a farsighted leader of the University, President Charles H. Clapp, and a cadre of local Missoula businessmen recognized that the University needed some way to raise money for minor improvements without going through the formal Board of Regents funding process. Thus the Alumni Challenge Athletic Field Corporation, or ACAFC, was born, and money was raised to fund minor maintenance needs. By the late 1940s, the group of local boosters had changed their mission, and their name, to the University Development Corporation (Corporation). The Corporation recognized that the University's need for buildings - and land upon which to build them - would grow as soldiers came home from World War II and returned to the University. It was during those years that the Corporation acquired most of the 210 acres known as the South Campus, and deeded it to the University "for the use and benefit of Montana State University at Missoula."

The 1964, Montana State University, now The University of Montana, Long Range Campus Plan stated "The South Campus will accommodate ultimately several activities supporting the instructional program conducted on the main campus. The University has recognized the desirability of having academically-oriented research activities located within reasonable proximity to the campus. The University could benefit from the interchange of personnel, cooperative use of laboratory equipment and reference libraries, and opportunities afforded students to observe and participate in organized research activities and related subjects. Therefore, space has been reserved to accommodate appropriate non-university agencies and similar activities allied to university areas of interest in the belief that progress both in academic education and in technology would benefit closer association between the basic and the applied approaches, and in the further belief that the community at large would also benefit from those activities. Certain portions of the South Campus area have been designated as Reserve areas to accommodate future needs not now defined or foreseeable."

For the past sixty years, the majority of the South Campus site has been used for relatively low-density student recreation, housing, and athletic purposes. While these uses have served the University well, it is now time to chart a South



Campus course for the next fifty years which supports the mission of the University to provide educational programs of the highest quality; to produce cutting-edge research, scholarship, and performing arts and to promote connections and partnerships that contribute to the social well-being of the Missoula community.

PROCESS

Effective planning evolves through multiple steps to create a comprehensive plan for future use based on past experiences. Phase I of the South Campus Master Plan was to select committee members who represent University administration, faculty, staff, students, alumni, and the Missoula Community. These representatives are majority stake holders with vested interest in the South Campus property. An interactive planning process was established to provide



meaningful input. To achieve high levels of interaction, user group presentations, workshops, and a web page and e-mail communication were successfully incorporated into the dynamic planning process. This interaction provided a more accurate analysis of existing conditions, creative development of various organizational concepts, logical assessment of alternatives, and refinements of

recommendations. The committee understood that the process was as important as the end result to insure a worthwhile product to serve the University for years to come.

In late 2006, a diverse group of 20 persons was appointed to the South Campus Master Plan committee based on their individual perspective, unique relationship, and expert knowledge of the area. They were charged with developing a comprehensive plan to incorporate the broadest spectrum of area use based on the University's mission and goals and to respond to increasing academic and research, student, and other demands. These members worked diligently to understand the needs and purpose of the University and various stakeholders of the areas. Committee meetings were regularly scheduled over the course of 12 months and members were committed to attending and participating fully. Their collaborative work incorporated current and future use information, expressed concerns and views, university culture, environmental impacts, and acknowledged the need to protect the land entrusted to the University.

Historical information of the South Campus was heavily researched. Property deeds that comprise the South Campus were identified along with relevant contract agreement information.

Background details of each identified property, along with information from current and potential users, was discussed at length to educate the committee. These entities included:

- Transportation Services
- Student Campus Recreation
- Student Housing
- Research Greenhouses
- Hang Gliders
- Athletics
- UM Golf Course
- Missoula Parks and Trails
- ASUM Community Gardens
- Academics and Research
- Alumni Housing

Throughout the various listening sessions, multiple questions were posed, opinions and concerns expressed, and ideas formulated.

In-depth work sessions were implemented to evaluate gathered information, recognize potential opportunities for use, and to envision specific land zones. The committee incorporated multiple steps that led to a consensus of zone priorities with related elements. Five final land use zones were identified:

- Academic and Research
- Student Housing
- Campus Recreation
- Athletics
- Parking, Transportation, & Circulation

Through a multiple step process, notable Guiding Principles were established forming an identifiable framework for development of the five identified land use zones. These principles will direct future site development, preserve, protect, and enhance the beauty of the areas physical environment, and minimize impacts on its neighbors.

The final phase of the Master Plan was to identify specific recommendations relevant to each of the five priority zones. Comprehensive considerations were used to identify the needs of each zone and the elements relevant for implementation. A conceptual map identified priority land use areas and provided a vision for future planning. These recommendations provide guidelines for future development while allowing flexibility to incorporate unanticipated changes in academic needs and space requirements.

Open and inclusive meetings provided venues for responsive and creative feedback. The general public was invited to each meeting and given opportunity to comment and present their views and ideas. On multiple occasions, the committee presented progress reports to public interest groups and the immediate three surrounding neighborhood councils that include Far Views/Pattee Canyon, Lewis and Clark, and the University District. A joint neighborhood meeting and a general public meeting were convened to present progress and final recommendations prior to submission to the Board of Regents.



The final outcome is a South Campus Master Plan document that will facilitate the implementation of projects for the South Campus as they become known, and will serve as a guide to enable area development for the benefit the University and the Missoula Community.

HISTORY OF THE SOUTH CAMPUS LAND ACQUISITIONS

As a result of a proposition by President Charles H. Clapp to the business community of Missoula to raise money for improvements to the athletic facilities of the University, the Alumni Challenge Athletic Field Corporation (ADAFc) was formed in 1922. After meeting the initial challenge of raising \$25,000 the ADAFC expanded its powers to ‘promote the general welfare’ of the University, including purchasing, holding and sale of real property. For the next 25 years, until it changed its name in 1947 to the University Development Corporation, this organization was the platform for the University to be the eventual owner of multiple tracts of land, including much of the land that now makes up the areas known as the South Campus.



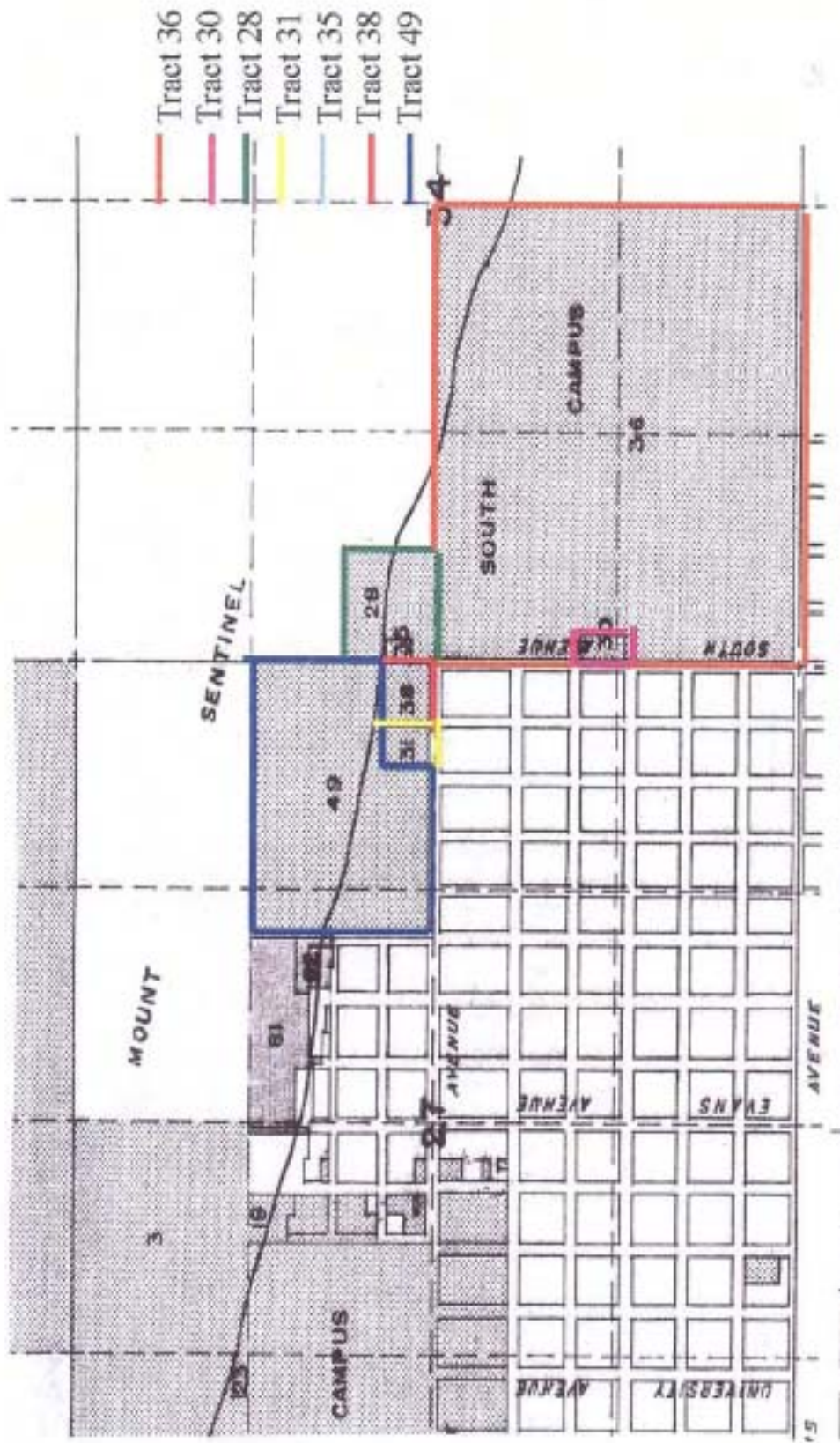
Charles H. Clapp
UM President
1921-1935

The following table shows details for each of the seven tracts of land that make up the South Campus – the legal description, acreage, grantor or seller, title holder, and any specific conditions. On the next page, individual tracts are shown in separate colors with Mount Sentinel to the east and the Mountain Campus to the north. Parts of the land housed military barracks for veterans of WWII to live while attending the University as well as student housing and a baseball field. The largest segment, the golf course, has been modified throughout this period due to the expanding efforts for student housing, athletics facilities, and student recreational fields.

Land Acquisitions Detail by Date & Tract

Tract No	Date Acquired	Legal Description	County of Record	Common Description	Area	Grantor or Seller	Title Held by	Conditions
36	1928	NW¼ Sec 34, T13N, R19W MPM except 120'x330' tract; and except 5 acre tract (466.69'sq.)in SE corner of said NW¼	Missoula	South Ave E (Golf Course Site)	154.1 Acres	South Side Realty Company	University Development Corporation, formerly Alumni Challenge Athletic Field Corp.	For the use and benefit (convenience) of Montana State University at Missoula
36	1942	In SE Corner of SE¼ of NW¼ Plat 4 Sec 34, T13N, R19W	Missoula	South Ave E (Golf Course Site)	5.0 Acres	Missoula County	University Development Corporation, formerly Alumni Challenge Athletic Field Corp.	For the use and benefit (convenience) of Montana State University at Missoula
30	1946	Parcel 120ftx330ft in NW¼ of NW¼, and NE¼ NW¼ of Sec 34, T13N, R19W	Missoula	South Ave E (Old Country Road)	0.9 Acres	Leland C. & Ruth M. Tucker	University Development Corporation, formerly Alumni Challenge Athletic Field Corp.	For the use and benefit (convenience) of Montana State University at Missoula
49	1946	Parcel in SW¼ SE¼ & NW¼ of SE¼ of Section 27, T13N, R19W	Missoula	Maurice Avenue (25A on Mtn)	35 Acres (~25 Acres on mountain side)	Paul A. & Bernice Bischoff, and Fay G. & Alva S. Clark	Montana State University (now the University of Montana, Missoula)	For the use and benefit (convenience) of Montana State University at Missoula
28	1946	NW¼ of NW¼ of NE¼ Sec 34, T13N, R19W less tract 130' x 180'	Missoula	South Campus	9.5 Acres	Carl H. & Bernice P. Rich	Montana State University (now the University of Montana, Missoula)	For the use and benefit (convenience) of Montana State University at Missoula
31	1947	Parcel 208' x 375' in SW¼ SE¼ of Section 27, T13N, R19W	Missoula	Maurice Avenue	1.8 Acres	Caroline C. Greenfield	University Development Corporation, formerly Alumni Challenge Athletic Field Corp.	For the use and benefit (convenience) of Montana State University at Missoula
30	1947	Parcel 120ftx330ft in NW¼ of NW¼, and NE¼ NW¼ of Sec 34, T13N, R19W	Missoula	South Ave E (Old Country Road)	0.9 Acres	University Development Corporation, formerly Alumni Challenge Athletic Field Corp.	Montana State University (now the University of Montana, Missoula)	For the use and benefit (convenience) of Montana State University at Missoula
31	1948	Parcel 208' x 375' in SW¼ SE¼ of Section 27, T13N, R19W	Missoula	Maurice Avenue	1.8 Acres	University Development Corporation, formerly Alumni Challenge Athletic Field Corp.	Montana State University (now the University of Montana, Missoula)	For the use and benefit (convenience) of Montana State University at Missoula
35	1948	Parcel 130ftx180ft in NW¼ of NW¼ of NE¼ Sec 34, T13N, R19W	Missoula	Family Housing Area	0.5 Acres	Geo L. & Edna M. Steinbrenner	Montana State University (now the University of Montana, Missoula)	For the use and benefit (convenience) of Montana State University at Missoula
36	1949	NW¼ Sec 34, T13N, R19W MPM except 120'x330' tract; and except 5 acre tract (466.69'sq.)in SE corner of said NW¼	Missoula	South Ave E (Golf Course Site)	154.1 Acres	Students	Montana State University (now the University of Montana, Missoula)	For the use and benefit (convenience) of Montana State University at Missoula
36	1949	A five acre tract, being 466.69 feet square in SE Corner of SE¼ of NW¼ Sec 34, T13N, R19W	Missoula	South Ave E (Golf Course Site)	5.0 Acres	University Development Corporation, formerly Alumni Challenge Athletic Field Corp. and Central Board of Associated Students	Montana State University (now the University of Montana, Missoula)	For the use and benefit (convenience) of Montana State University at Missoula
38	1951	Parcel 375' x 375' SW corner of SE¼ Sec 27 T13N R19W	Missoula	Maurice Avenue	3.228 Acres	Agnes A. Walker	Montana State University (now the University of Montana, Missoula)	For the use and benefit (convenience) of Montana State University at Missoula

South Campus – by Tracts





South Campus Circa 1950



South Campus 2006

GUIDING PRINCIPLES

These Principles focus on identity, community, natural environment, architecture, and mobility. They serve to guide and shape land use development and improvements of the South Campus and to direct future facilities development. The planning and future development of the South Campus will be guided by these principles, taken as a whole and not independent of one another.

INTEGRATE SOUTH CAMPUS WITH MOUNTAIN CAMPUS

The South Campus Master Plan will integrate with the Mountain Campus to the greatest extent possible to ensure maintaining and protecting the value of the University's physical resources, character, history, and mission.

MAXIMIZE FLEXIBILITY

The South Campus Master Plan will provide the maximum amount of flexibility in order to accommodate future growth and unforeseen opportunities. The Plan will optimize campus land use based on the range and character of existing and new university uses, while creating a living and learning environment that is interwoven into the Missoula Community.

PRESERVE OPEN SPACE

The South Campus Master Plan will preserve, protect, and enhance open space, view sheds, and landscapes as a signature characteristic of the University.

VALUE COMMUNITY RELATIONS

The South Campus Master Plan will recognize the importance of relationships among the campus community, surrounding neighborhoods, and the city of Missoula and nurture these connections whenever possible.

CREATE A SAFE CAMPUS ENVIRONMENT

The South Campus Master Plan will promote a safe environment with personal and workplace safety considerations integral to planning and design of circulation, buildings, and open spaces.

STRENGTHEN TRANSPORTATION, CIRCULATION, and PARKING WHILE ENSURING ACCESSIBILITY

The South Campus Master Plan will develop comprehensive solutions for transportation, circulation, and parking in order to minimize traffic impacts.

