

**SCHEDULE OF EVENTS
BOARD OF REGENTS MEETING
MARCH 2008**

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WEDNESDAY, March 5, 2008

- 7:00 AM Hospitality room and continental breakfast for meeting participants – Swysgood Technology Center Great Room Lobby.
- 8:00 – 11:30 AM Administrative, Budget, and Audit Oversight committee meeting – Swysgood Technology Center Great Room.
- 11:30 – Noon Workforce, Research and Economic Development committee meeting – Swysgood Technology Center Great Room.
- Noon Light lunch provided for all meeting participants – Dining Hall of Mathews Hall
- 12:15 – 12:45 PM Regents lunch with faculty representatives – Swysgood Technology Center Great Room
- 1:00 PM Full Board reconvenes – Swysgood Technology Center Great Room
- 1:00 – 4:30 PM Academic and Student Affairs committee meeting – Swysgood Technology Center Great Room
- 4:30 – 5:30 PM Staff and Compensation committee meeting – Swysgood Technology Center Great Room.
- 5:30 PM Reception for all participants in the Art Gallery of Main Hall.

THURSDAY, March 6, 2008

- 7:00 AM Board breakfast with local civic and business leaders – Lewis and Clark Room of Mathews Hall.
- 7:00 AM Hospitality room and continental breakfast for meeting participants – Swysgood Technology Center Great Room Lobby.
- 8:30 AM Full board reconvenes – Swysgood Technology Center Great Room.
- 12:15 – 12:45 PM Regents luncheon with student representatives — Swysgood Technology Center Great Room.
- 12:00 – 1:00 PM Meeting participants – lunch on your own. Stageline Pizza and Sparky's Garage are nearby options.
- 1:00 PM Board reconvenes – Swysgood Technology Center Great Room.
- Last item of the day: Executive session – Swysgood Technology Center Board Room (Honorary Doctorates; UM-Missoula, and litigation).



AGENDA

Montana Board of Regents
The University of Montana Western
Swysgood Technology Center Great Room
March 5-6, 2008

Wednesday, March 5, 2008

COMMITTEE MEETINGS

- 8:00 AM Administrative, Budget and Audit Oversight.
- 11:30 AM Workforce, Research, and Economic Development.
- 1:00 PM Academic and Student Affairs.
- 4:30 PM Staff and Compensation.

Thursday, March 6, 2008

FULL BOARD CONVENES

- 8:30 AM Roll call, approval of minutes, and introductions.
- 8:40 AM Welcome and comments by host Chancellor Storey and students from the University of Montana Western Honors Program.

9:00 AM

COMMITTEE REPORTS & ACTION

- a. Administrative, Budget, and Audit Oversight.
- b. Workforce, Research, and Economic Development.
- c. Academic and Student Affairs.
- d. Staff and Compensation.

10:15

SYSTEM ISSUES

ACTION

- a. Montana Student Loan Task Force recommendations. ITEM 138-110-R0308
- b. Approval of Perkins six year state plan. ITEM 138-102-R0308

INFORMATION & REPORTS

- a. Legislative update.
- b. System initiatives & accountability measures.
- c. Enrollment update.
- d. Campus reports (see written reports).
- e. Classified staff report (see written reports).

11:30

STUDENT REPORTS.

1:00 PM

BOARD DISCUSSION

Two-year education planning.

2:00 PM

MSU – Master Plan update.

2:15 PM

PUBLIC COMMENT.

2:20 PM

PRESENTATIONS and ANNOUNCEMENTS.

2:30 PM

EXECUTIVE SESSION – Honorary Doctorates; UM-Missoula, and litigation.

2:45 PM

ADJOURN or on completion of business.

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.

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MONTANA UNIVERSITY SYSTEM
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MINUTES
Montana Board of Regents Meeting

Thursday, January 10, 2008

Friday, January 11, 2008

Thursday, January 10

The meeting convened at 2:00 p.m.

Roll Call indicated a quorum present.

Regents Present: Lynn Hamilton Chair, Steve Barrett vice chair, Todd Buchanan, Clayton Christian, Kerra Melvin, Janine Pease, and Lila Taylor. Also present Commissioner Stearns *ex officio*.
Jan Lombardi education policy advisor present for Governor Schweitzer.

Members Absent: Brian Schweitzer *ex officio*, and Linda McCulloch *ex officio* both excused.

Motion by Regent Pease to approve minutes of November 2007 meeting approved unanimously.

ACTION

The staff appeal was moved to Executive Session.

CONSENT

ADMINISTRATIVE / BUDGET ITEMS

- a. Revise Policy 803.2, Optional Retirement Program. ITEM 138-101-R0108
- b. Grant Access Easement to Barnard Land and Livestock, LP on the Ft. Ellis Research Center; Montana Agricultural Experiment Station, Montana State University. ITEM 138-2003-R0108
Regent Barrett recused himself from voting on Item b.
- c. Approve Montana Rural Physician Incentive Program Applicants. ITEM 138-104-R0108

STAFF AND COMPENSATION

Staff Items

- a. UM-Missoula – Regents' Professor – Steve Running. ITEM 138-1000-R0108
- b. UM-Western. ITEM 138-1600-R0108
- c. MSU-Bozeman. ITEM 138-2000-R0108
- d. Professor Emeritus of Statistics: Kenneth J. Tiaht; MSU-Bozeman. ITEM 138-2001-R0108
- e. Professor Emeritus of Microbiology: Jim Cutler; MSU-Bozeman. ITEM 138-2002-R0108
- f. Professor Emeritus of Business: Roger Barber; MSU-Northern. ITEM 138-2801-R0108
- g. Associate Professor Emeritus of Computer Information System: Roger Stone; MSU-Northern. ITEM 138-2802-R0108

Labor Agreements/Other

- a. MSU-Northern Faculty. ITEM 138-102-R0108
- b. UM-Missoula College of Technology Faculty. ITEM 138-103-R0108

Motion by Regent Christian to approve all Consent items passed unanimously with Regent Barrett recused on Item b. of Administrative/Budget Items.

Budget Director Ewer addressed the Board on upcoming budget plans and commented on the variety of things state government does. He remarked on the historic relationship developed between the Board of Regents and the Governor's office to address affordability for Montana students, and to hammer out a budget to enable it. Affordability and access remain a challenge. Director Ewer indicated the revenues for the next biennium will probably remain strong but not as robust as what they experienced following the last biennium.

PUBLIC COMMENT

There was no public comment.

PLANNING and DISCUSSION

a. Enrollment Projections and Strategies

Associate Commissioner Trevor gave a presentation on enrollment trends in the Montana University System covering the past ten years and into the next ten years. The greatest part of enrollment throughout the state is made up of traditional, college age resident students. The two-year sector has grown faster than the rest of the system. A 7% to 10% decline in FTE over next ten years is anticipated due to loss of high schools graduates. Montana potentially will return to enrollment levels of 1996, based only on the drop in high school graduate numbers. Population in Montana will rise in the 50+ sector, but decline in the school age sector. The average age in Montana will rise to 39 over the next ten years. Strategies: Increase non-resident enrollment, dual enrollment, increase non-traditional enrollment - lowest in nation, grow graduate enrollment, leverage two-year and transfer to four-year campuses, increase access to resident students, focus on business opportunities, and increase participation of native students.

Regent Barrett indicated the loss of enrollment will not permit fewer classes or resources, so the cost will remain the same. Regent Pease indicated although the overall population in Montana will drop or remain stable, the opposite is true on the reservations, where the populations are growing 10% to 12%. Dean Moe commented that Montana is behind all the other states in adult education, and that is something the system can address.

WUE slots offer tuition breaks to non-resident students meeting WUE requirements. WUE students are charged 150% of resident tuition.

Both President Gamble and President Dennison explained their policies in regard to recruiting or limiting WUE students.

b. Two-Year Education: Strategic Planning Process

Associate Commissioner Trevor noted that there are 15 institutions in Montana offering two-year education. Only 21% of students are enrolled in two-year education which puts Montana near the bottom in the nation for those making best use of the two-year system. It is important that efforts be made to change the public perception that two-year education is not as valid or valuable as four-year education.

c. Campus Biennial Budget Initiatives – Preliminary

Associate Commissioner Robinson explained to the Board that these are all preliminary initiatives. With direction from the Board, budget initiatives will be brought back to the March meeting for further review, and to the May meeting for final approval.

The following initiatives were outlined for and discussed by the Board:

Regents Initiatives

- 2% Pool for Critical Salary Issues
- Doctoral Education and Research – Economic Development
- PBS Satellite Up linking Fund
- Targeted Financial Aid
- Disability Access and Services
- Network Bandwidth and Infrastructure – MUS Core - OTO
- Network Bandwidth and Infrastructure – Outreach Option - OTO
- Primary Care Workforce for Frontier/Rural Montana

Community College Initiatives

- Community College Retention Enhancement Initiative

The Board recessed at 4:45 p.m. for Executive Session.

The Board reconvened at 5:30 p.m.

Staff Appeal

Motion by Regent Barrett to request some or all of the record from determinations at the lower levels of appeal before making the decision to accept or decline the appeal approved unanimously.

The Board recessed at 5:35 p.m.

Friday, January 11

The Board reconvened 8:15 a.m.

Planning Meeting & Conversation continued.

Regent Pease was absent and excused this day.

Commissioner Stearns reviewed the publication *Good Policy, Good Practice* and provided copies to the Board to use as they review the Initiatives between now and the next meeting.

Initiative presentations were resumed:

MSU-Bozeman Initiatives

- Campus IT Staffing Initiative
- Faculty Lines in Key Areas Important to Montana
- Student Retention & Success
- Safety & Maintenance Staffing Resources
- Undergraduate Research
- Workforce Development**
 - Implement an industry-driven start-up model for short-term, certificate and two-year or less training and education programs, particularly in the construction, health care, local government, information technology, and small business management industries.
- Management Internal Control System

MSU-Billings Initiatives

- Effective Recruitment and Retention of Students
- Development of New Programs
- Program & Service Development for Adult Learners
- Program & Service Development for International & Non-Resident Students
- Development in Graduate Education & Research

MSU-Northern Initiatives

- Campus Enrollment and Retention
- Community and Tribal MSU-N Curriculum Delivery
- MSU-N/MSU College of Technology Great Falls Baccalaureate Completion

Great Falls College of Technology Initiatives

- High School Pathways
- Professional Development Funding for Faculty

MAES Initiatives

- Agricultural Field Equipment
- Research Support Personnel
- Research Faculty to Meet Emerging Demands

Extension Services Initiatives

- Agricultural Security and Emergency Preparedness
- Community Vitality, Economic Sustainability & Renewable Energy
- Healthy Communities/Healthy Living

Fire Services Training School Initiatives

- Community Emergency Services Training

UM-Missoula Initiatives

- Student Retention and Success
- MPACT Program
- Nonresident Recruitment
- Academic Enrichment
- Strategic Research Faculty
- Academic IT
- Montana Museum of Art and Culture
- BDCT Media (Broadcast Media)
- IT Directory
- IT Utilities
- CAS General Education
- Learning Communities
- Facilities Action
- Alumni Relations
- Communicative Sciences and Disorders
- Curricular Alignment with K12
- Research Faculty Startups

Montana Tech Initiatives

- Montana Academy of Math and Science**
- Student Retention and Success
- Implementation of Approved Honors Program
- Marketing
- Strategic Enrollment Management
- Faculty Positions
- Chair, National Students Awards Committee

UM Western Initiatives

- Enhancing Experience One
- Academic Preparedness (Student Retention and Success)

Helena College of Technology Initiatives

- Student Retention and Success
- Western Montana Protective Services
- Enhance Academic Offerings

Bureau of Mines Initiatives

- Montana Bureau of Mines & Geology Enhanced Research Capabilities

MT Forestry & Conservation Experiment Station (MFCES) Initiatives

- Climate Office
- Wildland Interface in Montana
- Applied Forest Management and Outreach Program

PUBLIC COMMENT

Mr. Marco Ferro, MEA/MFT supported the 2% pool for the critical salary issues initiative.

The Board directed the campuses to begin refining the initiatives from the perspective of what can be done with what they have now. They should start with the present law base and include critical items, and then look at what is worthy of going beyond the base. There is no guarantee of additional funding.

Given time sensitivity, two initiatives were segregated from the above group for immediate action by the board.

Montana Tech Initiatives

- Montana Academy of Math and Science

This proposal would be available to high school students who can do well in math, English, and sciences. They would attend the Academy to finish their high school and earn two years of college credit which would transfer to any other campus. They would not receive a two year degree. Classes would be taught by college faculty, and the curriculum would be rigorous. The cost of building the residence hall would be paid through bonding which would be repaid from room costs revenues. Initially there would be 40 students. Work will need to be done to alleviate negative consequences for school

districts.

Motion by Regent Melvin to approve the concept for further development approved unanimously 6-0.

MSU-Bozeman Initiatives

- **Workforce Development**

Implement an industry-driven start-up model for short-term, certificate and two-year or less training and education programs, particularly in the construction, health care, local government, information technology, and small business management industries.

Chair Hamilton reminded the campus that this was mission drift, and that MSU-Bozeman had absolutely denied they would move into two-year education. It is outside any policy on two-year education in Bozeman.

President Gamble indicated this was in the very early stages and they would return in March with a clearer initiative.

Chair Hamilton indicated she heard Board consensus that MSU-Bozeman could return in March with a clearer initiative for more Board discussion.

With no further business to come before the Board, the meeting adjourned at 11:40 a.m.

Posted on

Approved by the Board of Regents on

February 6, 2008

(Date)

(Date)

Sherry Rosette
Board Secretary

Lynn Morrison-Hamilton
Board Chair

The next Board meeting will take place on March 6 and 6, 2008 in Dillon.



MINUTES
Montana Board of Regents Conference Call Meeting

January 16, 2008

Wednesday, January 16, 2008

The meeting convened at 2:00 PM.

Roll Call indicated a quorum present.

Regents Present: Lynn Hamilton chair, Todd Buchanan, Clayton Christian, Janine Pease, Kerra Melvin, all by phone, and Sheila Stearns *ex officio* in person.

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

Regents Absent: Steve Barrett vice chair, Lila Taylor, Superintendent Linda McCulloch *ex officio*, and Governor Schweitzer *ex officio*, all excused.

Others Present by phone: President Dennison, Bob Durringer, and Teresa Branch all of UM, Stacey Klippenstein and Ms. Cheri Johannes, both of MSU-Billings, and Dena Wagner-Fossen, Great Falls College of Technology. Present at the Commissioner's Office was Chief Legal Counsel Cathy Swift, Laurie Tobol, and Sherry Rosette, all of OCHE, and Matt Gouras, AP reporter.

Provisional Revision to Residency Policy 940.1. ITEM 138-101-C0108

Chief Legal Counsel Swift explained this narrow change to the regents' residency policy, which will affect former residents serving in the military. It is known that there is one student applying for the WICHE/WWAMI programs who will be affected by this change, but the exception will apply to any student who meets the requirements. To meet the terms of this exception, the student: (1) must be a former Montana resident; (2) must be actively serving elsewhere in the military; (3) must have relinquished Montana residency; and (4) must do what all other non-residents must do to gain in-state status for a period of 12 months, with the exception of 12 months physical residency. The commissioner's office recommended board approval with the following change in the item: the second sentence of the new policy language should read, "*The student must demonstrate re-establishment of Montana residency in all other ways required of the policy for a period of 12 months prior to the application for residency*" instead of "*must demonstrate **the intent to establish** . . .*"

Regent Pease moved approval of the Item.

There was no discussion on the item.

Motion approved unanimously 5-0.

The policy change will be brought back to the Board at the March 2008 Board meeting for final approval, giving the campuses time to review the changes and provide feedback.

With no further business to come before the Board, the meeting adjourned at 2:10 p.m.

Posted on

Approved by the Board of Regents on

January 31, 2008

(Date)

(Date)

Sherry Rosette
Board Secretary

Lynn Morrison-Hamilton
Board Chair

The next Board meeting will take place on March 5-6, 2008 in Dillon.

ITEM 138-110-R0308

Acceptance of Report and Recommendation of Student Loan Taskforce

THAT:

The Board of Regents of Higher Education hereby accepts the report and recommendations of the Student Loan Advisory Taskforce which was appointed by Chairman Morrison-Hamilton on October 16, 2007 to evaluate issues related to the entities participating in the Montana student loan program, primarily the Montana Higher Education Student Assistance Corporation (MHESAC) and authorizes the Commissioner of Higher Education to begin implementation of the recommendations.

EXPLANATION:

The Student Loan Taskforce has submitted a report and recommendations for review by the board. The report addresses issues related to the bonding activity of MHESAC, the operations of MHESAC, and MHESAC's relationship to the Board of Regents and State of Montana. The issues addressed include accountability, governance, conflict of interest, communications, transparency, volume cap, and federal program requirements.

The commissioner will begin implementation of the recommendations, including those which require communications with the MHESAC board of directors. The report is expected to result in the continued involvement of the Board of Regents in financial aid issues, including issues involving the work of MHESAC and SAF, and including issues and recommendations raised by this report.

The members of the Taskforce are Regent Stephen Barrett, Chair, Regent Todd Buchanan, Commissioner of Higher Education Sheila M. Stearns, Student Assistance Foundation President Jim Stipcich, and Montana Office of Budget and Program Planning Director David Ewer.

ATTACHMENT:

Taskforce Report and Recommendations

Report and Recommendations to Board of Regents
Board of Regents Taskforce on Student Loan Issues
March, 2008

I. Purpose and Membership of Student Loan Taskforce

Questions raised at the October 16, 2007 Board of Regents (BOR) meeting regarding the relationship between the Montana Higher Education Student Assistance Corporation (MHESAC) and the BOR resulted in the appointment of a Regents' Student Loan Taskforce to evaluate Montana student loan industry relationships. Taskforce members are Regent Stephen Barrett, Chair, Regent Todd Buchanan, Commissioner of Higher Education Sheila M. Stearns, Student Assistance Foundation (SAF) President Jim Stipcich, and Montana Office of Budget and Program Planning Director David Ewer.

BOR Chairman Lynn Morrison-Hamilton charged the taskforce to make recommendations to the regents regarding: (1) MHESAC governance and accountability issues relative to MHESAC bond activity; (2) a process for monitoring and making policy adjustments relative to changes in student loan programs and financing issues at the federal level, in accordance with revised federal laws and the Montana Attorney General's report on student loans; and (3) improvements in communications between the regents, the Montana executive and legislative branches, and the SAF and MHESAC boards of directors.

The Taskforce noted BOR Policy 505.4, which allows MHESAC, acting as a non-profit corporation, to provide a secondary market for student loan and loan origination activity.

II. Taskforce Recommendations

The Taskforce met on November 7, 2007, November 30, 2007 and February 13, 2008. Numerous issues and options were discussed. Following are the report and recommendations of the Taskforce. It should be understood that many of these recommendations would benefit from continued discussion among the regents at later board meetings. As is clear from the report, it is expected that the Board of Regents will be more involved and informed in the future about financial aid matters, including matters involving the activities of MHESAC and SAF.

A. Accountability:

The Taskforce recommends that the BOR expand its oversight of student financial aid and student loan issues in the following ways:

1. Ensure consistent review, analysis and oversight by making student financial aid issues part of the regents' Administrative, Budget, & Audit Committee agenda for attention at every BOR meeting. *Being Implemented.*

ITEM 138-110-R0308 Recommendations

2. Adopt appropriate policies on program issues like lender lists and lender relationships with schools. *Being Implemented.*
3. Annually review capital availability for both Federal Family Education loan Program (FFELP) and private loans for Montana students.
4. Annually review the level of public benefits for Montana students provided by MHESAC, SAF and other student loan industry participants.
5. Receive annual business overview reports from MHESAC and other significant Montana student loan lenders.
6. Provide input annually on MHESAC's financing and business plans;
7. Support financing efforts to provide sufficient capital to allow Montana students to finance their education as is necessary.
8. As a guarantor of loans made under the FFELP Program and the agency charged with oversight of lender and school participation in FFELP): (1) exercise that oversight responsibility and (2) utilize the statutory Student Loan Advisory Council, to the extent allowed by law, to advise the board on policies related to the FFELP Program and to monitor the FFELP Program.
9. Given the importance of the MHESAC mission and the close relationship between the regents and MHESAC, the Commissioner of Higher Education (CHE) continue as the president of MHESAC and a CHE staff member continue as vice-president. This is authorized by BOR Policy 505.2.
10. MHESAC be requested to adopt the following process: "Future financing issuance activity will require a signed written certification from the Chairman of the Board of Regents that: (1) a communication of intent about the financing was provided by MHESAC to the BOR, the Governor's Office, and the members of CFAC prior to the MHESAC board's meeting at which the issuance of such financing was approved; (2) a properly noticed, public meeting was held to discuss the financing; (3) the financing was approved at a properly noticed, public MHESAC board meeting; (4) the BOR, Governor's Office and CFAC have been notified of the MHESAC approval of the impending financing; and (5) the president or vice-president of MHESAC has expressly approved the transaction."
11. MHESAC be requested to limit its *pre-October 1* national student loan activity to growth rate levels that are acceptable to its finance and credit providers and the rating agencies and that can be accomplished at economic return levels that justify the additional risk of MHESAC issuing bonds to support its non-Montana activity.

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12. MHESAC be requested to limit its *post-October 1* national student loan activity to growth rate levels that are acceptable to its finance and credit providers and the rating agencies and that can be accomplished at economic return levels that justify the additional risk of MHESAC issuing bonds to support its non-Montana activity.
13. MHESAC be requested to limit its overall level of taxable-financed loans to levels that do not have a negative impact on its ability to provide tax-exempt funding for Montana loans.
14. MHESAC be requested to evaluate the merits of creation of a for-profit entity removed from MHESAC and the State of Montana to perform non-Montana student loan services currently performed by MHESAC and SAF.

B. Governance:

The Taskforce expressed general support for MHESAC's role and purpose and recognized that it is not an inherent conflict of interest for regents to serve on the board of directors of MHESAC. The Taskforce considered a number of MHESAC and SAF board appointment changes and makes the following recommendations:

1. Regents continue to serve on the MHESAC board.
2. The level of regent participation on the MHESAC board continue at three voting members.
3. The BOR chair continue to appoint the members of the board of directors of MHESAC, including the 3 regent members, in accordance with the current MHESAC Articles of Incorporation.
4. The BOR recommend that MHESAC continue its practice of having the CHE serve as an ex-officio non-voting member of MHESAC's board and as president of MHESAC.
5. The BOR recommend that the MHESAC board member selection process for the non-regent members involve a MHESAC nominating committee that provides a slate of qualified candidates for the appointing authority's use. *Being Implemented.*
6. The BOR recommend that a student member on the MHESAC board be retained but be selected from nominations provided by a designated Montana student organization in lieu of appointment of the student regent.

C. Volume Cap:

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The Taskforce recognized that use of volume cap to acquire Montana student loans is an appropriate and beneficial use of that resource and concluded that MHESAC needs stability and predictability with regard to Montana volume cap. Recommendations:

1. The BOR request that MHESAC continue working with the Board of Housing and the Governor's Office collaboratively to (1) allocate scarce resources fairly and (2) comply with all guidelines for requesting volume cap.
2. Since Montana's volume cap is a scarce resource, the BOR request that MHESAC work with the executive branch and other users of volume cap to develop a plan for updating the allocation of available volume cap and an overall review of Montana volume cap laws.
3. The BOR work cooperatively with MHESAC and the executive branch and other users of Montana volume cap concerning the allocation of available volume cap to ensure adequate volume cap for Montana's student loan programs.
4. The BOR work in concert with MHESAC to effect an increase in the amount of volume cap available in Montana by approaching and discussing the issue with the Montana congressional delegation.
5. The BOR and MHESAC jointly request the following of CFAC:
 - A. To provide recommendations on "conduct and reporting" expectations of Montana volume cap users.
 - B. To serve as the active repository for information sharing on all "state issuers" bonding plans.
6. MHESAC be requested to work with the executive branch and other users of volume cap to develop a plan for updating the allocation of available volume cap.
7. MHESAC and the BOR work with the executive branch to expand the membership of the CFAC to include a representative of MHESAC.

D. Communications:

1. The Governor, the CHE and the MHESAC board designate a person with responsibility for communications on student loan matters.
2. The BOR discuss student financial aid issues as part of the standing agenda of the Administration, Budget & Audit Committee of the BOR. *Being implemented.*

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3. The BOR explore the need for, and potential SAF funding for, a position in the CHE's office with responsibility to follow and understand the student loan industry in general and MHESAC's and MGSLP's businesses in particular, for the purpose of providing guidance and counsel to the CHE.

E. Communication of Risk Management:

1. The BOR request a current report from MHESAC on the steps it takes to manage the risks involved in MHESAC's business.
2. The BOR request that MHESAC report at least annually to the BOR and the Governor's Office on the risks associated with its business and the steps it is undertaking to manage such risks.

F. Conflict of Interest:

Montana law prohibits personal and financial conflicts of interest by persons acting in the public interest. There is no inherent illegality or impropriety in regents sitting on the boards of directors of MHESAC or SAF where there is no personal or financial interest which conflicts with that service. Recommendations:

1. Regents continue to serve on the boards of directors of MHESAC and SAF. Concerns about conflicting fiduciary responsibilities to more than one board may be managed through board orientation and written guidelines, as necessary.
2. To satisfy recommendations of the Montana Attorney General regarding the *appearance* of perceived conflicts of interest due to overlapping membership by members on student loan boards, and to alleviate the workload of regents, the BOR consider whether it would be beneficial to ask the SAF board to consider limiting the number of regent members serving on the SAF board to one or two.
3. The BOR recommend that MHESAC and SAF adopt as policy their practice of fully complying with Montana's conflict of interest law.

G. Transparency:

The Taskforce noted that MHESAC follows open meeting and public participation procedures that provide transparency and the opportunity for public participation. MHESAC makes its board meeting summaries available to the public. MHESAC provides public notice of its board meetings and uses its website to inform the public and interested government agencies of information related to its program, including its annual report, annual audits and tax returns. These recommendations, including Recommendation #10 under Accountability, would provide clear incentive for the MHESAC board to follow its public participation policies. Despite these measures, two members of the Taskforce believe that state law should require MHESAC to comply with the open meeting law.

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1. MHESAC be requested to provide annual business overview reports to the BOR and the Governor's Office.
2. MHESAC be requested to communicate with the members of the Legislature concerning its services to Montana citizens.
3. MHESAC be requested to inform CFAC, the BOR and the Governor of its financing plans including plans for both taxable and non-taxable issuances.
4. MHESAC be requested to continue to make its program and operation reviews and audits, audited financial statements, tax returns, offering documents and continuing disclosure statements available to the Legislative Auditor.
5. MHESAC be requested to continue to operate in as open a manner as possible and encourage public participation.

H. Other student and lender issues:

1. Federal student aid programs:

Changes to the federal Higher Education Act, effective October 1, 2007, which affect the Federal Family Education Loan Program (FFELP) and new federal regulations, effective July 1, 2008, which address lender practices, are being reviewed and analyzed by GSL and the Commissioner's Office. Resulting changes to policy and procedure are expected to be in place before the July 1 deadline. The Board of Regents will be apprised of these changes and will be slated to act on any matters requiring board action.

2. Attorney General Recommendations:

Recommendation 1: Conflict of Interest

AG Report: Although the blatant conflicts of interest occurring elsewhere were not found in Montana, the potential for conflict is quite high due to these close and sometimes overlapping relationships. To avoid any potential for or appearance of conflict of interest, Montana's institutions of higher education need to build appropriate safeguards into the school loan system.

Response: This issue is addressed in Section 4, Conflict of Interest. The FFELP Program is subject to federal law, which does not prohibit the board governance structures found in Montana. Conflicts of interest among lenders and educational institutions are addressed in federal regulations and the Montana Guaranteed Student Loan Program and Commissioner of Higher Education, as the FFELP Program Administrator, monitor program participants for compliance on an on-going basis.

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Recommendation 2: Preferred Lender Lists

AG Report: We recommend that each institution of higher education develop comprehensive guidelines explaining the criteria used to select lenders for inclusion on or removal from its preferred lender lists, as well as a clear, well-publicized disclosure that students can borrow from lenders who are not on the list.

Response: The campuses are developing guidelines governing preferred lender lists and taking steps to ensure disclosure to students that they may obtain student loans from lenders who are not on the list. The requirements for a school to use preferred lender lists are detailed in federal regulations and the Commissioner of Higher Education monitors compliance with these regulations.

IV. Chairman's Conclusion

This report represents the work of the Student Loan Taskforce appointed last October. Many options for better communications, increased accountability and better checks and balances in the student loan industry were identified and discussed in the course of the past four months and the discussions were, in my opinion, useful and productive. I believe the recommendations contained in this report are the best and most workable of the options considered. It is my understanding that the other members of the Taskforce are satisfied with these recommendations. I recommend acceptance of the report and recommendations by the Board of Regents.

Submitted February 22, 2008 by Regent Stephen Barrett, Taskforce Chair.

March 5-7, 2008

ITEM 138-102-R0308

Approval of the Multi-Year State Plan for the Carl D. Perkins Career and Technical Education Act of 2006

THAT:

The Board of Regents as the eligible agency for the Carl D. Perkins federal grant provides approval of the Multi-Year State Plan for the Carl D. Perkins Career and Technical Education Act of 2006 prior to submission of the plan to the U. S. Department of Education.

EXPLANATION:

The Montana Board of Regents of Higher Education (Board of Regents) is the designated state board to coordinate the development and submission of the state plan for career and technical education as required by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV).

The State agencies responsible for career and technical education in Montana are the Workforce Development Unit of the Office of the Commissioner of Higher Education (OCHE) and the Division of Career, Technical and Adult Education of the Office of Public Instruction (OPI).

