

## 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

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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

<b>Item No.:</b>	137-2005+R1107	<b>Date of Meeting:</b>	November 14-16, 2007
<b>Institution:</b>	Montana State University-Bozeman		
<b>Program Title:</b>	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.

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<b>Item No.: 137-2005+R1107</b>	<b>Institution: Montana State University-Bozeman</b>
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**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

<b>Item No.:</b>	137-2701+R1107	<b>Date of Meeting:</b>	Nov. 14-16, 2007
<b>Institution:</b>	Montana State University-Billings		
<b>Program Title:</b>	Master Of Education, Interdisciplinary Studies Option: Student Affairs Administration Emphasis		

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**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.

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- 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:

## Master of Education, Interdisciplinary Studies Option: Student Affairs Administration Emphasis

			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

<b>Item No.:</b>	137-2702+R1107	<b>Date of Meeting:</b>	Nov. 14-16, 2007
<b>Institution:</b>	Montana State University-Billings		
<b>Program Title:</b>	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;*
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**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.

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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

<b>Item No.:</b>	137-2703+R1107	<b>Date of Meeting:</b>	November 14-16, 2007
<b>Institution:</b>	Montana State University-Billings		
<b>Program Title:</b>	College of Education - Teacher Education and School Counseling		

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<b>Item No.: 137-2703+R1107</b>	<b>Institution: Montana State University-Billings</b>
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**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

<b>Item No.:</b>	137-2851+R1107	<b>Date of Meeting:</b>	November 14 - 16, 2007
<b>Institution:</b>	Montana State University-Great Falls COT		
<b>Program Title:</b>	Distance Delivery Of Practical Nursing AAS Degree Program		

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<b>Item No.: 137-2851+R1107</b>	<b>Institution: Montana State University-Great Falls COT</b>
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**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.