***FUTURE LAND-USE ZONES
OF THE
SOUTH CAMPUS***

- ***ACADEMIC/RESEARCH***
- ***STUDENT HOUSING***
- ***CAMPUS RECREATION***
- ***ATHLETICS***
- ***CIRCULATION, TRANSPORTATION, AND
PARKING***

FUTURE LAND-USE ZONES

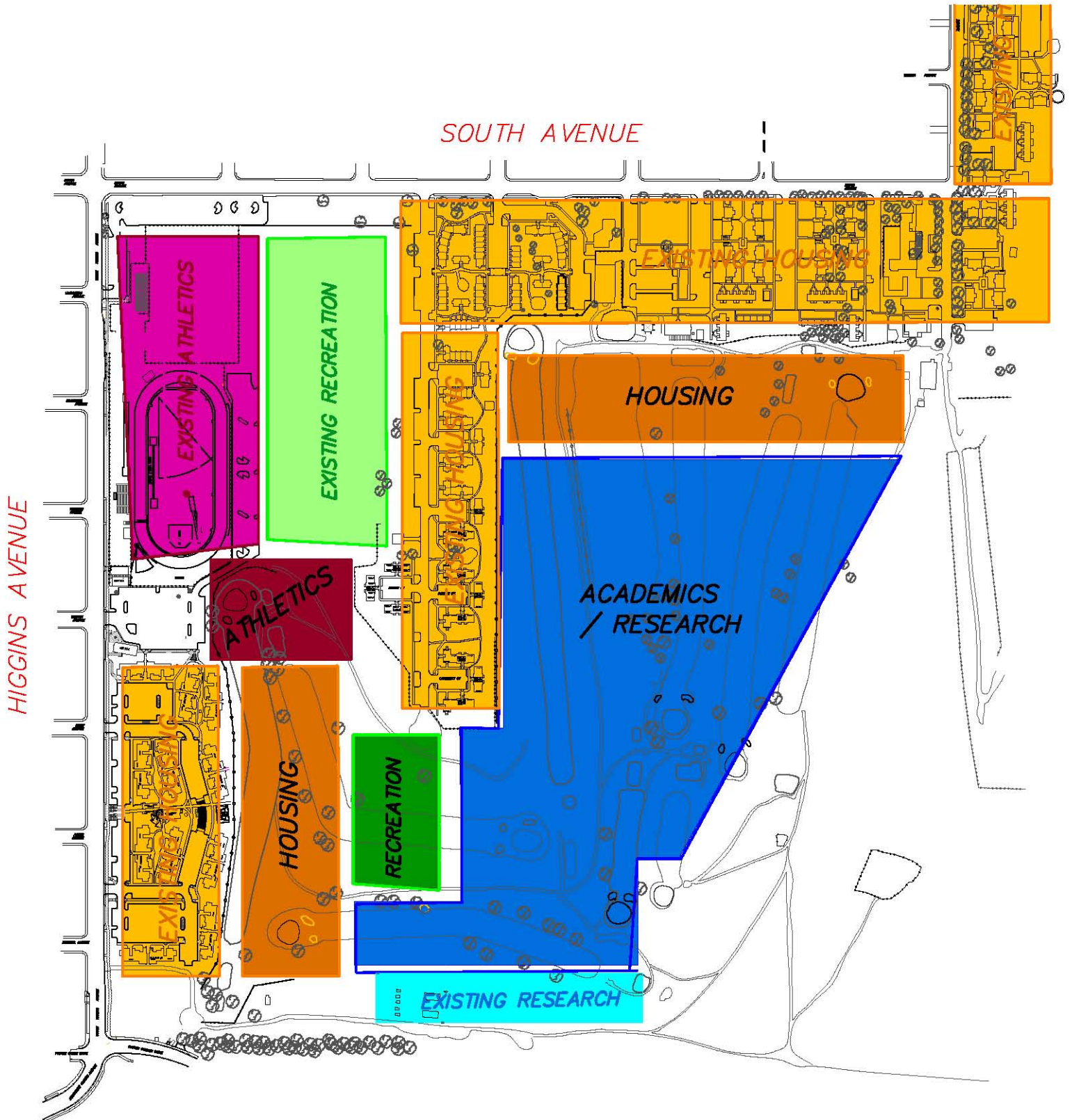
Land-use zones are used for the purpose of identifying appropriate management types of ‘uses’ that are consistent with the achievement of the desired results. Keeping the appropriate uses located in their corresponding zones will help with planning for buildings, utilities, vehicular circulation and parking and pedestrian circulation.

New campus development, such as academic, housing, parking, etc., are not inherently incompatible and can reasonably coexist if properly designed to minimize conflicts and to accommodate the broadest range of possibilities.

The land-use zones will provide the flexibility that will allow the campus, as it actually grows, to accommodate future needs in a manner that conforms to desirable natural and cultural characteristics creating a visual continuity and distinctive campus identity over time.

Both the existing and future land-use zones are reflected on the following page.

Future Land-Use Zones



ACADEMIC /RESEARCH

The University will encounter a myriad of unpredictable cycles of growth, change, and stability in development over the course of the next several decades. To that end, the South Campus Master Plan should offer a degree of flexibility even as it provides a predictable, overall structure for efficient, high-quality development of the land.

The most difficult task in responding to this priority-zone will be the changing nature of the learning environment. Traditional classrooms, teaching laboratories, student-faculty interaction space, and study space must continue to be designed with performance in mind. In addition, other features of the learning spaces, such as accessibility, flexibility, and aesthetic character will be important. Integrated teaching and research facilities can and will attract talented researchers, students, faculty, and staff. The South Campus should evolve in response to its unique physical setting and academic endeavors.



Recommendations

- Limit academic buildings to no more than three stories above ground.
- Encourage that academic buildings incorporate unified and consistent architecture on the academic portion of the campus and consider the use of natural and curved shapes for the buildings where practicable.
- Create academic buildings that are as energy efficient and green as financially and technologically feasible.
- Support the goal, to the extent feasible, that the units that occupy the South Campus represent interconnected disciplines to foster synergism and a sense of belonging. (e.g. a natural science/natural resource/environmental theme)
- Insure that a service infrastructure is included in the planning for functioning of the academic section and contains elements such as food service, bookstore annex, and IT services.
- Direct all exterior building and pathway lighting downward.
- Consider use of appropriate design when building roofs such that they are attractive to people looking down on them from nearby homes and mountains.
- Create a landscape that is as efficient and self-sustaining as possible; one that requires minimum labor and energy to remain healthy and attractive.

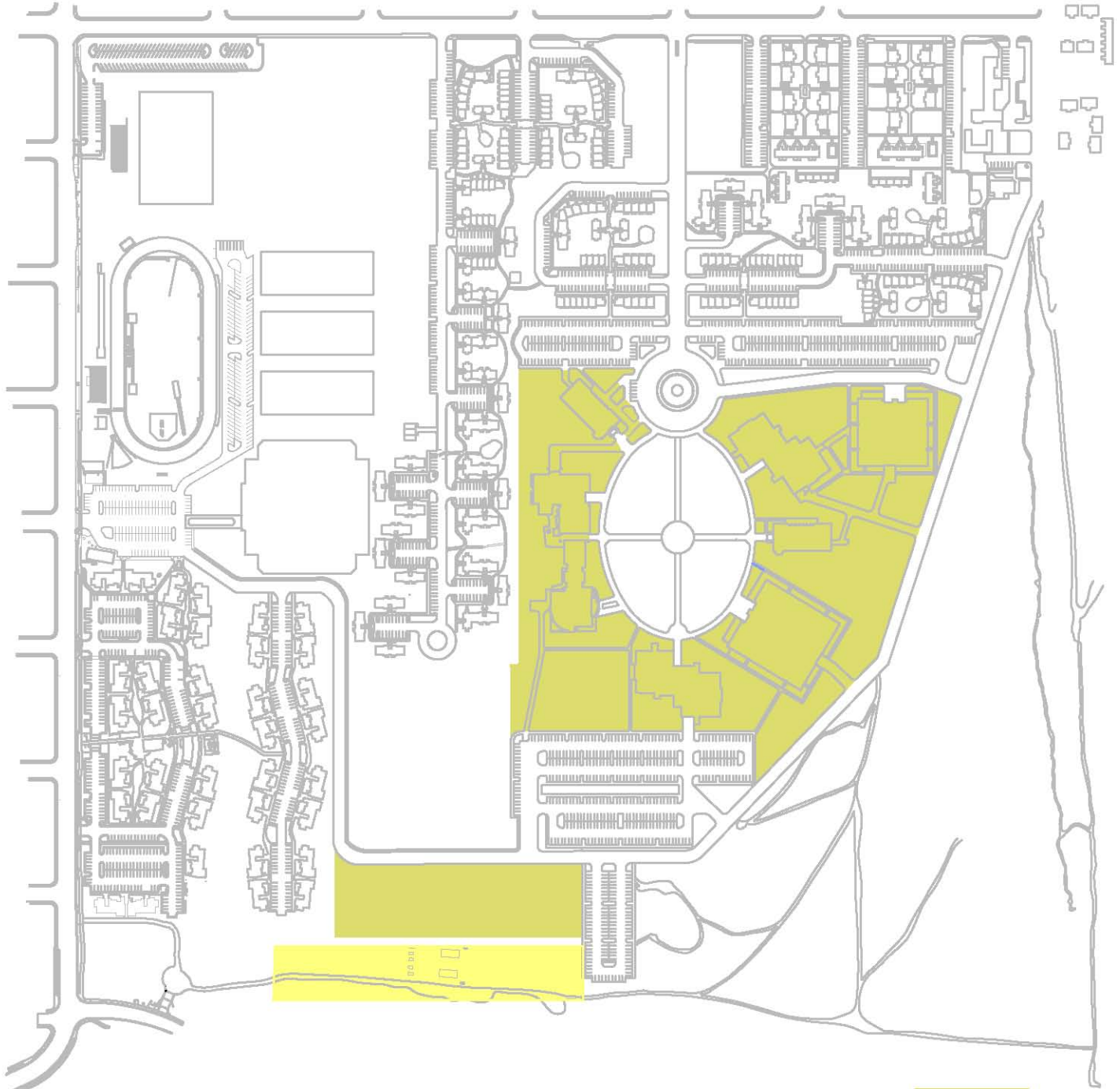


- Include the South Campus as a component of the State Arboretum of Montana (the main campus having been designated by the legislature in 1991 as the State Arboretum of Montana).
- Develop a phased design scenario so that one might be able to visualize how the academic portion of the project might be built over time.
- Identify the round-about near the academic quadrant as the gateway to campus and include a clock or bell tower.

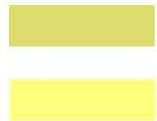
Academic/Research

SOUTH AVENUE

HIGGINS AVENUE



FUTURE ACADEMIC / RESEARCH
EXISTING ACADEMIC / RESEARCH
[includes community gardens]



STUDENT HOUSING

The University is committed to providing a variety of living options and programs that complement its academic mission. These include traditional residence halls as well as suite, pod, and apartment-style housing for undergraduate, graduate, and disabled students as well as conference housing facilities. The University is committed to working with the Missoula Community and local neighborhoods on student housing issues. The University recognizes that housing must meet student preferences of living options, assist the learning and personal development processes, and be attractive and affordable for students.



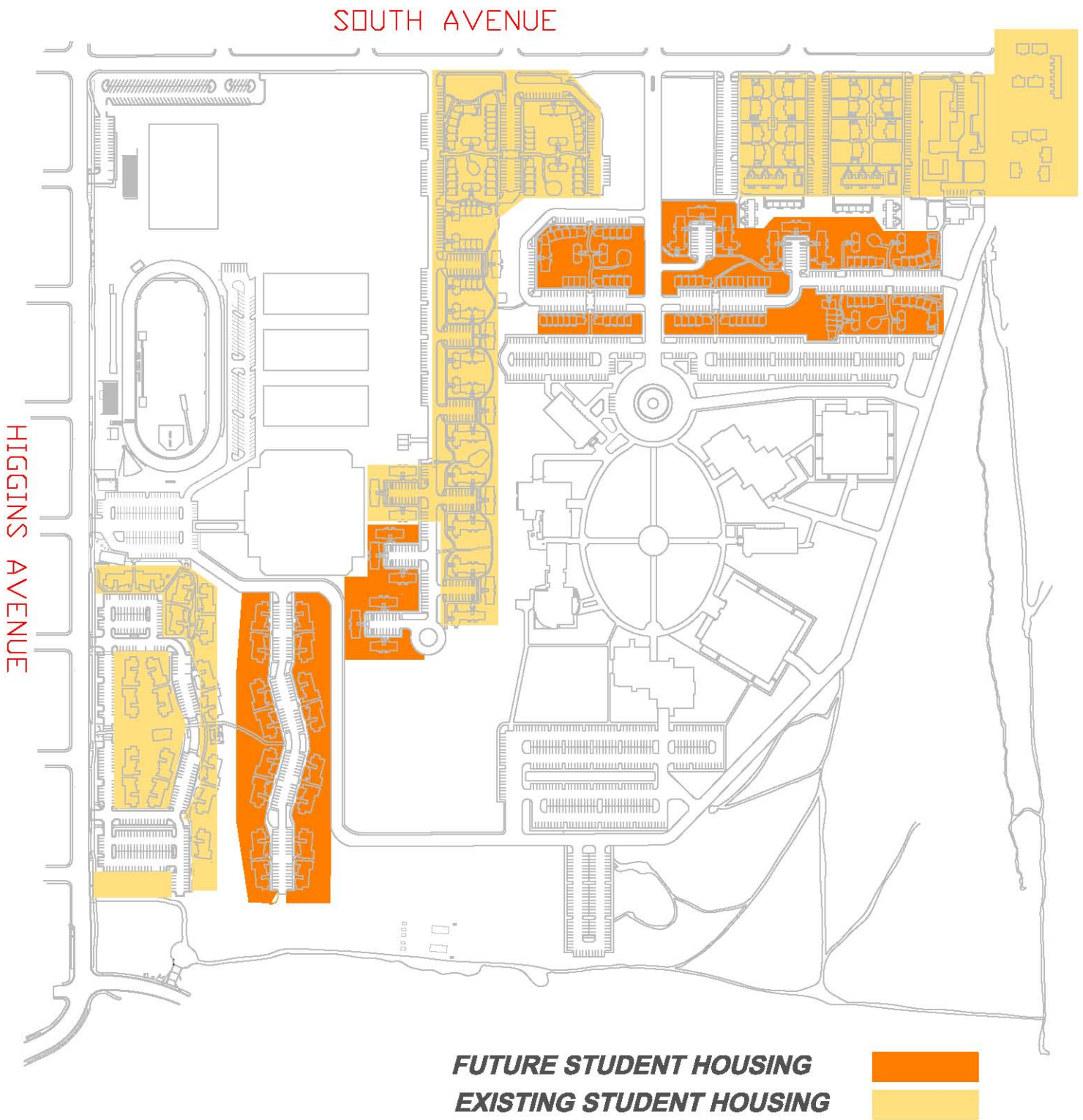
Recommendations

- Student housing on the South Campus should be developed in concert with the assigned campus housing site in the University’s acquisition zone (west side of 5th and 6th street corridor). This site would be appropriate for a freshman residence hall with suite units similar to Pantzer Hall. This site could also be developed into a conference housing facility to augment the new Gilkey Center for Executive Education and other campus conference business.
- Design of South Campus housing should reflect the elements and functions of community/village living, parking and public transportation options, fit the character of the surrounding neighborhoods, and limit all structures to no more than three stories above ground to maintain vistas.
- Demolish the Craighead/Sisson Apartment units and replace with appropriately designed apartments that meet the needs of students.

- Development of student housing on the South Campus will require significant research to determine the target (i.e. COT students) and assure this targeted population’s needs are met. The housing must be attractive to the target group but maintain flexibility and appeal for the general student population.
- South Campus housing development(s) will require facilities, services, and staff that enhance the programmatic functions for the student residents. These programs and facilities would include community centers, classrooms for learning experiences, and apartments for “faculty in residence” programs.
- All South Campus housing facilities must provide ‘state of the art technology services’ and meet or exceed all current life/safety codes (i.e. fire systems, lighting, video security, and monitoring, etc.).



Student Housing



CAMPUS RECREATION

Campus Recreation provides diverse facilities and programs that complement the Mission of the University. The program offers individual, dual and team sports for men, women, and coed teams in a variety of seasonal league and tournament formats; promoting physical, emotional, and social growth of individuals by encouraging the development of lifelong skills and positive attitudes through recreational activities.



Recreation space on the South Campus should foster a sense of community and interaction of people, preserve the natural vistas, provide multi-purpose playfields, enhance a positive image for the campus, provide buffers to adjacent residential neighborhoods, and enhance pedestrian traffic on campus.