The Board of Regents submits this Multi-Year Montana State Plan for Career and Technical Education under provisions of Perkins IV covering the period of state fiscal years 2008-2012. On behalf of the Board of Regents, the Office of the Commissioner of Higher Education will annually review the state's implementation of the state plan as reflected in the annual performance reports submitted by local recipients, including an assessment of the state's aggregate achievement of the adjusted levels of performance for its core indicators.

It must be noted that this state plan centers on a leadership structure that fosters a strong partnership between the Office of Commissioner of Higher Education and the Office of Public Instruction. Collaborative decision-making in the management of federal funds that support career and technical education at both the secondary and postsecondary level is its strength.

ATTACHMENTS:

The Carl D. Perkins Multi-Year State Plan is linked to this item page.

Career & Technical Education

Building a skilled workforce for Montana

Arlene H. Parisot, Ed.D.

**Director Workforce Development and Two-Year Education
Office Commissioner of Higher Education**

Purpose— Perkins Federal Grant

- To develop more fully the academic and career and technical skills of secondary and postsecondary students enrolled in career and technical education programs
- Administration
 - BOR Eligible Agency
 - Fiscal and administrative authority
 - Postsecondary allocation
 - OPI Secondary allocation



Timeline

- Transition Plan – 2007
- Six-Year Plan – 2008-2012
- Public Hearing – January 16, 2008
- Response to comments – February
- State Plan Advisory Committee Review-
February 21, 2008
- BOR approval – March 5, 2008
- Submission to U.S. Department of Education –
April 15, 2008



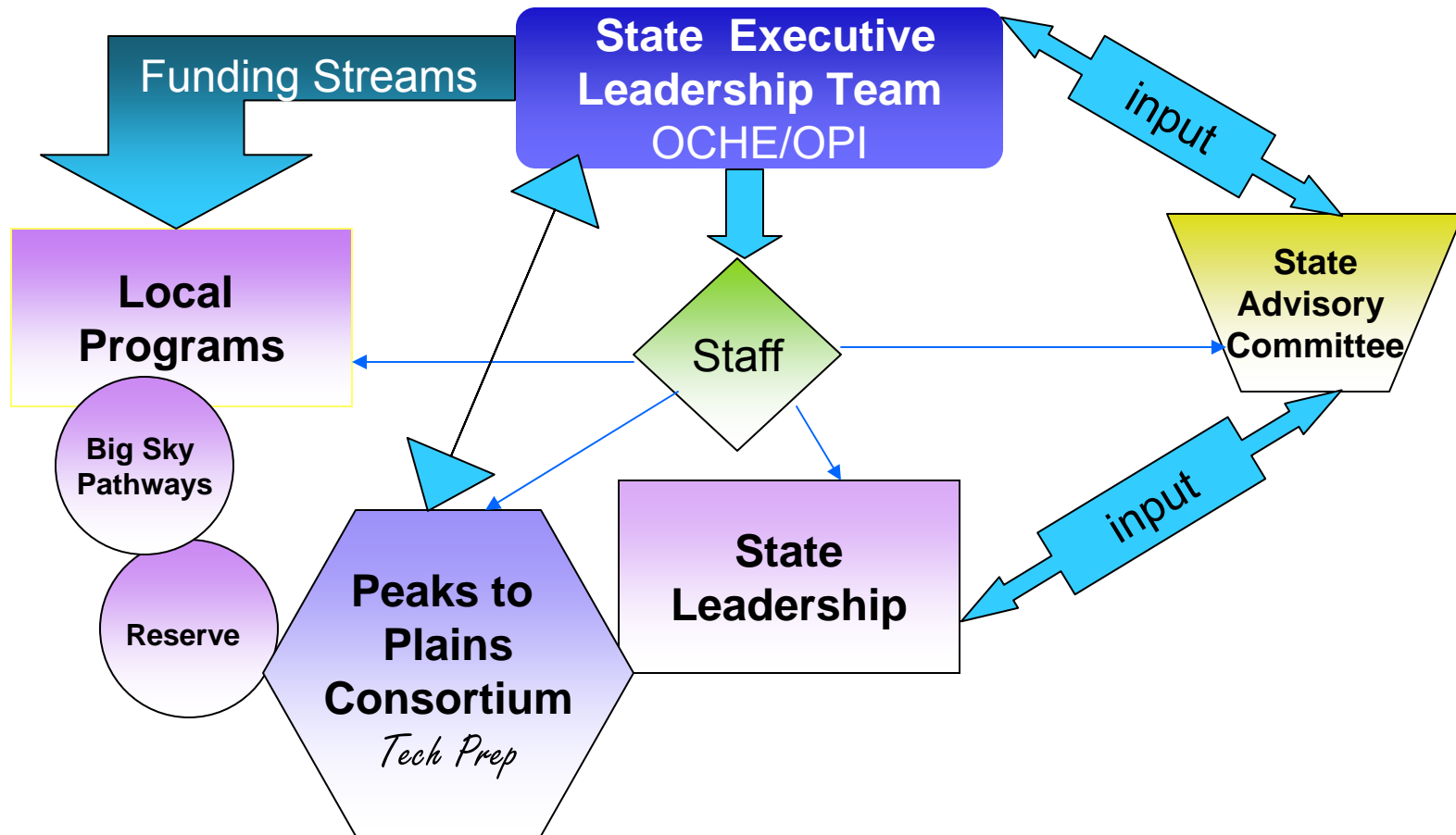
Major Decision Points

- Allocation of funds
 - Split
 - Reserve
- OCHE/OPI Joint Leadership
- Redesign of Tech Prep
- Adoption of Career Clusters
 - Big Sky Pathways (BSP)

Allocation of Funds

- Total to State FY 08: \$5,599,303
 - Administration (5%) 277,465
 - Local funds 4,716,908
 - Reserve (10%) 471,691
 - Postsecondary (35%) 1,485,826
 - Secondary (65%) 2,759,391
 - State Leadership (50/50) 554,930
- Total for Tech Prep: \$ 500,136

Perkins Leadership Structure



**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: Montana

Eligible Agency Submitting Plan on Behalf of State:

Montana Board of Regents, Commissioner of Higher Education

**Person at, or representing, the eligible agency responsible for answering
questions on this plan:**

Signature: _____

Name: Arlene Parisot

Position: Director

Workforce Development and Two-Year Education

Office of the Commissioner of Higher Education

Telephone: 406-444-0316

Email: aparisot@oche.montana.edu

Type of State Plan Submission (check *all* that apply):

6-Year

1-Year Transition

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

**MONTANA MULTI-YEAR STATE PLAN
FOR PUBLIC COMMENT, DECEMBER 31, 2007**

**MONTANA STATE PLAN FOR
CAREER AND TECHNICAL EDUCATION:
FY 2008-2012**



Prepared in Accordance with the Provisions of
The Carl D. Perkins Career and Technical Education Improvement
Act of 2006

MONTANA BOARD OF REGENTS
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

**MONTANA MULTI-YEAR STATE PLAN
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DRAFT

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Introduction

The Montana Board of Regents' strategic plan for 2006-2010 points out the changing skill needs for economic success in the 21st century. "What has changed (over the 100 years since Montana gained statehood) is the minimum level of education necessary to successfully participate in our society and economy. Postsecondary education has long been a gateway to success for our best and brightest and more privileged citizens. Now it is essentially a requirement for almost everyone. Many years ago, an eighth grade education was recognized as sufficient for most citizens. This gave way to a standard that a high school diploma was necessary for entrance to the middle-class and the chance to have a comfortable life. In the 21st Century, *the hurdle has plainly moved to where at least some postsecondary education is now necessary for even modest prosperity in any high-wage, industrialized economy.*"

In this context, the State of Montana begins implementation of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Through the resources made available from this Act, and the state and local funding for career and technical education that is leveraged through the federal funds, the State is moving forward to update career and technical education services and provide more options for students wishing to pursue postsecondary studies.

Now, Montana will create even closer links between secondary and postsecondary education and training through a new program known as "Big Sky Pathways (BSP)." These programs, with clear plans of study that integrate rigorous academic courses with relevant curriculum, will help students explore career fields during high school, complete high school, and if they choose to do so, make a smooth transition into postsecondary studies in that area of study.

At the high school level, CTE programs support challenging academic standards and college readiness as well as an introduction to career fields through career pathways. These CTE programs produce graduates who are ready for both college-level studies and direct entry into the high-skill, high-wage or high-demand careers.

At the technical college level, CTE programs help young adults who are preparing for first-time careers and adults who are changing careers or upskilling within a career field to quickly gain the skills and experiences that are directly related to workplace success. Effective CTE programs at the two-year postsecondary institutions are characterized by their close relationship to employers and smooth transitions of program participants into the workforce at higher levels of income and employment success.

Under this new plan, over time many of the State's Career and Technical Education offerings will be merged into Big Sky Pathways that connect to Montana's Two-year postsecondary institutions and also its state university programs. In addition, during implementation of the new Perkins Act, all CTE programs (at the high school and postsecondary levels) will benefit from upgraded curriculum, high quality technology, and ongoing training to help CTE teachers demonstrate excellence in their knowledge of current industry standards and good teaching practices.

**MONTANA MULTI-YEAR STATE PLAN
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Tech Prep will be shifted from a regional service area approach to having a single Tech Prep consortium with statewide activities around six broad career fields. Members of the consortium will focus on developing model programs of study (known as *Big Sky Pathways*) that will be adopted by partners in the consortium, and will also be available for use by other school districts and two-year postsecondary institutions within Montana.

In implementation of the new Perkins Act, the Montana Office of the Commission of Higher Education (the eligible agency) and the Montana Office of Public Instruction are collaborating on program development and oversight to a higher level than ever before. The agencies are creating a joint leadership structure (“**the State CTE Executive Leadership Team**”) to provide ongoing review of state activities and progress in improving CTE programs, making key decisions about the allocations of “reserve funds” under section 112, leadership funds under section 124, and managing the Tech Prep consortia activities, Title II. This joint leadership structure will be informed by the ongoing involvement of a newly formed **State CTE Advisory Committee** (See Leadership Chart and Narrative in Appendix #3).

In submitting this plan, Montana wants to gratefully acknowledge the participation of input of the **State Plan Advisory Committee**, appointed in conformity with the requirements of Montana Law (MCA 20-7-330). Members of the State Plan Advisory Committee are: Jane Baker, Dean, Montana Tech of the University of Montana, in Butte; Mark Branger, Executive Director, Montana Association for Career and Technical Education and CTE Teacher/Administrator, Huntley Project School; Theresa Busch, Local Applications Project Manager, Montana State University of Great Falls; Cheryl Graham, CTE Teacher, Bainville High School; Connie Roope, Training Director, Career Training Institute in Helena; and, Cleo Sutton, Montana BILT Project Manager, MSU-Billings.

The following plan explains how the Office of the Commissioner of Higher Education and the Office of Public Instruction will work together with the State’s eligible recipients to carry out these objectives

**MONTANA MULTI-YEAR STATE PLAN
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I. PLANNING, COORDINATION AND COLLABORATION PRIOR TO PLAN SUBMISSION

1.1 Public Hearings

The Montana Office of the Commissioner of Higher Education and the Office of Public Instruction jointly conducted two public hearings for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State plan. Because of the long distances for travel to public meetings in Montana (sometimes several hundred miles), to allow widespread participation in the hearing process, the formal public hearings were conducted via video teleconference.

The video teleconferences originated in Helena, directed by the Office of Commissioner of Higher Education—State Director for Workforce Development, and Office of Public Instruction Division Administrator for Career and Technical Education. Seven other sites were involved in the events. Three sites were in the largest population centers in the state: Billings in the South Central part of Montana; Great Falls in the North Central part of Montana, and Missoula in the Western part of the state. Other teleconference sites included Miles City, in the far Eastern part of the state; Havre in the North Central; Bozeman, in the South West; and Kalispell in the Northwest. These hearing sites were linked via satellite teleconferencing to enable participants in each location to hear views and recommendations presented in other locations. The public hearings began with a detailed briefing of all aspects of the State plan, and then participants were allowed to present oral statements, and to present written statements as well. The hearing record was kept open to 10 additional working days to allow for the submission of written comments.

A summary of participants and a log of the public hearing and subsequent written comments received are included as appendices. A public hearing log, copy of the hearing notice, mailing lists used for notification and a summary of recommendations and comments made by attendees are maintained on file at the eligible agency.

Day/Date	Time	Locations	Attendance
Wed, Jan 16, 2008	9:00 a.m.- 12:00	Butte, Kalispell, Havre and Miles City	XX
Wed, Jan 16, 2008	1:00 p.m.- 4:00 pm	Billings, Butte, Great Falls, Kalispell, Havre, Missoula, and Miles City	XX

1.2 Summary of public comments

A summary of recommendations and the eligible agency's responses are included as appendices.

1.3 Consultation with Key Stakeholders

The Montana Six-Year Perkins State Plan was developed in consultation with teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, and representatives of labor organizations in the State.

**MONTANA MULTI-YEAR STATE PLAN
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The work of preparing the Perkins State Plan was also assisted by **State Plan Advisory Committee**, appointed in conformity with the requirements of Montana Law (MCA 20-7-330). The Advisory Committee met with the Joint leadership team from OCHE and OPI on (five) occasions during development of the Transition Plan and the Multi-Year Plan in 2007.

The meeting dates of the Advisory Committee were:

January 24-25, 2007
March 9, 2007
March 28, 2007
October 16, 2007
December 18, 2007
February 21, 2008

By statute, the Advisory Committee consists of two representatives of secondary education (both high school career and technical educators); two representatives of postsecondary education (one a Perkins Project Director and the other a Dean of a College of Technology); and one representative from a Community Based Organization or a business/employer.

Recommendations of the Advisory Committee include development of career pathways, accountability, the structure of Tech Prep, and the use of reserve funds and state leadership funds. All meetings of the task force have been announced well in advance, both electronically and in print, and all meetings have been open to the public.

Postsecondary career and technical education programs assisted under Perkins IV continue to coordinate services with the State Workforce Investment Board and other one-stop career delivery system partners.

On October 17, 2007, the leadership of OCHE met with the Two-Year Education Council in Bozeman, informing them about the provisions in the proposed Multi-Year Plan and requesting their input. On October 18 and 19, 2007, also in Bozeman, the leadership of OPI and OCHE solicited the involvement of CTE educators in the state at the Fall conference of the Montana Association of Career and Technical Education.

On January 10, 2008 the Director of Workforce Development and Two-Year Education (OCHE) and the Division Administrator for Career and Technical Education (OPI) met with the Montana Workforce investment Board to present details about the proposed State Perkins plan.

On February 21, 2008 the public hearing oral and written comments, recommendations and responses and changes to the State Plan were reviewed by the State Plan Advisory Committee revised as necessary, and placed on the OCHE Workforce Development Website for public view.

On March 6, 2008, the Montana Board of Regents approved the final Six-Year State Plan for implementation of the Carl D. Perkins Career and Technical Education Act of 2006.

(Note: this action has not taken place as yet, but will be updated after the March BOR meeting)

**MONTANA MULTI-YEAR STATE PLAN
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1.4 Access to State and Local Decisions

In accordance with Section 122(b)(2) of Perkins IV, Montana developed activities and procedures, including access to information needed to use such procedures, to allow stakeholders to participate in State and local decisions that relate to development of the State plan. Planning meetings and a public hearing were announced electronically and in print. Sharing of stakeholder mailing lists also helps ensure that all individuals described in the previous section have full information to participate in decisions that relate to development of the State plan.

All meetings of groups associated with developing Montana's State plan, including the State Plan Advisory Committee were open to the public. The dates, times, and places of these meetings were made public and were posted on METNET, the state's interactive website, bulletin board, and e-mail service for educators. METNET access was made available to stakeholders through all local public schools.

1.5 Input from Relevant Agencies

The Montana Board of Regents of Higher Education is the Perkins eligible agency for the State of Montana. The Office of the Commissioner of Higher Education is the administrative agency for the Board of Regents and, therefore, for the Perkins grant in the State of Montana. OCHE is also the State agency responsible for supervision of community colleges, technical institutes, or other two-year postsecondary institutions primarily engaged in providing post secondary career and technical education. The Montana Office of Public Instruction is the State agency responsible for secondary education. These two agencies have jointly written the Perkins State plan and, with the State Plan Advisory Committee, developed the portion of the plan relating to the amount and uses of any funds proposed for postsecondary career and technical education, tech prep education, nontraditional and special populations, students in institutions and secondary career and technical education.

If a State agency finds that a portion of the final State plan is objectionable, the State agency shall file its objection with the Office of the Commissioner of Higher Education.

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II. PROGRAM ADMINISTRATION

2.1 Preparation of the Multi-Year Plan

The Montana Board of Regents of Higher Education (Board of Regents) is the designated state board to coordinate the development and submission of the state plan for career and technical education as required by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV).

The State agencies responsible for career and technical education in Montana are the Workforce Development Unit of the Office of the Commissioner of Higher Education (OCHE) and the Division of Career, Technical and Adult Education of the Office of Public Instruction (OPI).

The Board of Regents, therefore, submits this Six-Year Montana State Plan for Career and Technical Education under provisions of Perkins IV covering the period of state fiscal years 2008-2012. On behalf of the Board of Regents, OCHE will annually review the state's implementation of the state plan as reflected in the annual performance reports submitted by local recipients, including an assessment of the state's aggregate achievement of the adjusted levels of performance for its core indicators.

In some elements of this plan, when OCHE and OPI take separate actions with the eligible recipients they serve, their activities will be noted separately. However, when the two agencies take action together for fulfilling various requirements, such as in implementation of the CTE Programs of Study, they will be referred to as "the Partner Agencies."

2.2 CTE Activities Supported through the Perkins Act Funding

CTE Activities supported through Federal Perkins Act funding are described in sections 2.2.1 through 2.2.12 below.

2.2.1 CTE Programs

The Partner Agencies are collaboratively developing career and technical programs of study aligned with Montana-specific program concentration areas.

The programs of study have been named *Big Sky Pathways*, and incorporate secondary education and postsecondary education elements including coherent and rigorous content aligned and integrated with challenging academic performance standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in high-demand, high-skill, or high-wage occupations and in related advanced education.

Building upon and adapting the work of the States' Career Clusters initiative, the Partner Agencies will both adopt the Montana Career Clusters framework (using 6 Career Fields, 16 Clusters, and 81 Pathways (#8 Career Clusters Model).

"Career clusters" is the term for a new organizational tool for designing educational programs that link between secondary, postsecondary education, and the workforce. Clusters are designed

**MONTANA MULTI-YEAR STATE PLAN
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to encompass three levels of knowledge and skills: the foundation, pathway and specialty level. At the foundation level, knowledge and skills cut across all pathways encompassed in the cluster. Similarly, at the pathway level, the knowledge and skill statements cover all of the specific occupations contained within the pathway. The *State's Career Clusters Initiative* (www.careerclusters.org), in partnership with the *College and Career Transitions Initiative* (www.league.org/ccti), have created sample plans of high school and postsecondary study for the 81 career pathways identified through the Career Clusters organizational model. What the Perkins Act described as "CTE Programs of Study" is very close to what are called Career Pathways in the Clusters model.

Hence, Montana is referring to its CTE "programs of study" as "*Big Sky Pathways (BSPs)*." While Montana will not design BSPs for all the 81 identified career pathway options, for the BSPs that are developed within a Cluster, they will cover the Foundation knowledge and skills appropriate to that Cluster. Each BSP will include pathway specific knowledge and skills taught at the secondary level, and will also include occupational specialties taught in postsecondary courses offered by two-year postsecondary institutions and by baccalaureate granting institutions. The occupational specialties within a BSP (job-specific skills and knowledge appropriate for specific job preparation) will be primarily taught at the postsecondary level.

The initial set of BSPs will be identified and will be made available to Local Education Agencies (school districts) and postsecondary institutions. Beginning with the program year 2007-2008, each LEA and postsecondary institution that is a recipient of Perkins funding will begin planning for implementation of at least one program of study as an option to students (and their parents as appropriate) when planning for and completing their future coursework for career and technical content areas.

Each BSP can be customized so it is most relevant to the local job market. Each BSP indicates CTE and Academic Courses (and possible electives) that are offered to the student.

The State is pursuing a statewide policy for dual enrollment opportunities for secondary students. In Montana, dual enrollment is defined as "Dual Credit," whereby a student receives both high school and college credit for the course, and "College Credit-Only," in which the student receives college credit, but does not receive high school credit for the course. Opportunities are also available for students to participate in College Board Advanced Placement programs and early college or aligned/articulated coursework.

Through the work of the redesigned Tech Prep program, known as the Big Sky Pathways Consortium, model articulation agreements and state-wide articulation agreements will be developed. These agreements will allow for transition from high school to two-year postsecondary institutions, and where appropriate, to four-year institutions.

Each BSP will indicate courses that are eligible for advance college credit. These will include both CTE courses and academic courses. Some BSPs will include courses using model articulation agreements, and/or Advanced Placement courses that can earn college level credit, depending on the college's standards for AP test scores (two-year postsecondary institutions will need to identify in advance what their standards are for AP credit). Other BSPs will include coursework that is articulated so it leads directly into a registered apprenticeship program.

**MONTANA MULTI-YEAR STATE PLAN
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Each Big Sky Pathway will indicate one or more postsecondary level credentials, certificates, or degrees which are available.

OPI, in consultation with the Big Sky Pathways Consortium, will launch a curriculum crosswalk process whereby CTE teachers will be engaged to identify state academic standards that are appropriate to be integrated into each BSP and each CTE course. The academic standards will be identified on a course-by-course basis so teachers know exactly what integration is appropriate. OPI will direct this effort, including CTE teachers in Montana and drawing upon other national resources and models, to provide sample instructional resources to assist in academic integration.

In addition, for each BSP, core technical skills and competencies (based on industry skills standards where available) will be identified. This more specific set of technical skills will be the foundation for a Montana's technical skill assessment system.

2.2.2. Consultation with Eligible Recipients

The development of the *Big Sky Pathways* builds on previous work funded through previous State Leadership resources and WIA Incentive Grants. The grantee will work closely with the Partner Agencies to coordinate development of *Big Sky Pathways* within the Career Fields/Clusters.

The State may use leadership funds and/or reserve funds to carry out additional development and implementation activities relating to BSPs, in coordination with the Big Sky Pathways Consortium.

The state will establish BSP Advisory Groups consisting of secondary, postsecondary and business partners, as well as other state agencies and community organizations related to workforce development, as appropriate. Leaders from each of the BSP Advisory Groups will serve as a resource to the state CTE Advisory Committee.

2.2.3. Support for eligible recipients Articulation Agreements

As previously noted, working through the Big Sky Pathways Consortium, Montana will develop one or more model statewide articulation agreements for each of the Big Sky Pathways. The state will develop a model for standardizing curriculum in CTE programs to allow for easier articulation and transfer among two-year postsecondary institutions.

As Big Sky Pathways are being developed, the articulation agreements already in effect throughout the state will be identified. The Partner Agencies will work with the coordinators of the Big Sky Pathways Consortium to review and update all existing articulation agreements. Subsequent articulation agreements will be statewide in scope and reflect the BSPs evolving within the state's selected career fields.

2.2.4. Availability of Programs of Study Information

As they are developed, the Partner Agencies will place information about *Big Sky Pathways* on their respective websites, and may create a joint website to give more visibility to the effort. The

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State will take advantage of the model pathways and materials developed by the *States' Career Clusters Initiative* in order to make efficient use of time and resources.

The Partner Agencies are considering creating a statewide listing of BSPs offered at all two-year postsecondary institutions and secondary schools throughout the state, and creating an informational guide that explains overview of the Career Field-Cluster system and the *Big Sky Pathways*. Additional printed materials may be made available to students and schools throughout the state, depending on the availability of resources.

The Partner Agencies will provide professional development opportunities for school administrators, teachers, counselors, workforce system professionals, and community advocates, so they understand the Career Fields and Clusters organizational approach, and what *Big Sky Pathways* students can use in creating a high school/college and career plan. Montana does not currently require the development of a high school/college and career plan for all high school students, but the **State CTE Executive Leadership Team** (OCHE and OPI) plans to provide model resources for use by districts that choose to implement such a requirement.

2.2.5 Secondary and Postsecondary CTE Programs

Montana provides a comprehensive array of CTE programs, services, and activities, made possible through a combination of local, state, and federal funds. The primary purpose for the expenditure of federal CTE technical funds is to support the improvement of quality, state-of-the-art CTE programs and services that meet the needs of youth and adults in preparing them for further education and for employment in careers that are personally satisfying and economically rewarding.

Programs to be carried out will conform to the specifications of Perkins IV and the federal definition of career and technical education:

“(5) CAREER AND TECHNICAL EDUCATION.—The term ‘career and technical education’ means organized educational activities that—

“(A) offer a sequence of courses that—

“(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

“(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and

“(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

“(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.”

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Programs Offered

Secondary

Montana has a total of 439 school districts, with 173 high schools. 168 of these schools currently receive Perkins funding.

Montana's secondary CTE programs are currently organized around the following areas: Agricultural Education, Business & Marketing Education, Health Sciences, Trade and Industrial Education, Technology Education/Industrial Arts, and Family and Consumer Sciences. These areas will be reviewed and re-organized as Montana develops the new Career Fields/Clusters framework.

Postsecondary

Postsecondary career technical educational institutions (referred to as two-year postsecondary institutions) eligible to receive Perkins funding include: five colleges of technology, three community colleges, seven tribal colleges, and one four-year institution that offers technical associate of applied science degrees and certificates. The programs offered by these institutions are categorized in the following areas: Agriculture and Resource Management; Business Management, Administrative Services, and Marketing; Computer and Information Services; Construction Trades; Culinary Arts; Engineering and Related Technologies; Health and Human Services; Mechanics, Repair and Production; Protective Services; Transportation and Material Moving; and Visual Arts. (A comprehensive postsecondary course list organized by Career Clusters, is included in Appendix #4)

Technology Improvement

Secondary

To be eligible for funding, all secondary CTE programs must address and meet the minimum standards established for secondary CTE by the Office of Public Instruction in the *Montana Standards and Guidelines for Career and Vocational/Technical Education*¹. As part of the application process, each CTE program completes a program self-assessment designed to help programs identify areas of strengths and need, which might include keeping current with industry standards and improving and expanding technology. CTE specialists at OPI review each self assessment and provide technical assistance to improve CTE program delivery. Through this process, technology needs are assessed and schools are provided with an opportunity to target future expenditures towards improving and expanding identified technology needs. OPI also supports statewide professional development opportunities in technology when opportunities arise using leadership dollars.

Postsecondary

Technology is addressed during program development and curriculum reviews at each of Montana's postsecondary institutions.

¹ The OPI intends to update the "vocational" terminology when the standards and guidelines are revised during the 2008-2009 timeframe. The standards and guidelines are available at <http://www.opi.state.mt.us/PDF/CTE/combinedguidelines.pdf>

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Academic policy for the Montana University System (MUS) requires that the Board of Regents review and approve all new postsecondary educational programs (i.e. degrees, majors, minors, options, and certificates); substantive changes in those programs; delivery of programs in a distance format; changes in organizational structure; and revision of institutional mission. Through this process, technology needs must be addressed as well as facilities and library support. The proposal must include information about process followed, faculty involvement, use of technology, employer community input, and market demand for graduates. Each MUS campus must also review all of its programs at least once every seven (7) years. As part of this review, each campus must indicate the current level of technology required to support the program.

In developing a *BSP* each eligible recipient must engage a local Advisory Board relevant to the occupational specialties within the pathway. Development of curriculum will include equipment and technology required to prepare the student for the workplace. When applicable and appropriate, the eligible recipient may consider forming a joint business advisory board in partnership with other eligible secondary or postsecondary recipients offering similar CTE programs in a community or region of the state. The intent of creating a joint advisory board is to encourage greater collaboration between secondary and postsecondary programs and more efficient coordination with the business community.

2.2.6 Approval Criteria

Applications by eligible recipients for funds under the Perkins Act of 2006 must fully address the required contents as specified in Section 134 (b) of the Act and must adhere to the criteria specified in the local application. To fulfill the requirement of this section, the State will give additional attention to elements of the local plan from Section 134(b) that are of particular relevance in addressing each element of this section.

Academic achievement

The **State CTE Executive Leadership Team** will review the recipient's description of activities relating to 134(b)(3)(B) explaining how the recipient will improve academic skills of students, by improving academic components of programs through the integration of rigorous and coherent content. The State CTE Executive Leadership Team will look for specific evidence that indicates academic content is being integrated on a consistent basis in each CTE program offered by the eligible recipient. Evidence will include professional development activities that include CTE and core academic teacher collaboration, and revisions of CTE curriculum to integrated academic content.

Technical skill attainment

The **State CTE Executive Leadership Team** will review the recipient's description of activities relating to 134(b)(3)(C) explaining how the recipient will address all aspects of industry in its CTE programs, and 134(b)(3)(D) explaining how the recipient will provide for professional development that will help teachers integrate relevant career and technical education content. In its review of local applications, the State will look for specific evidence that indicates that the technical content of all CTE and courses offered by the recipient is being regularly reviewed, is being compared with information about industry-based standards, is being updated accordingly,

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and that teachers are provided professional development opportunities to help them teach the new content effectively.

OCHE and OPI will take the lead in carrying out projects relating to identifying industry skills, and providing professional development around current industry standards. The eligible recipient will need to indicate how it is utilizing these resources for program reviews, and encouraging CTE faculty to participate in these professional development opportunities.

Current or Emerging Occupational Opportunities

In the program approval and review process, the State will ask each eligible recipient to explain how each program area relates to current or emerging occupational opportunities. For postsecondary, programs that relate to current or emerging occupational opportunities will be given a high priority for funding of activities than those that are not. During the transition year, the Partner Agencies worked with the State Department of Labor and Industry's Research and Analysis Bureau and the University of Montana to organize and reformat workforce information in a way that is most useful to school districts and two-year postsecondary institutions for program planning purposes. The Department of Labor and Industry and the Office of the Commissioner of Higher Education utilize a criteria for determining high-skill, high-wage, or high-demand occupations. These criteria are referenced in Appendix 6.