Recommendations

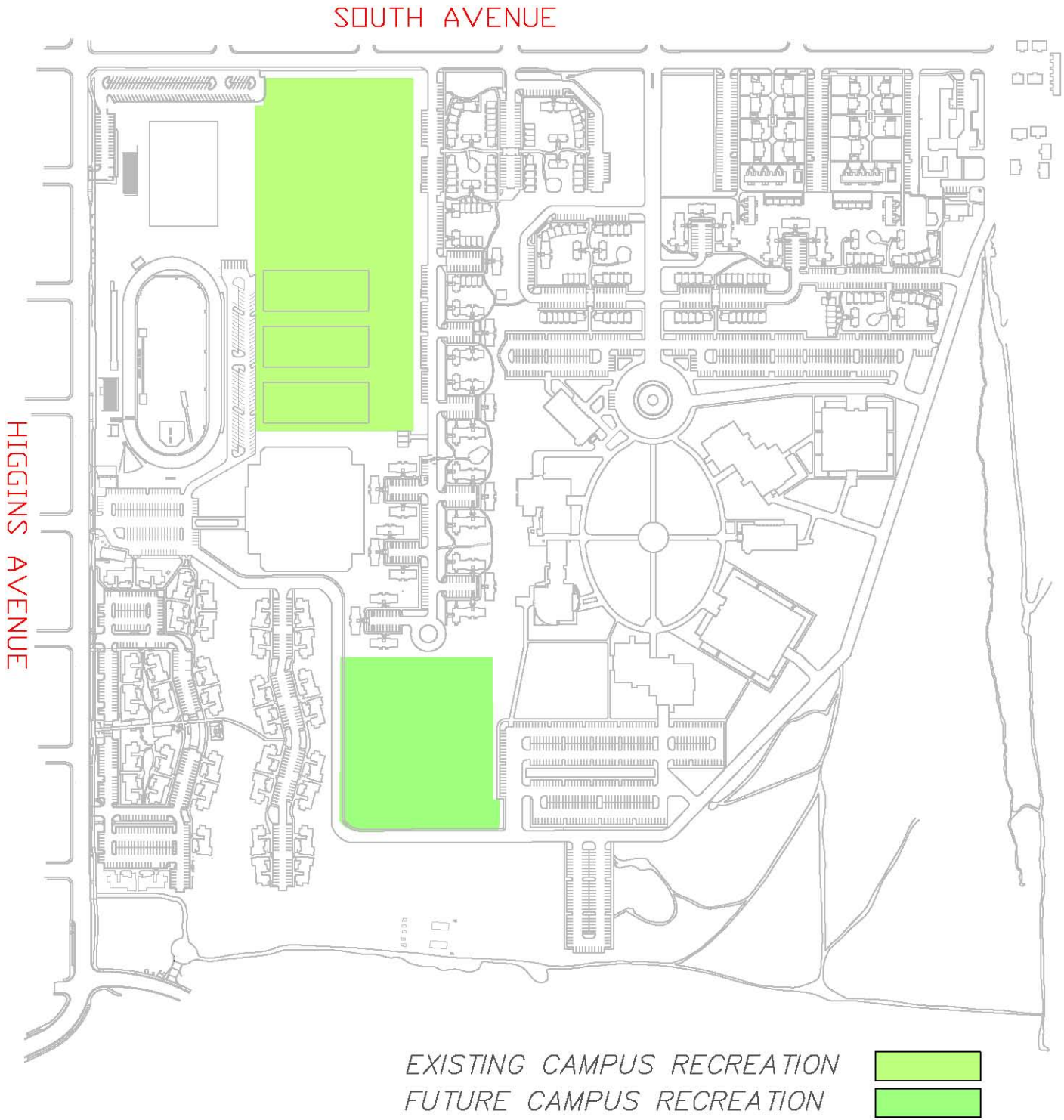
- Work with the city of Missoula and the Open Space Committee to ensure that the biking and hiking trails on Mount Sentinel are well marked and have adequate access and parking. This will allow the public to use the area.



- Design and develop playfield space so it can be used for a variety of activities, is safe for participants, and will not harm or detract from other South Campus activities.
- Plan for open space that enhances the great natural surroundings and the academic undertaking. The design should take into account sight lines, trees and shrub plantings and access. Ensuring that this can be maintained must be part of the plan.
- As buildings are constructed, it is important to determine if there is a need for a six to eight thousand square foot fitness center within one of the facilities.



Campus Recreation



ATHLETICS

As a general rule, Athletic facilities should serve the University athletes but also be available to the larger community of students, faculty and staff. Most “stadium-type” event centers for football, soccer, and track are specially designed and care must be exercised in how often and for what purpose the center is open for other users or events.

The South Campus currently houses a soccer field complex and an outdoor track and field facility; both of which get considerable use throughout the year. However, maintaining a competitive edge in the Big Sky Conference suggest that inevitably there will be need for the construction of an indoor practice field. The development of such a facility on South Campus should enhance, rather than detract, from the value of land for both the surrounding neighbors and the University as a whole.



Recommendations

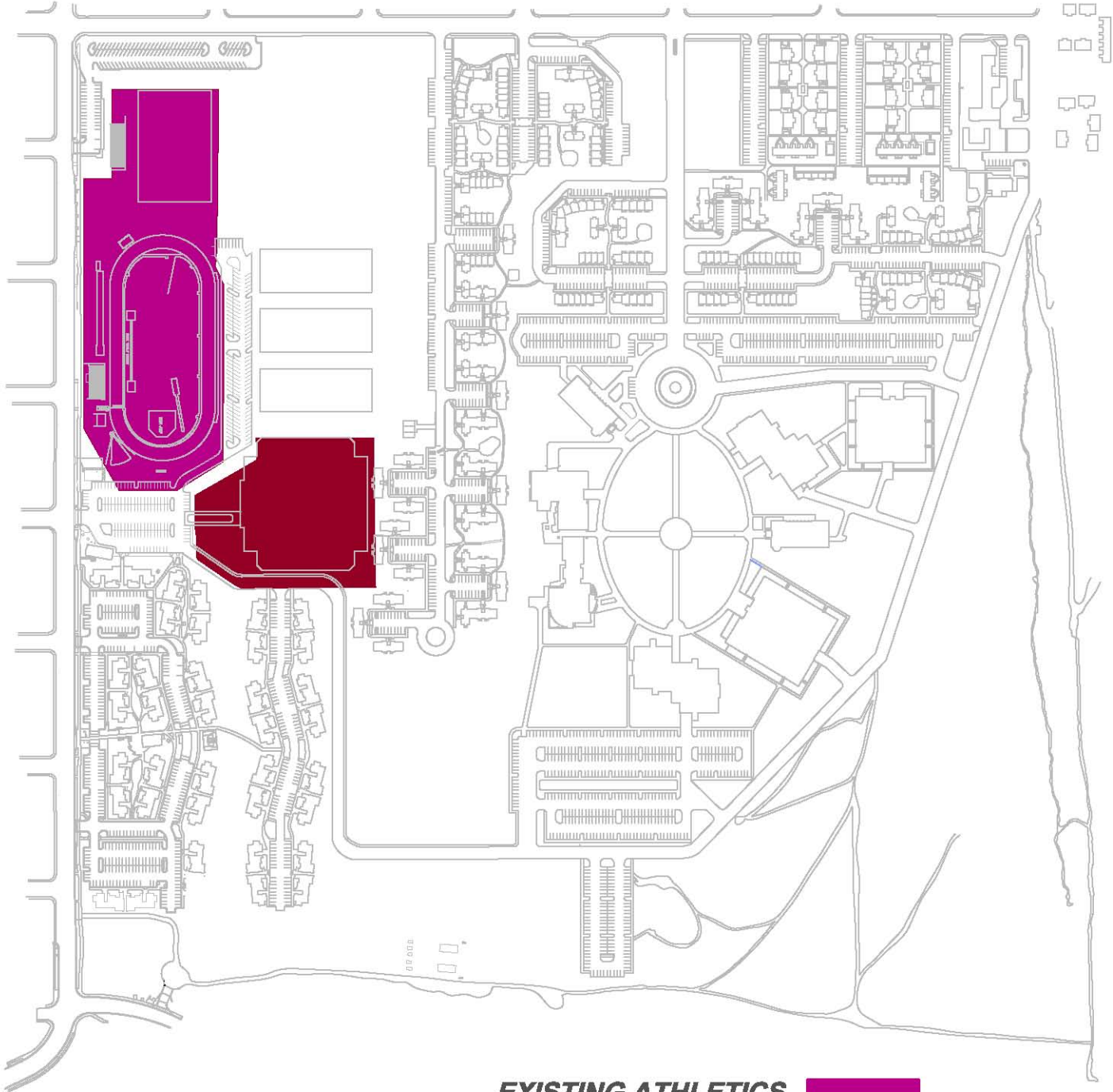
- Promote the University’s commitment to the surrounding community by establishing mutually beneficial physical relationships between the athletic facility and the surrounding community. Appropriate building siting, massing/scale, setbacks, height, materials and color should be used to minimize the visual impact of a facility of this size.
- Building design solutions should enhance and further develop the existing circulation systems and effective linkages within the campus and the community at large. Vehicular traffic should be minimized to provide a pedestrian oriented campus, which provides the opportunity for interaction with each other on campus.
- Buildings should be designed to adapt to the needs of an evolving athletic environment and to be responsive to change. To this end, the design must economically accommodate changing users and program requirements. Where possible, expansion opportunities should be part of the original design planning so that growth of the building footprint is orderly.



Athletics

SOUTH AVENUE

HIGGINS AVENUE



EXISTING ATHLETICS



FUTURE ATHLETICS



CIRCULATION, TRANSPORTATION, AND PARKING

Most of the University's Presidents, since the introduction of the automobile, have been pressed with the ever growing demands of adequate parking for students, faculty, and staff at and around the campus. As the community of Missoula has grown along with the student enrollment at the University, parking, traffic, and transportation require an important place at the South Campus planning table. The foreseeable future appears to be no different than the past and planning how one gets to and from and between campuses requires serious discussion and innovative solutions to achieve any measure of success.

The University's transportation system must provide all members of the campus community with safe and convenient access to the South Campus. It must also provide a seamless connection to the local transportation system. This necessitates diverse multi-modal transportation improvements, including sidewalks, multi-use paths, bike lanes, roads, transits, and shuttles. Because transportation improvements can negatively impact the campus environment and surrounding land uses, careful and coordinated planning efforts with the city and the neighbors are required. To this end, the University will emphasize improvements that limit impacts through the campus and to surrounding residential neighborhoods.

Recommendations

- Maintain the campus as pedestrian-oriented by directing general vehicular circulation to the campus periphery.
- Minimize the need for more parking by promoting and giving priority to modes of transportation such as carpooling, bicycling, transit busing, and walking.
- Provide transit systems, including campus "Park-N-Ride" to all campus properties to accommodate faculty, staff, and students who need convenient transport.

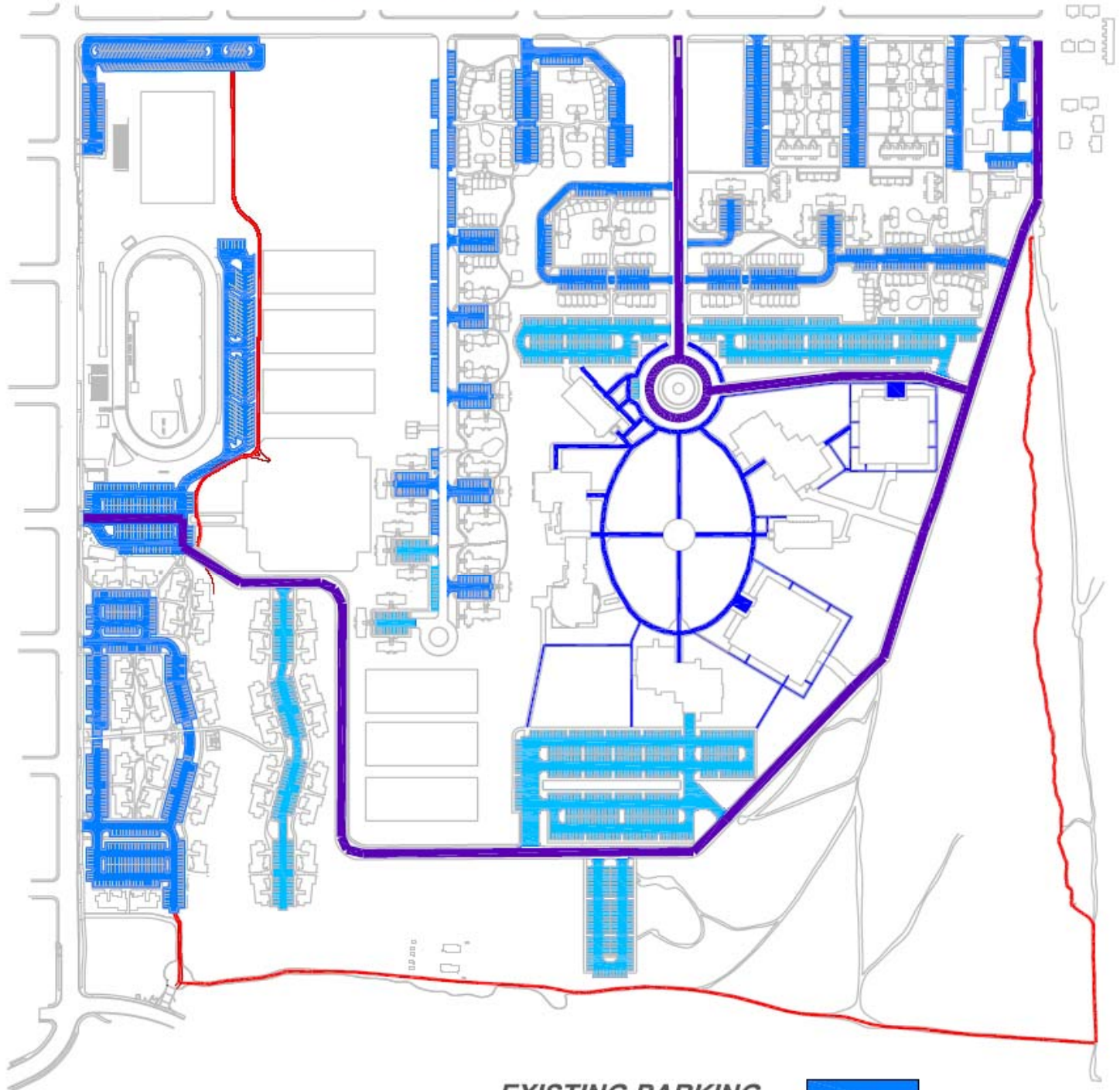







- Continue efforts to increase the frequency of Mountain Line bus service to campus, provide shelters with appropriate access at all bus stop locations, and consider part of the College of Technology East property to be “Park-N-Ride” parking.
- Attempt to develop parking only at the identified parking sites.
- Develop all new parking facilities to the same standards, i.e., lighting, paving, striping, curbs, bumpers, drainage, and easy well-marked access while improving the general aesthetics of the campus by screening parking lots and facilities with trees and shrubs in islands wherever possible.
- Design the primary internal circulation routes on campus to a 16 ft standard ensuring a smooth and safe flow of traffic for both bicyclists and pedestrians.
- Work with the city of Missoula to develop specific optimum traffic and pedestrian solutions to the intersections of Helen and South Avenues, Maurice and South Avenues, and Benton and Higgins Avenues, while considering the traffic impacts on all intersections around the campus.
- Consider parking lots major destinations for pedestrian walkways.
- Honor accessibility for those with mobility impairments as a necessary consideration in the development and improvements of all pedestrian facilities. All walkways, essential to reaching a building or program, will be built to ADA standards.
- Ensure that emergency and service vehicles will have appropriate access to all campus facilities while improving pedestrian safety and maintaining the integrity of campus grounds.
- Configure intersections to respond to and promote smoothest flow in the direction of heaviest volume, or to encourage traffic to follow one route in preference to another.
- Preserve current trail access now located on South and East ends of South Campus property.

Circulation, Transportation, and Parking

SOUTH AVENUE

HIGGINS AVENUE



- EXISTING PARKING** 
- FUTURE PARKING** 
- ARTERIALS** 
- PEDESTRIAN WALKS** 
- TRAIL SYSTEM** 

***INTEGRAL ELEMENTS
OF THE
SOUTH CAMPUS
MASTER PLAN***

- ***OPEN SPACE***
- ***COMMUNITY CONNECTIONS***
- ***CAMPUS ENTRANCES***
- ***INFRASTRUCTURE***
- ***ARCHITECTURAL DESIGN GUIDELINES***

OPEN SPACE

Open space has long been a major factor in consideration of any university development. Past, present and future design elements incorporate and preserve open space throughout planning and development of proposed land use and serve to tie together the natural elements of the land.

Much of the character of South Campus should be determined through its open spaces.

Walkways, transportation corridors, site development, and community spaces converge through open space relationships.

An inviting campus will include signature details, art and sculpture, gateways, boundaries, and visual connections throughout the campus landscape and will merge the unified Mountain and South Campuses. Characteristics of the landscape can have lifelong effects on individuals and can promote the University to prospective students and faculty.

Recommendations



- Plan a campus that fosters a sense of community and interaction of people through a continuous network of planned and purposeful outdoor spaces. These spaces should work hand-in-hand to provide the campus with a pleasing visual and spacious environment and augment new architectural buildings and features.
- Ensure accessible passages throughout the campus corridor that have connecting landscapes to link key university destinations and maintain esthetically pleasing landscaping with a smooth flow of pedestrian and bike traffic. Link pedestrian circulation systems into the community and surrounding open space systems (e.g. Mount Sentinel trail system).
- Identify areas that could become safe and pleasant open spaces while considering existing environmentally sensitive areas



such as major drainage ways and trail systems. Designate open areas and create policies to ensure their preservation and maintenance. Design solutions should provide appropriate visibility and accessibility needed to create a secure environment that will increase safety and comfort in open spaces.

- Protect the natural scenic quality of Mount Sentinel and insure views and vistas are enhanced and retained wherever possible.
- Incorporate landscape elements conducive to the area being developed that may include water structure/ponds, lawns, quadrangles, pathways/walkways, groves, fields, wooded areas, vistas, natural areas, art, sculpture, and other esthetically pleasing elements.
- Preserve the South Campus assets where possible - trees, ponds, etc. – when development occurs.



COMMUNITY CONNECTIONS

The University is an integral part of the Missoula Community and South Campus should be an extension of this relationship. Residents and businesses enjoy the academic, recreational, and



cultural resources that the University offers while the University enjoys the economic benefits of a thriving and engaged community. Through this link, the University strives to achieve open communication, recognition of diversity, and cooperation leading to mutual respect. The University will continue to work with neighbors, surrounding communities, local agencies, and

city officials so proactive and cooperative strategies are planned and implemented to minimize impacts from development. This commitment reflects an awareness of mutual interest in addressing the needs of the South Campus and those of the Missoula Community.

Recommendations

- Promote the University's commitment to the surrounding neighborhood by establishing welcoming and mutually beneficial physical relationships between campus and the surrounding community.
- Maintain a strong relationship with the larger community of Missoula through collaboration with neighbors, local businesses, and the city as a means for enriching academic, research, and cultural resources.
- Define the campus within the context of its surroundings to help foster a unique identity for the university while improving the interface with the existing community. The campus and adjacent community will form a continuous urban setting connected by open spaces, pedestrian and bicycle ways, and streets. At the same time, campus edges will be distinguished by gateways, landscape buffer zones, and changes in land use.
- Encourage meaningful and ongoing community involvement and discussion by providing progress reports and information to insure the public is knowledgeable of University plans and direction for development.



CAMPUS ENTRANCES

Campus entrances help identify community relationship and shape the institutional image. These entrance points serve as the first impression to campus and make visitors feel welcome. Each access point should provide a transitional experience similar to passing through a doorway. Well-designed entrances should include elements such as surface changes, identifying landscapes, and signs that direct people to their destination with clear information that is easily understood and well defined. These areas should have identifiable boundaries with unique features and gateway elements that serve to invite and welcome visitors.

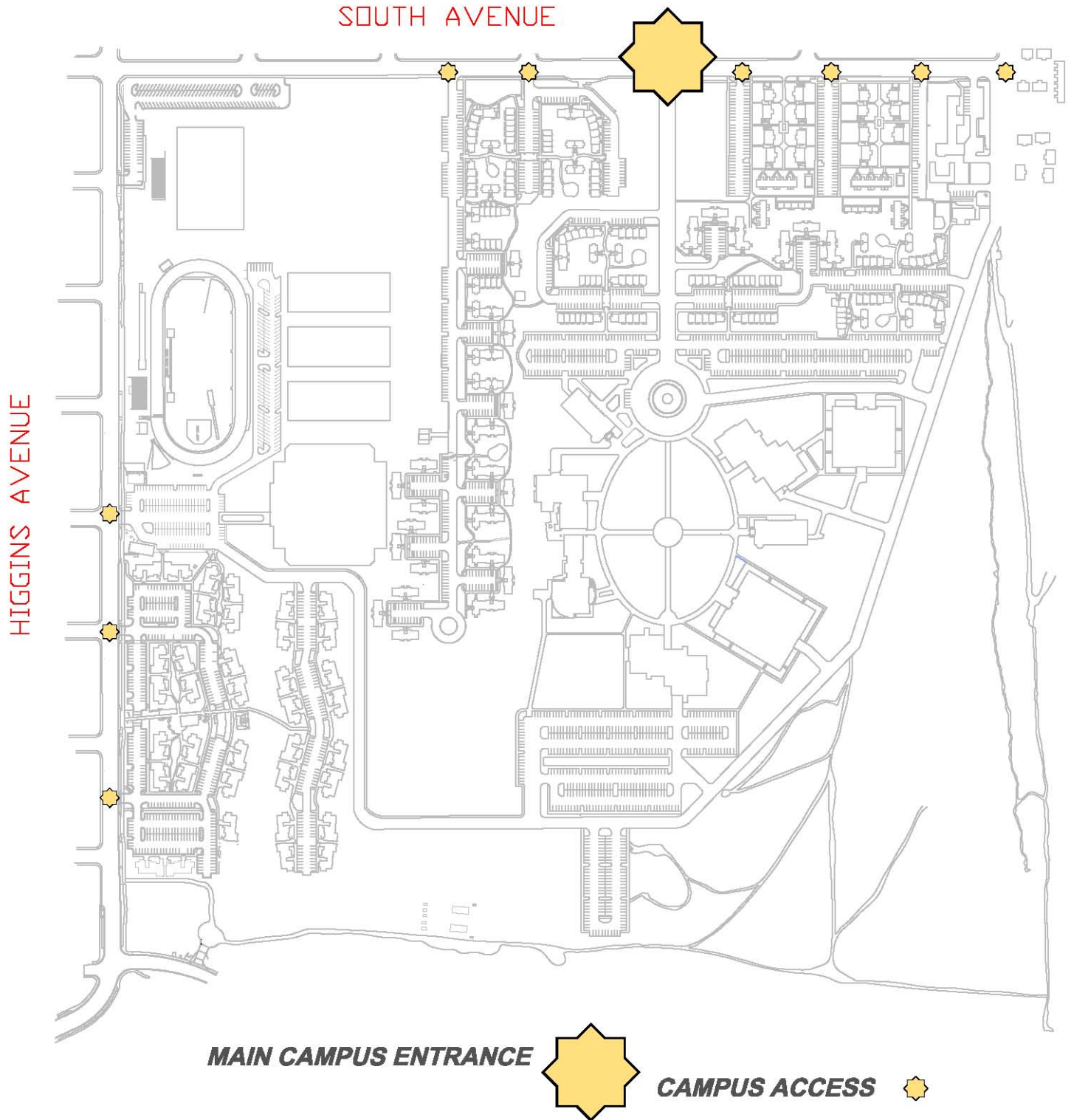
Recommendations

- Make certain that campus entrances are inviting and obvious and that they create pleasant transitions for entering or exiting South Campus.
- Distinguish campus boundaries by notable gateways and entrances. Landscape and design should be consistent with the character of South Campus but compatible with the diversity of the adjacent neighborhood.
- Develop boundaries to suggest active community engagement.
- Design the corner of South and Higgins with a unified image using high-quality landscaping and signage.
- Provide distinctive lighting levels at campus entrances.
- Provide unique signage that is simple, direct, functional, and well-designed at major vehicular entrances with a logo, entrance name, and direction to visitor parking.
- Provide orientation maps for pedestrians and bicyclists at campus entrances.
- Continue to work with adjacent neighborhoods and the city to beautify the corner of Southwest Higgins and Pattee Canyon.



•

Campus Entrances



SOUTH CAMPUS INFRASTRUCTURE

The University is served by a variety of utilities that are essential to campus operations. As development occurs at the South Campus, the planning process must include a review of the utilities supplies and distribution systems for capacity and condition. Growth projections will necessarily include an analysis of these systems and projections of what will be necessary to accommodate the volume of development and anticipated within the time frame of the plan. This infrastructure plan identifies the various utility systems, their current status, and the issues that should be addressed.

Infrastructure Overview

Fuel: Natural gas is a readily available fuel source. A high-pressure natural gas-line is routed along Higgins Avenue to the Mountain Campus. It is likely South Campus will be able to utilize this line. Capacity of this pipeline to serve the South Campus needs will have to be evaluated with the utility.

Heating: A central campus steam-generation facility fueled by natural gas, with fuel oil backup is recommended as a primary heating and a steam distribution system via tunnels. Alternately,



smaller steam mini-heating plants could be incorporated into new buildings where one mini-plant serves the required capacity of 2-3 buildings. This would limit options for backup fuel. A central or multiple mini-plants provide for a reliable source of steam while minimizing maintenance costs and optimizing efficiency.

Power (Electricity): Northwestern Energy provides electricity for the Mountain Campus and would likely do the same at the South Campus. One main service from the utility will best manage utility costs and a secondary route would provide for redundancy. The University will own the power lines on campus, and it is recommended they be installed inside a tunnel system. Capacity of the adjacent distribution system to serve the South Campus needs will have to be evaluated with the utility.

Cooling: Campus building spaces should be cooled by chilled water from ground-water from the Missoula aquifer. Because of the proximity of the site to the “toe” of the mountain, water from the aquifer will be very site specific and most likely require a distributed system of well-water from a central location of wells. The northwest area of this site is ideal for source wells, while the southwest would be good for injection. A groundwater model will be necessary to ensure proper well location selection.

Water Supply: Domestic (potable) water is provided by Mountain Water from numerous wells in the valley. On-campus water distribution would be primarily through university-owned and maintained water lines. Capacity of the adjacent distributions system to serve the South Campus needs will have to be evaluated with the utility. Metering and backflow preventers at the inlet of campus will be required, while multiple inlets that are looped together are critical for proper operation of the water and fire suppression systems. The additional pressure drop caused by the backflow preventer may require a booster pump system to be installed, with power backup. This will likely require a moderate size building at each water inlet to the campus.

Water Supply: Irrigation water should be provided by University owned wells and manifolded together to minimize the number of wells and pumping costs.

Sanitary Sewers: The city of Missoula is the sewer service provider while on-campus lines are owned by the University. All sewage is conveyed through city sewer lines from the campus edge to the city treatment plants at Reserve Street. Capacity of the adjacent distribution system to serve the South Campus needs will have to be evaluated with the utility. A separate lift station for the campus is likely to be necessary. Alternately, the University could install its own water supply system. The availability of water at this location may preclude this, especially when the demand on the aquifer for ground water cooling is taken into account.

Storm Sewers: Storm water will be collected on site by sumps and swales with water being recharged to the aquifer.

On-Campus Utility Distribution Systems: A tunnel system which provides for steam, condensate, power, data, irrigation water and other utilities is invaluable in allowing for extended life of the

systems, improved maintenance, and ease of upgrades. A tunnel system is recommended for the South Campus.

Communications and Networking: The Mountain Campus has its own telephone system and data communications network, connected to worldwide networks and South Campus is expected to continue with this architecture. Much of the existing system is installed in the tunnel system, which allows for ease of maintenance and upgrades. The Mountain Campus currently has audio-visual cabling in selected buildings. The infrastructure necessary to serve the telecommunication revolution will continue to evolve. While fiber optics may seem the most promising system for accommodating the multitude of users on today's information network, it is impossible to predict if new technologies or new demands will arise. New infrastructure corridors may be needed to serve new buildings, and the buildings themselves may need to be upgraded for better telecommunication service. Other technologies using wireless transmission could result in a system of dispersed satellite facilities around the campus.

Sidewalks and Roadways: The plan calls for safe, efficient, and attractive pedestrian pathways throughout the campus to enhance face-to-face interaction and the sense of a walking community. Pedestrian paths are the primary means of moving about campus. It is important to minimize conflicts with vehicles.



The campus plan strives to give the highest priority to pedestrian movement and in descending priority to bicycles, mass-transit, and automobiles. The plan must also provide for adequate vehicle access for service functions, emergency vehicles, and the disabled. In order to create safer pedestrian conditions a look at intersections of streets and sidewalks should be taken. Differentiation between street and sidewalk, such as material change, elevation change or prominent pedestrian crossing signs will aid in slowing down traffic and should be implemented. Major differentiation should be present at such key areas like campus entries and plazas.

Infrastructure Principles

The following principles should be used as utility systems are improved and expanded:

- **Safety:** Safety of the students, faculty, and staff is of primary concern. Utility systems must ensure the safety of the entire campus community.
- **Reliability:** Utility systems must be reliable. For many systems, this suggests backup and redundant systems allowing for downtime for equipment failures, maintenance and replacement, and peak-load accommodation.
- **Minimization:** Utilities operating costs should be minimized, along with minimizing life-cycle costs, including capital improvements. System demands should be moderated where possible through energy management tools. New buildings and major renovations should be properly commissioned. Integral to this is the accurate metering of utilities for each building.
- **Reliance on Utilities Providers:** The University will rely on Mountain Water for the provision of most potable water service and the city of Missoula for sewer treatment and conveyance. Natural gas will be provided either by Northwestern Energy or third-party suppliers. Electricity will be provided by Northwestern Energy.
- **Longer Demand Periods:** Summer occupancy of campus is increasing, creating higher peak power demand and increased cooling demand. Nighttime and weekend use is also increasing.
- **Information Technology:** Communications, networking, computer, and building controls technologies are increasingly integral to higher education endeavors. Utility and building systems planning must account for these emerging technologies.
- **Utility Development Costs:** Costs should be recovered through assessments to the various users based on their proportional demands upon the system.
- **Environmental Concerns:** Environmental impacts associated with the acquisition, production, and distribution of campus utilities should be minimized wherever possible.

ARCHITECTURAL DESIGN GUIDELINES

Change should be seen as a means to enhance not only functional qualities but aesthetic and experiential qualities as well. The University's overriding planning principles used to assess any new project include:

Sense of Place: to establish an environment that is welcoming, organized, and comprehensible where the arrangement of physical elements is unifying; to provide a sense of entry to the University (gateways); contains identifiable, visually satisfying places; to preserve, enhance, and restore the built and natural environment; and to provide a safe and pleasant environment in which to learn, work, and live.



Accessibility: to ensure accessibility within the University to academic and support services, information (electronic technology), people, and programs by providing accessible settings for persons with physical disabilities that facilitate communication and promote interaction and integration among all segments of the University Community and the larger community the University serves.

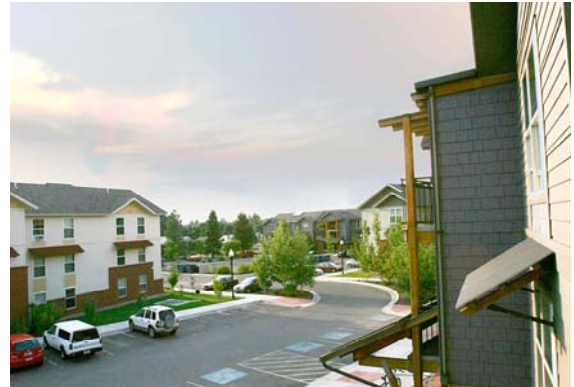


Respect for the Environment: to plan and design capital improvements and green space that incorporates environmental safety practices and conserves resources and minimizes environmental impacts, including impact on cultural resources, while balancing high design/construction quality standards with economic constraints.

Desirable natural characteristics of the setting shall not be diminished by any new construction. To the extent possible, such natural characteristics shall be taken advantage of and enhanced by the project.

Sustainability: The University is committed to principles of sustainability, implementing sound conservation practices, and environmental responsibility. Recycled materials, renewable energy sources, and sustainable technologies are encouraged for all new buildings.

Circulation: to enhance and further develop the existing circulation systems and effective linkages within the campus and the community at large, and minimize vehicular traffic to provide a pedestrian oriented campus which provides the opportunity for different cultures to interact with each other on campus and make for a welcoming place.



Compatibility: Future buildings should have designs that fit with the traditional campus look. The classic rules of order which include distinguishable entries, continuity of brick and stone accent treatments have stood the test of time. This will preserve the continuity of open space and buildings to ensure the unifying integration of additions to the existing campus. This should also include maintaining compatibility of scale and materials with existing structures and compatibility of function.

Flexibility: to design and develop buildings and circulation, service/utility systems, and open space to adapt to the needs of an evolving academic environment and to be responsive to change.

Size: Buildings will not exceed three stories above ground level. Building footprints of 30,000 to 50,000 square feet, with total sizes ranging from 90,000 to more than 200,000 square feet are proposed. This scale of building fits the fabric of the campus and is an effective size for construction, programming, and operation. Larger buildings are difficult to site without creating barriers to campus circulation.