Section 118 of Perkins law, specifies that an entity to provide occupational and employment information be jointly designated by the Governor of a state and the eligible agency for Perkins. The designated entity for Montana is the Department of Labor and Industry, Research and Analysis Bureau.

In addition, the **State CTE Executive Leadership Team** will review the recipient's description of activities relating to 134(b)(11) explaining how the recipient will provide career and academic guidance to career and technical education students, as well as 134(b)(8)(C) in which the recipient describes how it will prepare special populations for "high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency".

2.2.7 Secondary Preparation for Graduation

All CTE Students

Montana's general education philosophy and general education requirements mean that there are not separate requirements for students who participate in CTE programs. Students who participate in CTE programs are required to meet the same rigorous graduation requirements and academic standards as any other student, as dictated by the State of Montana and local accredited school systems.

Because of Montana's low population and average size of schools, all students take the same academically challenging sequence of courses. Because schools are small, students specializing in different disciplines are in the same classes, not separate sections or "tracks." Montana also does not have a separate track of study based on student ability.

The Superintendent of Public Instruction and the Board of Public Education believe that basic academic requirements form the solid foundation for each school's education program. Such a

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foundation ensures Montana citizens that its public schools are providing all children with challenging academic expectations. These academic expectations are defined in the K-12 content and performance standards for all subject areas describing what all students should know, understand, and be able to do. Standards are the framework and foundation by which district, school and classroom curricula are developed or revised, organized, implemented, assessed, encouraging districts and teachers to place emphasis on critical areas of learning.

Reforms and improvements to instruction initiated under the direction of the Superintendent and the Board, and implemented in response to the Elementary and Secondary Education Act of 1965 (ESEA)², are intended to help all Montana students, including those enrolled in CTE programs, graduate from high school with a regular diploma at a higher rate.

Special Populations

The Perkins Act identifies the following students as “special populations:”

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for non-traditional fields,
- single parents, including single pregnant women, and
- individuals with limited English proficiency.

It is essential in CTE programs, particularly for students in special populations, that each student has a well defined personal plan for reaching his or her goals for high school graduation and further education and/or employment beyond high school. The Big Sky Pathways available to secondary students and postsecondary students will identify several options in postsecondary education for high-skill, high-wage, and high-demand employment for students. The student’s personalized plan of study for the BSP will serve as a guide, along with other career planning materials, to help the student choose the appropriate academic and CTE classes that are required for high school graduation and further advancement in their chosen pathway. Secondary students participating in a BSP will know the critical importance of high school graduation for their personal success.

For students with disabilities who participate in CTE programs, federal requirements (ESEA, the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act) already require that students receive the full range of supplemental services to help them succeed educationally and in making successful transitions to further education and employment after completing their public education. At the local level, each student with a disability has an Individualized Education Program (IEP) developed by the IEP team.

The IEP addresses the student’s postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and independent living skills, where appropriate, and transition service needs including courses of study. All the secondary school systems offer supportive services to assist students with disabilities if those services are determined to be necessary in the child's IEP. Montana school districts normally consist of only one secondary school (only four of our high school districts have more than one high school);

² The ESEA was most recently amended in 2001 through the *No Child Left Behind Act of 2001*.

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therefore the disparity of supplemental services between schools in the same district is not an issue.

In addition, Montana has a high rate of integrating students with disabilities into the regular education classroom. Only 11.2 percent (Federal Fiscal year 2005) of students with disabilities are served outside of regular classes for more than 60 percent of the day and only 1.5 percent of students with disabilities are educated in public or private separate facilities. Special education services are provided in all secondary schools in Montana.

While not identified as a special population in the Perkins Act definition, the law does require reporting of student data according to the subgroups listed in ESEA (“disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged” as well as by the special populations in section 3(29) of the Perkins Act. One subgroup mentioned in ESEA that is not in Perkins is migrant status. As such, each eligible recipient will report performance disaggregated by these subgroups, and identify disparities in performance between the disaggregated groups and all students served under the Perkins Act.

The State also offers bilingual, migrant and refugee services through the OPI. Local districts requiring assistance with these special populations are provided assistance to meet individual student needs. CTE students eligible for Title I services under the Elementary and Secondary Education Act also have team developed educational plans that address the individual educational needs of these students. Students enrolled in nontraditional programs and limited-English-proficient students receive services from the counseling department.

Promising Practices for Serving Special Populations

A particularly significant change in Perkins IV makes providing services to special populations a required use of local funds for eligible recipients. These services are meant to prepare special populations, including single parents and displaced homemakers who are enrolled in secondary and postsecondary CTE programs, for high-skill, high-wage, or high-demand occupations that will lead to economic self-sufficiency.

For some time, the emphasis in the Perkins Act has been on non-discrimination and equal access to services for special populations. Procedures for this are in place and are referenced in Section 3.1 and 3.2 of this plan. Now, in concert with similar accountability requirements in ESEA that provide greater scrutiny to academic performance of students in certain sub-groups, there is a renewed urgency to discover educational strategies to improve student performance and close achievement gaps for CTE students in special populations.

Montana will provide leadership to assist school districts and two-year postsecondary institutions to gather and share information about strategies for special populations that show promising outcomes and can be implemented with reasonable costs. Montana refers to this activity as its *Promising Practices Initiative*.

As part of the Initiative, the Partner Agencies will analyze program data on the performance of special populations against the performance indicators used under Perkins 1998 as well as other relevant data already collected by school districts or two-year postsecondary institutions in Montana. The Partner Agencies will also survey teachers and faculty, administrators, and

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coordinators focusing on the needs of special populations to determine what are perceived to be the biggest knowledge gaps about promising practices relating to special populations.

Using this information, the **State CTE Executive Leadership Team** (with input from staff and the State CTE Advisory Committee) will create a plan for the strategic use of state funds for identifying and sharing promising practices for services to Special Populations. The guidelines for implementation of a Promising Practices Initiative would be outlined in a Request for Proposals.

A list of strategies for serving special populations is included in Appendix 5, Promising Practices for Special Populations. This list is for illustrative purposes, and derived from a review of what other states, particularly rural ones similar to Montana, are doing to improve the retention and completion rate of special population students enrolled in CTE programs at the secondary and postsecondary levels. The *Promising Practices Initiative* is intended to place on ongoing focus on improving services to special populations, and to determine the relative effectiveness of the strategies included in Appendix 5 as well as other approaches. The list of strategies is meant to be considered as options, but not as a mandate or limit on the uses of funds to serve special populations. Any specific approaches selected should be designed around the needs of a particular community and could include alternate approaches not listed in the State Perkins plan.

In gathering information and making funding decisions, the Leadership Team will review the possible effectiveness of a range of suggested strategies provided in Appendix 5. The needs of the community to be served would direct the type of strategy to be utilized. The strategies that are implemented will be reviewed over time for their relative efficacy, and results will be shared with other districts and colleges through written materials and professional development experiences.

The State CTE Executive Leadership Team may also choose to convene an ad hoc working group, comprised of individuals with expertise on services to special populations, to review information about strategies and provide input on the Special Populations Initiative.

2.2.8 Preparation for High-Skill, High-Wage, High-Demand Occupations

Perkins IV places a strong emphasis on preparing students for participation in high-skill, high-wage or high-demand occupations. To meet with requirement requires ongoing attention to data on current and emerging occupations. OCHE and OPI are initiating renewed collaboration with the Research and Analysis Bureau of the Montana Department of Labor and Industry in order to more quickly and effectively transmit workforce trend analyses to program administrators.

This information will also be attached to information about the *Big Sky Pathways*, so that students can make well informed educational and career choices.

The *Big Sky Pathways* themselves include a mix of challenging academic content and relevant career and technical content, based on current industry standards and state academic content standards.

Montana's Standards and Guidelines for Secondary Vocational and Technical Education (the term “vocational” has not been updated by Montana legislature) sets out several general criteria

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to ensure that programs prepare CTE students for opportunities in postsecondary education or entry into high-skill, high-wage or high-demand jobs in current and emerging occupations:

1. *The program shall have the primary objective of developing skills leading to employment as well as entry into advanced career and technical training.*
2. *The program shall be based on the career and technical education needs of students in the area.*
3. *Instruction shall be based on an analysis of skills and knowledge required in the occupation.*
4. *The program shall develop leadership and character through activities that accommodate the transition from school to work.*
5. *Provision shall be made for career guidance and shall include, but not be limited to, occupational information and career counseling.*
6. *Instructional equipment and facilities shall be comparable to those used in the occupation.”*

The ***Montana Standards and Guidelines for Vocational and Technical Education*** will be revised during implementation of this plan. These are the standards by which CTE programs are evaluated and approved at the secondary level. During the process, in which there will be significant opportunity for public input and involvement of educators, program standards will be reviewed, and programs will be aligned with the *Big Sky Pathways* during this revision. Accreditation standards in technology, workplace competencies, and career and vocational/technical will be used as the basis for aligning curriculum.

Part of the Standards and Guidelines review will include a review and cross-walk process for state academic standards with the academic content resident that already exist in each CTE course. These cross-walk resources, accompanied by professional development about how to integrate this academic content into all CTE courses, will strengthen student preparation for postsecondary studies and workforce participation.

Special Populations

As noted in Section 2.2.7 and Appendix #5, Montana will launch a *Promising Practices Initiative* to better document practices that can help all school districts and two-year postsecondary institutions improve performance of special populations against the Perkins Performance Indicators. These practices that will be identified include strategies to help special population students be well prepared for opportunities in postsecondary education and participation in high-skilled, high-wage or high-demand occupations in current and emerging career opportunities.

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2.2.9 Improving and Developing CTE Courses

Improving or developing new CTE courses is a means for the State to encourage efforts to assure that the CTE offered to students is of the highest quality and reflective of current and emerging occupational areas. It is in the State's best interest that state agencies, business and industry, and communities work together to assure that workforce development efforts are complementary and not unnecessarily duplicative.

The Montana Accreditation Standards builds a common set of standards — a framework — for all Montana students. This framework defines the general knowledge of what all students should know, understand, and be able to do in each subject area and sets specific expectations for student learning at three benchmarks in the K-12 continuum - at the end of fourth grade, eighth grade, and upon graduation. Performance standards describe student achievement at each of these benchmarks at four performance levels: advanced, proficient, nearing proficiency, and novice. The Montana OPI uses a similar reporting approach for academic performance under the ESEA. The content standards, benchmarks, and corresponding performance levels provide teachers, parents, students, and the public with a clear understanding of what students are expected to learn and how well they are able to apply their learning.

Statewide accreditation standards are in place for the following content areas: arts, literature, media literacy, reading, speaking and listening, writing, health enhancement, library media, mathematics, science, social studies, world language, technology, workplace competencies, and career and vocational/technical.

On an annual basis, Montana administers criterion-referenced tests (CRT) that are required and funded by ESEA. Montana's CRT is published by Measured Progress, Inc. Montana's criterion-referenced test compares student achievement to Montana content standards, and administered in grades 3 - 8, and 10 in Reading and Mathematics.

Through revision of the *Montana Standards and Guidelines for Vocational and Technical Education* with a focus on academic and CTE integration, Montana will assure that CTE courses are closely aligned with the academic standards that are established for all Montana students.

Postsecondary Content that is Relevant and Challenging

Montana will require that eligible recipients indicate how business and industry is giving input into the CTE curriculum. Programs that do not have affiliations with business and industry are required to establish and maintain a business and industry affiliation in order to be eligible for funding.

The state will encourage, through the Big Sky Pathways Consortium, the development of statewide articulation agreements by utilizing a centralized database to track all articulations.

High-wage, High-skill or High-demand Occupations

Using the definition of High-wage, High-skill, and High-demand occupations provided in Appendix #6, the Partner Agencies will take action to indicate the designations of occupations that are high-skill, high-wage or high-demand for the state. This will be completed at the level of Classification of Instructional Programs (CIP) codes to assure consistency across the state.

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This information will be updated by the OCHE Accountability Specialist responsible for each CIP code and will be entered in the respective databases operated by OCHE and OPI.

2.2.10 Title I and Title II Best Practices

The Partner Agencies, in coordination with the Big Sky Pathways Consortium, will gather examples of promising practices and create short profiles for the State websites. These promising practices will focus on each of the career clusters and pathways and will also focus on intervention strategies for improving performance on the performance indicators.

Based on current state needs and drawing upon information from the Perkins data, the Partner Agencies will identify exceptional Montana strategies and performers. During regularly scheduled technical assistance meetings, the identified programs will share their promising practices with the other grantees.

2.2.11 Linking Secondary and Postsecondary CTE

Montana is placing increased emphasis on the development and continuous improvement of a seamless system of education that supports smooth student transitions from one educational system to another and from one level of instruction to another. Funds will be used to strengthen the link between secondary and postsecondary education in the following ways:

Use of leadership funds for partnership activities such as, but not limited to:

- Convening BSP advisory boards
- Gathering data on percentage of CTE students that enroll in dual enrollment courses
- Gathering information on how many high school students are earning transcribed credits from two-year postsecondary institutions, using data from the BSP database that will be developed
- Using leadership funds to support pilot testing the use of college placement tests (Compass and Accuplacer) for high school juniors and seniors, so they can avoid remediation at the college level
- Providing professional development activities for both secondary and postsecondary teachers and administrators

2.2.12 Integration of Academic and CTE Content

Montana will develop several processes to be able to better report on the integration of coherent and rigorous CTE content which is aligned with challenging academic standards (Academic/CTE Integration). These include:

- Completing the cross-walk between CTE course content and the state academic content standards and providing technical assistance to teachers on the academic cross-walk resources;
- Strengthening the clarity of guidance on Academic/CTE Integration into the revised *Montana Standards and Guidelines for Career and Vocational/Technical Education*

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- Strengthening the focus on Academic/CTE Integration in program approval and program renewal applications;
- Creating a monitoring rubric relating to Academic/CTE Integration that will be incorporated into OPI's monitoring and technical assistance visits and technical assistance that is provided when a school district has failed to meet its performance targets for academic skill attainment.

Based on the information gathered each year from monitoring and technical assistance visits and from applications for program approval and renewal, OPI will prepare an annual summary for internal review of the progress that Montana CTE secondary programs are making with regard to Academic/CTE Integration.

2.3 Professional Development

Montana understands that Perkins IV articulates the need for professional development that is “high-quality, sustained, intensive, and classroom-focused,” as stated in section 124 (b)(3)(B). Montana is taking action to reform and strengthen the culture of professional development for teachers and administrators.

As evidenced in the requirements of this section, effective teachers possess a powerful mix of content knowledge and teaching skills, including ability to integrate academic content with CTE content, classroom management skill, ability to collaborate effectively with fellow teachers and faculty members; understanding how to analyze and apply data, earning necessary certifications and Industry-based Credentials, maintaining expert knowledge of the CTE field, and possessing strong academic skills.

As these knowledge and skills are recognized as needed for success in teaching and leading, Montana is making important strides in building a systematic approach to professional growth for its CTE teachers and administrators

In the fall of each year, the State sponsors a professional development experience among CTE educators, and has placed an emphasis on helping teachers understand the broad context of Big Sky Pathways, as well as providing an opportunity to update and strengthen their knowledge of industry trends and technology within the occupational areas in which they teach.

For the past three years, the State has sponsored a summer Career Clusters Institute, that brings together teachers and administrators at the secondary and postsecondary levels to explore and more fully develop the Career Clusters model that is being implemented in Montana.

The State CTE Executive Leadership Team is currently deciding the most appropriate form and venue for future state-level conferences.

In carrying out the new guidance from Perkins IV on professional development that is “intensive, sustained and related to classroom instruction,” Montana is making important progress in developing more intensive models of professional development.

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A new professional growth model is being developed known as the Extended Learning Experience. The Extended Learning Experience (ELE) strengthens and deepens teacher knowledge through a week-long, summertime professional development experience. For Tech Prep faculty, Industrial Technology and Agriculture teachers, the ELE helps teachers to study course content, curriculum, new technology, industry trends, and issues surrounding classroom instructional strategies and management. Currently, ELEs are being developed for Health Science and Family, Consumer Science teachers.

To supplement these activities, Montana is also exploring a new approach to professional development that would be built around identifying the knowledge and skills every CTE teacher and faculty member should possess. As these knowledge and skills needed by Montana's teachers are more clearly understood, that understanding would help shape the content of the Extended Learning Experience and other professional development opportunities. As these new models of professional growth are developed, Perkins recipients will be asked to explain how their proposed uses of funds will identify and strengthen the skills and knowledge that teachers and administrators need to be successful. This will assure that professional development activities at the local level (a required use of local funds) will meet the new definition of high quality, sustained, intensive and classroom-focused" professional development called for under Perkins IV.

Montana will also explore developing and implementing a professional growth concept known as the "Community of Practice." A "Community of Practice" is a group of interested teachers/faculty, administrators and counselors that come together during a fixed length of time to focus activity and learning around a particular challenge or promising practice. Communities of Practice, supported by state or local funds, could play a role in helping develop Montana's Big Sky Pathways, identify promising practices in academic/CTE integration, strengthening program quality through business/industry involvement, improving school and college performance in one specific performance target for the accountability indicators, or improving services to students from special populations.

In terms of coordinating professional development with those activities funded through the Elementary and Secondary Education Act and the Higher Education Act, staff from OCHE and OPI, respectively, meet on an ongoing basis with their peers responsible for professional development under other federal programs. In these meetings with colleagues, OCHE and OPI staff share updates on their activities under the Perkins Act and seek opportunities for collaboration and coordination.

2.4 Teacher Recruitment and Retention

Building and maintaining Montana's CTE teaching force may be one of the biggest challenges facing the state and its school districts and colleges. The first challenge is to have a clear understanding of the options for action.

To create a workable strategy for these issues, the **State CTE Executive Leadership Team** will convene a **CTE Teaching Force Study Group** to examine the issue of teacher supply and retention. The Study Group will examine data to address a variety of issues about the supply of Montana's teachers, and recommend strategies for replenishing the current teaching workforce as retirements and departures take effect. The Study Group will explore strategies to more closely

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link the preparation from two-year college CTE programs with university teacher preparation programs in order to simplify and streamline the teacher preparation process. The Study Group will also explore the role of teacher career pathways and school-based teacher career academies, as well as awareness activities among the Career Technology Student Organizations to encourage more youths to enter the CTE teaching profession. Other issues for review might include: dual certifications (such as health science certification for science teachers), to facilitate the delivery of CTE programs in more rural settings and to fulfill teacher quality requirements of the No Child Left Behind Act; use of differential pay structures at the postsecondary level for hard-to-fill teaching slots; and, exploring if student loan forgiveness options for teachers in high-need areas can be applied for CTE teachers and/or faculty.

Retention

In terms of CTE teacher retention, research indicates that fewer than 50 percent of all teachers will continue teaching past their fifth contract year. One of the major reasons teachers leave the profession is a lack of support they experience, and the feeling that they are alone in their teaching.

One innovative strategy already underway in Montana shows promise for strengthening the induction process and improving retention. Through Montana OPI, the Agriculture teachers and OPI's Agriculture Education specialist have implemented a teacher mentoring/induction program. The teacher mentoring program teams a beginning or first year teacher with an experienced teacher of his or her choosing. At least once (during the first year) the mentor teacher will visit and observe the Protégé' teacher at their school, and the Protégé' teacher will visit and observe the Mentor teacher at his school. Additional contact between the two teachers will happen via phone calls, e-mails, and the Montana Educational Telecommunications Network, or METNET. A private conference room has been established to allow open, secure communications between the teachers.

The program will cover a two year period, with structured learning experiences integrated into the program. After the completion of the first year of the Agriculture Teacher Mentoring Program is completed, new mentoring programs will be implemented for the other curricular areas in CTE, namely Business and Marketing, Family and Consumer Science, Health Occupations and Industrial Technology.

Transition to teaching from business and industry

Montana recognizes that more effective partnerships for recruitment of CTE teachers need to be explored. Montana will also evaluate and expand the current links with industry that allow for sharing of business and industry professionals in the classroom or lab setting with schools and colleges.

2.5 Transition to Baccalaureate Programs

Approximately 280 associate degrees are offered at Montana's two-year colleges. Within the 19 public two-year colleges, 17 offer an Associate of Arts degree that is meant to be transferable, and 17 offer a transferable Associate of Science. (Source: 2006-2007, Your Guide, Montana's Certificate and Associate Degree Programs).

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One of the three goals of the Board of Regents' 2006-2010 Strategic Plan is to: "Increase the overall educational attainment of Montanans through increased participation, retention, and completion rates in the Montana University System."

Goal III (3) of the BOR Strategic Plan is to "Improve articulation and transferability among all 2-year and 4-year institutions, including community colleges and tribal colleges." More specifically the Board established objectives, such as, "Facilitate the transfer process for students who start at a 2-year institution and decide to continue their education at a 4-year institution," and "Develop multiple pathways that transfer students can follow to complete their postsecondary educational plans. Those pathways may include course equivalency guides, articulation agreements, common learning outcomes, common coursework or course content, "block" transfers, and other creative options."

The Office of the Commissioner of Higher Education has initiated a Faculty Council Model for addressing the transferability of credit across the system. These councils are made up of faculty from various disciplines and their task is to evaluate course offerings throughout the university system and determine course equivalencies for a set of courses. The reasons for the faculty council model are important:

- Most significantly, institutional accreditation requirements specify that faculty must play a major role in the development of curriculum.
- Faculty are obviously the experts in evaluating course content and course comparability.
- Councils, made up of faculty from throughout the System, will help to ensure a system-wide approach to the effort.

The Montana University System is proposing a focused approach for this initiative:

- The faculty councils will concentrate their efforts on coursework at the 100 and 200-level and will determine learning outcomes for the courses described above.
- Common course numbering across the system will be implemented
- The councils will be selected, based on the programs and coursework that are most frequently replicated throughout the System, and the programs that have the most transfer students.
- A faculty council will focus on the issue of dual enrollment, identifying college courses that qualify as dual credit, recommending necessary policy changes, and developing a systematic method for tracking dual enrollments throughout the state.
- Data will be collected to determine the effectiveness of the transferability effort.

Prior to the implementation of the Faculty Councils, OCHE worked with faculty and the Board of Nursing to establish a model curriculum for nurse preparation connecting the Licensed Practical Nurse, the Associate of Science Registered Nurse and the Bachelor of Science Registered Nurse. In light of these strategic objectives, the State CTE Executive Leadership Team will review policies relating to the transfer of students from Montana's two-year CTE college programs to the State's college and university programs.

The State CTE Executive Leadership Team will identify any specific policies that currently allow transfer of an **Associate of Applied Science to the Bachelor of Applied Science degree**, and through the development of Big Sky Pathways, will encourage the exploration of programs

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that can be articulated to bachelor degree programs. The Leadership Team will also identify any policies adopted by the Board of Public Education related to dual credit, and distance learning.

2.6 Stakeholder Involvement

The State of Montana is committed to maintaining a consultative and cooperative environment for the development, implementation and evaluation of quality career and technical education programs. At the state level, the Partner Agencies are convening a new State Advisory Committee to provide ongoing input and information to the OCHE and OPI. The State Plan Advisory Committee required by statute has also provided valuable input on the development and implementation of the Perkins State Plan and its supported programs.

Secondary

The *Montana Standards and Guidelines for Vocational and Technical Education* already require participation of multiple stakeholders through “vocational/technical education advisory councils/committees.” Montana Standards for Local Vocational Advisory Committees state that a vocational advisory committee is a group of persons, the majority of whom are outside the education profession, are representative of the community, and are recognized and respected in their fields of work. They advise and assist decision makers on the design and maintenance of sound vocational education programs based on the real needs of the community, region, state, or nation.

Postsecondary

Stakeholder participation in program planning, implementation, and evaluation also is well established at the postsecondary level. Most local institutions of higher education involve citizen advisory boards in career and technical education programs. OCHE encourages all local institutions to develop similar structures to allow stakeholders to participate in program planning, implementation, and evaluation. In addition, the local application process for Perkins funds requires all eligible institutions to actively involve students, parents, teachers, local business, and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs.

2.7. Academic and technical skills, All Aspects of Industry, Challenging Academic Standards

In order to ensure student learning in academic and technical skills, Perkins IV requires states to report on performance metrics that measure academic and technical skill attainment. This encourages continuous improvement in CTE programs leading to a strengthening of the academic and technical component of the programs through integration of academics and CTE.

Academic skills attainment

At the secondary level, Perkins IV measures learning in the core academic subjects by relying on the state’s ESEA assessment. Specifically, Perkins IV requires reporting for Academic Attainment – Reading/Language Arts and Academic Attainment – Mathematics. In establishing the performance levels for academic attainment, Montana is setting the same performance target for CTE students as it sets for all secondary students.

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Technical skills attainment

Perkins IV requires new measurements for technical skill attainment, using assessment instruments that are valid and reliable, based upon industry-recognized standards, where they are available. States are not required to use industry-based credentials, and often it is difficult to obtain performance data from such credentials, since the results legally belong to the student, not the school or college. If the state does not use industry-based credentials, it must use another assessment mechanism that meets criteria for validity and reliability.

To implement this new requirement, Montana OPI is conducting a survey of its CTE programs to determine what assessments are currently in place. OCHE is also reviewing the use of program assessments, including the use of vendor-based assessments and Industry-Based Certifications.

During 2008 and 2009, Montana will coordinate development of the Big Sky Pathways with activities related to CTE assessment. The State CTE Executive Leadership Team, working closely with teachers and administrators from local programs, will identify what competencies should be assessed in each of the Big Sky Pathways and other CTE courses, and determine what assessments mechanisms are most appropriate.

The State CTE Executive Leadership Team will pay particular attention to ensuring that the assessments selected or recommended meet a standard of validity and reliability, are affordable to use on an ongoing basis, provide relevant data on student CTE achievement to the teacher to inform their instructional practice, and can form the basis of a meaningful accountability system that supports the goal of continuous program improvement.

All Aspects of Industry

In developing guidance for the Big Sky Pathways and in updating the Standards and Guidelines for CTE, Montana will ensure that all students participating in CTE gain “strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter,” as defined by the Perkins Act. Montana will encourage local programs to take advantage of the foundation knowledge and skills provided through the Career Clusters framework, and well as working models of the “All Aspects” that include: Planning, Management, Finance, Technical and Production Skills, Underlying Issues of Technology, Community Issues, and Health, Safety and Environmental Laws.

Challenging Academic Proficiencies

In an effort to ensure that students who participate in CTE programs are taught to the same challenging academic proficiencies, Montana’s general education philosophy and requirements mean that there are not separate requirements for students who participate in vocational and technical education programs. Students who participate in CTE programs are required to meet the same rigorous graduation requirements as any other students, as dictated by the State of Montana and local accredited school systems.

2.8 State Technical Assistance

Staff from OCHE and OPI will provide technical assistance to their respective constituents -- local teachers, faculty, counselors, administrators, and other personnel associated with the

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implementation of career and technical education programs primarily in the areas of administration, accountability, and program improvement.

Technical assistance is provided on a regular basis to all eligible secondary and postsecondary institutions in Montana. Technical assistance also is provided upon request on site at the various Perkins-eligible institutions. Because of the vast distances in Montana, technical assistance also is offered through video teleconferences. This ensures that all eligible recipients can participate in technical assistance within a 200-mile drive of their institution. Video teleconferences are frequently focused on Perkins issues such as core indicators, accountability, and reporting on special populations.

In accordance with the requirements of the Perkins Act, in relation to performance on the program performance indicators, secondary and postsecondary will carry out the following steps:

- The State will analyze annual Perkins Performance data to identify school districts and two-year postsecondary institutions that failed to meet 90 percent of their performance target.
- Grantees will be notified of the actual performance for each of the indicators in relationship to the indicator goals.
- When a program falls below an indicator goal, including goals for special populations and nontraditional student goals, the secondary or postsecondary specialist working with the recipient will determine the appropriate technical assistance to be provided;
- The specialist will document the technical assistance in written form and provide to the recipient;
- The recipient will be required to create a written program improvement plan with action steps related to the specific goals that were missed
- The technical assistance strategies and program improvement action steps identified will be included in the final report for the following year.

Technical assistance from the state may include:

- Best Practices/Promising Practices resource sheets for use by recipients
- Site visits and on-site mentoring by program specialists.
- Mandatory visits to other sites in the state that are implementing an exemplary practice.
- Mandatory participation in sessions at state professional development conference.
- Identify content experts within the State to provide phone and site-based mentoring.
- Identify resources outside the state, such as video conferences or webinars, that address the identified area of need.

2.9 Occupational Opportunities

The 2006 Board of Regents' Strategic Plan says that "...despite Montana's relatively low wages, our state has many high-paying jobs that go unfilled – in health care, construction, manufacturing, for example – due to a shortage of appropriately trained workers."

Goal II(2) of the plan is to "Increase degrees and certificated awarded in high-demand occupational fields." The report continues, "The Board of Regents has identified health care and construction occupations as the top priorities for training workers in high-demand occupations."

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Montana's strategy for relating vocational/technical education with the specific occupational opportunities of the state and region is based on the detailed Labor Market Information provided by the Montana Department of Labor and Industry, which tracks information such as growing and declining industries and occupations, prevailing wages by area, and demographic data including unemployment rates.

The "Labor Day Report 2006" indicates that the highest level employment growth were projected as follows for 2001-2005:

- Construction: 27,563 jobs in 2005 (30.2% growth over five years);
- Natural Resources and Mining; 11,158 jobs (19.4% growth);
- Financial Activities, 21,235 jobs (13.5% growth);
- Education and Health Services; 55,807 jobs (13.2% growth);
- Leisure and Hospitality; 55,228 jobs, (11.8% growth);
- Professional and Business Services; 35,126 jobs (10.7% growth)

Perkins IV makes numerous references to occupations that are "high-skill, high-wage or high-demand." While there is no federal definition given for these terms, Montana, in coordination with the Research and Analysis Bureau of the Montana Department of Labor and Industry has developed a Methodology defining the criteria for high skill, high wage, high demand careers. This definition will be applied to every CTE program that is supported by Perkins funding (See Appendix #6).