VISIONS OF THE FUTURE

The University of Montana South Campus



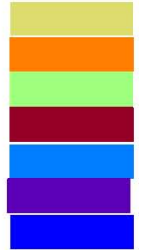
Comprehensive South Campus

LAND USE KEY

EXISTING ACADEMIC / RESEARCH
EXISTING STUDENT HOUSING
EXISTING CAMPUS RECREATION
EXISTING ATHLETICS
EXISTING PARKING



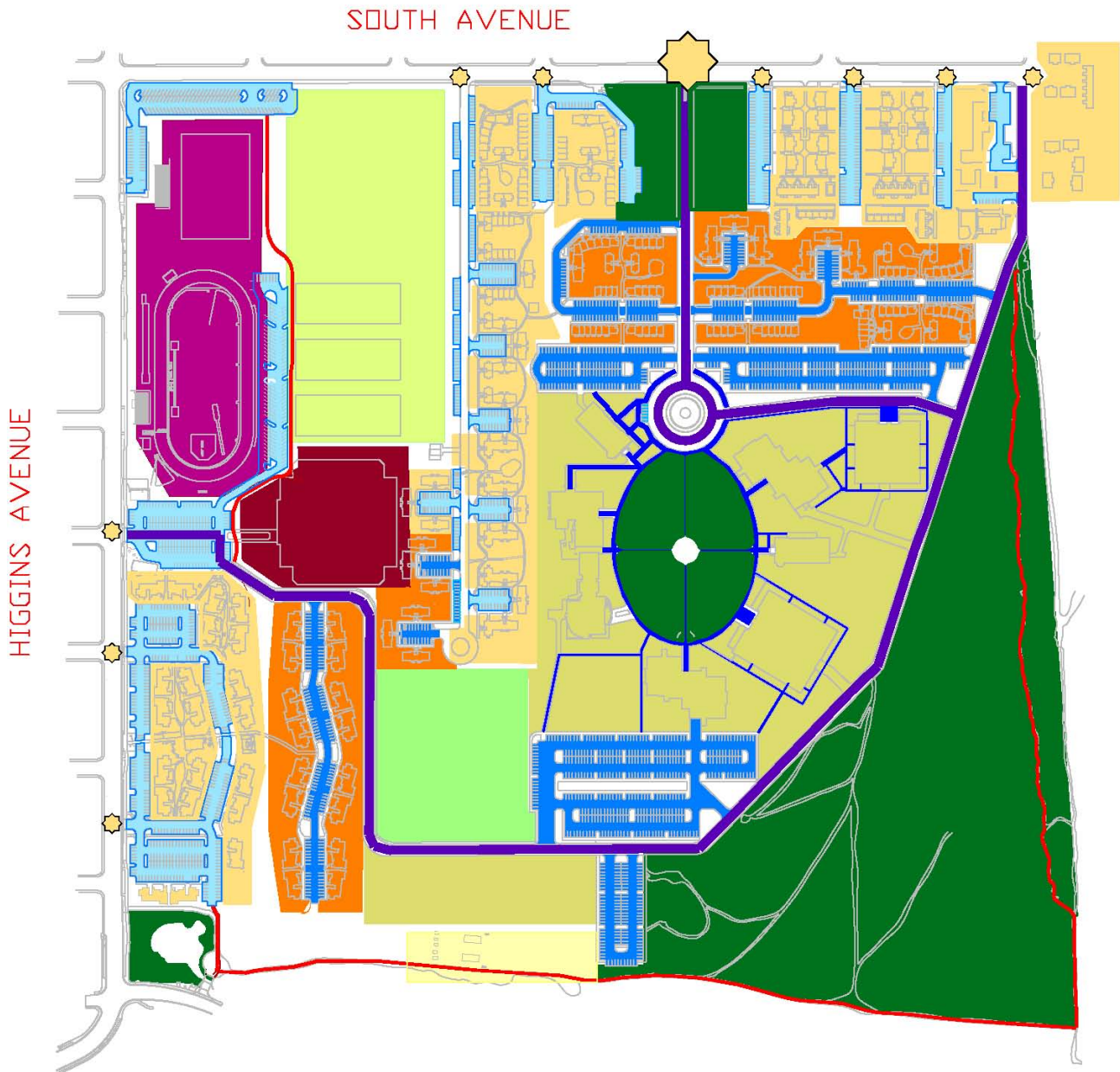
FUTURE ACADEMIC / RESEARCH
FUTURE STUDENT HOUSING
FUTURE CAMPUS RECREATION
FUTURE ATHLETICS
FUTURE PARKING



TRAIL SYSTEM ————
OPEN SPACE ■■■■■

ARTERIALS
PEDESTRIAN WALKS

MAIN CAMPUS ENTRANCE ☆☆☆



ITEM 137-2801-R1107

Authorization to Accept Offer for the Sale of Commercial-Local Lot at 5th Avenue & 13th Street in Havre, Montana; Montana State University-Northern

THAT:

The Board of Regents of Higher Education authorizes Montana State University-Northern to accept an offer for the sale of the property located on the southwest corner of 5th Avenue and 13th Street, Havre, Montana.

EXPLANATION:

Montana State University-Northern desires to sell the vacant commercial-local lot located on the southwest corner of 5th Avenue and 13th Street, Havre, Montana. The property is described as T32N, R16E, Section 08: SWSE N of City Road & West of 5th Avenue. The subject property consists of 2.42 acres of land that is located on the southwest corner of Fifth Avenue and Thirteenth Street, both of which are high local traffic routes and the property is not useable by MSU-Northern. When Thirteenth Street was built to provide for a hospital access it divided the university property. (Board of Regents Item 18-809-R0977, Authorization for Right-of-way to City of Havre, Northern Montana College September 1977) Topography of the 2.42 acres of property is gentle sloping to steep however there appears to be enough moderately sloping area adjacent to Fifth Avenue for a residence or business in accordance with local zoning with reasonable grade work completed. One appraiser describes 1.21 acres as waste and the other appraiser describes 1.42 acres as waste. The subject 2.42 acre parcel surrounds an existing single family dwelling and outbuildings, with 100 foot frontage on Fifth Avenue, on three sides with the portion behind and to the north of the dwelling being considered mostly waste. There is no negative impact to the sale of this property because the approximate 1 acre of useable land is separated from the northeast side of campus by a high traffic road and the remaining steep acreage considered waste making foot traffic difficult, if not impossible. The campus property on the northwest side of Thirteenth Street is vacant land leading to Married Student/Family Housing. Over the past two years the campus has received inquiries regarding the possible sale of the property. Giving the fact this piece of property is completely separated from the campus and the interest in the property, the campus made the decision to put the property up for sale. Proceeds from the sale will be used for deferred maintenance projects on campus.

In accordance with § 20-25-307, MCA, MSU-Northern solicited proposals for the purchase of the property. As required, MSU-Northern published a public notice of the Request for Proposals in the Havre Daily News and Great Falls Tribune for four consecutive weeks during October 2007.

The property was appraised by two independent appraisers in July 2007, one appraisal was \$40,000 and another was \$63,000. Bids for purchase of the property have been solicited and MSU-Northern will accept the proposal that is most economically advantageous to MSU-Northern.

In addition to the proposal offer amount, it is anticipated that the purchasers will pay any lender costs, including appraisals, survey of the property, title insurance costs, real estate commissions, or closing costs. MSU-N will pay no real estate commissions. Payment in full at the time of closing is required.

The bid opening date is November 2 (after the agenda has been mailed to the regents) so the campus will provide the board with the results of the bid opening at the board meeting. Upon final approval from the Board of Regents, a formal purchase agreement will be executed and other appropriate documents prepared by MSU-N legal counsel. The sale will be finalized subject to the approval of the Board of Land Commissioners at their next meeting.

In the event of default by the apparent successful purchaser, the purchaser's bid security of \$500.00 will be forfeited to MSU-N as damages and the next highest proposed purchaser will be notified.

ITEM 137-108-R1107

Quality Educator Loan Assistance Program

THAT:

The Board of Regents of Higher Education approves a policy for the administration of the Quality Educator Loan Assistance Program established by the 2007 Montana Legislature.

EXPLANATION:

The Montana Legislature has established a student loan repayment assistance program for K-12 educators teaching in areas identified by geographic location and endorsement as areas of educator shortage in Montana. The program is codified in Montana law at §§ 20-4-501, et seq. MCA. Under the program, qualified educators working in shortage areas are eligible for student loan repayment assistance, up to a total of \$12,000 over a four-year period.

The statute assigns to the commissioner of higher education the administration of the program. The Montana Guaranteed Student Loan Program (MGSLP) will handle the administration of this program for the commissioner as part of MGSLP's assigned student financial-aid related activities. The commissioner's office currently administers the Montana Rural Physician Incentive Program and several scholarship programs.

Under this program, the Board of Public Education will identify and rank the shortage areas and supply the list to MGSLP on or before February 1 of each year in order that the program selections may be made.

ATTACHMENTS:

New Board of Regents Policy 940.14

SUBJECT: FINANCIAL AFFAIRS

PAGE 940.14 (1 of 3)

Section: 940.14 – Quality Educator Loan
Assistance Program

EFFECTIVE: November 16, 2007

ISSUED: November __, 2007

A. Board Policy

1. Quality Educator Loan Assistance Program. This policy implements a quality educator loan assistance program administered by the board of regents through the office of the commissioner of higher education in accordance with § 20-4-501, et seq., MCA, and this policy. The purpose of the program shall be the direct repayment of educational loans of eligible quality educators working in specified educational shortage areas in the state of Montana.

2. Definitions. For purposes of this policy, the following definitions shall apply:

(a) “educational entity” shall mean: (1) a public school district; (2) a public education cooperative; (3) the Montana school for the deaf and blind, as described in § 41-5-103, MCA; (4) the Montana youth challenge program; and (5) a state youth correctional facility, as defined in § 41-5-103, MCA.

(b) “educational loan” shall mean any loan made pursuant to a federal loan program, except federal parent loans for undergraduate students (PLUS) loans, as provided in 20 USC § 1078-2.

(c) “educator” shall mean a full-time equivalent educator, as reported to the superintendent of public instruction for accreditation purposes in the previous year, who

(i) holds a valid certificate under the provisions of § 20-4-10, MCA, and is employed by an entity listed in § A-2(a) of this policy in a position that requires an educator license in accordance with administrative rules adopted by the board of public education; or

(ii) is a licensed professional under §§ 37-8-405, 37-8-415, 37-11-301, 37-15-301, 37-17-302, 37-22-301, 37-23-201, 37-24-301, or 37-25-302, MCA, and is employed by an entity listed in § A-2(a) of this policy to provide professional services to students pursuant to that licensure.

(d) “federal student postsecondary loan program” shall mean educational loans authorized by 20 USC 1071, et seq., § 20 USC 1087, et seq. and § 20 USC 1087aa, et seq.

(e) “in good standing” shall mean the educator has completed the school year in accordance with teacher obligations set by law and school district policy.

3. Eligibility. (a) Educators meeting the following qualifications shall be eligible for education loan repayment assistance under this program:

(1) Be a full-time equivalent educator, as verified by the Office of Public Instruction;

(2) Be working **at least half-time** in **an educational critical quality educator** shortage area designated by the Board of Public Education pursuant to § 20-4-503, MCA, as verified by the educational entity or its agent;

SUBJECT: FINANCIAL AFFAIRS

PAGE 940.14 (2 of 3)

Section: 940.14 – Quality Educator Loan
Assistance Program

EFFECTIVE: November 16, 2007

ISSUED: November __, 2007

(3) Be an educator in good standing as verified by the educator's supervisor ~~and hold appropriate Montana licensure and endorsement for the position held, as verified by Office of Public Instruction; and~~

(4) Be the borrower of funds on an educational loan; have a minimum unpaid balance of at least \$1,000 on said loan at the time of application for quality educator loan repayment assistance; and not be in default on an educational loan.

(b) Educators qualified for this program are eligible for loan repayment assistance for up to a maximum of 4 years. The total annual loan repayment assistance may not exceed \$3,000. The total amount payable to an educator under this program may not exceed \$12,000. Payments are subject to continued eligibility and funds.

4. Funding. No funds shall be dedicated to this program which have not been expressly appropriated for the project. If the funding for any given year is less than the total amount for which Montana quality educators qualify, the commissioner of higher education will make awards to quality educators based on the shortage indicator score (SIS) identified in § B-1 of this policy.

B. Procedures

1. Critical Quality Educator Shortage Areas. By February 1 of each year, in accordance with § 20-4-503, MCA, the Board of Public Education will identify and provide to the commissioner of higher education a ranked list of schools and endorsement areas which are the areas of critical educator shortage. The list will indicate, by a numerical shortage indicator score (SIS), the most critical shortage areas. Awards will be made based upon the SIS.

2. Application. The commissioner of higher education will develop and post the application form and required documents to complete an application. Each applicant is responsible for filing his or her application, with necessary supporting documentation, by the deadline set in this policy. The commissioner of higher education may set additional administrative requirements for participation in the program, such as (1) provision of a social security number for payment and tax purposes and (2) consideration of participation in other loan repayment programs.

3. Application Documents. A complete application will include (1) a completed, signed application form, with signed consent to access loan information; (2) certification of employment in a shortage area; and (3) verification of educator licensure.

4. Application Deadline. Complete applications must be received at the Montana Guaranteed Student Loan Program (MGSLP) no earlier than April 1 nor later than May 31 of the year for which the applicant seeks assistance. Applications may be sent to the Quality Educator Loan Assistance Program, MGSLP, PO Box 203101, Helena, MT 59620-3101 or be hand-delivered to the MGSLP at 2500 Broadway, Helena, Montana. Incomplete applications will not be considered. It is the applicant's responsibility to ensure his or her application is complete.

5. Reapplication. Educators must reapply for the assistance every year. The commissioner of higher education will post procedures for reapplications for assistance. Direct notices of renewal will not be sent to current recipients. Educators currently in the program and working in the same

SUBJECT: FINANCIAL AFFAIRS

PAGE 940.14 (3 of 3)

Section: 940.14 – Quality Educator Loan
Assistance Program

EFFECTIVE: November 16, 2007

ISSUED: November __, 2007

capacity in the same shortage area **for which they originally were qualified** will have priority for additional awards, conditional upon continued eligibility and timely reapplication.

6. Payment. Payments will be made directly to the lender. If the remaining balance on an educator's loan is less than \$1,000 for any given year, only the balance owing will be remitted by the program. Payments made under this program may be taxable income by the IRS and Montana Department of Revenue.

7. Disqualification. A qualified educator may be disqualified from receiving an award if he or she does not complete the school year in good standing.

8. Appeals. Neither the determination of critical educator shortage areas nor the selections made under the program are subject to appeal. The termination of an award may be appealed to the commissioner of higher education. The commissioner's decision shall be final.

November 15-16, 2007

ITEM 137-1005-R1107

Increase in Project Authorization for an East Addition to Washington Grizzly Stadium; The University of Montana-Missoula

THAT:

Consistent with the provisions of MCA 18-2-102, the Board of Regents of Higher Education authorizes The University of Montana-Missoula to increase the project budget to construct an East Addition to Washington Grizzly Stadium. This request is for an increase the project authority from \$5,500,000 to \$5,750,000.

EXPLANATION:

The bids received for the project, while within the authorized amount of \$5.5 million, would have required UM to commit all of the project's construction contingency prior to the start of the project. This would have put the project at risk. This request is to increase both the project budget and project authority by \$250,000 to cover these additional costs of the higher than expected construction bid. Additionally, no additional student fees are needed; all new costs will be covered by ticket related revenue.

This authority request is for an amount greater than \$150,000, which requires the following additional information:

(a) Project Description:

The work performed under this authority encompasses the construction of additional seats, concessions, restrooms and circulation systems on the east side of Washington Grizzly Stadium. This expansion will add approximately 2000 seats.

(b) Cost estimate and Funding Sources:

Construction	\$4,865,172.00
Architectural Fees and Administrative Costs	509,828.00
Printing and Bidding Costs	5,000.00
Utilities	45,000.00
Contingency	275,000.00
Equipment	50,000.00
PROJECT TOTAL	\$5,750,000.00

This project will be financed with revenues from football ticket related revenues

(c) Programs served, enrollment data, projected enrollments:

Due to the success of the UM football program, there is a high demand for additional seating in Washington Grizzly Stadium.

(d) Space Utilization Data:

The work completed under this authority will provide space that is not currently available on campus.

(e) Projected use for available residual space:

(Not applicable to this request)

(f) Projected O&M Costs and proposed funding sources:

O&M costs for the new facilities are projected to be \$5,000 annually and are fully borne by Intercollegiate Athletics.

November 2007

MSU-Northern Budget Plan Narrative for FY08 and FY09.

Below is a summary of the actions the campus has taken or will be taking to ensure a balanced budget in both FY08 and FY09.

Campus's budget planning FY07 to FY08-Original Budget.

- For FY08, the campus estimated a reduction of 55 student FTE.
- To achieve the required level of expenditure reduction for FY08, the campus eliminated 14 positions and reduced operating budgets, resulting in \$697,272 in expenditure reductions.
- Included in the FY08-Original Budget was a payback of the \$143,241 negative fund balance in the General Fund remaining at the end of FY07 and a Tuition Reserve of \$193,368.

FY08-Original Budget to FY08-Adjusted Budget.

- The FY08 Adjusted Budget plans for an additional reduction of 65 student FTE for a total FY07 to FY08 student reduction of 120 FTE.
- Additional reductions:
 - \$176,925 in vacancy savings already identified.
 - Adjunct budgets reduced by \$40,000
 - Elimination of three positions-savings \$71,400
 - Reduce operating budgets \$28,604

Total Reduction \$316,929

- FY08-Adjusted Budget still **contains the \$143,241 payback** of the negative fund balance in the General Fund remaining at the end of FY07.

FY08 to FY09.

- Major assumption/priorities made for FY09 budget planning.
 - Projecting a student FTE reduction of approximately 10%.
 - Salary increase of 3.6% (adjusted for Oct 1).
 - Utility increases of 7.8%
 - Increase budgets for recruitment and marketing
 - Add back one custodial position.
 - Increase in operating budgets for academic and support areas.
 - Add back one education faculty.

- In order to achieve a balanced budget for FY09, given the assumptions and priorities, additional personal services cuts need to be made.
 - Five faculty positions will be eliminate
 - Two retirements- not replaced
 - Two temporary faculty not renewed
 - One faculty reassigned
 - One professional position eliminated
 - Reduction of low enrolled summer session offerings

- These cuts result in approximately \$400,000 in reduced expenditures.

From FY04 to FY09 General Fund expenditures have grown only 7.8%. During this same time frame, the estimated MUS expenditure growth will be 28-30%. Northern has been in a cut mode for many years, unfortunately, with double digit reductions in FTE, it is becoming more challenging to make the necessary expenditure reductions.

**MSU-Northern Pro Forma Financial Statements - General Fund
FY08 and FY09**

	Actual FY04	Actual FY07	Original Budget FY08	Adjusted FY08	Difference-Original to Adjusted FY08	Budget FY09
FYFTE Enrollment						
Resident	1329	1083	1032	970	(62.00)	873
WUE	56	79	78	67	(11.00)	64
Nonresident	46	44	41	49	8.00	44
TOTAL	1431	1206	1151	1086	(65.00)	981
Employee FTE						
Faculty	83.18	90.58	86.88	84.88	(2.00)	79.38
Admin/Prof	33.22	33.9	31.7	31.7	0.00	30.2
Classified	60.95	54.16	48	45	(3.00)	46
Part-Time/Other	11.45	8.64	6.93	6.93	0.00	7
TOTAL	188.8	187.28	173.51	168.51	(5.00)	162.58
NET Revenues						
Gen Fund/Millage	6,763,838	7,024,009	7,872,772	7,872,772	0	8,470,027
Tuition/Other	5,020,335	5,630,763	5,328,022	4,788,370	(539,652)	4,327,830
Tuition Waivers	(923,880)	(1,146,948)	(1,123,932)	(1,094,577)	29,355	(1,050,000)
TOTAL	10,860,293	11,507,824	12,076,862	11,566,565	(510,297)	11,747,857
FY08 Tuition Reserve					<u>193,341</u>	
Additional Expenditure Reduction Required FY08					<u>316,956</u>	
NET Expenses						
Instruction						
Personal Services	4,461,281	4,978,363	5,224,881	5,054,881	(170,000)	5,030,647
Operations/Capital	400,761	354,603	372,075	372,075	0	413,075
Subtotal	4,862,042	5,332,966	5,596,956	5,426,956	(170,000)	5,443,722
Support						
Personal Services	3,315,695	3,660,061	3,693,943	3,626,118	(67,825)	3,640,609
Operations/Capital	1,052,683	899,461	832,600	823,969	(8,631)	924,500
Subtotal	4,368,378	4,559,522	4,526,543	4,450,087	(76,456)	4,565,109
Facilities						
Personal Services	632,606	608,940	650,381	599,881	(50,500)	588,717
Operations/Capital	968,055	1,008,138	966,400	946,400	(20,000)	1,078,400
Subtotal	1,600,661	1,617,078	1,616,781	1,546,281	(70,500)	1,667,117
Campus Total						
Personal Services	8,409,582	9,247,364	9,569,205	9,280,880	(288,325)	9,259,973
Operations/Capital	2,421,499	2,262,202	2,171,075	2,142,444	(28,631)	2,415,975
TOTAL	10,831,081	11,509,566	11,740,280	11,423,324	(316,956)	11,675,948
Excess Revenue	<u>29,212</u>	<u>(1,742)</u>	<u>336,582</u>	<u>143,241</u>		<u>71,909</u>
Use of FY08 Excess Revenue:						
Negative fund payback			143,241	143,241		
Tuition Reserve			193,341	0		
			<u>336,582</u>	<u>143,241</u>		

Please refer to attached Notes to the Pro-Forma Financial Statements for additional information

MSU-Northern Pro Forma Financial Statement-Notes
Summary of Budget Adjustments and Assumptions
FY08 and FY09

Budget Adjustments made to achieve Original FY08 Budget

14 positions eliminated	\$606,145
Operating expenditures reduced	\$91,127
Total Reductions	\$697,272

Budget Adjustments made to achieve Adjusted FY08 Budget

Vacancy savings already identified	\$176,925
Adjunct budget reduction	\$40,000
Elimination of 3 positions -net savings	\$71,400
Reduction in operating budgets	\$28,631
Total Additional Reductions Identified	\$316,956

Assumptions FY08 to FY09

- Enrollment to decline 10%
- Salary increase at 3.6% (adjusted for Oct 1)
- Utilities to increase 7.8%

Budget Reductions for FY09

Four Faculty positions eliminated	\$284,000
One professional position eliminated	\$48,000
Reduction of low enrolled summer school classes	\$68,000
Total FY09 Budget Reductions	\$400,000

BOARD OF REGENTS BUDGET GUIDELINES

<u>DATE</u>	<u>BOR BIENNIAL BUDGET DEVELOPMENT</u>	<u>EXECUTIVE PLANNING AND BUDGET DEVELOPMENT</u>	<u>LONG RANGE BUILDING PLAN AND MAJOR MAINTENANCE REQUESTS</u>
2007			
December 14	Draft New Proposals (NP) are due to OCHE (All MUS institutions)		
2008			
January 3-4	Draft New Proposals reviewed by BOR during Strategic Planning session.		
February		OBPP distributes EPP materials to agencies	
February 7			Initial meeting with OCHE & campuses to compile the Proposed MUS LRBP Priority list.
February 12			Proposed MUS LRBP Priority list communicated to all campuses.
March 5-7	BOR Budget Committee conducts budget hearings on new proposals. Public testimony is taken at this meeting.		OCHE recommended LRBP Priorities presented and reviewed by BOR Budget Committee. Public testimony is taken at this meeting.
March 5-7	Present law adjustment requests presented to Board of Regents. Board of Regents reviews present law adjustments and new proposals for inclusion in Executive Planning Process request.		
April 20		MBARS submission of EPP request due to OCHE	
April 30		OCHE submits tentative EPP request to OBPP	
May 15		MUS FTE data due to OBPP	
May 26-28	Board of Regents approves PLAs and NPs for inclusion in Executive Planning Process request. First Draft of Budget Plan presented to the BOR.		Board of Regents formal adoption of MUS LRBP Priorities
May - June	.	OBPP meets with OCHE (EPP Conference)	MUS LRBP Priorities are sent to Department of Administration, A & E Division.

BOARD OF REGENTS BUDGET GUIDELINES

July		OBPP sends approval notices to agencies	
July	During strategic planning session, BOR evaluates remaining NP and PLA requests not approved by OBPP for Executive Budget and decides status of unapproved budget items.		
July 20		FYE closing	
July 28		OBPP finalizes fixed cost schedules with provider/managing agencies and finalizes inflation/deflation factors.	
August 7	FY08 Budget Base due to OCHE		
August 15	FY09 Operating budgets are due to OCHE		
August 21		MBARS submission of Executive Budget request due to OCHE	
August 31		OCHE submits consolidated MBARS Executive Budget request to OBPP	
September 5		MUS institutions submit 5% reduction plan to OCHE [17-7-111(2)(f), MCA]	
September 15		OCHE submits consolidated 5% reduction plan to OBPP	
September 24-26	An updated Budget Plan is presented to the Board of Regents. Preliminary tuition estimates are presented and discussed. FY 09 Operating Budgets presented to BOR at the Sept meeting for approval.		BOR Budget Committee Update on LRBP priorities.
November 15		OBPP transmits the Executive Budget, including all Long-Range Planning recommendations and the proposed pay plan schedule, to the LFD.	State of Montana Long Range Building Plan transmitted to Legislative Fiscal Division
November 19-21	Board of Regents finalizes 2011 Biennium Budget Plan. Tuition scenarios based upon levels of state support are developed.		

November 15-16, 2007

ITEM 137-2003-R1107

**Extend Authorization to Construct a Clean Room in the
EPS Complex; Montana State University**

THAT:

Consistent with the provisions of MCA 18-2-102(b), the Board of Regents of the Montana University System authorizes MSU to complete construction of a Clean Room in the EPS Complex. This request extends previous authority in the amount of \$3,500,000.

EXPLANATION:

1. Regents Item #126-2003-R0105 was approved at \$3,500,000 for this project.
2. Work on the project began in the fall of 2005, and the construction of the main clean room is now substantially complete. However, one final Change Order to increase the cooling capacity has been initiated, and it is reasonably likely that this work may not be completed and billed prior to the expiration of the project authority in January, 2008. Consequently, extending the authority to assure that the project will be completed under appropriate authority is necessary.
3. This project is financed with federal grant funding.

November 15-16, 2007

ITEM 137-1003-R1107 Purchase of Property, 664 South 6th East, Within Property Acquisition Zone; The University of Montana-Missoula

THAT

The Board of Regents of the Montana University System authorizes The University of Montana to implement steps necessary to purchase the property located at 664 South 6th East in Missoula, Montana, subject to final approval by the Office of the Commissioner of Higher Education

EXPLANATION:

The property acquisition zone identified in Board of Regents' Item Number **114-1002-R0102** (attached) includes this property. However, due to the substantial increase in property values in the Missoula area, the purchase price exceeds the limit of \$190,000 value for the properties within this acquisition zone. Therefore the University of Montana is requesting authorization to proceed with the purchase for \$258,432. The two market appraisals are attached.

Fidelity Real Estate
1727 South Ave West
Missoula, Mt. 59801

721-1840
721-3037 fax
800-839-1840

Market analysis for: 664 6th E

Subject property details

Square footage: 1525 above grade, 885 basement partially finished

Bedrooms: 3

Bathrooms: 2.5

Year built: 1937

Lot size: 5850 square feet

Garage: Detached 1 car

Additional amenities: Located in the U district. Original hardwood floors. Good street appeal.

Necessary repairs or upgrades: Needs standard maintenance including but not limited to roof work, exterior paint and furnace replacement.

Market conditions: Market is very strong. Currently 5 U district homes under contract and 11 U district homes in the subject's price range sold in 2007.

Notes on comparable sales: Good comparable properties currently for sale, under contract and recently sold.

Current market value: \$275,000 to \$300,000

Suggested list price: NA

Agent:

Date:


6/28/2007

664 6th E Comparative Market Analysis
Notes on the comparable properties

This market analysis is based primarily on the comparable properties available. Most weight is given to the properties that have recently sold and the properties that are currently under contract with a buyer. Active listings are included just as additional information on the market. A comparable property is one that preferably is a similar style, has similar square footage, and is in the same market area as the subject property.

Sold properties: 15 total sold properties were found in the subject's general price range and area that sold within the last 12 months. The 3 most similar properties are enclosed. Comparable solds 1 and 2 are very close in location to the subject. Both have less square footage, but are in better condition. Comp 3 at \$380,500 is provided to verify that homes in this sale price range are in much better condition and feature more square footage.

Under contract properties: 5 properties are currently under contract. The 3 most similar are enclosed. Under contract #1 is the best overall comparable of all properties including the sold properties. It has the most similar square footage. It has been updated and shows what the subject properties value may be if it were to be updated. The final sales prices of the under contract properties is unknown. For comparable market analysis purposes it is assumed the final sales price is within 5% of the asking price since that is typical for the U district market.

Active listings: Over 10 current active listings on the market. There are not any that are truly similar to the subject property. All 3 active listings feature more square footage and are in better condition.

BRIAN CARLEY, M.A.,
BROKER - REALTOR
Lambros Real Estate
3011 American Way
Missoula, Montana 59801

www.lambros.com

LICENSURE AND PROFESSIONAL DESIGNATIONS:

**LAMBROS REAL ESTATE presents a
Comparative Market Analysis**

To establish top market value of the property listed below

664 S. 6th Street E., Missoula, Montana 59801

Prepared for Keith Kuhn/UM Foundation
By Susan Liane

Professional Standards and Ethics Committee - Missoula Organization
of Realtors - Active member since 2000 - Hearing Chair experience

Missoula Organization of Realtors - Member since 1995
Montana Association of Realtors - Member since 1995
National Association of Realtors - Member since 1995

JULY 7, 2007

Lambros Real Estate - 2006 Winner of the Robia Campbell
Outstanding Realtor and Role Model Award

COMMUNITY INVOLVEMENT:

Chair-Elect 2007 - University of Montana Business Drive
Excellence Fund - 17 year volunteer
17 year member



ITEM 137-1003-R1107 ATTACHMENT 2

Prepared for Keith Kuhn
By Susan Liane

Market Analysis Explanation

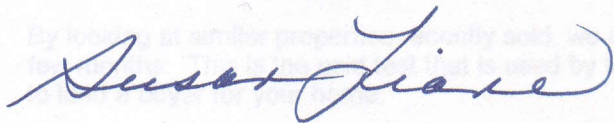
Date: July 7, 2007
To: Keith Kuhn
From: Susan Liane
Re: Comparative Market Analysis

My first goal is to help you establish a realistic price that represents top market value, without going higher than "fair market value". This can only be accomplished by thoroughly understanding the local market. To help you in this regard, you will find a detailed market analysis attached. It has been carefully prepared to ensure that you feel comfortable, through explanation and understanding, as we proceed to reach this important goal. There have been several comparable properties that have sold in the University District in the past 18 months, however, there are many variables when it comes to condition/maintenance. This pricing information is based on "as is" condition.

Additionally, you will find significant information that will help you feel confident that you are being represented by an agent and organization that is second to none.

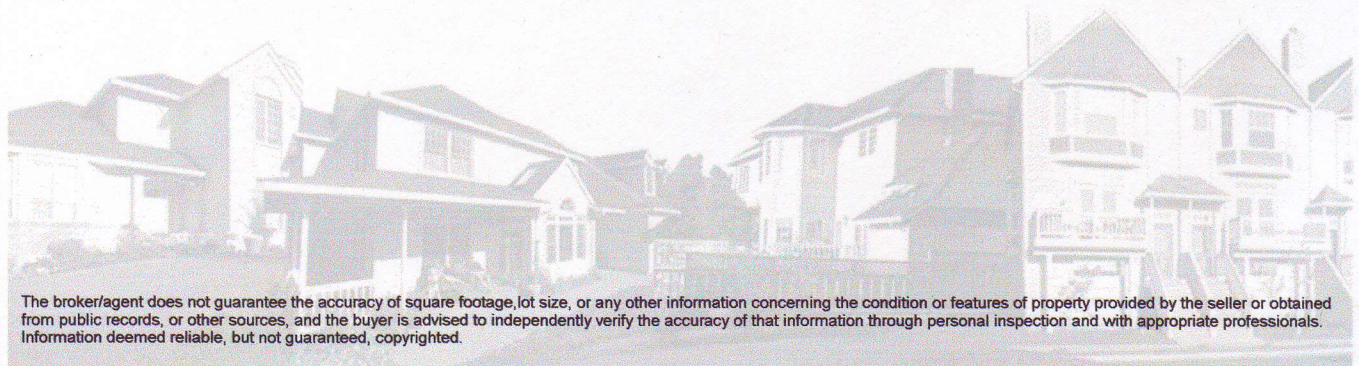
I welcome the opportunity to serve you, and invite you to contact me with any questions you may have, should they arise now, or at a later date.

Sincerely,



While we naturally want top market value for the home, we can agree that there's a point where the price would be too high. By looking at homes that didn't sell, we can accurately determine that price point and be sure we get too close to it. By going our homework diligently, we can get maximum dollars in a relatively short period of time.

Given the primary purpose for this Market Analysis, I have chosen to compare SOLD properties only for comparison to the subject property.



The broker/agent does not guarantee the accuracy of square footage, lot size, or any other information concerning the condition or features of property provided by the seller or obtained from public records, or other sources, and the buyer is advised to independently verify the accuracy of that information through personal inspection and with appropriate professionals. Information deemed reliable, but not guaranteed, copyrighted.

Market Analysis Explanation

The correct selling price of a home is the highest price the market will bear. To assist you in determining the correct asking price we have provided you with a comprehensive market analysis of comparable properties that have been recently offered for sale in your neighborhood.

This analysis is based strictly on homes that can be considered similar to yours, and has been specially prepared for you over the last few days.

This 'Comprehensive' property analysis is divided into four categories:

1. Similar properties that are currently listed
2. Similar properties that have recently sold
3. Similar properties that have sales pending
4. Similar properties that failed to sell

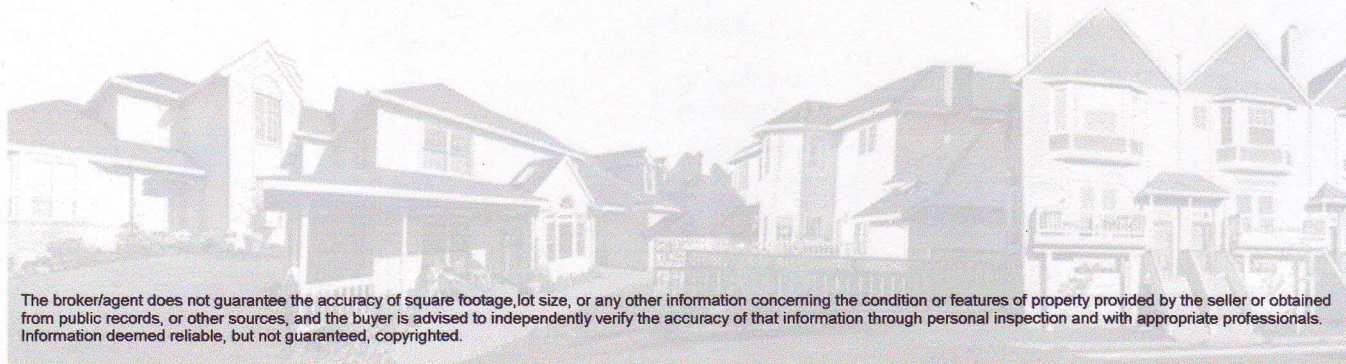
By carefully studying the comparable property locations, features, and the terms under which they are offered, we can develop a clear picture of the potential market for your property.