If local conditions for employment warrant a determination that a targeted occupation does not meet the state level criteria, but is appropriate for the local area, the local recipient may appeal to the **State CTE Executive Leadership Team** to resolve the issue.

In addition to program and funding approval, Montana is making efforts to ensure that its program standards are kept current and aligned with industry standards.

In 2007-2008, the State Standards and Guidelines for Agriculture are being revised, as the first phase of the Standards and Guidelines revision process. Agriculture Teachers have adopted and endorsed a modified and revised version of the national standards and guidelines to more accurately apply to Montana Schools. Agriculture teachers will also develop and endorse a plan for the implementation of the revised standards and guidelines for the state.

During the 2008-2009 school year, the other Career and Technical Education areas within Montana will follow a similar revision process, patterning the work in other areas after the finished final product developed by the Agriculture teachers, to provide consistency in the final products.

According to Board of Regent Program Review policy, 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.

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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. 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.

2.10 Coordination with Other Federal Programs

Montana has general provisions to coordinate activities to prevent unnecessary duplication of services within the state. Each local application and grant proposal for funding must include a description of coordination of services with other eligible service providers at the local level.

At the state level, the federal secondary education programs are all part of the scope of work of the Montana Office of Public Instruction; staff responsible for the various federal education programs are all housed in the same agency, within the Department of Education Services. Because of this close physical proximity, program coordinators regularly meet both formally and informally to coordinate planning and information collection and to prevent duplication whenever possible.

Federal postsecondary programs are under the purview of the Board of Regents and the Office of the Commissioner of Higher Education.

The Partner Agencies administering Perkins IV, will coordinate activities under Perkins IV with the work and goals from the following Federal programs:

- Workforce Investment Act, title I, One-Stop Centers
- Workforce Investment Act, title I, Youth Services
- Workforce Investment Act, title II, Adult Education and Family Literacy Act
- Workforce Investment Act, Rehabilitation Act of 1973
- ESEA Title I, Academic Achievement of the Disadvantaged
- ESEA Title II, Preparing, Training, and Recruiting High Quality Teachers and Principals
- ESEA, Title III – English Language Learners
- ESEA Title IV – 21st Century Schools
- ESEA Title V – Parental Choices and Innovative Programs
- ESEA, Title V: Flexibility and Accountability
- ESEA, Title VII- Indian Education
- ESEA, Title VIII: Impact Aid
- Individuals with Disabilities Education Act
- Higher Education Act, Talent Search
- Higher Education Act, Gear Up
- DOL, Jobs for Montana's Graduates
- DOL, Workforce Innovation for Regional Economic Development

All of the above programs will continue to be coordinated throughout the state of Montana on both an informal and formal basis.

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The Director of Workforce Development and Two-Year Education, (OCHE) and the Division Administrator for Career and Technical Education and Adult Education (OPI) are also members of the State Workforce Investment Board, which affords cooperation and coordination between CTE and the state's workforce initiatives.

2.11 Non-duplication

Montana will ensure that there is coordination and non-duplication among programs listed in Section 112(b)(8)(A) of the Workforce Investment Act of 1998 by including representatives of secondary and postsecondary career and technical education on the Workforce Investment Board. One of the responsibilities of the State Workforce Investment Board is to ensure that there is no duplication among the programs listed in Section 112(b)(8)(A) of the Workforce Investment Act of 1998. These programs will present regular reports to the Workforce Investment Board to ensure that they are coordinating and not duplicating efforts.

2.12 Local Applications

The applications for secondary and postsecondary eligible recipients are included (see Appendices #8a and 8b).

Electronic copies of the secondary application can be found at:

<https://egrants.opi.mt.gov/OPIGMSweb/logon.aspx>

School districts need an ID to enter the system. Public access to the approved applications will be available on the site.

An electronic link for the postsecondary application will be available in the spring of 2008, as soon as the OCHE website is redesigned and online.

2.13 Governance Structure

The Montana Board of Regents of Higher Education (MBRHE) is the designated state board to coordinate the development and submission of the state plan for career and technical education as required by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV).

The State agencies responsible for career and technical education in Montana are the Workforce Development Unit of the Office of the Commissioner of Higher Education (OCHE) and the Division of Career, Technical and Adult Education of the Montana Office of Public Instruction (OPI). Montana's joint leadership structure and narrative is found in Appendix #3.

2.14 CTE and the One-Stop Career Center System

The State Workforce Investment Board (SWIB) is responsible for advising the Governor on the creation, implementation and continuous improvement of a comprehensive statewide workforce development system, designed to train the maximum number of unemployed and underemployed Montanans as possible. Postsecondary CTE is a mandatory partner of the SWIB. The designated "State Director" for administering the federal Perkins funds (from OCHE) is a member of the SWIB and sits on both the executive committee and the apprenticeship advisory committee. The goals of the SWIB are as follows:

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- Engage the workforce system in anticipating and responding to businesses' current and emerging needs for skilled workers;
- Encourage alignment among workforce development, postsecondary education, and economic development; and,
- Advance workforce development policies by providing recommendations to the Governor and other state leaders who support economic development efforts in Montana.

Postsecondary institutions throughout the state are required to have a representative on the Community Management Teams (CMT) representing both local organizations and one-stop career center members. As Montana is a Single State Planning system, the SWIB is both the policy and administrative body for administering Workforce Investment Act funding in the state.

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III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

3.1 Program Strategies for Special Populations

Many of the traditional roles and occupations presented to students in special populations have not prepared them adequately for careers that enable them to become economically self-sufficient. Limiting roles and occupations on the basis of gender, race, disability, or age prevents individuals from achieving their fullest potential. In an effort to limit such practices, the partner agencies have the responsibility for developing and implementing procedures which will encourage and support each student and his or her pursuit of a rewarding career with emphasis on high-skill, high-wage, or high-demand occupations.

3.1.1 Equal access to activities assisted under the Act

In the local applications, Montana requires eligible institutions to indicate the specific strategies of how they will provide equal access to special populations, including what specific services are available in their institution.

Montana refers to all federal and state laws and regulations requiring public institutions to comply with requirements already set in place—such as guidance offices posting notices of equal access to all services in a prominent place, etc.

OCHE and OPI will provide consistent, standardized forms and information, uniform training of staff, appropriate accommodations, and an environment promoting equal access for all students; and

The Partner Agencies will continue to closely coordinate with the staff persons responsible for Civil Rights compliance in these efforts.

One responsibility of the *Promising Practice Initiative* will be to clarify the criteria by which applications from eligible institutions will be reviewed, and monitored against, in relation to how special populations are being served. These criteria, when more fully developed, will take into account the promising practices that have been suggested for implementation and shared within Montana, and the size of the institution/school districts and available resources of the eligible institution or consortia (Promising Practices Initiative is included as Appendix #5).

As part of the accountability system, every local recipient will receive a report indicating how special populations and non-traditional populations groups performed compared to the goals for these groups on the target performance levels. They will be required to document how they will work to close achievement gaps.

3.1.2 Nondiscrimination Policies

All postsecondary institutions and secondary schools have nondiscrimination policies in place and have published procedures for filing complaints should a student (or their parent or adult advocate) believe that discrimination has occurred. All policies have an appeal process in place.

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Notices of nondiscrimination will continue to be in all OCHE/OPI and postsecondary institutions and secondary schools publications. Nondiscrimination will continue to be monitored through the Office of Civil Rights review process and the local application process.

OCHE and OPI use the OCR process to ensure that postsecondary institutions and secondary schools provide activities to train staff and provide them with information on performing in a nondiscriminatory manner and maintaining a positive environment.

Within postsecondary institutions, there is in place a uniform system of “self disclosure” by students at orientation and strict confidentiality rules assist in ensuring that students will not be discriminated against.

3.1.3 Preparation for high-skill, high-wage, or high-demand occupations

Montana will place an emphasis on high-skill, high-wage or high-demand occupations, as defined in Appendix #7 This emphasis will be part of all plans for the student in order for them to become self-sufficient.

3.2 Alternative Education programs

Alternative education programs are provided primarily by secondary school districts, although in collaboration with these districts or other agencies, programs may be designed to meet the needs of students who are not successfully participating in the traditional education delivery system. The Partner Agencies will assure that students in all eligible programs, including students in alternative education programs, have the opportunity to participate in the State’s CTE programs. Eligible recipients will determine how the needs of students in alternative education programs will be addressed. In addition to provision of CTE programs, guidance and counseling and support services may also be provided. Some secondary districts are focusing on CTE for students in alternative education programs because it provides rigor and relevance to address non-traditional learning styles.

Under the Workforce Investment Act, Perkins postsecondary institutions have a responsibility to connect existing systems of educational planning and guidance with the one-stop centers to facilitate access to services and programs offered throughout the state.

3.3 Preparation in Non-Traditional Fields

The State will obligate \$60,000 of its State Leadership funds to promote preparation for nontraditional fields. The proposed state-level as well as local-level program activities supported through Perkins IV funding may include:

- professional staff development opportunities to help eligible recipients promote nontraditional training and employment;
- employment projects that introduce high school students to nontraditional employment through career assessment, “hands-on” career exploration, mentoring and networking with nontraditional workers in employment. Methods will include but are not limited to a statewide institute for nontraditional occupations introduction with follow up activities; and,

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- partnerships with the Montana's State Workforce Investment Board, State Agencies, and community organizations to promote nontraditional employment and training in all systems providing education and training for employment.

3.4 Correctional Education

In accordance with the Perkins guidelines for allocation of State Leadership Funds [Section 112(A)(2)(A)], Montana will obligate no less than .5% (approximately \$27,500) of its State Leadership funds to implement educational program(s) to serve individuals at state correctional institutions and institutions that serve individuals with disabilities. These funds will be distributed through a competitive process to allow agencies/institutions to provide career and technical education programs to individuals residing in state institutions. The uses of these funds will meet the requirements of the Perkins Act.

Current funds are being used to expand basic computing literacy and micro-computing in a state pre-release correctional program, to increase the successful integration of the student back into society.

3.5 Equitable Access

In the local applications, Montana requires eligible institutions to indicate the specific strategies of how they will provide equal access to special populations, including what specific services are available in their institution.

Montana refers to all federal and state laws and regulations requiring public institutions to comply with requirements already set in place-such as guidance offices posting notices of equal access to all services in a prominent place. OCHE and OPI will provide consistent, standardized forms and information, uniform training of staff, appropriate accommodations, and an environment promoting equal access for all students; and

The Partner Agencies will continue to closely coordinate with the staff persons responsible for Civil Rights compliance in these efforts.

IV. ACCOUNTABILITY AND EVALUATION

4.1 Input for Core Indicators

Secondary

The definitions for indicators 1S1, 2S1 and 4S1 will be the same as Montana uses as described in section 1111(b)(1) of the Elementary and Secondary Education Act (No Child Left Behind). Measurement definitions for 3S1, 5S1, 6S1 and 6S2 will remain the same as the previous performance indicators, which are familiar to the school districts.

As described in Section 2.7 of this plan, Montana is developing a measurement definition and approach for 2S1, the technical skill attainment indicator. The accountability specialist and/or other state staff have attended all Data Quality Institutes and actively participate in the Next Steps Working Group conference calls organized by the U.S. Department of Education's Office of Vocational and Adult Education. Information obtained from these activities is being utilized in determining the measurement definition/approach.

Beginning in 2008, working groups of teachers and business/industry will be convened to advise the **State CTE Executive Leadership Team** in development of the Technical Skill Attainment Indicator definition and approach. As the definition/approach is determined, it will be shared with the Montana ACTE and the School Administrators of Montana for review and comment, and adjusted as needed.

Postsecondary

The accountability specialists for OCHE will review the current data system and available baseline data. Reports will be prepared with historical data and definitions. Information from the Data Quality Institutes (DQI) in addition to issues that have been identified over the last six years will be addressed by the current grantees through a series of conference calls. Current grantees will develop definitions and approaches that will produce the most reliable and consistent data for the performance indicators required. The process for development of the technical skill indicator definition and approach will be closely coordinated with the process described for secondary.

4.2 Input for State adjusted level of performance

Secondary

The state performance level targets will be assigned to all districts. Previous year performance on the non-ESEA indicators will be reviewed to the degree that state's data system allows. Lower-performing districts in previous years will be given the option of negotiating alternate performance level targets. Negotiations will be on a case-by-case basis.

Postsecondary

Historical state performance indicator data will be reviewed and adjusted to account for the changes in definitions or approaches. A series of conference calls with eligible recipients will

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be conducted to collect justifications for changes to current performance indicator goals. The current goals for the State, proposed goals and justifications will be posted to the Local Application Webpage for review by faculty and management staff, state staff and collaborative partners.

4.3 Validity and Reliability of Definitions and Measures

Secondary

For the Multi-Year State Plan, Montana has chosen to continue using its “blended” option for CTE Concentrators. Because of the extreme rural nature and small size of many Montana high schools, it would not be practical to only measure students who took three or more credits of CTE courses in a single program area. By using a very narrow definition of CTE Concentrator, as was suggested in the guidance, Montana is concerned that too few students would be represented in the Perkins Accountability system, and essentially, the accountability system would have little relevance or value at the local program level. By using the “blended” option, which includes any student who takes three or more courses in any CTE program area, more students in small rural settings will be included, and the resulting accountability system will have more relevance for local program improvement.

The OPI has developed an agency-wide data collection system called Achievement in Montana (AIM) that began use during the 2007-2008 school year. The use of this secure system is enhancing the reliability of data collected by the OPI. All school districts will use this system to report their data, which will be used for multiple state and federal programs. Since the system is a secure system, only trained personnel enter data on behalf of the school districts.

AIM tracks a wide variety of student information including:

- enrollment and demographic information for all students attending Montana public schools;
- scores on statewide assessments;
- information for determining a school's 'Adequate Yearly Progress Report' required by ESEA;
- student dropout information;
- information needed for serving students with disabilities; and
- participation of students in federal and state grant programs.

The AIM system provides tools to enable:

- interactive querying and reporting of the data in an integrated fashion;
- data driven decision making by state-level education staff and policy makers to meet increasing state and federal reporting requirements; and
- stakeholders at all levels of education to make informed educational decisions based on accurate and timely information

1S1 Academic Attainment – Reading/Language Arts

This indicator, used in conformity with procedures developed by the State and approved by the U.S. Department of Education under ESEA, is presumed to be valid and reliable. OPI will cross-match data with assessment scores through the AIM system.

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1S2 Academic Attainment – Mathematics

This indicator, used in conformity with procedures developed by the State and approved by the U.S. Department of Education under ESEA, is presumed to be valid and reliable. OPI will cross-match data with assessment scores through the AIM system.

2S1 Technical Skill Attainment

OPI conducted a survey of every secondary Perkins eligible program in the state to determine which programs have technical skill assessments, and which do not. Assessments will be reviewed and validated for reliability. The assessments will be categorized into national, state, or local assessments. In addition to externally developed assessments, Montana will work to determine if other forms of assessment will yield results that meet standards for validity and reliability. Specifically, the state will examine the viability of state-development tests and scoring rubric for observation of demonstrated student skills. These classroom-based assessments would be aligned to generally accepted and industry-recognized skill standards, and would be administered consistently within each CTE program area based on ongoing professional development and monitoring,

3S1 Secondary School Completion

Montana is using definition provided in U.S. Department of Education guidance issued on March 13, 2007, and administrative data that meets standards for accuracy and reliability, this performance measure is valid and reliable. OPI will cross-match data with completion information through the AIM system.

4S1 Student Graduation Rates

This indicator, used in conformity with procedures developed by the State and approved by the U.S. Department of Education under ESEA, is presumed to be valid and reliable. OPI will use the same NCES graduation rate formula approved in its ESEA state plan.

5S1 Secondary Placement

Montana is the definition provided in U.S. Department of Education guidance issued on March 13, 2007, and gathering data from each school district to determine secondary placement. Follow-up placement data will be gathered using a time-tested survey method that is consistent across all Montana districts. Data will be entered into the AIM system by the districts who conduct the surveys. Use of the survey system ensures that information is obtained from the students themselves, not from samplings or projections.

6S1 Nontraditional Participation

Using the definition provided in U.S. Department of Education guidance issued on March 13, 2007, and based upon data gathered by each school district to determine nontraditional participation. OPI will cross-match USDE identified non-traditional occupations/fields with data collected through the AIM system.

6S2 Nontraditional Completion

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Using the definition provided in U.S. Department of Education guidance issued on March 13, 2007, and based upon data gathered by each school district to determine nontraditional completion. OPI will cross-match USDE identified non-traditional occupations/fields with data collected through the AIM system.

Postsecondary

1P1 Technical Skill Assessment

OCHE is conducting a survey of every postsecondary Perkins eligible program in the state to determine which programs have technical skill assessments, and which do not. Assessments will be reviewed and validated for reliability. The assessments will be categorized into national, state, or local assessments. In addition to externally developed assessments, Montana will work to determine if other forms of assessment will yield results that meet standards for validity and reliability. Specifically, the state will examine the viability of state-development tests and scoring rubric for observation of demonstrated student skills. These classroom-based assessments would be aligned to generally accepted and industry-recognized skill standards, and would be administered consistently within each CTE program area based on ongoing professional development and monitoring,

2P1 Completion

Many of the 2 year program offered in high demand occupations have low completion rates because students are hired before graduation and do not apply for their diploma until making a job change in the future. In addition, many transfer students will not apply (pay) for their AS degree although they meet the requirement for the degree because they intend to attend a 4 year program. These two factors skew the validity of a true completion measure. Montana will share strategies to encourage or facilitate these groups to follow through with the completion of their program.

3P1 Student Retention or Transfer

The system in place for Montana matches the data at the state level. The Accountability Specialist matches students against the Montana University System Data Warehouse and the National Student Clearing House. For data inconsistencies between the two reports, individual requests for student information are dispersed to the appropriate institution for validation. Once validated, the source of the incorrect information is notified.

4P1 Placement

The system to verify placement is similar to verifying 3P1 data. Montana uses the Montana Unemployment Wage Records and the FEDES database to verify employment. The data does not include those who are self employed or work for an employer who does not pay unemployment in Montana. Montana continues to pursue a national source for unemployment wage data as well as collecting survey data student in both these employment situations.

5P1 Participation for Nontraditional

Montana uses nontraditional gender indicators by CIP code as identified by National Alliance for Partners in Equity (NAPE). CIP codes identified by the colleges are validated against CIP codes for similar program throughout the state. If a CIP code is

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found to be inaccurate, and therefore does not accurately reflect the nontraditional indicator an alternate CIP code is used and the justification is documented.

5P2 Completion for Nontraditional

The validation and reliability measures for 5P1 and 4P1 apply for this indicator.

4.4 Alignment of Indicators Among State and Federal Programs

Secondary

OPI is using Elementary and Secondary Education Act (ESEA) benchmarks and approaches for 1S1, 1S2 and 4S1. Where appropriate, OPI will use statistical reporting criteria as established in the Special Education State Performance Plan.

Postsecondary

OCHE has worked closely with state agencies to establish a process for sharing data across the workforce system. These agencies include: Department of Labor (DOL) for employment information, Vocational Rehabilitation (VR) to identify persons with disabilities, and Temporary Assistance for Needy Families (TANF) to share or validate information regarding special populations.

4.5 Performance Levels

Performance levels for each of the core indicators of performance for the period covered by the Transition Plan, expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Section 113(b)(3)(A)(i)-(ii)]

Secondary

See measurement approaches in the charts below for performance levels. The performance for each of the indicators will be adjusted by annual increase of .5 percent unless the indicator performance level is 95 percent or higher, then no increase will be required.

Postsecondary

Part C lists the baseline data and proposed adjusted performance levels for the first two years for measures 1P1, 5P1, and 5P2.

4.6 Reaching Agreement on Local Performance Levels

When the state has reached agreement with the U.S. Department of Education about the adjusted level of performance for each of the secondary and postsecondary indicators, each of the Partner Agencies will notify the eligible recipients of what the level has been established.

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The Partner Agencies will determine an appropriate number of days by which an eligible entity must notify the state of its intent to request a negotiation over one or more of the adjusted levels of performance.

When such a request for negotiation has been received, depending on whether the eligible recipient is a college of technology or a school system, the responsible agency will review and analyze all historical data available for the eligible recipient (if such data is available) to determine an acceptable local adjusted level of performance. This information will be provided to the eligible recipient for review. The eligible recipient will be given the opportunity to review and agree/disagree on their baseline data before it becomes binding, and to make specific requests for revisions to their local adjusted level of performance. Based on the objective criteria determined by the Accountability Specialists, the request will either be approved, denied or an alternative performance level will be established by the Specialist.

4.7 Request for Revisions to Local Performance Levels

The objective criteria and methods used to allow eligible recipients to request revisions to its local adjusted levels of performance will be determined by the Accountability Specialists. Reasonable unanticipated circumstances that may arise could warrant local recipients to negotiate levels of adjustment with the state.

4.8 Data Reporting

Secondary

The OPI will employ several measures to ensure that the secondary education data reported from school districts and subsequently reported to the Secretary are complete, accurate, and reliable.

First, the OPI will conduct annual monitoring of a portion of Perkins programs for congruency with written reports, effectiveness of programs, compliance with the grant application, and appropriateness of expenditures. Second, OPI's data collection system will ask every school district for the same information in the same way, and provide a reporting process that is the same for everyone, with clear definitions of terms. Third, the requested data will originate from individual student data from students themselves and from the AIM system rather than from sampling or projections. And, fourth, OPI will provide benchmarks, consistent with the state adjusted levels of performance, to determine how well each program is functioning individually, and how well the state is performing as a whole.

Postsecondary

A unified Perkins database was established in 2000 for postsecondary programs, ensuring consistent data from all programs. Enhancements to the system will be completed in 2007 to improve data integrity, allow for better accuracy for parameter queries, improve data input, increase the reporting capabilities to meet program needs and to tie the student data to the Local Application Grant Database so that activities can be linked to results. To help ensure accuracy and reliability, all local project directors have been consulted and will approve all enhancements. In addition, all directors will be trained to use the enhanced features. OCHE reviews postsecondary local data included in the annual report for completeness and accuracy. Potential data issues have been identified over the last seven years. Queries and reports have been created so errors or issues identified can be corrected before reports are run. The process will continue

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and a journal of these quality control processes will be maintained. Regular program reviews and audits also ensure accuracy. Desk reviews are completed for all eligible institutions every year. On-site reviews are conducted with 25 percent of the eligible institutions each year.

4.9 Consortium Agreements and Performance Levels

Secondary

All indicators will default to the state negotiated level for the first three years of the consortium at which time trend data may indicate a renegotiation is warranted.

Montana requests a rural waiver, although it will encourage school districts to form consortia when appropriate.

Postsecondary

Postsecondary institutions in Montana do not form consortia under this provision.

4.10 Evaluation of Program Effectiveness

Secondary and Postsecondary

The Partner Agencies will use on-site program reviews and Perkins data generated at the state level for every school system and two-year postsecondary institution to evaluate performance.

Two-year postsecondary institutions and school districts that do not attain established levels of performance will be required to initiate improvement strategies to improve the standards, in addition to ongoing technical assistance/visits provided by OCHE and OPI staff.

Program assessments and areas of weakness are required parts of the local application. Local recipients as well as OCHE and OPI use this information along with performance levels percentages to determine program effectiveness.

Secondary Coordination

Perkins IV is the only federal program that provides funding for career and technical education programs. Therefore, the OPI does not need to coordinate with other federal programs to avoid a duplication of CTE services. However, the Division of Career, Technical and Adult Education will coordinate with other divisions within the OPI to ensure that general school improvement efforts are in alignment with Perkins program improvement efforts.

Postsecondary Coordination

The Governor endorses a State Agency Management Team for workforce development comprised of head agency officials. Representatives from both OCHE and OPI are members of this team. The team convenes monthly to discuss issues of mutual interest, improve cooperation and collaboration among departments and services. With regard to data coordination, OCHE matches student record data with National Student Clearinghouse (NSC), Federal Employment Data Exchange (FEDES), and the Montana University System Data Warehouse, and Montana Unemployment Insurance Wage Record data system.

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4.11 Definition of Secondary Career and Technical Education Student Populations

CTE Participant – A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.
CTE Concentrator – A secondary student who has earned three (3) or more credits in any CTE program area.

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4.12 Final Agreed Upon Performance Levels Form (FAUPL), Secondary Level

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/06- 6/30/07	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 74.00	L: 74.00% A:	L: 83.00% A:

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/06- 6/30/07	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 51.00%	L: 51.00% A:	L: 68.00% A:
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: The number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: The number of CTE concentrators who took the assessment during the reporting year.</p>	State and Local Administrative Records	B: Need to insert baseline	L: A:	L: A:

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/06-6/30/07	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	<p>Numerator: The number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma (if offered by the state), or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the school year.</p>		B: Need to insert baseline	L: A:	L: A:
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	State and Local Administrative Records	B: 80.00%	L: 80.00% A:	L: 80.00% A:

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/06- 6/30/07	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: The number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e. unduplicated placement status for CTE investors who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>		B: Need to insert baseline data	L: A:	L: A:
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: The number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>		B: Need to insert baseline data	L: A:	L: A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who completed a program that leads to employment in nontraditional fields during the reporting year.</p>		B: Need to insert baseline data	L: A:	L: A:

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4.13 Postsecondary/Adult Level Definition of Career and Technical Education Student Populations

CTE Participant – A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

CTE Concentrator – A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

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4.14 Final Agreed Upon Performance Levels Form (Faupl), Postsecondary/Adult Level

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline Indicate Year	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.</p>	State/Local Administrative Data	B: Need to insert baseline data	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>	State/Local Administrative Data	B: Need to insert baseline data	L: A:	L: A:

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<p align="center">3P1 Student Retention or transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p align="center">Administrative Record Exchange w/MTUSDW & NSC</p>	<p>B: Need to insert baseline data</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p align="center">4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., placement for CTE concentrators who graduated by 6/30/07 would be assessed between 10/1/07 and 12/31/07).</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>	<p align="center">Administrative Record Exchange w/UI, FEDES & Trade Organizations</p>	<p>B: Need to insert baseline data</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

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<p align="center">5P1 Nontraditional Participation 113(b)(2)(B)(v)</p>	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State/Local Administrative Data</p>	<p>B: Need to insert baseline data</p>	<p>L: A:</p>	<p>L: A:</p>
<p align="center">5P2 Nontraditional Completion 113(b)(2)(B)(v)</p>	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State/Local Administrative Data</p>	<p>B: Need to insert baseline</p>	<p>L: A:</p>	<p>L: A:</p>

V. TECH PREP PROGRAMS

5.1 Process for Awarding Tech-Prep Consortium

As noted in the introduction of the State Plan, Montana is launching an effort to move to a new organizational system for CTE, using a tiered approach involving six career fields, 16 career clusters, and a number of career pathways – called *Big Sky Pathways*.

A reformulated Tech Prep system, launched in Fall of 2007, will be a key player in Montana’s updated CTE delivery system. The statewide Tech Prep consortium, known as the Big Sky Pathways Consortium, will take a leadership role in developing and supporting Big Sky Pathways with each of the Career Clusters.

Through a competitive process, one statewide Tech Prep consortium was created. Flathead Valley Community College is the lead institution for the Big Sky Pathways Consortium, and its partner from the eastern region of the state is Montana State University Billings College of Technology. This single consortium is designed to provide administrative leadership for Tech Prep; function as a clearinghouse for information and resources; designate other postsecondary institutions in the state to develop specific career clusters and related pathways; and provide the model for development of Big Sky Pathways (programs of study) for local Perkins projects. The consortium will utilize the following six Career Fields and their respective Tech Prep *Big Sky Pathways* for Montana:

- Agriculture and Natural Resources
- Engineering and Industrial Technology
- Health and Related Services
- Social and Human Services
- Business, Management and Information Systems
- Arts and Communications

To make this work, Montana established a **State CTE Executive Leadership Team** representing administrative leadership for secondary and postsecondary to provide oversight of Title I and Title II funds. Also, a State CTE Advisory Committee will be appointed in 2008 to provide consultation to the **State CTE Executive Leadership Team** and its staff. Its membership will represent state agencies, adult education, business and industry, teachers and faculty, counselors, administrators and community stakeholders.

5.2 Special Considerations for Tech Prep applications

Section 204(d) indicates that special consideration will be given to applications that –

1. *“provide for effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs;*

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2. *are developed in consultation with business, industry, institutions of higher education, and labor organizations;*
3. *address effectively the issues of school dropout prevention and re-entry, and the needs of special populations;*
4. *provide education and training in an area or skill, including an emerging technology, in which there is a significant workforce shortage based on the data provided by the eligible entity in the state;*
5. *demonstrate how tech prep programs will help students meet high academic and employability competencies; and*
6. *demonstrate success in, or provide assurances of, coordination and integration with eligible recipients described in part C of title I.*

The grant award was based upon the potential of the applicant to create an effective Tech Prep program. It was important for the applicant to indicate:

- the extent to which career clusters and pathways have previously been developed at their institution thus enabling the institution to further develop programs of study;
- how the programs of study will lead to employment and/or degree programs;
- a clear design as to how business, industry, labor, institutions of higher education including 4-year institutions, secondary schools and other pertinent parties will be included in the work of developing programs of study;
- how the institution will address issues of drop-out prevention and serve the explicit needs of special populations;
- whether and where there are significant workforce shortages using national, state or regional employment trend data;
- how the grant will be used to help students achieve high academic and employability competencies such as those identified in industry standards and pertinent exit standards of student performance; and,
- how the grant will be fiscally managed.