By looking at the properties currently listed, we can see exactly what alternatives a serious buyer has to choose from. We can be certain that we are not under pricing the property.

By looking at similar properties recently sold, we can see what homeowners have actually received over the last few months. This is the acid test that is used by lending institutions to determine how much they will be willing to lend a buyer for your home.

While we naturally want top market value for the home, we can agree that there's a point where the price would be too high. By looking at homes that didn't sell, we can accurately determine that price point and be careful not to get too close to it. By doing our homework diligently, we can get maximum dollars in a reasonably short period of time.

Given the primary purpose for this Market Analysis, I have chosen to compare SOLD properties only for comparison to the subject property.



The broker/agent does not guarantee the accuracy of square footage, lot size, or any other information concerning the condition or features of property provided by the seller or obtained from public records, or other sources, and the buyer is advised to independently verify the accuracy of that information through personal inspection and with appropriate professionals. Information deemed reliable, but not guaranteed, copyrighted.

ITEM 137-1003-R1107 ATTACHMENT 2

Prepared for Keith Kuhn
By Susan Liane

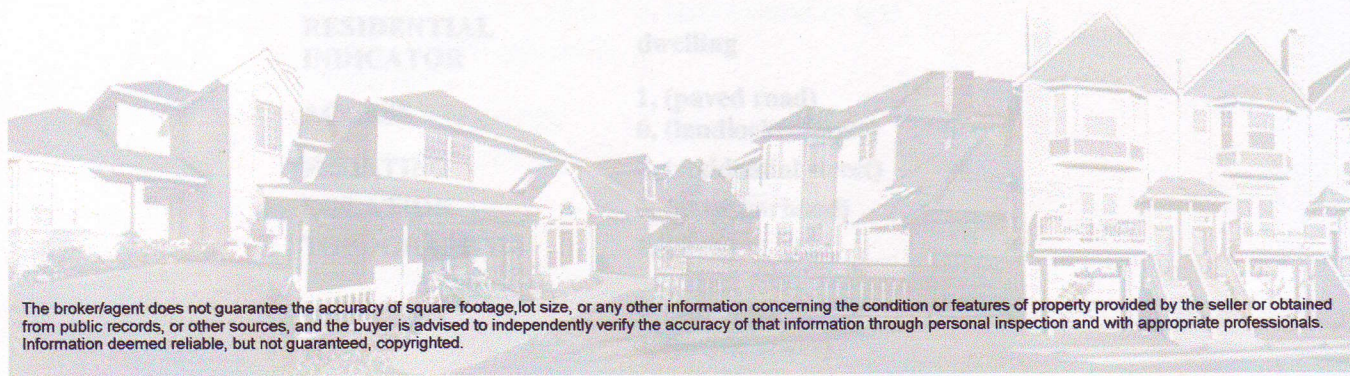
Comparable Properties

Subject Property

Address	SqFt	Lot size	Style	Bed	Bathrm	Parking	List Price	Sale Price	\$/SqFt	DOM
664 S. 6th Street E	2,410	5,850 sq	2 Story	4		2 Single	\$295,000		122	

Recent Sales

Address	SqFt	Lot size	Style	Bed	Bathrm	Parking	List Price	Sale Price	\$/SqFt	DOM
529 S. 5th Street E	2,200	5,850 sq	1 Story	3		1 Single	\$269,900	\$250,000	114	59
430 E. Pine	1,979	5,850	2 Story	4		2 Single	\$249,000	\$252,000	127	37
529 S. 5th Street E	2,200	5,850 sq	1 Story	3		1 Single	\$275,000	\$255,000	116	267
120 North Avenue	2,276	4,000 sq	2 Story	4		2 None	\$264,900	\$258,500	114	79
136 E. Kent	2,200	7,200 sq	1 Story	2		2 Double	\$289,000	\$260,000	118	69
610 E. South Aven	1,390	6,255	1 Story	5		2 Single	\$290,000	\$275,000	198	105
508 North Avenue	1,616	5,340 sq	1 Story	2		2 Single	\$289,900	\$284,000	176	54
541 E. Sussex	1,616	4,800 sq	1 Story	3		2 Single	\$289,900	\$286,000	177	136
222 Evans	1,498	3,900 sq	1 Story	2		2 Single	\$325,000	\$287,500	192	103
502 S. 6th Street E	1,798	7,800 sq	1 Story	2		1 Single	\$312,000	\$302,000	168	38
Average:							\$285,460	\$271,000	150	95



The broker/agent does not guarantee the accuracy of square footage, lot size, or any other information concerning the condition or features of property provided by the seller or obtained from public records, or other sources, and the buyer is advised to independently verify the accuracy of that information through personal inspection and with appropriate professionals. Information deemed reliable, but not guaranteed, copyrighted.

Prepared for Keith Kuhn
By Susan Liane

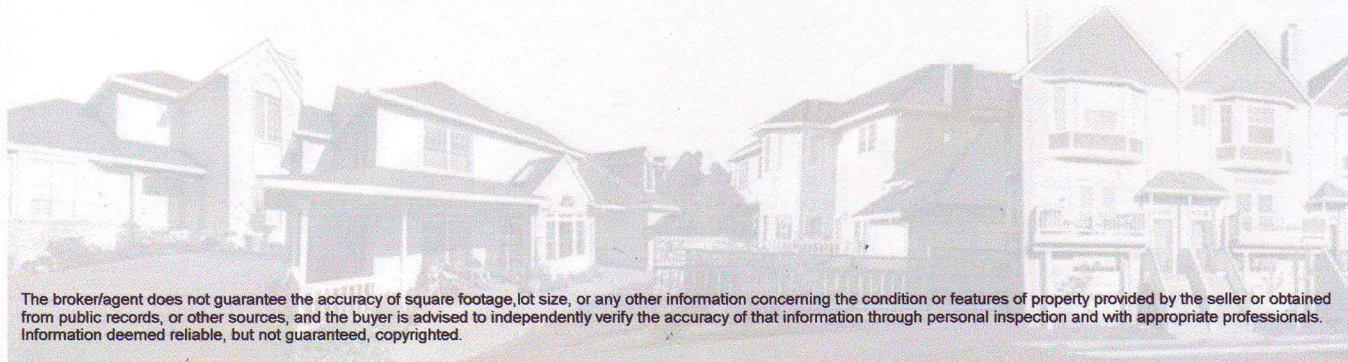
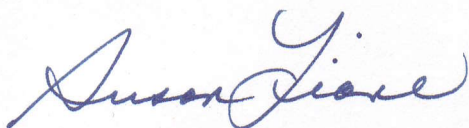
Price Recommendation

RECOMMENDED "FAIR MARKET" PRICE RANGE: \$290,000 - \$300,000 "AS IS" CONDITION

The recommended list price is based on comparable properties that have sold in the University District over the past 18 months +/- . A typical 6%-8% increase in list price has been reflected due to sale dates.

Recommended List Price: \$299,000
Average Sale Price: \$271,000

The Real Estate Market has definitely felt the effects of National trends this year, but Missoula is gradually shifting from a clear "Buyer's Market" to a more equal "Seller/Buyer market". Buyers are suddenly moving forward and purchasing the abundance of listed properties that came out early Spring 2007. The slow down was relatively short lived. Missoula real estate has stabilized as the interest rates have started to climb, but overall this is still a very healthy market.



The broker/agent does not guarantee the accuracy of square footage, lot size, or any other information concerning the condition or features of property provided by the seller or obtained from public records, or other sources, and the buyer is advised to independently verify the accuracy of that information through personal inspection and with appropriate professionals. Information deemed reliable, but not guaranteed, copyrighted.

January 17-18, 2002

ITEM 114-1002-R0102 Increase Purchase Price Within Property Acquisition Zone; The University of Montana-Missoula

THAT:

The Board of Regents of Higher Education of the Montana University System authorizes The University of Montana to increase the purchase price within the Property Acquisition Zone defined as Blocks 25 and 36 of the Supplementary Plat of a portion of the Montana Addition to the City of Missoula (all properties within the two blocks between Eddy Street on the South, South Fifth Street East on the North, Maurice Avenue on the East, and Arthur Avenue on the West) and to acquire any of the properties therein for a purchase price not to exceed \$190,000 to be held by the Board of Regents of Higher Education for the use and benefit of The University of Montana-Missoula as herein prescribed.

1. No property outside the designated Property Acquisition Zone may be acquired without the specific approval of the Board of Regents of Higher Education.
2. Any of the residential properties within the Property Acquisition Zone which become available for purchase may be purchased upon obtaining a minimum of two appraisals and negotiating a purchase price not in excess of the higher of the two appraisals, provided that the purchase price does not exceed \$190,000. Any acquisition at any price in excess of the higher of the two appraisals shall require prior specific approval of the Board of Regents of Higher Education.
3. Purchase of properties within the designated Property Acquisition Zone may be made on a cash, contract, mortgage, assumption of indebtedness, or trust deed basis, and the University is authorized to retain the services of appraisers, trustees, real estate agents, or escrow agents as may be required to complete the transfer appropriately.
4. Properties within the Property Acquisition Zone may be purchased with rents from such properties accrued for that purpose, auxiliary services funds,

- building fee proceeds, or other non-general fund resources available to the President for that purpose.
5. In the course of acquiring properties within the Property Acquisition Zone, no ongoing payment obligation of The University of Montana shall be incurred in excess of funds known or reasonably projected to be available for that purpose.
 6. Rents from properties owned or acquired within the Property Acquisition Zone, as well as other peripherally-owned and rented residences, will be used to pay any expenses incident to ownership, maintenance, improvement, and management of said properties. Rent receipts in excess of those required will be accrued, invested, and reinvested to fund and finance further acquisitions or improvements of properties within the Property Acquisition Zone.
 7. Conversion of any property within the Property Acquisition Zone to any use other than as a rental property, which conversion would result in a reduction of rental income available for making payments on or maintenance and operation of rental properties within the Zone, shall require approval of the Board of Regents of Higher Education.
 8. A report containing the property description, the two required appraisals, the purchase price, and the terms and conditions of purchase shall be forwarded to the Commissioner of Higher Education prior to each proposed purchase within the Property Acquisition Zone, and no purchase shall be made without the approval of the Commissioner.
 9. Properties which cannot be purchased but which are necessary to complete a parcel or boundary configuration for an approved University development purpose may be acquired by condemnation only after review and approval thereof by the Board of Regents of Higher Education.

EXPLANATION:

The new authorized limit is based on the change in the

Consumer Price Index from December 1987 to October 1999. Due to the substantial increase in property values in the Missoula area, the previous purchase price limit of \$115,000 is no longer a realistic value for the properties within this acquisition zone. The University's most recent purchase, approved at the last Board of Regents' meeting, was for \$149,900. This Regental item only increases the authorized purchase price of Regents' Item 105-1004-R1199.

ATTACHMENTS:

Regents' Item 105-1004-R1199 and a plot plan of the acquisition zone identifying properties owned by The University of Montana.

Section		UNIFORM RESIDENTIAL APPRAISAL REPORT				File No.	0144 UN
ESTIMATED SITE VALUE		= \$ 75,000				Comments on Cost Approach (such as, source of cost estimate, site value, square foot calculation and, for HUD, VA and FmHA, the estimated remaining economic life of the property):	
ESTIMATED REPRODUCTION COST-NEW OF IMPROVEMENTS:						Site value is based on similar land sales in the Missoula urban area.	
Dwelling	1,155 Sq. Ft. @ 65.00	= \$ 75,075				Construction costs are based on the Marshall & Swift Residential Cost Manual and knowledge of local contractors' rates.	
	1,155 Sq. Ft. @ 20.00	= 23,100					
Garage/Carport	252 Sq. Ft. @ 12.00	= 3,024					
Total Estimated Cost New		= \$ 101,199					
Loss	Physical	Functional	External				
Depreciation	10120	9108		= \$ 19,228			
Depreciated Value of Improvements		= \$ 81,971					
"As-is" Value of Site Improvements		= \$ 7,500					
INDICATED VALUE BY COST APPROACH		= \$ 164,471					
ITEM	SUBJECT	COMPARABLE NO. 1	COMPARABLE NO. 2	COMPARABLE NO. 3			
Address	645 South 6th Street East	514 East Beckwith Avenue	636 Hastings Avenue	546 Woodworth Avenue			
Proximity to Subject		9 blocks	12 blocks	13 blocks			
Sales Price	\$ NA	\$ 175,000	\$ 166,000	\$ 169,500			
Price/Gross Liv. Area	\$ 0.00	\$ 184.21	\$ 152.29	\$ 161.43			
Date and/or	County &	MLS #113171 &	MLS #112859 &	MLS #111111 &			
Verification Sources	Inspection	Ext. Inspection	Ext. Inspection	Ext. Inspection			
VALUE ADJUSTMENTS	DESCRIPTION	DESCRIPTION	DESCRIPTION	DESCRIPTION	DESCRIPTION	DESCRIPTION	
Sales or Financing	Conv. Loan	Conv. Loan	Conv. Loan	Conv. Loan			
Concessions	None	None	None	None			
Date of Sale/Time	8/01 50DoM	7/01 40DoM	5/01 43DoM				
Leasehold/Fee Simple	University	University	University	University			
Leasehold/Pee Simple	Fee Simple	Fee Simple	Fee Simple	Fee Simple			
Site	6,240 sf	Similar	Similar	Similar			
View	Nhood	Nhood	Nhood	Nhood			
Design and Appeal	Average	Average	Average	Average			
Quality of Construction	Average	Average	Average	Average			
Age	A60 E20	Similar	Similar	Similar			
Condition	Average	Superior -35000	Superior -20000	Superior -20000			
Room Count	Total Rooms Baths	Total Rooms Baths	Total Rooms Baths	Total Rooms Baths			
	5 2 1	5 2 1	5 2 1	5 2 1			
Gross Living Area	1155 Sq. Ft.	950 Sq. Ft. +10250	1090 Sq. Ft. +3600	1050 Sq. Ft. +5250			
Basement & Finished	1155 sf	665 sf +5900	1085 sf +1000	1050 sf +1250			
Rooms Below Grade	25% finish	0 finish +4300	100% finish -11950	Partial			
Functional Utility	Average	Average	Average	Average			
Heating/Cooling	GFA/None	GFA/None	GFA/None	GFA/None			
Energy Efficient Items	None noted	None noted	None noted	None noted			
Garage/Carport	1 Car/None	1 Car/None	1 Car/None	2 Car/None -2500			
Porch, Patio, Deck, Fireplace(s), etc.	None	Patio -500	1 Fireplace	1 Fireplace			
Fence, Pool, etc.	None	Fence -1000	Fence -1000	Fence -1000			
Net Adj. (total)		\$ 16,050	\$ 28,350	\$ 17,000			
Adjusted Sales Price of Comparable		\$ 158,950	\$ 137,650	\$ 152,500			
Comments on Sales Comparison (including the subject property's comparability to the neighborhood, etc.): All of the sales are recent (within 4 month of date of appraisal) and are felt to be very good indicators of current value for the subject property. Unlike the subject, all three of the comparables had been remodeled, typically at least the kitchen. The Sales Comparison Approach supports a value in the range of \$140,000 to \$160,000 with emphasis in the lower end of the range.							
ITEM	SUBJECT	COMPARABLE NO. 1	COMPARABLE NO. 2	COMPARABLE NO. 3			
Date, Price and Date	No prior	None known.	None known.	None known.			
Source for prior sales	sale.						
within year of appraisal							
Analysis of any current agreement of sale, option, or listing of the subject property and analysis of any prior sales of subject and comparables within one year of the date of appraisal: None known.							
INDICATED VALUE BY SALES COMPARISON APPROACH						\$ 152,500	
INDICATED VALUE BY INCOME APPROACH (if Applicable) Estimated Market Rent \$		NA /Mo. x Gross Rent Multiplier		NA \$			
This appraisal is made <input checked="" type="checkbox"/> "as is" subject to the reports, alterations, inspections, or conditions listed below <input type="checkbox"/> subject to completion per plans and specifications.							
Conditions of Appraisal: This appraisal assumes 'as-is' condition of the property as of September 12, 2001.							
Final Reconciliation: Primary consideration was given to the value indication by the Sales Comparison Approach.							
The purpose of this appraisal is to estimate the market value of the real property that is the subject of this report, based on the above conditions and the certification, contingent and limiting conditions, and market value definition that are stated in the attached Freddie Mac Form 430/Fannie Mae Form 1004B (Revised 6/93).							
I (WE) ESTIMATE THE MARKET VALUE, AS DEFINED, OF THE REAL PROPERTY THAT IS THE SUBJECT OF THIS REPORT, AS OF September 12, 2001 (WHICH IS THE DATE OF INSPECTION AND THE EFFECTIVE DATE OF THIS REPORT) TO BE \$ 152,500							
APPRAISER:		SUPERVISORY APPRAISER (ONLY IF REQUIRED):					
Signature:		Signature		<input type="checkbox"/> Did		<input type="checkbox"/> Did Not	
Name: Craig P. Kosena, MAI		Name		Inspect Property			
Date Report Signed: 9/19/01		Date Report Signed					
State Certification # 225		State Certification #		State			
State		Or State License #		State			

FannieMae Polly Steiler File No. PRV726
Desktop Underwriter Quantitative Analysis Appraisal Report

THIS SUMMARY APPRAISAL REPORT IS INTENDED FOR USE BY THE LENDER/CLIENT FOR A MORTGAGE FINANCE TRANSACTION ONLY.