5.3 Equitable Distribution among Tech Prep Consortium participants

For the purposes of Perkins IV implementation, all of Montana is rural. For this reason the grant applicant demonstrated its institution would deliver distance learning to enhance the work of the Tech Prep program and specifically contribute to the development of *Big Sky Pathways*.

5.4 Consortium Requirements

Consortium requirements are addressed through 5.4.1 to 5.4.8.

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5.4.1 Required Articulation Agreements Among Consortium Participants

The Tech Prep grantee is required to develop articulation agreements. These articulation agreements will not be geographically oriented but instead will be organized around the Career Field/clusters/Big Sky Pathways. This new system of articulation will be statewide as applicable, and may result in multiple institutions of higher education having a shared articulation agreement with multiple secondary schools and allowing for (or requiring) transfer of credit among the participating postsecondary institutions.

5.4.2 Tech Prep Program of Study

OPI specialists are already assigned a specific number of secondary schools that they monitor. It will be the responsibility of the specialists to ensure that each school that participates in the consortium is also offering a qualified *Big Sky Pathway* that meets the criteria for section 203(c)(2)(A)-(G) of Title II of the Act as well as the general definition of Program of Study from Title I of the Act.

During the start-up year of the Big Sky Pathways Consortium, OCHE staff will coordinate its activities and provide technical assistance as necessary. Each of the statewide *Big Sky Pathways* will have a specific OPI/OCHE program specialist assigned to work with developing the programs within his/her expertise, e.g.: Health Sciences Specialist – health sciences Career Field and Cluster/Big Sky Pathways.

5.4.3 Funding Requirements

Section 203(c)(3) of Perkins IV states that all Tech Prep Grant applicants must:

- “(A) meet academic standards developed by the State;
- “(B) link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education, through—
 - “(i) nonduplicative sequences of courses in career fields;
 - “(ii) the use of articulation agreements; and
 - “(iii) the investigation of opportunities for tech prep secondary education students to enroll concurrently in secondary education and postsecondary education coursework;
- “(C) use, if appropriate and available, work-based or worksite learning experiences in conjunction with business and all aspects of an industry; and
- “(D) use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs;

To meet these requirements, the Big Sky Pathways Consortium indicated how it will:

- Fashion *Big Sky Pathways* and related articulation agreements that are built upon secondary courses that are properly accredited and postsecondary courses that clearly carry out appropriately rigorous expectations and demands;

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- Create articulation agreements that carefully align course content between secondary and postsecondary courses that are non-duplicative in nature;
- Create a specific plan for carrying out the articulation requirements in the particular consortium;
- Explain how dual enrollment opportunities will be created, how students will be determined eligible for participation in dual enrollment courses, and how these opportunities will be clearly communicated to teachers, secondary students and parents; and
- How opportunities for work-based or worksite learning will be made available, and what criteria will be created to ensure that work-based or worksite learning will meet program objectives and how employers will be engaged to participate in such activities.

5.4.4 Tech Prep In-service Professional Development

Perkins IV states that each Tech Prep program shall include in-service professional development for teachers, faculty, and administrators that:

- “(A) supports effective implementation of tech prep programs;
- “(B) supports joint training in the tech prep consortium;
- “(C) supports the needs, expectations, and methods of business and all aspects of an industry;
- “(D) supports the use of contextual and applied curricula, instruction, and assessment;
- “(E) supports the use and application of technology; and
- “(F) assists in accessing and utilizing data, information available pursuant to section 118, and information on student achievement, including assessments.

The consortium has provided details regarding the above requirement, keeping in mind that Perkins IV professional development requirements are more “in depth” than what was required in the prior legislation. In Montana some of this more intensive and sustained professional development is already in effect. It has been designed to assist secondary and to some degree postsecondary teachers and instructors through programs that are offered through several days of study in a variety of CTE fields and that lead to participants achieving industrial level standards of competency. State agencies may also make available funding from other Perkins funds to assist in enhancing this technical assistance and professional development.

5.4.5 Tech Prep Professional Development for Counselors

The professional development of school counselors has for some years been a priority of the Montana’s Tech Prep program. The new Tech Prep Consortium is expected to keep a strong focus on the continued professional development of school counselors and, where possible, attempt to assist in the preparation of new school counselors. Ways of addressing the career education elements of counselor development must be explicitly noted in meeting this requirement. Professional development requirements activities are offered in compliance with title I of Perkins IV will be closely coordinated with those efforts carried out under the Tech Prep program.

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5.4.6 Assurance of Tech Prep Equal Access

Perkins IV gives extensive attention to the quality of educational and support services provided to special populations, including ensuring equal access to a full range of technical preparation programs. The Consortium will explicitly address how the needs of these special populations will be addressed using specific examples and methods. Activities under this section will be closely coordinated with activities and standards for equal access expressed in section 3.1.1 of this plan.

5.4.7 Preparatory Services

The Big Sky Pathways Consortium has identified how it will ensure that each articulated program offers preparatory services, including:

- Academic support services, offered during summer months and/or concurrently with program participation, to allow students to handle the challenging academic and technical skill content of *Big Sky Pathways*;
- Career exploration and career planning services, including the development of a personalized student plan for college and career, that allow students to make well informed decisions about transitions to postsecondary education and training and advancement to high-skill, high-wage employment; and
- Other supports, such as financial planning for college costs, college admissions, and support for employability skills, to help students, particularly those who are from economically disadvantaged background or facing other barriers, to succeed in secondary education and to advance to postsecondary education and to high-skill, high-wage employment.

5.4.8 Coordination of Tech Prep Programs

The major function of the Big Sky Pathways Consortium is the development of *Big Sky Pathways*. This is to be done in coordination with OPI/OCHE program specialists within prescribed cluster areas to inform the development of programs of study.

5.5 Consortium Agreement for Levels of Performance

The Big Sky Pathways Consortium will report data on the performance indicators under section 113(b) of the Act in coordination with the OCHE Data Specialist. For the purposes of title II, they will also gather and report the additional performance data on students who are enrolled in a *Big Sky Pathway* under the direct jurisdiction of the Consortium.

In Section 3(26) of the Act, a “secondary” Tech Prep student is “*one who has enrolled in two courses in the secondary education component of a tech prep program,*” and in Section 3(23), a “postsecondary” Tech Prep student is “*one who has completed the secondary component of a Tech Prep program; and has enrolled in the postsecondary component of a Tech Prep program.*”

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To gather data on these students at the secondary and postsecondary levels, participating secondary schools and postsecondary institutions consortium will need to provide this data to Flathead Valley Community College for incorporation into the State Database. Using these definitions of participating Tech Prep students, the consortium will gather and report data on the following indicators, using processes developed by the Partner Agencies:

- The number of secondary education tech prep students and postsecondary education tech prep students served.
- The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program that
 - enroll in postsecondary education
 - enroll in postsecondary education in the same field or major as the secondary education tech prep students were enrolled at the secondary level;
 - complete a state or industry-recognized certification or licensure;
 - successfully complete, as a secondary school student, courses that award postsecondary credit at the secondary level; and
 - enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education.
- The number and percent of postsecondary education tech prep students who-
 - Are placed in a related field of employment not later than 12 months after graduation from the tech prep program;
 - Complete a State or industry-recognized certification or licensure;
 - Complete a 2-year degree or certificate program within the normal time for completion of such program; and
 - Complete a baccalaureate degree program within the normal time for completion of such program.

This data will be transmitted to the Big Sky Pathways Consortium Project Director for review. Partner Agencies and Tech Prep consortium will determine existing sources that can be used for collection of data on the Tech Prep performance indicators, as well as for which indicators current data is non-existent or not sufficient.

Once specific definitions and measurement approaches have been selected, the consortium will begin gathering the new data in a pilot phase beginning with students who participate in *Big Sky Pathways* beginning in school year 2008-2009. Benchmark data will be established, to the extent possible, based on data gathered from students participating in or completing a secondary portion of a *Big Sky Pathways* in spring of 2009. Based on benchmark data, the Partner Agencies will negotiate performance targets with the Consortium for students due to complete the secondary portion of their Big Sky Pathway in Spring 2010. Performance targets will be renegotiated for school years 2011 and 2012, based on continuous improvement criteria. As soon as feasible, benchmark data will be collected for postsecondary program completers, and performance targets will be established.

VI. FINANCIAL REQUIREMENTS

6.1 Allocation of Funds under Section 111

Funds received through the allotment made under section 111 will be allocated among secondary and postsecondary Career and Technical Education.

Sections 131 and 132

Eighty-five percent (85%) of the funds will be allocated under Section 131 and Section 132. Ten percent (10%) of the eighty-five percent (8.5%) will be used in accordance with Section 112 (c)(Reserve).

Taking into account the Reserve Funds, the remainder of local funding will be allocated as follows: sixty-five percent (65%) will be allocated to secondary career and technical education and thirty-five percent (35%) will be allocated to postsecondary career and technical education.

This distribution of funds is a result of the consultation between OCHE and OPI, reflecting upon input given the State Plan Advisory Committee established under Montana Law (MCA 20-7-330). In the judgment of the Partner Agencies, this distribution is equitable and provides a reasonable allocation of scarce resources to provide quality CTE services. It is built upon a tradition of previous practice in Montana and also reflects the current policy direction of more closely aligning and connecting secondary and postsecondary CTE within Montana.

Reserve [Section 112]

Montana is retaining a 10 percent Reserve fund as allowed by the Perkins legislation. As the role of the **State CTE Executive Leadership Team** is to ensure coordination of Perkins activities across educational and workforce systems and to set priorities for activities that have a statewide impact and promote innovation in CTE programs and services, the **State CTE Executive Leadership Team**, in consultation with the State CTE Advisory Committee, will determine the priorities for allocation of the Reserve fund. The final decision will be the responsibility of the **State CTE Executive Leadership Team** as the fiscal and programmatic administrators of the Perkins grant.

The options available for consideration will meet the required and permissive uses listed in Section 135 of the Perkins legislation. The priorities may include: but not limited to: professional development, career and technical student organizations, skill assessments at the secondary and postsecondary level, curriculum and product development, integration of academic and career and technical knowledge and skills, use of technology, support for programs of study, and, services for special populations.

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Consideration of the Role of Montana Non-Profit Organizations

In 2007, OCHE and OPI agreed to a Memorandum of Understanding by which \$360,000 was designated out of FY 2007 Reserve Funds to provide services, in accordance with the programmatic purposes of the Act, for activities to be carried out through eligible institutions directed to Montana-based non-profit organizations, with a focus on community-based organizations that have established ties at the community level). Six two-year awards were made to partnerships among eligible institutions and schools working with Montana-based non-profit organizations. .

Each recipient of the Reserve Funds will submit an interim report in summer 2008 by which the State CTE Executive Leadership Team will determine if sufficient progress has been made to warrant award of the second year of funding for each of the Recipients. Each Recipient will submit a final report on the project in late summer of 2009. The State CTE Executive Leadership Team will review the demonstrated effectiveness of these partnerships to determine if similar funding will be made available in future years of the Perkins Plan.

In accordance with the Memorandum of Understanding, this designation of Reserve Funds is only in effect during the Transition Year and through the biennium ending June 30, 2009.

The State is strongly committed to improving services for special populations and supporting the involvement of Montana-based non-profit organizations with established ties at the community level, where appropriate. Given the variety of priorities under the Perkins Act, the State CTE Executive Leadership Team believes a more flexible approach to annual decisions about the Reserve Funds is more appropriate than the current MOU would allow. Therefore, beginning with program year 2009-2010 through 2012-2013 (after the current MOU has expired), Montana will set aside \$180,000 on an annual basis (dependent upon the allocation of the federal funds) to support projects, on a competitive basis that develop and refine strategies to successfully serve special populations. In each application submitted by a school district, a postsecondary institution, or jointly between two or more such entities, the applicant must demonstrate that one or more Montana-based non-profit organizations were given the opportunity to play a significant role in the project.

State Leadership [Section 124]

Individuals in Institutions

As described in section 112(a)(2)(A) of the Act, up to 1 percent of the State's entire allocation may be set aside, from State Leadership Funds, to support CTE services in state institutions. Montana will make 0.5 percent of the State's Perkins state leadership allocation available to an agency, organization or institution serving individuals in state institutions. Funds will be awarded through a competitive grant or contract process.

Nontraditional Training and Employment

The amount to be made available under Section 112 (a)(2)(B) to support nontraditional training and employment services will be \$60,000. Funds will be allocated through a competitive RFP.

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Remainder

After accounting for leadership funds expended for individuals in institutions and non-traditional services, the remaining state leadership funds will be allocated as follows: 50 percent for secondary (OPI) and 50 percent for postsecondary (OCHE). These funds will be used for the six remaining required uses of Section 124 and appropriate permissible uses.

State Administration [Section 121]

The amount to be expended for state administration under Section 112 (a)(3) is five (5.0) percent of the total grant, and a state match is required. These funds will be allocated as follows: 68 percent for secondary (OPI) and 32 percent for postsecondary (OCHE).

As required, an equal amount of state of Montana General Fund dollars will be expended for state administration under section 112(a)(3).

6.2 Allocations for Secondary CTE Programs

OPI shall distribute funds on an annual basis for secondary CTE programs to LEAs according to the following formula, as determined in the Perkins Act:

The total amount allocated for distribution for secondary education CTE (other than the Reserve Fund as noted in Section 6.1) will be \$2,759,391

Of this amount:

Seventy percent (70%) of the available funds shall be allocated to LEAs based on the census data for school system enrollment for the number of children in poverty aged 5-17 for the previous school year.

Thirty percent (30%) of the available funds shall be allocated to LEAs based on the AIM enrollment data for the number of children aged 5-17 for the previous school year.

6.3 Allocations for Postsecondary CTE Programs

The total amount allocated for distribution for postsecondary education CTE (other than the Reserve Fund as noted in Section 6.1) will be \$1,485,826 for current fiscal year.

Of this amount, funding for postsecondary programs is determined by dividing the number of Pell grant and Bureau of Indian Affairs program recipients enrolled in the two-year postsecondary institution by the total number of Pell Grant and Bureau of Indian Affairs program recipients in the state. Each two-year postsecondary institution must qualify for at least \$50,000 before a grant is awarded.

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6.4 Allocations among Consortia

Secondary

Section 131(f) of Perkins IV requires that a school district shall not receive an allocation unless the amount is greater than \$15,000. A school district may enter into a consortium with other local education agencies for the purposes of meeting the minimum allocation requirement. Discussion of consortium in this section is NOT the same as the consortium that some school districts may join as part of Tech Prep for participation in *Tech Prep Big Sky Pathways*.

OPI will strongly encourage school districts to join consortia, when it is feasible. However; a school district may request a waiver of the federal code and receive permission from the OPI to receive allocated funds without joining a consortium.

For eligible school districts with allocations of less than \$15,000 that apply to form consortia with other eligible school district, each consortium can include no more than five eligible recipients, and all consortium partners must be located in the same region of the state. When a consortium is formed, it must be through cooperative agreement and must operate programs that are of sufficient size, scope, and quality to be effective. If a consortium wants to include more than five eligible recipients, it must provide written justification why it will provide a stronger educational program for the students than if the eligible recipient were to join a different consortium. The proposal will be approved or disapproved by the state on a case by case basis, and the state's decision is not subject to further review.

When a consortium has been approved by the state, it shall submit one local plan that combines all school districts in the consortium. Guidance for the consortium will be contained in the instructions for the development of the local plan. When a school district has entered into a consortium for joint application of funds under this part and a dispute arises, the dissenting school district shall appeal first to the consortium's fiscal agent and then to the OPI, and finally the Montana Board of Regents. Each agreement shall be for a three year basis, but in any given year, consortium members will be allowed to withdraw from the agreement. If a school district wishes to leave a consortium, it may enter into a new consortium the following year.

Funds allocated to a consortium for this purpose shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

6.5 Adjustment of Data for District Boundary Changes

If any changes in school district boundaries have occurred since the population and/or enrollment data was collected, OPI will use previous enrollment data from the school districts affected by a boundary change and consult with the affected school district officials, to ascertain how the change in boundaries may have impacted enrollment patterns. OPI will not need to consider the enrollment impact of creation of charter schools, since in Montana, charter schools can only be

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created within an existing school district. OPI will use these sources of information to develop a formula for allocation of funds to affected districts.

6.6 Proposed Alternative Allocations

Montana will not propose an alternative allocation formula.

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6.7. Perkins IV Budget Table – Program Year 2

Estimates calculated from amounts posted to web by Budget Services 02/05/07 - DRAFT
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$ 5,549,303
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	<u>\$ 0.00</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$ 5,549,303
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x ___%</i>)	\$ 4,716,908
1. Reserve (<i>not more than 10% of Line D</i>)	\$ 471,691
a. Secondary Programs (<i>___% of Line D</i>)	\$ _____
b. Postsecondary Programs (<i>___% of Line D</i>)	\$ _____
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	\$4,245,217
a. Secondary Programs (<i>_65_ % of Line D.2</i>)	\$ 2,759,391
b. Postsecondary Programs (<i>35___% of Line D.2</i>)	\$ 1,485,826
E. State Leadership (<i>not more than 10%</i>) (<i>Line C x ___%</i>)	\$ 554,930
1. Nontraditional Training and Employment (\$60,000)	
2. Corrections or Institutions (\$27,74)	
F. State Administration (<i>not more than 5%</i>) (<i>Line C x _5_ %</i>)	\$ 277,465
G. State Match (<i>from non-federal funds</i>) ³	\$ 278,767

³ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

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6.8 Consortia Allocations

No consortia have been formed as of the submission of the Multi-Year Plan.

6.9 Secondary and Postsecondary Formulas

Section 6.1, 6.2, and 6.3 include the descriptions of these formulas.

6.10 Award of Reserve Funds

Funds distributed under section 112(c), the Reserve Fund may be awarded to eligible recipients for CTE activities described in Section 135. The **State CTE Executive Leadership Team**, with input from the State CTE Advisory Committee and staff, will annually develop priorities for use of the Reserve funds by eligible recipients. Use of the Reserve funds will be targeted to help eligible recipients carry out key priorities of the state, such as identifying promising practices for improving performance in the Performance Indicators, creating effective assessments instruments, identifying content standards for CTE programs, improving professional development and teacher recruitment and retention, and strengthening services to special populations. As referenced in 6.1 Reserve (Section 112), beginning with program year 2009-2010 through 2012-2013, Montana will set aside \$180,000 of the Reserve Fund on an annual basis (dependent upon the allocation of the federal funds) to support projects that serve special populations.

6.11 Ranking Eligible Recipients

Criteria for awarding grants to eligible recipients will be determined on an annual basis, and will be awarded to applicants who, in the judgment of application reviewers using a scoring rubric created by the **State CTE Executive Leadership Team**, are best able to meet the objectives of the grant application.

6.12 Rural and Sparsely Populated Areas

All eligible recipients in Montana meet the definition of rural and sparsely populated areas. No special procedures for determining eligible recipients will be used.

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VII. CERTIFICATIONS AND ASSURANCES

7.1 EDGAR Certifications

In accordance with 34. CFR 76.104 of the Education Department General Administrative Regulations (EDGAR), the Montana Board of Regents of Higher Education assures that:

1. The transition plan is submitted by the state agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]
2. The state agency has authority under state law to perform the functions of the state under the program. [34 CFR 76.104(a)(2)]
3. The state legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with state law. [34 CFR 76.104(a)(4)]
5. A state officer, specified by title in the certification, has authority under state law to receive, hold, and disburse federal funds made available under this plan. [34 CFR 76.104(a)(5)]
6. The state officer who submits the transition plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. The agency that submits the plan has adopted or otherwise formally approved the plan for state operation and administration of the program. [34 CFR 76.104(a)(8)]

Lynn Morrison-Hamilton
Montana Board of Regents of Higher Education

Date

Sheila Stearns Ed.D.
Commissioner of Higher Education

Date

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7.2 Additional Assurances

1. State Intergovernmental Review Process

The State assures that a copy of the state plan has been submitted into the state Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]

2. Compliance with State Plan and financial audit

The state assures that it will comply with the requirements of the Act and the provisions of the state plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other federal or state programs. [Section 122(c)(11)]

3. Regarding direct financial benefit from equipment acquisition

The state assures that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Section 122(c)(12)]

4. Waiver of Minimum Allocation Requirement

The state assures that it will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]

5. Non-federal sources for administration match

The state assures that it will provide, from non-federal sources, for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year. [Section 323(a)]

6. Participation in in-service and pre-service professional development programs

The states assures that it and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Section 317(a)]

7. Meaningful participation of secondary students attending nonprofit private schools

The state assures that, except as prohibited by state or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Section 317(b)(1)]

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8. Consultation with representatives of nonprofit private schools

The state assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Section 317(b)(2)]

Lynn Morrison-Hamilton
Montana Board of Regents of Higher Education

Date

Sheila Stearns Ed.D.
Commissioner of Higher Education

Date

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APPENDICES

Appendix 1

1. Certifications

Regarding Lobbying; Debarment,
Suspension And Other Responsibility Matters; And Drug-Free Workplace Requirements

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

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1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

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- (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
- (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

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**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT NAME	PR/AWARD NUMBER AND / OR PROJECT
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0013

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Appendix 2

2. Non-Construction Programs Assurances

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or

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whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

Standard Form 424B (Rev. 7-97)

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Appendix 3,

3. Montana Career and Technical Education (CTE) Leadership Structure

Introduction

The purpose of this structure is to provide collaborative state level leadership that will implement the six year State Plan for the Carl D. Perkins Career and Technical Education Act, 2006 (Perkins IV). This will enable the eligible agency, the Board of Regents, and the Office of Public Instruction to mutually establish priorities that will move career and technical education from a traditional model to one that can produce the workforce that has the skill sets required for a technological global economy.

State CTE Executive Leadership Team

The role of the **State CTE Executive Leadership Team** is to ensure coordination of Perkins activities across educational and workforce systems; set priorities for activities that have a statewide impact and promote innovation in CTE programs and services.

The Leadership Team represents the administrative branch of the Office of Commissioner of Higher Education, Workforce Development Unit for the Board of Regents [the eligible agency for the administration of the Carl D. Perkins funds in Montana] and the administrative branch of the Office of Public Instruction, Division of Career and Technical Education (CTE). The fiscal and administrative responsibility for the Perkins funds lies with these agencies; therefore, it is the decision-making level within this structure.

State CTE Advisory Committee

This **State CTE Advisory Committee** serves in an advisory capacity to the **State CTE Executive Leadership Team**.

- Business/Industry representative of the Career Fields and Clusters Model (Appendix #7)

Program Staff

Program staffs function as liaisons to the eligible recipients, **State CTE Executive Leadership Team** and agency administration.

OCHE Program Staff	OPI Program Specialists
<ul style="list-style-type: none"> • Program Specialist (2) • Grant Management/Data Specialist • Federal Accountant 	<ul style="list-style-type: none"> • Business and Marketing • Health Sciences • Family and Consumer Sciences • Industrial Technology • Agriculture Sciences • Data Specialist

**MONTANA MULTI-YEAR STATE PLAN
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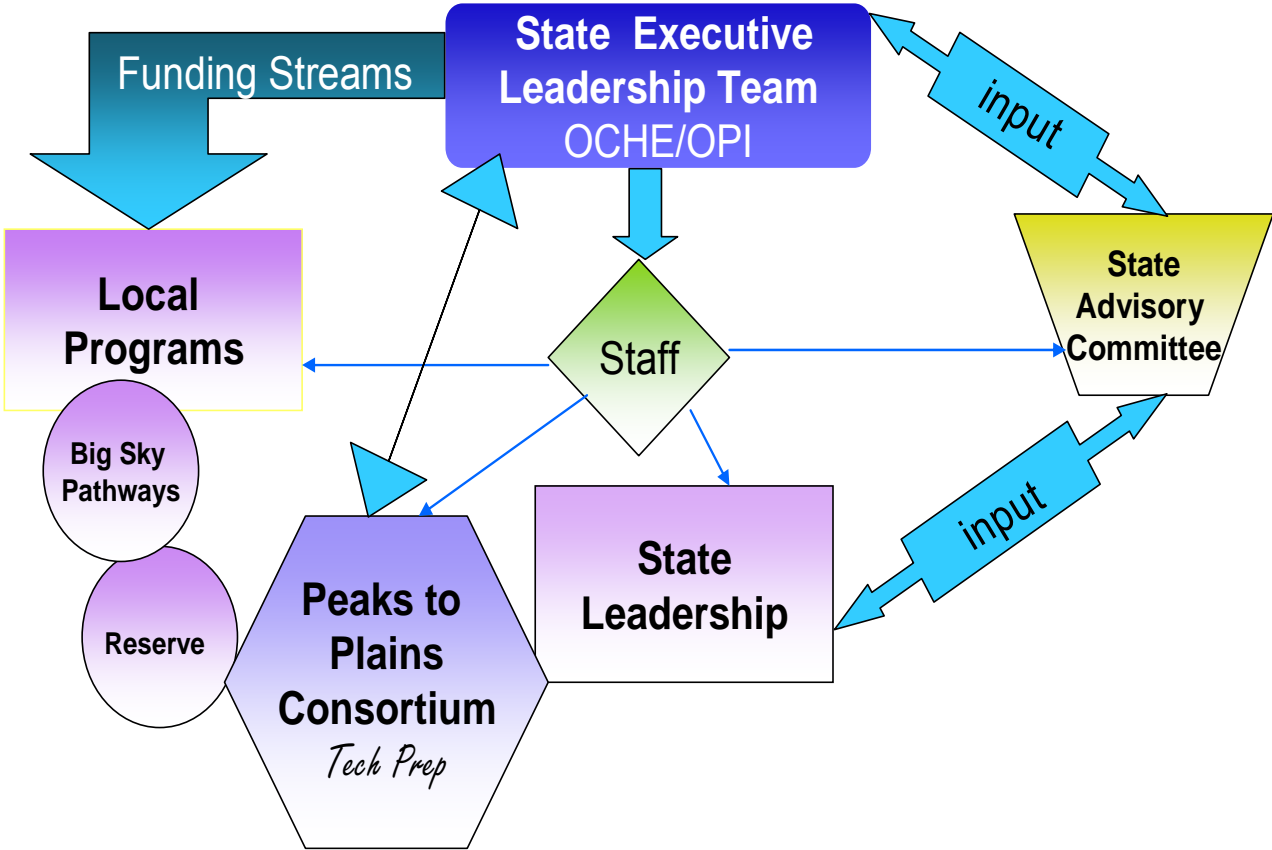
Funding Categories

The **State CTE Executive Leadership Team** in consultation with the State CTE Advisory Committee and staff will assure coordination of Perkins activities that have statewide impact within the following funding categories.

- **Local Programs**— Title I—eligible recipients [secondary and postsecondary] receive 90% of the 85% local funds on a formula basis.
- **Reserve**—10% of the 85% to be reserved for targeting priorities established through the State CTE Leadership Board in consultation with CTE Advisory Committee and Staff
- **Tech Prep**—Title II—7% administration funds reserved at state level (OCHE); remaining funds competitively awarded to a statewide consortium.
- **State Leadership**—10% of the Perkins funds are reserved for State Leadership activities with no less than \$60,000 dedicated to Nontraditional activities and no less that .5% for serving individuals in institutions. The remaining funds are dedicated for required uses, technical assistance and liaison activities at the national level.

In addition, the administrative category remains within the oversight of each agency (OPI and OCHE) to meet their respective fiscal and reporting responsibilities. As the eligible agency, the OCHE has the overall responsibility for administration of Carl D. Perkins funds in Montana.