Property Address: 645 SOUTH 6TH STREET EAST City: MISSOULA State: MT Zip Code: 59801
 Parcel Description: E 1/2 OF LOT 12, ALL OF LOT 13, W 1/2 OF LOT 14, BLOCK 36 MONTANA ADDITION County: MISSOULA

Assessor's Parcel No.: 22057902 Tax Year: 2000 R.E. Taxes: \$ 1,824.22 Special Assessments: NONE
 Borrower: CLIENT-SUSAN LIANE Current Owner: SAN-CAR CORPORATION Occupant: Owner Tenant Vacant
 Neighborhood or Project Name: UNIVERSITY AREA Project Type: PUD Condominium HOA: NONE (Mo.)

Sales Price: \$ N/A Date of Sale: N/A Description: \$ amount of loan charges/concessions to be paid by seller: NONE KNOWN
 Property rights appraised: Fee Simple Leasehold Map Reference: GEO 2200 22 3 06 03 Census Tract: 0006

Notes: Race and the racial composition of the neighborhood are not appraisal factors.

Location: Urban Suburban Rural Property values: Increasing Stable Declining
 Built up: Over 75% 25-75% Under 25% Demand/supply: In balance Over supply
 Growth rate: Rapid Stable Slow Marketing time: Under 3 mos. 3-6 mos. Over 6 mos.

Neighborhood boundaries: BOUNDARIES INCLUDE SOUTH FIFTH STREET EAST TO THE NORTH, THE UNIVERSITY OF MONTANA CAMPUS TO THE EAST, SOUTH HIGGINS AVENUE TO THE WEST, AND SOUTH AVENUE EAST TO THE SOUTH IN URBAN MISSOULA. Predominant: 175 50+ N/A N/A

Dimensions: 41' X 130' SQUARE FEET PER PLAT Site area: 6,240 SQUARE FEET PER PLAT Shape: RECTANGULAR
 Specific zoning classification and description: R-1 PER OFFICE OF COMMUNITY DEVELOPMENT
 Zoning compliance: Legal Legal nonconforming (Grandfathered use) Illegal, attach description No zoning
 Highest and best use of subject property as improved (or as proposed per plans and specifications): Present use Other use, attach description.

Utilities: Public Other Water Public Other Off-site improvements Type Public Private
 Electricity: Street Alley ASPHALT
 Gas: Sanitary sewer Alley PAVED

Are there any apparent adverse site conditions (basements, encroachments, special assessments, etc.)? Yes No If Yes, attach description.
 Source(s) used for physical characteristics of property: Interior and exterior inspection Exterior inspection from street Previous appraisal files
 MLS Assessment and tax records Prior inspection Property owner Other (Describe):
 No. of stories: ONE Type (Det./Apt.) DET Exterior Walls: WD FRAME Roof Surface: ASPH SHINGLE Manufactured Housing: Yes No
 Does the property generally conform to the neighborhood in terms of style, condition and construction materials? Yes No If No, attach description.
 Are there any apparent physical deficiencies or conditions that would affect the soundness or structural integrity of the improvements or the livability of the property?
 Yes No If Yes, attach description.
 Are there any apparent adverse environmental conditions (hazardous wastes, toxic substances, etc.) present in the improvements, on the site, or in the immediate vicinity of the subject property?
 Yes No If Yes, attach description.

I researched the subject market area for comparable listings and sales that are the most similar and proximate to the subject property.
 My research revealed a total of 6 sales ranging in sales price from \$ 137,500 to \$ 168,000.
 My research revealed a total of 1 listings ranging in list price from \$ 0 to \$ 169,000.
 The analysis of the comparable sales below reflects market reaction to significant variations between the sales and the subject property.

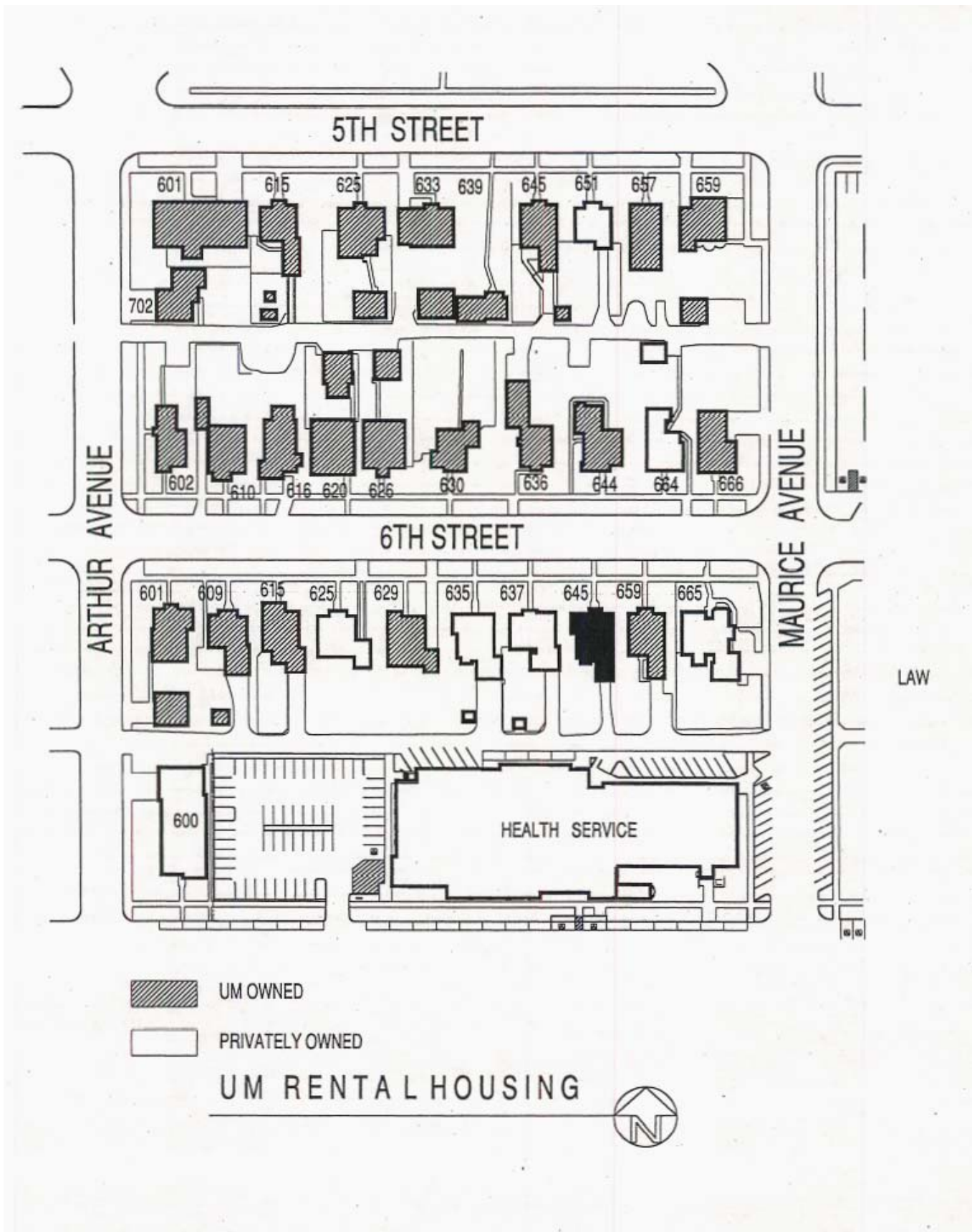
FEATURE	SUBJECT	SALE 1	SALE 2	SALE 3			
Address	645 S 6TH ST EAST MISSOULA, MONTANA	711 BROOKS STREET MISSOULA, MONTANA	648 EAST SUSSEX AVENUE MISSOULA, MONTANA	526 BEVERLY AVENUE MISSOULA, MONTANA			
Proximity to Subject		1 MILE SOUTHWEST	15 BLOCKS SOUTH	11 BLOCKS SOUTHWEST			
Sales Price	\$ N/A	\$ 168,000	\$ 155,000	\$ 168,000			
Price/Gross Living Area	\$ 0	\$ 162.16	\$ 118.68	\$ 174.45			
Date & Verification Sources	MLS #112272	MLS #112448					
VALUE ADJUSTMENTS	DESCRIPTION	+(-)\$ Adjust.	DESCRIPTION	+(-)\$ Adjust.	DESCRIPTION	+(-)\$ Adjust.	
Sales or Financing Concessions	CONV	0	CONV	0	CONV	0	
Date of Sale/Time	8-29-2001	0	7-27-2001	0	7-27-2001	0	
Location	URBAN	0	URBAN	0	URBAN	-5,000	
Site	6,240 SQ FT	8,775 SQ FT	6,000 SQ FT	0	6,500 SQ FT	0	
View	NEIGHBORS	NEIGHBORS	0	NEIGHBORS	0	NEIGHBORS	0
Design (Style)	1 STORY AV	1 STORY AV	0	1 STORY Av	0	1 STORY av	0
Actual Age (Yrs.)	61 E 16-17	71 E 10-12	-5,000	50+ E 16-17	0	60+/- E 10-12	-5,000
Condition	AVERAGE	GOOD	-5,000	AVERAGE	0	GOOD	-5,000
Above Grade	Total 'Bdms': Baths	Total 'Bdms': Baths	Total 'Bdms': Baths	Total 'Bdms': Baths	Total 'Bdms': Baths	Total 'Bdms': Baths	
Room Count	\$ 2 1	4 2 1	\$ 3 1	\$ 2 1	5 2 1		
Gross Living Area	1,103 Sq. Ft.	1,036 Sq. Ft.	+1,300	1,306 Sq. Ft.	-4,100	963 Sq. Ft.	+2,800
Basement & Finished	1,103 SQ FT	1,036 SQ FT		1,258 SQ FT		841 SQ FT	
Rooms Below Grade	300 +/- S/F FIN	780 S/F FIN	-2,100	300 SQ FT FIN	-800	504 SQ FT FIN	+300
Garage/Carport	1 CAR GARG	2 CAR GARAGE	-2,000	1 CAR GARAGE	0	1 CAR GARAGE	0
OTHER	NONE	COVD PATIO	-1,000	NONE	0	DECK	-1,000
OTHER	NONE	FENCE	-500	NONE	0	FENCE	-500
Net Adj. (Total)			14,300		4,900		13,400
Adjusted Sales Price of Comparables		\$ 153,700		\$ 150,100		\$ 154,600	
Date of Prior Sale	NONE FOUND	NONE FOUND	NONE FOUND	NONE FOUND	NONE FOUND	NONE FOUND	
Price of Prior Sale	\$ N/A	\$ NONE FOUND	\$ NONE FOUND	\$ NONE FOUND	\$ NONE FOUND	\$ NONE FOUND	

Analysis of any current agreement of sale, option, or listing of the subject property and analysis of the prior sales of subject and comparables: NO PRIOR SALES OF THE SUBJECT NOR COMPARABLES WERE FOUND IN MLS DATA IN THE PAST YEAR.

Summary of sales comparison and value conclusion: THE PURPOSE OF THE APPRAISAL IS TO ESTIMATE MARKET VALUE FOR THE SUBJECT. THE INTENDED USERS OF THIS REPORT ARE SUSAN LIANE OF GILL ESPIE REALTY AND HER CLIENTS. ESTIMATED EXPOSURE TIME TO THE MARKET IS 0-3 MONTHS. THE SUBJECT HAS AN UNFINISHED ATTIC WITH STAIRCASE ACCESS. THE BASEMENT APPEARS TO BE IN AVERAGE TO FAIR CONDITION. DIFFICULT TO INSPECT THOROUGHLY DUE TO PERSONAL CHAIRLIFT. SEE COMMENTS ON ADDENDUM. THE SUBJECT HAS THE "CHARM" OF UNIVERSITY AREA HOMES WITH WOOD FLOORS, WOODWORK, AND ARCHITECTURAL CHARACTERISTICS OF THE ERA. THE INTERIOR HAS POTENTIAL. KITCHEN IS DATED. SOUTH 6TH STREET PART IS A BUSY ARTERIAL IN THE UNIVERSITY AREA.

This appraisal is made: "as-is", subject to completion per plans and specifications on the basis of a hypothetical condition that the improvements have been completed, or subject to the following repairs, alterations or conditions

BASED ON AN EXTERIOR INSPECTION FROM THE STREET OR AN INTERIOR AND EXTERIOR INSPECTION, I ESTIMATE THE MARKET VALUE, AS DEFINED, OF THE REAL PROPERTY THAT IS THE SUBJECT OF THIS REPORT TO BE \$ 153,000, AS OF OCTOBER 3, 2001



November 15-16, 2007

ITEM 137-1004-R1107

Increase in Project Authorization for Phyllis Washington Education Center; The University of Montana-Missoula

THAT

Consistent with the provisions of MCA 18-2-102, the Board of Regents of Higher Education authorizes The University of Montana-Missoula to increase the project budget for the Phyllis Washington Education Center. This original request for authority was in the amount of \$7,500,000, this request is for an increase the project authority to \$12,000,000.

EXPLANATION:

The University of Montana submitted the Education Building Addition as a Long Range Building Program Authority only project for the 60th Legislative Session. This request for spending authority in the amount of \$7,500,000 was to construct an addition of approximately 30,000 GSF. Funding for this project would be raised by The University of Montana from private sources.

The State entered into an architectural contract with OZ architects for the planning of the facility in July 2006. The architects worked closely with the campus building committee and the primary donor, Phyllis Washington, to develop a comprehensive programming and Schematic Design document for the building. This document completed in May 2007, envisioned a 27,407 square foot addition with a construction cost of \$7,238,692 and a project cost of \$10,000,000. This significant increase in construction costs is consistent with the trends that the building industry has experienced in the state over the past several years. Also, the high-tech instructional aspects of the design have contributed to the cost increase even though the building size has stayed the same.

The design team and the building committee reviewed the program to see if there was any program that could be cut to get the project back into the original budget. It was determined that any significant cuts to the building program would have a detrimental impact on the donor's vision for the facility and that additional fund raising would be necessary to fund the \$10,000,000 budget.

The University cannot wait until the next legislative session to obtain the additional authority due to commitments to the donor and the considerable inflation costs estimated at 1%

per month. Therefore, the university requests that the Budget Director authorize a budget amendment per MCA 17-7-211 (2) (b) to increase the project budget to \$12,000,000.

The additional requested authority will cover anticipated inflation costs and any other unexpected project costs.

The University is not seeking additional O&M costs for the facility over the previously requested \$264,600.00 per year FY06 dollars identified in the New Building/New Space Request Form submitted by the Montana University System to the HB5 subcommittee during the 60th Legislative Session.

This authority request is for an amount greater than \$150,000, which requires the following additional information:

(a) Project Description:

The University of Montana is planning to build a \$12,000,000 education center that is to be attached to and east of the current Education building. As a part of the School of Education, the Center will serve as the site for preparing teachers of the future. The major functions of the building are to provide space for state of the art pre-schools that serve as demonstrations schools for university students and to serve as a state of the art educational technology facility.

(b) Cost Estimate and Funding Sources:

Construction	\$7,238,000
Architectural Fees, Surveys, and Project Administration	814,450
Non-Contracted Labor	50,000
Utilities & Parking	300,000
Testing and Commissioning	100,000
Contingency	2,747,550
Furniture & Equipment	750,000

PROJECT TOTAL	\$12,000,000
----------------------	---------------------

This project will be financed with private donations.

(c) Programs Served, Enrollment Data, Projected Enrollments:

(Not applicable to this request)

(d) Space Utilization Data:

The work completed under this authority will provide approximately 27,400 square feet of new educational instructional, lab, classroom and office space that is not currently available on campus.

(e) Projected Use for Available Residual Space:

(Not applicable to this request)

(f) Projected O&M Costs and Proposed Funding Sources:

O&M costs for this facility are projected to be \$264,600.00 for the first full year of operation in FY 2010.