Perkins Leadership Structure



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Appendix 4

4. Section II A (e), Postsecondary programs

Programs grouped program table			
Career Cluster	CIP Code	Program	# of Institutions
01	03.0201	Natural Resource Management	1
01	15.0506	Water Quality Tech.-Environ. Health	1
01	15.0901	Underground Miner	1
01	15.0903	Process Plant Technology	1
01	03.0101	Environmental Science	1
01	01.0101	Agribusiness	7
01	01.9999	Agricultural Mechanics Tech	2
01	03.0599	Natural Resources Management	4
01	01.0204	Agricultural Technology	2
02	46.0501	Plumbing	1
02	46.0503	Plumbing Technology	1
02	46.0401	Building Maintenance Engineering	1
02	15.1001	Construction Technology	4
02	47.0201	Heating, Ventilation & Air Cond. Technology	2
02	46.0302	Electrical Technology	1
02	46.0201	Building Trades	6
02	15.1302	Drafting CAD Technician	1
02	15.1301	Design Drafting Technology	6
02	46.0499	Building Maintenance	5
03	50.0701	Visual Fine Arts	1
03	50.0713	Professional Goldsmithing	3
03	56.0605	Power Plant Technology	5
03	50.0402	Graphic Design	1
03	52.0411	Call Center	2
04	51.0703	Dental Receptionist	2
04	51.0710	Office Technology/ Medical Office Specialist	3
04	51.0714	Medical Billing Specialist	1
04	51.0716	Medical Administrative Assistant	1
04	13.1003	Resource Interpretation	1
04	51.1401	Business Management	1
04	06.0101	Business Management-Occupational	2
04	52.0402	Office Technology- Executive/Administrative Assistant	8
04	52.1099	Accounting Technology/ Human Resource Option	1
04	52.1001	Human Resources Management	2
04	52.0408	Office Support - General Office Assistant	5
04	52.0407	Word Processing	5

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Programs grouped program table			
Career Cluster	CIP Code	Program	# of Institutions
04	52.0403	Legal Assisting	4
04	52.0406	Office Reception	1
04	52.0401	Office Support - Legal Receptionist	23
04	52.0301	Accounting Technology	3
04	52.0299	Business Technology	2
04	52.0207	Customer Service	1
05	13.0499	Early Childhood Education	1
05	13.1210	Early Childhood Education	2
05	13.1501	Paraprofessional Education	2
05	24.0102	Early Childhood Education, A.A.	2
06	52.0399	Accounting Assistant	1
06	52.0302	Accounting Technology	15
08	51.1004	Medical Laboratory Technology	1
08	43.0203	Emergency Services - Fire & Rescue Technology	3
08	51.9999	Surgical Technology	1
08	51.0908	Respiratory Care	2
08	51.1614	Behavioral Health Nurse Assistant	3
08	52.0932	Hospitality Management	1
08	51.1613	Nursing, Practical	8
08	51.0602	Dental Hygiene	1
08	51.1601	Nursing, ASN	5
08	51.0707	Health Information Technology	7
08	51.0708	Medical Office Technology	4
08	51.0911	Radiologic Technology	2
08	51.0713	Medical Coding	2
08	51.0909	Surgical Technology	4
08	51.0801	Medical Assistant	5
08	51.0803	Occupational Therapy Asst	1
08	51.0805	Pharmacy Technology	1
08	51.0806	Physical Therapist Assistant	1
08	51.0907	Radiologic Technology	2
08	51.0601	Dental Assistant	3
09	52.0901	Hospitality Management Services	1
09	52.0902	Customer Relations	1
09	52.0905	Food Service Management	1
09	31.0599	Wellness Exercise Leadership	3
09	12.0599	Culinary Arts	1
09	12.0505	Culinary Arts	1
09	52.0999	Hospitality	2

**MONTANA MULTI-YEAR STATE PLAN
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Programs grouped program table			
Career Cluster	CIP Code	Program	# of Institutions
09	12.0503	Culinary Arts	1
09	52.0208	Business E-Commerce	1
10	51.1501	Substance Abuse Counseling	3
10	44.0201	Community Service	2
10	44.0701	Human Services & Juvenile Corrections	1
10	51. Appendix 1503	Human Services	1
10	51.1599	Human Services	3
11	11.0701	Digital Arts and Design, Certificate of Completion	2
11	52.1200	Computer Technology/Networking Technology	1
11	11.9999	IT Skills Proficiency:Internetworking	2
11	11.0301	Computer Information Technology - Network Support	14
11	11.0801	Multimedia Specialist	1
11	11.0401	Computer Information Systems	3
11	11.0103	Information Technology/Network Technician	2
11	11.0901	Computer Networking Technology	2
11	51.1299	Computer Technology	1
11	52.1201	Business Data Processing	4
11	11.0201	Computer Technology	6
11	11.0101	Networking Technology	12
12	22.0399	Tribal Law & Justice Assistant	1
12	43.0102	Correctional Officers	1
12	43.0103	Tribal Law and Justice	1
12	43.0104	Criminal Justice	1
12	43.0107	Law Enforcement	4
12	43.0199	Tribal Law & Justice	1
12	51.0904	Emergency Services - EMT-Paramedic	5
13	12.0504	Food Service Management	1
13	15.0611	Metals Technology	1
13	15.0508	Hazardous Materials/Waste Technician	2
13	15.0303	Electronics Technology	3
13	15.0201	Land Surveying	1
13	15.0399	Electronics Technology	1
13	47.0106	Major Appliance Repair Technology	1
13	15.1203	Internetworking Specialist/Prof - Service Tech	1
13	15.9999	Engineering Technology	7
13	48.0501	Welding/Metals Fabrication Technology	4
13	48.0599	Metals Technology	1
13	48.0508	Welding Technology	6
13	48.0503	Metal Fabrications Technology	1

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Programs grouped program table			
Career Cluster	CIP Code	Program	# of Institutions
13	47.0105	Electronics Technology	3
14	12.0402	Barber Styling	1
14	50.0408	Interior Design	1
14	52.1401	Management	3
14	52.1499	Marketing	2
15	15.1102	Computer Technology/Geographic Information Systems	5
15	41.0101	Bioscience Technology - Research Lab Tech	3
15	30.1101	Gerontology	1
15	3.0103	Environmental Science, A.S.	1
16	49.0101	Aviation Science & Technology	1
16	47.0607	Aviation Maintenance Technology	1
16	49.0202	Heavy Equipment Operation	1
16	15.0803	Automotive Technology	4
16	47.0613	Diesel Equipment Technology, Power Generation	1
16	47.0606	Recreational Power Equipment	1
16	47.0605	Diesel Technology	10
16	47.0604	Automotive Technology	8
16	47.0603	Auto Body Repair/Refinish	6
16	47.0302	Heavy Equipment	1
16	49.0299	Railroad Maintenance & Operations	4
40	52.0404	Medical Office Technology	4
8	51.1699	Registered Nursing	1
99	52.0101	Fundamentals of Business	6
99	52.0201	Business Mgmt/Entrepren	13
99	52.0701	Creative Arts Entrepreneurship	1

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Appendix 5

5. Special Populations Promising Practices Initiative

- How Big Sky Pathway plans of study can be customized to identify supportive services and additional opportunities that special populations students will benefit from;
- How Big Sky Pathways can be adapted and offered to adult learners, particularly those who are part of special populations;
- How information about BSPs and other CTE programs can be targeted in career counseling for special populations students;
- How academic assessments, career interest inventories, and information about local and regional employment outlook information can be integrated into career and admissions counseling for special populations students;
- How regular support group meetings for special populations students can assist with retention;
- How marketing resources can be targeted to special populations in advertisements catalogues and course listings;
- How community-based organizations and other groups that work with two-year postsecondary institutions and school districts can develop collaborative services to help special populations experience a higher degree of success in the Perkins Performance Indicators and other metrics;
- How professional development can be offered to teachers and faculty to help them effectively work with and teach special populations students;
- How voluntary self-disclosure processes at the postsecondary level can be made more consistent and effective in identifying special populations students to receive services;
- How all school and college counselors can provide more effective counseling and guidance for special populations students;
- How financial aid and scholarship information can be made available to special populations students, including those who are economically disadvantaged, so they can understand opportunities for financing postsecondary education;
- How financial literacy/money management training can be provided for students, especially those receiving financial aid and who are economically disadvantaged or face other barriers;
- How information about additional scholarship funds can be made more readily available and/or targeted to special populations students;
- How information from national organizations (i.e. The National Alliance for Partnerships in Equity, Inc. (NAPE) and Women Work! The National Network for Women's Employment) can inform practices and policies in Montana;
- How outreach and recruiting activities for students in special populations can be better coordinated between secondary schools and two-year postsecondary institutions, particularly with respect to federal student record privacy concerns;
- How career planning orientation, assessment, life skills and job readiness workshops, small group meetings, counseling and tutoring services for special populations can be integrated into CTE programs that provide challenging academic content and relevant career and technical education content; and
- How materials about Big Sky Pathways, and other relevant resources and counseling, can be provided to students with limited English Proficiency, addressing language barriers.

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Appendix 6

6. Criteria for Montana's High-Skill, High-Wage or High-Demand Occupations

High Skill Occupation:

The occupation requires completion of an associate degree, postsecondary career technical education, more than 12 months of on-the-job training, or a combination of work and formal training; **or**,

At least half of the 10 basic O*NET skills for this occupation are ranked at or above 50% in importance and at least 5 of the other O*NET skills required for this occupation are at or above 50% in importance.

High Demand Occupation:

The occupation has a greater than average projected annual job growth rate for Montana (1.6% using 2004-2014 projections); **or**

The occupation has at least 50 annual average job openings *in Montana*.

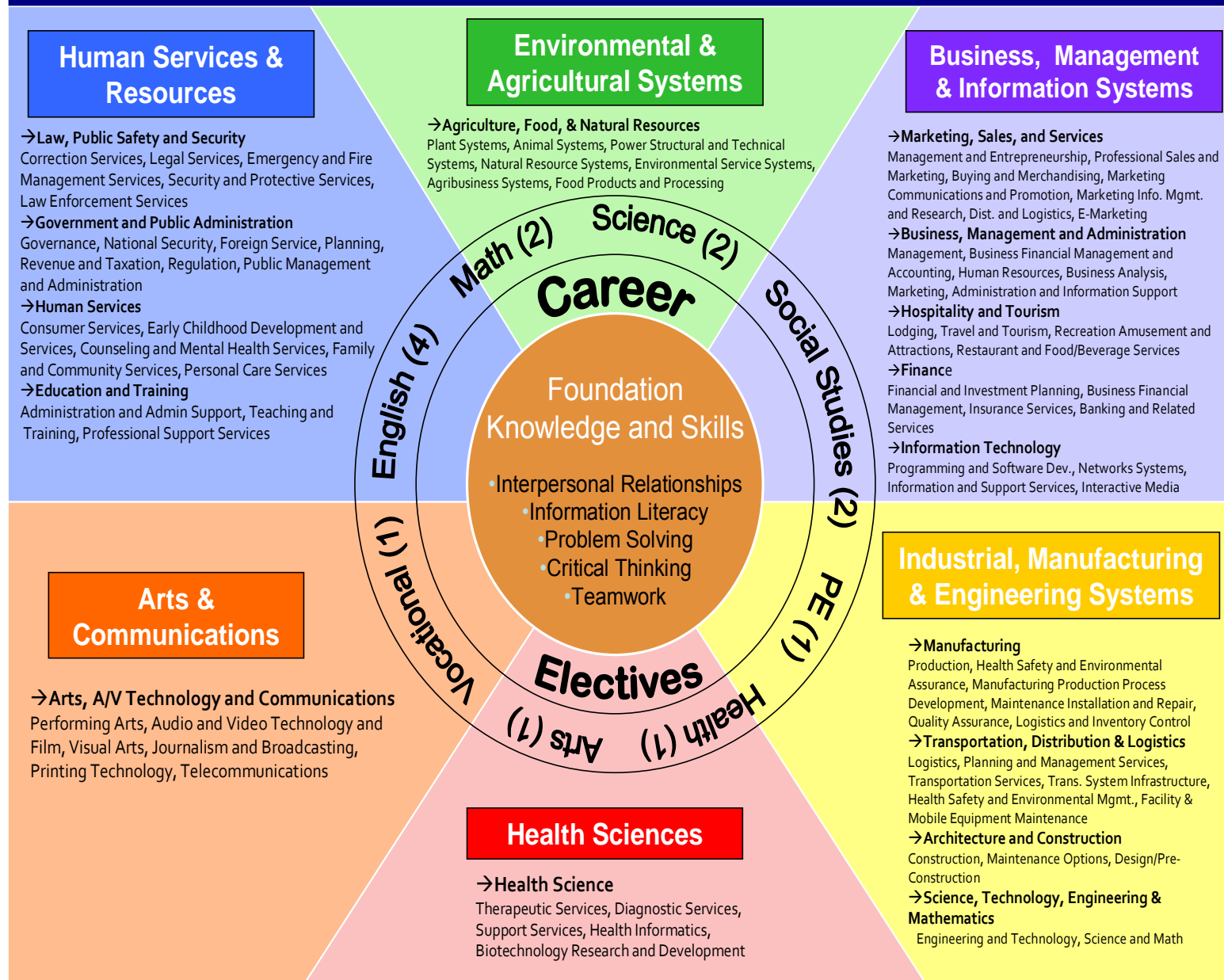
High Wage Criteria:

The occupation has an average annual wage which is greater than the wage at the 75th percentile (\$39,615 in 2006) for occupations in the state of Montana.

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Appendix 7

Montana Career Fields and Clusters Model



PUBLIC HEARING

DRAFT MONTANA SIX-YEAR STATE PLAN FOR CAREER AND TECHNICAL EDUCATION ACT OF 2006 FOR PROGRAM YEARS 2008-2012 SUMMARY OF COMMENTS AND RECOMMENDATIONS

SUMMARY OF RESPONSES OF THE OFFICE OF COMMISSIONER OF HIGHER EDUCATION OFFICE OF PUBLIC INSTRUCTION

**January 16, 2008, 9:00 p.m. – 12:00 and 1:00 p.m. – 4:00 p.m.
Helena College of Technology – MetNet Center
Helena, MT**

PROCEDURE

The Public Hearing was conducted via two-way interactive video linking eight sites which were geographically distributed throughout the state. These sites included: Billings, Butte, Great Falls, Havre, Helena (originating site), Kalispell, Miles City and Missoula. This public hearing was attended by 37 individuals with the following distribution by site: Miles City (2), Missoula (5), Great Falls (6), Butte (11), Billings (2), Havre (2), and Helena (9).

All individuals wishing to speak had the opportunity to do so in the time allotted. Written comment was also submitted to the Office of Commissioner of Higher Education (OCHE) by Fax or email up to the deadline of January 28, 2008 at 5:00 p.m. Both the written and oral comments were representative of state legislators, state agencies, governor's office, community-based organizations, tribal colleges, secondary schools and postsecondary institutions. The Presiding Officer for this hearing was Hans Meeder, consultant for Montana in development of the State Plan; also, it was transcribed verbatim by a professional court reporter (Attachment: Public Hearing Transcript).

Office of Public Instruction staff present at the sessions included: Robert Runkel, Assistant Superintendent and TJ Eyer, Division Administrator for Career and Technical Education.

Office of Commissioner of Higher Education staff present at the sessions included: Dr. Arlene H. Parisot, State Director for Career and Technical Education; George Burns, Program Specialist; and, Alyssa Townsend-Hudders, Program Specialist.

SUMMARY OF COMMENTS, RECOMMENDATIONS AND RESPONSES

The written and oral comments and recommendations were reviewed and categorized by Section to facilitate the process of addressing the public input. The Hearing Officer (Hans Meeder) began by reading directly from the Purpose Section of the Perkins Act stating the core purposes of this legislation. The comments at the public hearing were taken by Section. This summary will address the comments in that order. *The comments provided in this report were either summarized when representative of a group of targeted concerns or were written as stated. The written comments are included as attachments.*

Section I: Planning, Coordination and Collaboration Prior to Plan Submission

Oral and Written Comments

State Plan Advisory Committee Member and Community-Based Organization representative

Recommendation: include timeframe for review of the public hearing comments

Response:

The state plan will reflect this recommendation.

Montana Department of Labor and Industry—WIRED

Recommendation: coordinate with the WIRED initiative and Jobs for Montana’s Graduates

Response:

The state plan will incorporate both WIRED and JMG in Section II (2.10).

Additionally, the State CTE Advisory Committee that will be established by Spring 08 will consist of six business and industry representatives for each of the six Cluster fields identified in the State Plan. The committee will include representatives from the various agencies described in the written comments. This advisory committee will assist the State CTE Executive Leadership Team responsible for the administration of Perkins funds to be responsive to the changing dynamics of the workplace.

Section II: Program Administration

Oral and Written Comments:

Tribal College Representative

Recommendation: That in the final state plan: (1) include Salish Kootenai College’s (SKC) associate of arts and associate of science degrees associated with its six 2+2 programs as Perkins eligible programs; and (2) under the draft state plan, section 2.5 (“transition to Baccalaureate Programs,” pages 25-26) recognize that such two-year degree programs meet the spirit and intent of Goal III of the Board of Regents (BOR) Strategic Plan and are appropriate for transfer to SKC’s respective baccalaureate degree programs.

Response:

As the definition of eligible programs is not specifically addressed in the state plan, this recommendation will require guidance from the U.S. Department of Education and further discussion with the respective college.

Community-Based Organization Representative

I want to point out that throughout Section II, referencing special populations and the promising practices, that it is required to provide specific services and implementation of those services to the special populations.

Response:

The Promising Practices Initiative although mentioned in Section II, will be addressed in the State's response to Section III.

Montana Department of Labor and Industry—Research and Analysis

Recommendation: Include reference to Section 118 Occupational and Employment Information.

Response:

This Recommendation will be included in Section II, 2.2.6.

Section III: Provision of Services for Special Populations

Oral and Written Comments:

Community-Based Organization Representatives (5)

Recommendations:

- Maintain the memorandum of understanding between the eligible state agencies and community-based organizations to provide services under Carl Perkins Rural Reserve continue throughout the six years of the Montana Perkins State Plan.
- Provide specific implementation plans for the Promising Practices Initiative
- Maintain funding for CBOs through an MOU or whatever written agreement we can have
- Include benchmarks, timelines, and number of strategies to be implemented and what secondary and postsecondary schools will be accountable to do for special populations in Montana. Also, dedicate specific dollars for services to pregnant teens.
- Include in State Plan how many representatives from each sub-group will constitute the CTE State Advisory Committee

State Legislators (8)

Recommendations: Maintain the MOU between the Eligible State Agencies and Community-Based Organizations throughout the entire six years of the Carl D. Perkins State Plan.

Office of Governor's Deputy Chief of Staff

Recommendation: Please include CBOs for the life of the Carl D. Perkins Career and Technical Education State Plan. The office has been proud to be a site for the volunteer work experience for a member of the special populations targeted by the Carl D. Perkins Career and Technical

Education State Plan. This is an individual who received office and computer skills gained from training funded through the Carl D. Perkins Rural Reserve.

Tribal College Representative

Recommendation: A significant portion of special populations will be denied services if we are not going to be able to count our students in the associate of science and associate of arts degree in the two-plus-two programs

Response

This issue is addressed in Section II: State Administration

Montana Department of Labor and Industry—Billings Job Service (1)

Recommendation: Continue the MOU with the Community-Based Organizations throughout the 6 years of the State Plan.

Student

Recommendation: Do not eliminate funding support for programs that help clients in my situation (35 year old female, married with low income).

Secondary Teacher (3)

Recommendations:

- Do not continue the opportunity to fund these groups (CBOs) past the current Memorandum of Understanding that is in place.
- Use the reserve fund for the highest priorities
- Referring to the MOU between OCHE, OPI and Community-based organizations, this MOU was for a two-year period and should NOT be continued beyond this time period.
- Delete the last sentence in the fourth paragraph of page 58, Sec 6.1 – Reserve (Sec 112).

Response for Section III: Special Populations is consolidated to address the targeted concern of the above oral and written comments:

At the public hearings on the Perkins Act conducted on January 16, 2008, numerous representatives of community-based organizations (CBOs), as well as some elected state representatives and senators expressed support for the continued role of CBOs in providing services through Perkins Act funding. Recommendations in support of CBOs came forward in two forms: to extend the current Memorandum of Understanding (MOU) described below, or more generally, to allow CBOs to serve youths and adults with the support of Perkins Act funds. Recommendations from secondary representatives not in support of CBOs focused on the larger number of students served at the K12 level and that Reserve funds are dedicated to serving enrolled CTE students at the secondary and postsecondary level.

As background, Community-Based Organizations have a long history of receiving funds to serve special populations under Carl Perkins. Prior to 1998, under the Carl D. Perkins Act (Perkins II), CBOs were included under a provision calling for Gender Equity set-aside funds. Under Perkins II, CBOs were able to access funds directly.

When Perkins II was reauthorized in 1998 to become the Carl D. Perkins Vocational and Technical Education Act (Perkins III), the Gender Equity set-aside was eliminated and CBOs

were no longer eligible recipients. Eligible recipients for reserve funds were now limited to secondary school districts and postsecondary institutions. At that time, the Reserve RFP specified that eligible recipients could partner with other educational entities to provide services through a competitive grant, but the eligible recipients must retain programmatic and fiscal responsibility.

During Perkins III, except for \$62,000 used to “hold harmless” secondary schools impacted by a change in formula, the remaining reserve funds were allocated through an RFP. Each grant included a CBO and an eligible recipient and it was competitive each year. The net effect of the partnerships between CBOs and eligible recipients was to allow the continuation of payments to CBOs to serve special populations although the payments needed to be channeled through eligible recipients to comply with Perkins III.

In 2006, Perkins was reauthorized to become the Carl D. Perkins Career and Technical Education Act, 2006 (Perkins IV). Under Perkins IV, as with Perkins III, the State had the option to take up to 10% Reserve fund or just allocate the full 85% to the eligible recipients—secondary schools and postsecondary institutions. Under Perkins III and IV, the state has taken the option to retain a Reserve fund. CBOs are not eligible recipients of Reserve funds and again there continues the concern for the possible elimination of earmarked funds for CBOs to serve special populations. This concern led to the Memorandum of Understanding that reserves \$180,000 per year in FY 08 and FY09 for CBOs to only serve special populations that are enrolled in CTE programs at the secondary and postsecondary level.

There are a number of conflicting demands for reserve funds under Perkins IV. These demands include increased focus on transition of students from secondary to postsecondary (programs of study), technical skill assessments for Career and technical Education (CTE) students, establishing a stringent accountability including the imposition of sanctions for low performance, increased academic rigor of CTE education, and improved academic performance of enrolled CTE special population students.

The above demands are creating additional pressure for OCHE and OPI to meet the new requirements of the law. Significant funds are needed to develop pathways to smooth the transition of students from high school into careers and for many students, transition to postsecondary education. In addition to the work that is required under Perkins IV to align coursework, there is a requirement for technical skill assessments. Meeting the requirements for these assessments alone is daunting.

Also, the State Plan list of Promising Practices for serving special populations is derived from a national assessment of what other states, particularly rural ones similar to Montana, were doing that improved the retention and completion rate of special population students enrolled in CTE programs at the secondary and postsecondary level. The *Promising Practices Initiative* is the result of this assessment and serves as suggestions to consider as activities are developed that may be designed specific to the needs of a particular community. Its purpose is to broaden rather than limit the options for meeting the needs of special populations in each of our Montana communities. The guidelines for implementation of a Promising Practices Initiative would be outlined in a Request for Proposal.

In recognizing the support of the Community-Based Organizations during the public hearing regarding the services provided to special populations; and, recognizing the constraints of the Carl D. Perkins Act of 2006, the State has determined that the following option would address the issues of all concerned while meeting the intent of the law:

The State is strongly committed to improving services for special populations and supporting the involvement of Montana-based non-profit organizations with established ties at the community level, where appropriate. Given the variety of priorities under the Perkins Act, the State CTE Executive Leadership Team believes a more flexible approach to annual decisions about the Reserve Funds is more appropriate than the current MOU would allow. Therefore, beginning with program year 2009-2010 through 2012-2013 (after the current MOU has expired), Montana will set aside \$180,000 on an annual basis (dependent upon the allocation of the federal funds) to support projects, on a competitive basis, that develop and refine strategies to successfully serve special populations. In each application submitted by a school district, a postsecondary institution, or jointly between two or more such entities, the applicant must demonstrate that one or more Montana-based non-profit organizations were given the opportunity to play a significant role in the project.

[Note: as the term community-based organization (CBO) is not formally defined, the term *Montana-based non-profit organization* will be utilized in the Montana Perkins Career and Technical Education Act of 2006. The new paragraph also uses the descriptive phrase “with established ties at the community level” to indicate the value of including organizations that demonstrate an ongoing commitment to meeting needs of the local community.

Section IV: Accountability and Evaluation

Oral and Written Comments:

Tribal College Representative

Recommendation: As the legislative language does not specify whether a degree has to be an associate of applied science degree, it is our opinion that associate degrees are entirely proper to offer as part of the CTE matriculation process based upon the language of the statute.

Response:

This recommendation is addressed in Section II: State Administration

Community-Based Organization Representative

Recommendation: Expand the language under Performance levels for Postsecondary/Adults under 4P1 for Student Placement to: “*Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education,*” to “*Number of participants*” to allow more individuals from special population groups to take part in a particular Perkins’ grant/project?

Response

The State Plan defines the CTE participant as a postsecondary/adult student who has earned one (1) or more credits in any CTE program. A CTE Concentrator must complete at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate or a degree; or completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate or degree. The intent is that the student would have sufficient instruction to earn a recognized credential to be placed in employment, military or apprenticeship program.

Section V: Tech Prep

Oral and Written Comments: **FVCC Tech Prep Consortium**

Recommendation: Include a single point of contact at each of those two organizations (OCHE/OPI) for the entire grant period and not just the start-up year.

Response:

Under the State Plan, the State CTE Executive Leadership Team will have direct line of communication with the Tech Prep staff at Flathead Valley Community College and MSU Billings College of Technology. To assign a single point of contact at both agencies would be duplicative responsibility. State staff will have direct contact with the Peaks to Plains Consortium at the local and state level. The intent is to provide a structure by which there is monthly communication between all staff, including the Consortium and the Leadership Team rather than inserting another layer of oversight.

Section VI: Financial Requirements

Oral and Written Comments: **Tribal College Representative**

Recommendation: Pell and BIA students in the two-plus-two career and technical education programs continue to be counted in determining allocations for the local postsecondary programs and that this recommendation be adopted and expressed in the final plan and/or adopted and carried out in the administration of Perkins IV.

Response:

Addressed in Section II: State Administration

Community-Based Representative

Recommendation: Treat special populations programs equal to local recipient programs by allowing a six-year plan rather than yearly

Response:

The State Plan follows the guidelines set forth in the Perkins legislation.

“Each eligible agency shall evaluate annually, using the local adjusted levels of performance described in section 113 (b) (4), the career and technical education activities of each eligible recipient receiving funds under this title. If after reviewing the evaluation, the eligible agency determines that an eligible recipient failed to meet at least

90% of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113 (b) (4), the eligible recipient shall develop and implement a program improvement plan...” Subsequent Action—the eligible agency may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient’s allotment under this title if the eligible recipient—

- (i) fails to implement an improvement plan*
- (ii) fails to make any improvement in meeting any of the local adjusted level of performance within the first year of implementation of its improvement plan*
- (iii) (iii) fails to meet at least 90% of an agreed upon local adjusted level of performance for the same core indicator of performance for 3 consecutive years.”*

Additionally, the eligible recipients are responsible for providing the documentation of the services to special populations and the purpose of reviewing the data provided by the eligible recipient is to ensure funds are used for promising practices that have been found to be effective.

Secondary Teachers

Recommendation: Remove the language on Page 59, Section 6.1. in reference to the review of the administrative split between the Office of the Commissioner of Higher Education and the Office of Public Education.

Response:

The State Plan will reflect this recommendation.

Section VII. Certifications and Assurances

Oral and Written Comments:

Community-Based Organization Representative

Recommendation: Questions who was consulted in developing the Promising Practices Initiative and who will be working with them throughout the course of the plan to evaluate those promising practices.

Response:

Referenced in Section III: Special Populations

General

Oral and Written Comments:

Community-Based Organization Representatives

Recommendation:

- Support a committee to identify what the promising practices are and who is involved and what groups does it take to actually serve the special populations.
- Use another phrase for high skill, high wage, high demand occupations.
- Questions the awarding of \$60,000 for a program to serve nontraditional students (16) that had previously been done with \$25,000 to serve (80).

Response:

The Promising Practices Initiative is addressed in Section III.

Response

The phrase “high-skill, high-wage or high-demand” is referenced throughout the Perkins IV legislation. Appendix 6 of the State Plan provides an explanation of the proposed criteria for determining Montana’s “high-skill, high-wage or high-demand” occupational programs.

Response:

The non-traditional fields grant allocation has remained the same for Perkins III and Perkins IV in many ways: a grant (or multiple), available in a specified amount to be competitively let through the Commissioner’s Office to support activities that encourage students to enter fields where individuals from one gender comprise less than 25 percent of the individuals employed in each occupation or field of work.

With the implementation of Perkins IV law, it was necessary to include a structured, statewide framework for these grants; namely, the in-depth, ongoing introduction of nontraditional fields (as determined using a state data table that gave the areas of greatest need for nontraditional concentrators) to this target population, with the inclusion of follow-up activities and specific assessment opportunities.

The current non-traditional fields grant was scored and awarded by a group of readers from throughout the state with no affinity to any particular proposal, as determined by the normal methodology used at OCHE for awarding grants competitively. By awarding the current grant the highest score, the readers indicate that the awarded grant most appropriately met the criteria required by the new Perkins law and as noted in the Non-traditional Fields Request for Proposal.

Tribal College Representative

I’d just like to emphasize that I believe that the apprenticeship programs, both federal and state, should be recognized within (Perkins) as possible agencies that are considered for funding and be recognized as a renowned training avenue that Montana students could undertake.

Response:

Section 113, Accountability, of the State Plan demonstrates the value of apprenticeship programs as follows: placement in military service or apprenticeship programs—is a core indicator of performance at the postsecondary level. Section 203 indicates that Tech Prep grants can be awarded to consortia between or among...a nonprofit institution of higher education that “offers a 2-year apprenticeship program that follows secondary education instruction...”

Community College President

The provision of services for this plan appears to be quite centralized in the Office of the Commissioner of Higher Education. In rural eastern Montana, we find that programs in the past that we have done through Perkins have been very effective when they are administered locally. Much of the plan includes high population areas; however, more of the economic need is in lower population areas, and those areas are receiving less under this plan. For clarification, the funding piece hasn’t necessarily diminished, but our ability to provide services under the formula isn’t as strong.

Response:

Section 121, State Administration of the Perkins law states: The responsibilities of an eligible agency (Montana Board of Regents)...includes the provision to coordinate the development, submission and implementation of the State plan, and the evaluation of the program, services, and activities assisted under this title (Title I). The legislation provides 5% of the Perkins funds for administration of which 68% is allocated to OPI and 32% to OCHE. The remaining funds are allocated as follows: 85% for local funds and 10% for State Leadership activities.

In regard to the allocation of funds for Postsecondary at the local level it is based on two factors: the number of Perkins Eligible Programs, and the number of students with a PELL or BIA award participating in the Perkins Eligible programs during the academic year. The formula was designed to distribute funds to give priority to institutions serving the most economically disadvantaged populations.

Governor's Office**Response:**

As this letter addresses several areas of the State Plan, this response will follow the outline of the specific recommendations

Coordination with other federal education and training programs:

As written, the State Plan specifies that a State Career and Technical Education Advisory Committee is to be established by Spring 08 to consist of six business and industry representatives for each of the six Cluster fields identified in the State Plan. Six additional members will include representatives from state agencies. This advisory committee will assist the State CTE Executive Leadership Team responsible for the administration of Perkins funds to be responsive to the changing dynamics of the workplace and to coordinate with other federal education and training programs.

Competency-Based Applied Learning and Short-Term Training

As indicated below in the definition of CTE, competency-based applied learning is an important component of the legislation as is the development of contextual real world problem-solving that integrates academic and technical education.

Perkins IV does recognize that the adult student may not need a full degree program to reach his or her goal, but as the legislation measures completion as success, the individual defined as a CTE student would need to be enrolled in a program that leads toward a credential, certificate or degree. The Lineman Program in Butte does qualify as it leads to a certificate and its instruction is condensed into one semester rather than two.

Integration of Community-Based Organizations

This issue is fully addressed in Section III: Special Populations.

Definition of a CTE student

The definition of a CTE student is inherent in the federal definition of career and technical education in the Perkins Act which states:

“The term Career and Technical Education means organized educational activities that:

A) offer a sequence of courses that—

i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current and emerging professions;

ii) provides skill proficiency, and industry-recognized credential, a certificate, or an associate degree; and

iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph, and

B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Performance Indicators—WIA/Perkins

The Performance Indicators are set by the Perkins federal legislation. Although there have been several attempts at the congressional level to establish common measurements for federal programs under the U.S. Department of Education and the U.S. Department of Labor, this has not yet been accomplished.

Accountability

Perkins accountability staff members have worked tirelessly to minimize the burden on the local recipients in terms of data collection. A statewide fully electronic application and reporting database is now available. This system has been acknowledged at the national level as a best practice. Perkins has had an agreement with Montana DOLI Research and Analysis to share data and in coordination with Tech Prep will be able to link the secondary Tech Prep student by their unique identifier as they move to a postsecondary institution and into employment.

WIRED and Jobs for Montana’s Graduates

The Perkins legislation does emphasize the importance of coordination with other federal education and training programs. Through the State Leadership structure that includes representation of the Department of Labor and Industry, both WIRED and Jobs for Montana’s Graduates will be represented as part of the DOLI oversight of WIA and the JMG programs.

Use of BEAR/DOLI annual employer surveys

At the local level, these resources are utilized to assist in program development, knowledge and skill validation and employer satisfaction. As Perkins IV focuses on preparing students for high skill, high wage or high demand occupations, Perkins OCHE staff worked with DOLI to identify the criteria for these terms in regard to Montana’s economic sectors. These criteria are listed in Appendix 6.

Local Uses

In the local applications, Montana requires eligible institutions to indicate the specific strategies of how they will provide equal access to special populations, including what specific services are available in their institution.

Perkins legislation defines special populations as *individuals with disabilities; individuals from economically disadvantaged families; including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency. These individuals must be enrolled in a secondary or postsecondary CTE program.* Except for the disabilities category, all persons who enroll must self-identify as a special population. To qualify for institutional services for a disability, this must be verified by a medical doctor. It is an institutional as well as federal program requirement to serve this specific population.

As Section 135 stipulates the required uses for local funds, the eligible recipient must show how these funds will be targeted based upon a needs-assessment required through the local application. “Special populations” is one of several required uses of funds. Coordination with other entities such as Montana’s Transition Task Force on Disabilities is certainly a contact that should be made at the state level for sharing information and ideas. At the local level, all Perkins eligible postsecondary institutions are required to have a representative on the Community Management Team under the WIA One-Stop system.

Coordinate with MUS Initiatives

The State Plan for Perkins funds does align with the goals of the Montana University System. Perkins requires that each eligible recipient develop a minimum of one program of study (also known as Big Sky Pathway) that incorporates secondary education and postsecondary education elements; includes coherent and rigorous content aligned with challenging academic standards in a coordinated, non-duplicative progression of courses and may include the opportunity for secondary students to participate in dual or concurrent enrollment programs. In developing these programs of study, it will be vitally important for the State CTE Executive Leadership Team to work closely with the Transfer Initiative under OCHE. These efforts certainly align with access and affordability as well as efficiency.

We do support the concept of an electronic transcript in K12, and with the implementation of a data bank of credits earned through Tech Prep, dual credit and other early education options will support the concept of an electronic transcript. To designate the funds required to make such a transcript a reality is beyond the scope of the Perkins grant.

CAMPUS REPORTS
Board of Regents Meeting
March 5-6, 2008
Dillon, Montana

The University of Montana-Missoula
President G. M. Dennison

- Two students in the Radio-Television Department have earned honors in the prestigious Hearst Journalism Awards Program. **Natalie Neumann**, a junior from Sidney, placed eighth and won \$500, while **Dan Boyce**, a junior from Lewistown, placed 14th in the radio broadcast news competition.
- UM students **Kelley Orteg** and **Allie Harrison** have been selected to participate in the Next Generation Nonprofit Leaders Program of American Humanics, a national alliance dedicated to educating leaders of nonprofit organizations. Orteg and Harrison will also participate in a program evaluation and a multiyear longitudinal research study.
- For an unprecedented 10th year in a row, a team from The University of Montana School of Law advanced to the final rounds of the National Moot Court Competition. The UM team of **Erica Grinde**, **Sabrina Hansen**, and **Angela Wetzsteon** joined 27 other teams in the nation's oldest and most prestigious appellate advocacy program, sponsored by the American College of Trial Lawyers and the New York City Bar Association.
- Wildlife Biology doctoral student **Heather Johnson** has earned one of four national scholarships from the 2007 Canon National Parks Science Scholars Program for her efforts to save endangered bighorn sheep in California's Sierra Nevada. Johnson will receive \$80,000 over the next three years.
- The University of Montana Foundation has received a \$15,000 grant from the Edward L. Hutton Foundation of Cincinnati, Ohio, to provide scholarships for students and area teachers who enroll in courses offered spring semester through the Hamilton Higher Education Center.
- **Creagh Breuner** and **Vanessa Ezenwa**, assistant professors in UM's Wildlife Biology Program and Division of Biological Sciences, received Early Career Development Program grants from the National Science Foundation. The prestigious, five-year awards honor promising teacher-scholars who most effectively integrate research and education for their institutions. Breuner will receive \$800,000, and Ezenwa will get \$715,000.
- MTV has selected 2007 Radio-Television graduate **K'Lynn Sloan** to serve as a citizen journalist for Choose or Lose Street Team '08 election coverage. Sloan will post weekly multimedia reports online and will keep a blog discussing political and social issues affecting Montana youth.
- The University of Montana has retained its top 25 ranking for producing Peace Corps volunteers. UM is No. 17 on the 2008 list that ranks medium-sized colleges and universities with enrollments between 5,001 and 15,000. UM now has 23 alumni serving in the Peace Corps.
- The Division of Educational Research and Service in the School of Education recently landed a \$2.4 million grant from the U.S. Substance Abuse and Mental Health Services Administration to fund a National Native Children's Trauma Center at UM.
- A \$240,600 grant from the Toyota U.S.A. Foundation awarded to UM's Center for Environmental Health Sciences will fund its Air Toxics Under the Big Sky program, which promotes real-world research at the high school level in the field of atmospheric chemistry. The program provides greater access to University-based mentors through classroom visits, laboratory tours, and increased distance-learning opportunities for areas outside Missoula, including Corvallis, Libby, Whitefish, communities on Idaho's Nez Perce Indian Reservation, and a remote Native village in Alaska.
- The University of Montana's recently completed Don Anderson Hall has received first prize in the 2007 Excellence in Craftsmanship Awards presented by the Montana Contractors' Association. The awards go to projects exhibiting exemplary design and craftsmanship as well as innovative construction techniques.

Miles Community College
President Stefani Hicswa

- Miles Community College was approved for \$335,000 in FY 2008 federal appropriations for the "Pathways to Careers in Healthcare" project. The College submitted appropriation bids through Montana US Senators Max Baucus and John Tester and Representative Denny Rehberg. Programs to be offered will be tied directly to the workforce needs of health care providers in eastern Montana. The College will also continue to implement the developed online Health Care Educator Certificate to provide "teacher training" for currently practicing expert clinicians who will serve as clinical instructors to students who desire careers in various health care fields.
- The Montana Health Network, a consortium of hospitals from eastern Montana, has gifted four scholarships totaling \$50,000 to the Miles Community College Registered Nursing Program for

nursing faculty educational development. The scholarships, which provide financial assistance to registered nurses seeking to obtain the required Master's in Nursing, stipulate that the recipient will agree to teach nursing at Miles Community College for a minimum of three years.

- John Munsell was hired as the new WIRED Bioproduct Coordinator and UM-COT Project Coordinator in December 2008. John will provide educational presentations to various groups, assist in curriculum development and implementation as well as coordinating and advising students in the UM-COT Energy Technology Program. He began with the WIRED project in January 2008.
- Wally Badgett, Miles Community College Rodeo Coach, was recently recognized in the January 2008 *Collegiate Arena* magazine. The article "*Wally Badgett: Collegiate Champ, Coach, and Cartoonist Steps into the Spotlight*" recognized Coach Badgett as a man of many talents and interests. The *Collegiate Arena* is the official newspaper of the National Intercollegiate Rodeo Association. Wally has been coaching the MCC Pioneers Rodeo Team for 11 years and has been the head coach for the past seven. He is an accomplished cartoonist with 14 books published, and seven more ready for print of his famous cartoon character "Cowboy Earl".
- Miles Community College President, Stefani Hicswa, was recently spotlighted in the January 4, 2008 issue of the Community College Times. The Times article "*The New Wave of Young Presidents*" spotlighted several young college presidents across the nation. President Hicswa was highlighted as MCC's first female CEO and as a minority in a field where most two-year college presidents are white males nearly in their 60s.
- Miles Community College employee, Dwight Gunnare, received the Employee of the Semester Blue and Silver Award for Fall 2007 at employee in-service day on January 15, 2008. Dwight is a faculty member and head coach for the Lady Pioneers basketball team. He began his employment at Miles Community College in 2002. Under his leadership, the Lady Pioneers were the 2006-2007 Mon-Dak Conference Champions and have received recognition in the National Junior College Athletic Association (NJCAA) Women's Basketball Top 25 Poll, currently ranking 14th in the nation. His colleagues referred to Dwight as a positive attitude employee, where students come first. He was commended for achieving success on and off court as the result of his commitment to student athletes.
- The Miles Community College Center for Academic Success (CAS) began GED (General Educational Development) instruction via distance education on January 21. Instruction is provided through online tutoring. Interested students come to the MCC campus for initial assessment, orientation, and registration. The Center for Academic Success is one of three pilot sites in the State of Montana that provide online GED instruction opportunities.

Flathead Valley Community College

President Jane Karas

- FVCC has received a second gift of \$500,000 to support the **Jerome and Rebecca Broussard Family Endowed Scholarship Fund**. With this second contribution, the scholarship fund totals **\$1 million**, the **largest scholarship fund received by the college's Foundation**. Strong supporters of higher education and philanthropically committed to their community, the Broussard's established the Jerome and Rebecca Broussard Family Endowed Scholarship at FVCC with a gift of \$500,000 in 2003. In fiscal year 2007, 49 students received Broussard scholarships ranging between \$500 and \$2,300.
- Flathead Valley Community College saw record enrollment for its **14th annual Senior Institute** that kicked off February 1. Approximately 190 area seniors ranging from 62 to 95 years of age have enrolled in the program that involves a series of classes ranging from painting and health and fitness to gardening and computers. Students are provided a complimentary lunch buffet and transportation from the area senior centers.
- FVCC opened its new **Early Childhood Center** February 4. The state-of-the-art 7,140 square-foot-facility serves as a learning lab for FVCC students pursuing careers in early childhood education, elementary education, psychology, human services, and social work. The curriculum was developed in conjunction with the college's Early Childhood Education program. The Center provides infants, toddlers, and preschool-aged children with limitless opportunities to maximize their developmental and learning potential.
- FVCC Art Instructor **Karen Leigh** received national recognition during a reception hosted by **First Lady Laura Bush** at the **White House** November 28, 2007. Leigh was selected to paint an ornament capturing Glacier National Park to be hung on the 2007 White House Christmas Tree. The tree was themed to honor all of the National Park Service sites. Leigh's ornament was joined by 346 others created by artists from across the nation.
- FVCC hosted the **2008 Northwest Montana Regional High School Business Professionals of America Conference** January 14. Under the leadership of FVCC Business Instructor **Brenda**

Rudolph, the conference consisted of over 50 competitions in a variety of business subjects such as job interviews, accounting, computer applications, Web design, entrepreneurship, human resource management, and business decision making. Approximately **150-175 students from nine high schools** in the northwest region of Montana competed in the conference.

- FVCC Student **Bill Hartman** was awarded honorable mention in the memoirs/personal essay category of the **76th Annual Writer's Digest Writing Competition**. His essay titled, "The Open House," was one of over 19,000 entries entered in the competition.
- The FVCC Art Department opened its series of **spring exhibitions** with a collection of works by 18 FVCC Art Department alumni. Free and open to the public, the exhibit titled, "**Alumnus**," featured artwork consisting of paintings, sculptures, photographs, and jewelry.
- Seven FVCC students were named spring 2008 recipients of **Whitefish Credit Union's Community Pride Scholarships**. **Nathan Schaff, Natalie Valov, Barbara Cook, Tracy Lost-Bear, Haylie Chapman, Joshua Hirsch** and **Christopher Jermeay** received scholarship awards ranging from \$200 to \$400 in awards totaling \$2,100 for the spring semester.
- The **Flathead Valley Community College Choir** debuted with its first public performance during a free concert for community members December 21, 2007. Songs performed varied from Broadway musical tunes to an African walking song, duets, and a small selection of Christmas carols.
- The Flathead Valley Community College Foundation awarded **\$11,884** to fund three **Enhancement Grants at FVCC for 2008**. Of the 10 submitted proposals, the three proposals selected and their awards included: FVCC Teaching Excellence Center; the FVCC Honors Program; and Mathematics Colloquium on Effectively Using Technology Based Instruction.
- Flathead Valley Community College hosted in **Kalispell Chamber of Commerce Luncheon** November 6, 2007. More than 100 Chamber members gathered in the college's new Arts and Technology Building to learn about the college's impact on the community and how the college has progressed since it was founded 40 years ago in 1967.
- FVCC Early Childhood Education Instructor **Marlyn James** and Digital Photography and Basic Videomaking Instructor **Marita Combs** completed a 12-minute **DVD video** titled, "**Looking To The Future: Early Childhood Environments In Montana**." The video will be packaged with a state early childhood education curriculum that will be used by all resource and referral agencies in Montana. The video will also be utilized by students to raise community awareness about the importance of early childhood education. James is also co-author of the new book, "Early Learning Standards and Staff Development: Best Practices in the Face of Change," that was released in October 2007.
- The FVCC Foundation's **Christmas Tree Excellence** benefit, held November 9, 2007 at the FVCC campus in the new Arts and Technology Building, **raised over \$25,000 for student scholarships**. The gala highlighted a Denim & Diamonds theme and was attended by 160 guests, and more than 8,500 raffle tickets were sold. The event featured gourmet hors d'oeuvres created by FVCC culinary arts students and instructor Hillary Ginepra, fine wines and beers. Highlights included dancing to live music by Smart Alex, Christmas tree raffle drawings and a live holiday stocking auction.
- In conjunction with the "Montana by Food: A Taste of the Past" exhibit on display in the FVCC Student Art Gallery, the college hosted the presentation, "**Songs for your Supper**" by retired FVCC professor **William "Bill" Rossiter** December 13, 2007. Sponsored by the FVCC Library and Humanities Montana, the event consisted of Rossiter singing songs accompanied by guitar, banjo, and autoharp and sharing stories that tell how food reflects who we are, who we were, and from where we come.
- Seven second-year **FVCC culinary arts students** spent three weeks crafting their very own culinary concoctions in honor of the holiday season—**customized gingerbread houses**. Under the direction of Culinary Arts Instructor **Hillary Ginepra**, these students, along with Ginepra, put in about 100 hours each to the project. Each house was generated from the creator's unique and specific idea, and the process involved a lot of research, brainstorming, patience, and teamwork. Houses range from traditional gingerbread cottages to an elf house, a Mayan pyramid, a structure inspired from the movie "Lord of the Rings" and an abandoned snow-covered north woods cabin.

The University of Montana-Western
Chancellor Richard Storey

EXAMPLES OF FACULTY ACCOMPLISHMENTS

- O. Alan Weltzien, Professor of English, has had his memoir, re-titled *A Father and an Island: Reflections on Loss*, accepted for publication by Lewis-Clark Press, in Lewiston, Idaho. This book has occupied Weltzien for the past seven years. In it he focuses upon his late father and the waterfront log cabin the family has owned since Weltzien was a young child, and to which he returns, with his own family, every summer on Camano Island of the Puget Sound area.

- Professor Gary Lundy has been informed that Ignavia Press has accepted his story, *creations myth*, for publication in their Winter 2008 issue of Ignavia. Dr. Lundy also received word that his poem, *faces*, has been accepted for publication in Timber Creek Review, a journal in Greensboro, North Carolina.

ACADEMIC DISCUSSIONS

- Montana Western's Bachelor of Arts (B.A.) programs were the topic of an Academic Discussion in November and subsequently with the chairs of the departments in the College of Arts and Sciences lead by Provost Karl Ulrich. We currently have a single Bachelor of Arts (B.A.) degree with seven options and 35 related areas. The B.A. evolved from a single Bachelor of Liberal Studies (B.L.S.) degree with the same structure of options and related areas, although originally with only four options (originally referred to as primary areas) and six related areas.
- Much additional thought, discussion, and examination of other information will be necessary as the campus moves to potentially modify its B.A. and B.S. offerings to increase their recognition and value to students.
- The faculty at Montana Western continue to discuss strategies to take advantage of Experience One and develop new ways of experiential teaching and learning with technology a large part of the discussions. On-line courses are being expanded and new programs using technology are being discussed. We strive to take our academic program to the next level of excellence.

RECRUITMENT AND RETENTION

- We continue our emphasis and efforts on recruiting even more good-fit students to campus. Our new full-time admissions director and her staff are working closely with our full-time marketing director to attract students to Montana Western as we work hard to accomplish this challenging goal.
- We have a new assistant provost to oversee our expanding advising office, initiatives, and the student learning center. We have a new director of the center and new and improved programs in review. The assistant provost also works with outcomes assessment in courses, programs, and departments and with accreditation agencies.

Montana Tech of The University of Montana Chancellor W. Franklin Gilmore

- Josef Bilant was selected as the first place recipient of the 2007 Mineral and Metallurgical Processing Division Richard R. Klimpel Scholarship. Josef will receive \$2,000 and an all expense paid trip to the SME annual meeting, and he will serve as a non/voting member of the MPD Executive Committee.
- Keri Petritz, Environmental Engineering Graduate Student, took home first place for her presentation entitled "Resource Recovery of Belmont Mine Water" at the 2007 Pacific Northwest International Section (PNWIS) conference of the Air & Waste Management Association. Students were evaluated on technical content, visual aids and presentation skills, and given cash awards for outstanding presentations.
- Montana Tech freshman Audrey Sholty of Missoula was recently named Miss Rodeo Montana.
- Dr. Kumar Ganesan, Environmental Engineering Department Head, won the 2007 Robert Stockman Distinguished Achievement Award. This award is presented annually in recognition of an outstanding contribution to air quality management and for long-standing contribution to the PNWIS.
- Professor Willis Weight gave an invited presentation at the North American Environmental Field Conference and Exposition in Tampa, Florida in January 2008. His talk was entitled "Evaluation of the Effective Saturated Thickness in Pumping Tests."
- Marvin Speece, Geophysical Engineering Department Head, received an International Polar Year research grant from the National Science Foundation for his project titled, "Understanding the Tectonic and Stratigraphic History of Offshore New Harbor, Ross Sea, Antarctica." The International Polar Year is a large multinational scientific program that focuses research on the Arctic and Antarctic.
- Matt Eglhoff, General Engineering Lab Director, was appointed to National Fire Protection Association (NFPA) Committees on Explosives and on Electrical Equipment in Combustible Atmospheres. These committees govern NFPA standards related to definition, storage, and transport of explosives, and standards on purged and pressurized enclosures and classification of hazardous combustible dust and chemical environments.
- Dr. Courtney Young, Metallurgical & Materials Engineering Department Head, is chairing the Hydro 2008 Conference, an international meeting for Hydrometallurgy and Environmental Applications held every five years. The meeting scheduled for Aug 17-20 in Phoenix honors Bob Shoemaker, a Montana Tech MetE alum.
- General Engineering faculty Dr. John Morrison was awarded the "Engineer of the Year" at this year's Butte Area Annual Engineers Banquet. Nominated by a student, John is recognized as an

international expert in advanced battery storage technologies. John recently received the PE designation.

- On February 4-5, Dr. Sean Gulick of the Jackson School of Geosciences at the University of Texas-Austin gave presentations on the Chicxulub Crater, evidence that a meteor impact is a leading candidate for the extinction of the dinosaurs. Dr. Gulick is Ocean Leadership Distinguished Lecturer.
- Joseph F. Figueira, Associate Vice Chancellor and Dean of the Graduate School, received a \$450,000 grant from the Alfred P. Sloan Foundation. The grant will provide \$32,100 in scholarships to Native Americans seeking Masters of Sciences degrees in engineering and science at Montana Tech.
- Montana Tech received \$9,786,104 in grant and contract awards in FY2007. This compares to \$6,858,099 received in FY2006 and represents an all-time high for the campus. Also in FY2007, Tech submitted 134 proposals with a total value of \$21,928,150.
- The Geophysical Engineering Department at Montana Tech recently received software valued at \$13,900,000 through a strategic university alliance grant agreement with Landmark Graphics Corporation, Houston, TX. The software is used for processing and interpretation of two- and three-dimensional digital seismic data and associated petrophysical and well log information.

Montana State University President Geoff Gamble

- Montana schools where more than 50 percent of the student population is Native American have the highest turnover rates of administrators and more than three times the student dropout rates of other schools. Education professors, Joanne Erickson and Bill Ruff, designed the Indian Leadership and Development (ILEAD) program to help increase the number of Native American administrators, therefore decreasing turnover and increasing quality. ILEAD offers Native American teachers the opportunity to earn a master's degree in school administration without leaving their jobs. The program covers tuition for students who agree to work at a Native American school for two years. There are currently 40 participants and a waiting list. ILEAD recently won a \$1.3 million federal grant to expand to provide 15 Native American administrators in South Dakota.
- MSU students from a variety of disciplines are working with Dr. David Klumpar in the Space Science and Engineering Lab to build a satellite to honor the 50th anniversary of Explorer-1. The students, who have been working on the project for three years, hope to launch Explorer -1(prime) in December 2008 from the Vandenberg Air Force Base in California.
- Kent McVay, Montana State University Extension cropping systems specialist at the Montana Agricultural Experiment Station's Southern Agricultural Research Center, created a Web-based crop variety selection tool to assist producers in selecting appropriate spring and winter wheat seed varieties. Producers can choose varieties based on protein levels, milling and baking quality, yield potential and more. The tool assists producers in selecting, based on data, the right seed for a specific area. The tool will be expanded later to include information on barley and alfalfa varieties. The tool is accessed from www.sarc.montana.edu. Select "crop variety testing" and then "crop variety selection tool."
- The Office of Communications and Public Affairs earned a CASE District VIII Communication Bronze award for its Integrated Marketing Guide. Produced by Suzi Taylor, Julie Kipfer and Angie Mangels, the guide is a comprehensive instruction manual for all wishing to use the Montana State University brand. In addition, Suzi Taylor, Carol Schmidt and Tracy Ellig earned a silver CASE award for team periodical feature writing for the Mountains and Minds Magazine.
- Montana Horizons is a community leadership program funded by the Northwest Area Foundation and delivered by MSU Extension. The goal of the program is to assist small rural communities that have had significant economic decline or demographic change by building the capacity of those living and working within the communities. Horizons recently hosted the Rural Community Conference for service providers, educators, researchers, policy-makers, business and civic leaders, faith leaders and anyone else looking for community-focused strategies to build thriving communities in rural Montana.
- The MSU Agricultural Marketing Policy Center Web site is host to a series of one to four page documents created by Joel Schumacher and other MSU economists to assist producers in determining whether they are good candidates to pursue bio-energy crops. The information, including cost/benefit analysis, will also be presented in a series of seminars and conferences throughout the winter as well as in college and university classes.
- Bill Inskeep, professor of land resources and environmental sciences, organized a conference which featured more than 100 scientists and educators from the United States and abroad to share findings on the unique biology and chemistry of geysers, hot springs, mud pots and steam vents. Some of the best-known and most active researchers involved in Yellowstone geothermal science attended.

- Ken McVay, MSU Extension cropping system specialist, and Clain Jones, MSU Extension soil fertility specialist, each received Excellence Awards from the Society of Agronomy. The two awards were among only seven given during the annual ASA conference.
- MSU Faculty delivered college classes to students at Belgrade Middle School, Belgrade High School, Charlie M. Russell High School and Great Falls High School as part of the outreach program, MSU for a Day.
- MSU Extended University worked with Bozeman-based business incubator TechRanch to create an online library of free resources for entrepreneurs. The library includes video and audio podcasts on topics such as management, marketing, operations, marketing and personal selling. The project was supported by a grant from the Qwest Foundation.

Montana State University-Billings

Chancellor Ronald P. Sexton, Ph. D.

- MSU Billings unveiled a new program to engage adult learners. The MSU Billings Senior Academy is the latest program developed by the College of Professional Studies and Lifelong Learning which will feature classes to promote lifelong learning and personal growth for adults who want to fill their desires to never stop learning.
- MSU Billings and the National Center for Appropriate Technology teamed up to host a workshop to provide more information on biodiesel production and oilseed crops. The workshop focused on oilseed crops that can be used for a range of products; economics and schematics of commercial and community-scale biodiesel production; on-farm production and/or personal use of biodiesel and its co-products; farmer experiences raising and crushing oilseeds and making biodiesel; permitting and taxation issues for biodiesel production; business models for biodiesel, as presented by biodiesel entrepreneurs throughout Montana; and resources for building a bio-products or bio-energy business. Guest speakers included Dr. Jon Gerpen of the National Biodiesel Education Program at the University of Idaho and Paul Miller, the founder of Sustainable Systems, LLC in Missoula.
- Nearly 800 seventh-grader students took part in “Back to the Future with Lewis & Clark: Technology Then & Now” held at MSU Billings College of Technology. John Pulasky, a Billings meteorologist, helped to coordinate the week long event that included exhibits and demonstrations sharing the technologies that members of the Lewis and Clark expedition used to meet the challenges of their historic endeavor combined with exhibits and demonstrations of what current technologies would be used today to accomplish the same jobs. Topics on weather and climate; medical technology and treatment of diseases/injuries; mapping and surveying; mechanical/blacksmithing; flora and fauna, were included.
- MSUB student Joe Wesen, a senior Business Management major, received an award of merit from Lisa Posada-Griffin, coordinator for the Yellowstone County DUI Task Force, for his leadership in trying to prevent drunken driving among fellow college students. Wesen was honored for his work to develop and promote Jacket Cab, a safe-ride program for fellow students. Funded through a partnership with the Yellowstone County DUI Task Force, the University’s Student Government, MSUB housing and Student Health Services, Jacket Cab rides were made available Thursdays, Fridays and Saturdays from 6 p.m. to 6 a.m. SADD and City Cab arranged the rides.
- School District II and MSUB hosted free informational meetings on Dual Credit at Billings Senior High School, Billings Skyview HS and Billings West HS to provide a full spectrum of information – from class offerings to costs – about the new program. Dual Credit offers college courses to high school students for which the student earns both college and high school credit. Courses in the MSUB/School District II Dual Credit program will be taught in the high schools by high school faculty members selected by MSUB academic department heads. The courses must reflect the academic rigor of a college-level course and grades received in Dual Credit courses will be recorded as officially earned credits at MSU Billings.
- MSU Billings celebrated the groundbreaking of the new all-weather artificial turf soccer facility at the College of Technology field. Community members have worked tirelessly on this effort with our soccer program to raise \$300,000 in pledges toward the new facility.
- MSUB has a new Counseling Clinic, located on the ground floor of the College of Education building, adding a great deal more meaning to the graduate student experience. The clinic is an invaluable tool for graduate students in the MSUB Rehabilitation and Mental Health Counseling Program. The students provide counseling which allows them to deal with the fears, tears, angst and not simply watching others do the work. Dr. Terry Blackwell, Professor; Dr. Kyle Colling, Assistant Professor; and Mr. Tom Dell, University Lecturer; in Rehabilitation and Human Services, worked with health care providers in the Billings area to build referral relationships for the new counseling clinic. They emphasized MSUB students at the clinic are not competing with currently established mental health

professionals or programs in the area, but fill the gaps for people who don't have insurance coverage or don't qualify for other resources.

- Tutors play an important role in the lives of many students here at Montana State University Billings, most of it through the Academic Support Center at the main campus and at the College of Technology. The ASC opened on campus in 2001 to provide tutoring, workshops and learning labs for students who need developmental education. The Academic Support Center is an integral part of the University culture, offering a variety of assistance to any student who needs it. The ASC now has 26 peer tutors and 13 instructors who also serve as tutors to an average of 700 students a day.
- The 11th annual Career Fitness Fair was held on campus. This is one of the best opportunities for students to match jobs and internship opportunities with area employers.
- Preview Day offered prospective college students and their parents an opportunity to become more familiar with the programs, services, and opportunities Montana State University Billings campuses.

Montana State University-Northern Chancellor Rolf Groseth

- Northwest Accreditation Update - At its meeting in early January, the Northwest Commission on Colleges and Universities reaffirmed the accreditation of MSU-Northern. Their action was based on the campus' Self-Study, a visit to campus by a team of peer reviewers and the written and verbal presentation of that team's findings to the full Commission. The campus will address the recommendations made by the Commission, will prepare a focused interim report on campus efforts to address the recommendations and will host a visit by members of the Commission in the spring of 2009.
- Chancellor Alex Capdeville retired on December 31, 2007 and Rolf Groseth assumed the position of Interim Chancellor on January 1, 2008.
- Student Recreation Facilities Remodeled - The Northern Student Senate renovated the basement of the SUB for a Student Lounge and Recreation Area. They reopened the old bowling alley and brought in new pool and foosball tables. This is a great place to study, hang out with friends and watch your favorite television shows.
- Northern Participated in Global Warming Web Cast - On Jan. 30, 2008, MSU-Northern joined over 1,000 colleges nationwide in a live web cast known as Focus The Nation. This was a live web cast panel discussion produced by the National Wildlife Federation and aired by the Earth Day Network.
- Cabin Fever – A Huge Success - The 15th annual Cabin Fever Institute had 475 participants attending 32 different workshops. This year's courses included: Photoshop, digital video editing, making log furniture, designing web pages using Dream Weaver and much more.
- New Diesel Engines - Northern purchased 10 new Cummins QSB 4.5 diesel engines with the state's "OTO" One Time Only funds. Two representatives from Cummins Northwest's Spokane Office, came to campus to test the engines and train our students on how to use the Cummins INSITE™ electronic service diagnostic software.
- New Solar Panel on Campus - The Electrical Program at MSU-Northern received a grant from Northwest Energy to purchase and install a solar panel. This panel will produce electricity to help power Brockmann. The panel will be set up so people can use the web to monitor how much electricity is being generated. This will be a great research tool for people who are thinking of purchasing a similar solar panel for their home.
- Campus Concerts - Raining Jane – A Los Angeles based all-women independent eclectic rock-folk band performed the first concert of their five-month tour on our campus. The Men of Worth also performed for the campus. The folk-music duo consisted of James Keigher (Ireland) and Donnie MacDonald (Scotland). They have been touring and performing their traditional music in schools around the world since 1986.
- *Congratulations* - Darlene Bricker has successfully defended her dissertation and is in final stages of successfully completing her Doctorate Program.

Montana State University-Great Falls Dean Mary Sheehy Moe

- Building Expansion Celebrations: The Malmstrom Air Force Base honor guard raised the national and state flags over the MSU – Great Falls new entrance at New Student Orientation in January. The ceremony honored faculty, staff and students who are veterans or who are currently serving in the armed forces. The United States flag was flown over the national capitol on Veterans Day 2007.
- On the first day of Spring Semester classes, students, faculty and staff gathered to 'Celebrate a Brand New Day' and learn about the enhanced opportunities for students and community in the expanded facility. Student Services has moved to a One Stop Student Shop offering financial aid,

student accounts, academic advising, career counseling, admissions and records, recruiting, the Educational Opportunity Center, and the Student Assistance Foundation.

- A grand opening to give the public a 'Look at How Far We've Come' recognized those who gave vision, time, expertise and commitment to make the expansion project a reality. The Chamber of Commerce held a ribbon cutting and the doors were opened to allow the community and campus to enter the Atrium for refreshments, live music and informal tours of the Science Wing, Distance Learning, Library, and Student Central.
 - Crisis Team participates in Simulated Emergency Exercise: EMS faculty members, Larry Myers and Joel Henderson, planned and implemented an emergency exercise in January that included a shooting scenario. The Great Falls Police Department responded to the '911' call finding injured students, faculty and staff. The shooter was located and neutralized. Local ambulances responded with EMS professionals on the scene immediately after the police cleared them for entrance into the building. A triage center was set up to analyze wounds and do initial treatment. For the MSU – Great Falls Crisis Team, it was a realistic and disturbing exercise and proved to be effective in identifying potential problems with our emergency response planning. There are a number of preventative and response scenarios that will be considered.
 - MSU – Great Falls Attracts High School Students: Over 300 students from 24 high schools attended the 10th annual College in a Day. The event helps high school students explore the options available at MSU-Great Falls and the exciting careers they can pursue with an associate degree. Workshops highlighting opportunities for transfer, distance learning, and also financial aid options were offered as well.
 - The second Construction Trades Fair was held in February featuring businesses associated with building trades offering information and expertise to high school students considering a career in construction trades. Landscaping, roofing, drywall, and many other niche sub-contractors and interest areas are all part of this "full picture" of the industry.
 - Web Students Excel and Serve: Adjunct Faculty and Webmaster/Designer, Rhonda Kueffler, and her web design students developed a community service website fall semester to promote the Black Eagle book 'In the Shadow of the Big Stack.' At the end of term, the students presented the final product to the committee, members of the public and MSUGF staff members. To produce the site, Rhonda organized her class into groups that mirror those of a commercial web development team with an Account Manager, Design, and Production Teams.
 - State and National Perspectives Inform Spring Semester Faculty Convocation: Dr. Roger Barber, Deputy Commissioner for Academic & Student Affairs, and Tyler Trevor, Associate Commissioner for Research, Technology & Communication described the Board of Regents and how the Office of the Commissioner for Higher Education fits into the system and focused on data relating to two-year education in Montana.
 - Dr. Kay McClenney, Director of the Community College Survey of Student Engagement Community College Leadership Program at The University of Texas at Austin, presented on "Promoting Student Success: What Matters Most". McClenney has served as a consultant to education institutions, state higher education systems, state government, and professional associations in 45 states and internationally and has worked for nine years as a community college educator, serving as faculty member, system administrator, and interim CEO.
 - Dental Hygiene Community Projects: Dental Hygiene students are currently participating in: Dental Health Activity at the Easter Seals Adult Daycare Program; Working with the Residents at the Missouri River Manor; Volunteer Activity with the Meals On Wheels; Working with the residents at the Lodge-Assisted Living Facility; Working with Kim Dunlap RDH on exploration of providing dental hygiene care at the Rescue Mission; Dental Health Activity at the YWCA –Mercy Home; Sealant Day in conjunction with the Health Fair; Box Elder Sealant program; activities at the Public School System-Elementary Schools; and providing Dental Hygiene care at the Fort Harrison's Veterans Administration in Helena.
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MUSSA thanks Commissioner Stearns for the invitation to submit a short report to the Regents for the March Board meeting. Meanwhile, we look forward to further discussion, in May.

MUSSA Activities Update

MUSSA

www.montana.edu/mussa

mussa@montana.edu

1. MUSSA strongly supports and is encouraged by recent Regent, OCHE, and campus executive budgetary activity, and for the consideration of the Recruitment and Retention Task Force report.
2. *Pooled Resources*: status report.
 - a. In 2005, MUSSA was charged by the Board of Regents to explore the logistics for a *Pooled Resources* web-based facility providing professional development and training opportunities for classified staff.
 - b. Reporting its findings that *Pooled Resources* was feasible and desirable, and suggesting how such a facility might operate, in November 2005 MUSSA was authorized to form an Implementation Committee. The following March, the Regents delegated progressing the venture to the Commissioner’s Office (OCHE).
 - c. OCHE, MUS HR directors, campus administrators, MUSSA, and others duly completed the Implementation Plan in May of 2006. MUSSA has an ongoing advisory role, following acknowledgement of its inability to operate and run *Pooled Resources* itself. Other participants undertook to fulfill various other obligations (including program coordination). All participants signified their agreement with the Plan and implementation began – for a launch in Fall 2006.
 - d. After conducting a needs assessment of classified employee training preferences (in January 2006) the program coordinator’s time ceased to be available. This was due to staffing and resource difficulties within the UM Human Resources department and MUSSA remains grateful for the inherent support of the HR Director, and other players.
 - e. As MUSSA has explained from the onset of this venture, due to the temporary and voluntary nature of its membership, MUSSA cannot run *Pooled Resources* itself. Nevertheless, in the absence of a program coordinator last summer, MUSSA attempted to collect the necessary inventory itself. Although this proved unsuccessful, it resulted in the establishment of some leads which will be useful as the project proceeds under established program coordination.
 - f. At the November 2007 Board of Regents meeting, Kevin McRae undertook to work further with MUSSA as regards *Pooled Resources*. In a conference call, in January 2008, he requested MUSSA submit a report detailing what the program needs to launch and continue to function.
 - g. MUSSA is responding to Kevin’s request, and will update the Regents when we next meet, in May.

Members:

Staff Association,
MSUNorthern

CEPAC-Staff Senate,
MSUBozeman
www.montana.edu/staffsenate

Staff Senate, MSUBillings
www.msubillings.edu/staffsenate

Staff Senate, UMHelena
www.umhelena.edu/FacultyStaff/StaffSenate/

Staff Senate, UMMissoula
www2.umt.edu/staffsenate

Staff Senate, UMWestern

Affiliated Members:

Staff Representatives,
MSU-Great Falls CoT

Staff Senate, Montana Tech

ADMINISTRATIVE, BUDGET AND AUDIT OVERSIGHT
The University of Montana Western
Swysgood Technology Center Great Room
Wednesday, March 5, 2008
8:00 AM

8:00 AM Convene and roll call.

ACTION

- 8:05 AM
- a. Lease Bobcat Stadium to MSU Foundation; MSU-Bozeman. ITEM 138-2002-R0308
 - b. Planning for intercollegiate athletic projects; UM-Missoula. ITEM 138-1004-R0308
 - c. Construct ancillary research support structures in Lewistown; MSU-Bozeman. ITEM 138-2004-R0308
 - d. Debt Management Agreements; MSU-Bozeman. ITEM 138-2005-R0308
 - e. Cooley Lab renovation/plan of financing; MSU-Bozeman. ITEM 138-2007-R0308

INFORMATION

- 8:20 AM
- a. Audit Reports.
 - 1. MSU – all campuses – June 30, 2007 – Unqualified.
 - 2. UM – all campuses – June 30, 2007 – Unqualified.
 - 3. Montana Guaranteed Student Loan Program – Unqualified.
 - 4. MUS Workers Comp Program – June 30, 2007 – Unqualified.
 - 5. Dawson CC – June 30, 2007- Unqualified.
 - 6. Flathead Valley CC – June 30, 2007 – Unqualified.
 - 7. Miles CC – June 30, 2007 – Unqualified.
 - b. Financial aid issues.
 - c. Montana University System - Athletic reports.
 - d. Long Range Building Program Priority recommendations.
 - e. Plan for joint community library; MSU-Billings.
 - f. MUS 2008 finances update – Powerpoint presentation.
 - g. Present Law budget presentation and discussion.
 - h. MUS initiatives – further discussion and Board direction.
 - i. OCHE initiatives.
 - j. Financial market issues re: MUS debt.

CONSENT

- 11:15 AM
- a. Expend student computer fees; UMW. ITEM 138-1601-R0308
 - b. Naming ABSL-2 Building as Johnson Family Livestock Facility; MSU-Bozeman. ITEM 138-2008-R0308
 - c. Naming BSL-3 Building as Jutila Research Laboratory; MSU-Bozeman. ITEM 138-2009-R0308
 - d. Student computer fee allocation; MSU-Billings. ITEM 138-2707-R0308
 - e. Use of instruction equipment fees; MSU-Billings. ITEM 138-2709-R0308
 - f. Employee participation in company under Policy 407; MSU-Bozeman. ITEM 138-2003-R0308

- g. FY08 and FY09 Online Only Fee Matrix; MSU-Bozeman. ITEM 138-2006-R0308
- h. Revision to Residency Policy 940.1. ITEM 138-106-R0308
- i. Revision to Governor's scholarship program. ITEM 138-111-R0308
- j. Revision to Policy 501.1, MUS Honor Scholarships. ITEM 138-112-R0308

11:25 AM PUBLIC COMMENT.

11:30 AM ADJOURN or on completion of business.

ITEM 138-2002-R0308

Authorization to Lease Bobcat Stadium to MSU Foundation; Montana State University

THAT:

Consistent with the provisions of MCA 18-2-102(d) and MCA 20-25-309, the Board of Regents of the Montana University System authorizes MSU to lease Bobcat Stadium to the MSU Foundation and approves the proposed lease agreement.

EXPLANATION:

1. The 60th Legislature promulgated MCA 20-25-309, which permits leasing land and facilities to a private, non-profit foundation for the purpose of constructing or renovating athletic facilities.
2. The MSU Foundation is a private non-profit foundation as required by MCA 20-25-309.
3. The general terms, guarantees and agreements have been negotiated by MSU in the best interests of the state and will include guarantees that no commitment of state appropriations for design, construction, operations or maintenance is expressed or implied. See attached lease document.
4. Work to be completed under this authorization will be financed with non-state funds including gifts, grants, donations, in-kind contributions and facility revenues.
5. More than one discrete project will be completed under this authorization, such as new field turf, additional sky suites, seating, ancillary functions, and/or parking.
6. All necessary funds will be in hand before construction is initiated for each Project or major phase.
7. The lease between MSU and the MSU Foundation will be modified by addendum for each discrete Project. As each Project is completed, that segment of the Lease will be terminated and that portion of the facility, with its related improvements, will revert to university control and operation.
8. At the termination of each Project, MSU will submit a report to the Budget Director (Office of Budget & Program Planning), with a copy to the Commissioner of Higher Education, certifying that the conditions of MCA 20-25-309 have been satisfied.

ATTACHMENT:

Proposed Lease Document

Summary of MSU Stadium Project Lease Provisions

State law allows for the lease of an athletic facility to a related nonprofit foundation to make facility improvements. The Board of Regents must approve the lease agreement and certify to the budget director that the conditions of § 20-25-309(1), MCA, have been satisfied. Attached is the proposed lease agreement between MSU-Bozeman and the MSU Foundation for the stadium improvement project. The lease terms are summarized below:

Joint planning and budget committee. A project building committee consisting of officers of the campus and the foundation will oversee the project programming, design and budget. The committee will review plans, specifications, and other construction contract documents, participate in a pre-construction conference, and review supplies and equipment.

Responsibilities of foundation. The foundation will: (1) plan, design and construct the improvements; (2) enter into all design and construction contracts; (3) accept and manage funds and be responsible for all project financial obligations; (4) lease portions of the premises as necessary to complete each improvement project; (5) acquire required permits and inspections, give required notices and pay applicable taxes and fees; (6) carry project and other insurance on the project; and 7) transfer all premises and improvements back to the university free of any encumbrances upon completion of the project.

Responsibilities of the university. The university will: (1) recommend an architect and oversee his or her work; (2) manage the construction bid processes; (3) recommend award of a construction bid; and (4) review and recommend all related requests for payment.

Lease provisions. The foundation will use the leased premises solely for the purposes of the improvement project. University personnel will at all times have access to the leased premises. The foundation will lease back the premises for public events and activities.

Provisions relative to claims. Claims against contractors, suppliers or others will be assigned to the university. The university will not sue the foundation. The parties indemnify each other to the extent of each party's negligent or tortious acts.

Funding. Construction bids will not be awarded until sufficient funds have been identified.

Compliance with laws and policies. The foundation will comply with all applicable laws, ordinances, lawful orders and rules, regulations of applicable public authorities, federal and state non-discrimination laws, and all federal and state health and safety standards.

Project construction. The foundation will protect the university's property, shoulder the entire risk for the project, and make reasonable efforts to minimize disruption of the campus during construction.

STADIUM IMPROVEMENT PROJECT AGREEMENT AND LEASE

This AGREEMENT AND LEASE (AGREEMENT) is entered into between the Montana State University (UNIVERSITY or MSU) and the Montana State University Foundation (FOUNDATION).

RECITALS

The FOUNDATION is a private, non-profit corporation organized under the laws of the State of Montana to support and enhance the programs of Montana State University; and

The FOUNDATION is willing to lease portions of Bobcat Stadium (“Premises”) and necessary adjacent property to construct an addition of sky suites and other improvements related to the stadium (“Stadium Improvement Projects”). The Foundation shall manage contributions to and/or private funds for the Stadium Improvement Projects; contract for the construction and other services, materials and work required; and transfer the Sky Suites and related improvements to the UNIVERSITY upon completion; and

The Board of Regents (“BOR”) has authorized this Lease and the improvement projects by Item # _____;

Therefore, the Parties agree as follows:

SECTION I **General Responsibilities**

1.1 Project Building Committee

The parties have agreed to establish a Project Building Committee to oversee the project programming, design and cost estimate/budget. The committee is composed of:

President & CEO, MSU Foundation
Chief Financial Officer, MSU Foundation
Board Member, MSU Foundation
Vice President of Administration and Finance, MSU
Associate Vice President of University Services, MSU
Director, MSU Planning, Design and Construction

1.2 Foundation Responsibilities.

1.2.1 The FOUNDATION as Lessee will have responsibility for all work, including the coordination and direction of the planning, design and construction of the Stadium Improvement Projects.

1.2.2 The FOUNDATION will enter into all contracts required for the design and construction of the Stadium Improvement Projects.

1.2.3 All contractual financial obligations to those performing work in the project shall be borne by the FOUNDATION, and except as specifically set forth in this AGREEMENT, the State of Montana, BOR, the Montana University System and the UNIVERSITY shall have no obligation, financial or otherwise, to those architects, engineers, contract managers, contractors, workmen, suppliers or any person or firm involved with the FOUNDATION's efforts relative to the Stadium Improvement Projects.

1.2.4 The FOUNDATION will lease those portions of the Premises that are necessary to complete each improvement project from the UNIVERSITY commencing on the date of the written authorization to proceed issued by the Project Committee and continuing until the conveyance, transfer and contribution of the improvements to the UNIVERSITY. The terms of each lease shall incorporate by reference the terms of this AGREEMENT

1.2.5 Upon completion of each improvement project, the FOUNDATION shall convey, transfer and contribute the Stadium and all improvements thereto to the University free of any encumbrances;

1.3 University Responsibilities.

The UNIVERSITY shall provide assistance in the form of participation on the Project Building Committee. The Director, MSU Planning, Design or a Project Manager appointed by him will be the Owner's Representative and will be responsible for the following:

- a. recommending appointment of an Architect
- b. Overseeing the work of the Architect
- c. Managing a construction bid process
- d. Recommending the award of a construction project and
- e. Reviewing and recommending all related requests for payment.

SECTION II
Lease

2.1 Lease.

2.1.1 The UNIVERSITY leases only those portions of the Premises to the FOUNDATION as are necessary for the design and construction of each of the Stadium Improvement Projects and as are described in Addendum A attached hereto. Modifications to Addendum A subsequent to this AGREEMENT may be made upon the express agreement of both the FOUNDATION and the UNIVERSITY. Any such modification shall incorporate by reference the terms of this AGREEMENT. The FOUNDATION shall not assign or sublease the Premises to anyone, nor shall the FOUNDATION use or permit to be used the demised premises or any part thereof for any purpose or purposes other than the purpose or purposes for which the demised premises are hereby leased, except as authorized in this Agreement.

2.1.2 The FOUNDATION shall permit the UNIVERSITY and its authorized agents and employees to enter upon the demised premises at any and all times to inspect the premises or for any other purpose incidental to the UNIVERSITY's business.

2.1.3 The FOUNDATION will lease back the Premises to the UNIVERSITY as needed for public events including home football games and all other UNIVERSITY events and activities requiring the use of the Premises for the purpose of allowing the UNIVERSITY to maintain ownership, control and management during such events.

2.2 Covenant Not to Sue – Assignment of Rights to the University. The UNIVERSITY hereby covenants not to initiate any legal action or legal proceeding against the FOUNDATION, its officers, directors, agents and employees, because of faulty materials, equipment, installation or workmanship relating to the Stadium. The FOUNDATION shall assign to the UNIVERSITY all rights and claims it may have against all contractors, suppliers or any persons or firms involved with the improvement projects. The UNIVERSITY shall have the right to initiate any required legal action directly against construction contractors, suppliers or any person or firm by virtue of the assignment of such rights to the UNIVERSITY by the FOUNDATION. The assignment of rights shall be accomplished by the FOUNDATION in writing at the time of the acceptance of the completed improvement projects by the UNIVERSITY.

SECTION III
Funding

3.1 Funding and Financial Plan. The FOUNDATION has the primary responsibility for accepting and managing all Stadium Improvement Projects funds and contributions. The UNIVERSITY has agreed to cooperate fully with these FOUNDATION efforts. The Committee will develop and approve a project budget for all costs of the project. The parties agree that the Foundation must have sufficient funds identified to fully fund the entire project budget before any contract for construction will be awarded.

The UNIVERSITY has no financial obligation to the FOUNDATION, except to the extent the UNIVERSITY may lawfully pledge suite lease revenues for the Stadium Improvement Projects, pursuant to MCA Section 20-25-441 or otherwise; or unless the UNIVERSITY authorizes such a commitment by a future lawful action.

Sufficient accounts and records will be maintained by the FOUNDATION to enable the UNIVERSITY to ascertain that funds by the FOUNDATION were in fact expended for each Stadium Improvement Project.

SECTION IV **Pre-Construction Phase and Scheduling**

4.1 Plans and Specifications. The FOUNDATION shall employ architects as necessary to develop plans, specifications and drawings for the project. The FOUNDATION will submit copies of the plans, specifications and all other construction contract documents to the Committee for review and approval, and shall make those corrections required by the Committee. No construction shall commence without final approval of all plans, specifications and drawings by the Committee. Copies of the final plans, specifications and drawings shall be filed with the UNIVERSITY prior to the commencement of any construction.

4.2 Construction and Completion Schedules. The FOUNDATION will submit to the Committee an overall completion schedule for each Stadium Improvement Project. Such schedule will reflect necessary approvals by the Committee, including but not limited to approval of all architect and construction contracts and related documents. The following specific items must be presented to the Committee for approval:

- a. completion schedule;
- b. plans and specifications;

- c. construction contract and related documents, including certificates of insurance;
- d. estimated construction schedules and revised schedules, if any;
- e. authorization to commence construction; and
- f. project acceptance.

The overall goal for completion of the Stadium Improvement Projects is [Date] and interim completion date goals will be set on a project by project basis. The FOUNDATION will work diligently to meet this goal, but failure to do so shall not cause the FOUNDATION to incur any penalty or to be in default of this AGREEMENT.

4.3 Pre-construction Conference. After the Committee has accepted the financial plan submitted by the FOUNDATION and the project completion schedule, but prior to the start of construction, the Committee and the FOUNDATION shall arrange a pre-construction conference to include representatives of design and coordination firms or individuals designated in the previous paragraph and representative(s) of the principal construction firm(s) to be involved in the design, coordination and construction phases of the Stadium Improvement Projects. The FOUNDATION, through the FOUNDATION's Architect, will outline the responsibilities of these various entities during the progress of the Stadium Improvement Projects for the Committee's approval.

4.4 Equipment Samples, Materials Lists. The FOUNDATION shall submit to the Committee, in a timely sequence and before orders are placed for equipment and materials, a list of items of materials and equipment, and any contributions, including the name of the manufacturer, to be incorporated into the project for review and approval by the Committee.

Materials and equipment to be furnished and installed shall be manufactured, fabricated or constructed to meet all federal, state and local safety requirements and all applicable building codes of the State of Montana.

SECTION V **Construction Phase**

5.1 Permits and Compliance with Applicable Laws and University Regulations. The FOUNDATION shall be responsible for all required permits and inspections; the giving of all required notices; and payment of all applicable taxes and fees. The FOUNDATION and all

employees, contractors, subcontractors, materialmen, suppliers and their employees shall comply with all applicable laws, ordinances, lawful orders and rules, regulations of public authorities having proper jurisdiction, including those rules and regulations duly promulgated by the UNIVERSITY; all federal and Montana anti-discrimination laws; and all federal, state and local occupation safety and health standards bearing on the Stadium Improvement Projects and related improvements on the Premises. The FOUNDATION's obligations shall be satisfied by requiring compliance with each of the foregoing in its contract with each party performing services or providing material in the Stadium Improvement Projects and construction. As provided in MCA Section 20-25-442 the Stadium Improvement Projects are not subject to the requirements of MCA Title 18, Chapter 2 except that:

- a. the Department of Administration shall execute the provisions of MCA Sections 18-2-103(1)(a) and (1)(e);
- b. the provisions of Title 18, Chapter 2, Part 4 apply to all labor except donated labor; and
- c. such other provisions of law as may be required to protect the interests of the State of Montana shall also be applicable.

5.2 Protection of Work and Property and Builders Risk Insurance. The FOUNDATION shall continuously maintain or cause to be maintained adequate insurance protection of all the work on the Stadium Improvement Projects and shall protect the UNIVERSITY's property (including adjacent property) from injury or loss arising in connection with the project. The entire work of the Stadium Improvement Projects shall be at the sole risk of the FOUNDATION until Project Completion. Any loss or damage covered by insurance shall be promptly repaired, replaced or rebuilt by the FOUNDATION at its sole cost using insurance proceeds. The FOUNDATION shall secure fire, extended coverage and vandalism insurance or all risk insurance to cover the work during the course of the project naming the UNIVERSITY as an additional insured.

The FOUNDATION shall require its Architect and contractors to comply with all applicable provisions of federal, state and municipal safety laws and building codes to prevent accidents or injury to person on, about or adjacent to the premises where the work is being performed. The FOUNDATION shall further require its Architect and contractors to erect and properly maintain at all times, all necessary safeguards as required by the conditions and progress of the work.

The work shall be done in such a manner as will cause a minimum of interruption to surrounding persons, structures or uses. All arrangements to care for such interruptions shall be the FOUNDATION's responsibility, with UNIVERSITY assistance. All work shall be carried on with due regard for the safety of the public generally

5.3 Liability Insurance and Indemnification. The FOUNDATION shall obtain and cause its contractors and subcontractors to obtain workers' compensation, employer's liability, bodily injury liability, property damage liability and comprehensive automobile bodily injury, and property damage liability insurance in amounts satisfactory to the UNIVERSITY naming the UNIVERSITY as an additional insured.

5.4 Inspection. The UNIVERSITY will have full rights to inspect the Stadium Improvement Projects site during the project for compliance with approved construction documents and the requirements of this AGREEMENT.

5.5 Utilities During Construction. The UNIVERSITY will provide all water, gas, heat, light, power, telephone service, and other public utilities to be furnished to the Premises, and all other costs and expenses in connection with the use, operation and maintenance of the non-leased facilities on or adjacent to the Stadium Improvement Projects site. The Contractor will make the necessary connections. The FOUNDATION will furnish all other utilities required for completion of the project as part of the project cost.

The FOUNDATION shall make reasonable efforts to minimize disruption of the utility services of the UNIVERSITY and shall coordinate with the UNIVERSITY representatives prior to the time that any connections are made, or if it is necessary to disrupt a utility service, such disruptions shall be at times designated by the UNIVERSITY to minimize the effect of any such disruptions on the remainder of the campus. The FOUNDATION shall allow the UNIVERSITY maintenance access to utility service lines as required.

5.6 Project Completion. The UNIVERSITY shall inspect and accept the Stadium Improvement Projects (i) when completed according to approved construction documents, or (iii) other agreed upon Date. Prior to final acceptance of the Stadium Improvement Projects by the UNIVERSITY, the FOUNDATION shall deliver to the Stadium Improvement Projects a set of reproducible mylar record prints and electronic drawing files in the AutoCad format of drawings

showing significant changes made during the construction process, based on marked up prints, drawings and other data furnished by the Contractor to the FOUNDATION. The FOUNDATION shall also deliver two complete, bound sets of any operating manuals or instructions for any equipment installed as part of the project where such manuals and instructions are required or normally provided, upon completion of the project and prior to the termination of this AGREEMENT.

The FOUNDATION will not be required to provide any independent warranty for materials, equipment, installation, workmanship or other services undertaken as part of the construction of the Stadium Improvement Projects.

SECTION VI **Miscellaneous**

6.1 Right to Terminate AGREEMENT. If the FOUNDATION should persistently or repeatedly refuse or should fail, except in cases for which extension of time is provided, to supply enough contractors or subcontractors or material or labor, or persistently disregard laws, ordinances of the UNIVERSITY or otherwise be guilty of a substantial violation of any provision of this AGREEMENT, the UNIVERSITY may, without prejudice to any other right or remedy, and after giving the FOUNDATION and its surety, if any, seven (7) days written notice to cure the violation, terminate this AGREEMENT, and take possession of the premises and of all materials, tools and appliances thereon, and finish the work by whatever method the UNIVERSITY may deem expedient.

If this agreement is terminated, any remaining funds, fund pledges, pledges for materials, services, equipment and other “gifts-in-kind,” and any other financial assurances shall be transferred or otherwise made available to the UNIVERSITY to proceed with the project.

6.2 Audit Access. The FOUNDATION agrees to abide by the audit access provisions in Section 18-1-118, MCA.

6.3 Amendments. This AGREEMENT may be amended by mutual agreement in writing executed by the officials executing this AGREEMENT, or their successors, and appended hereto.

6.4 Notices. All notices given by either Party to the other hereunder shall be mailed by certified or registered mail, or personally delivered as follows:

TO THE UNIVERSITY:

Vice President for Administration & Finance
Montana State University
Bozeman, MT 59717

TO THE FOUNDATION

President & CEO
Montana State University Foundation
P.O. Box 172750
1501 South 11th Avenue
Bozeman, MT 59717-2750

6.5 Termination. This AGREEMENT shall terminate upon Project Completion unless earlier terminated pursuant to Paragraph 6.1

6.6 Indemnification. The Parties agree to fully indemnify, defend and hold harmless each other and each other's employees, officers, directors and agents from and against any claims, demands, damages, injuries, costs, expenses, losses, liabilities, causes of action, to the extent any such claims, demands, causes of action, etc. arise from the indemnifying Party's own negligent or other tortious acts or omissions, which arise out of the Stadium Improvement Projects covered by the terms of this AGREEMENT.

Nothing in this Section shall constitute a waiver of either Party's insurer's rights to seek indemnity, contribution or a tender of legal defense from the other Party or the other Party's insurer to the extent permissible by law.

MONTANA STATE UNIVERSITY FOUNDATION

By: _____
PRESIDENT & CEO

Attest:

SECRETARY, MSU FOUNDATION

MONTANA STATE UNIVERSITY

By: _____
PRESIDENT, MONTANA STATE UNIVERSITY

Attest:

Vice President for Administration and Finance

March 5-7, 2008

ITEM 138-1004-R0308

**Planning for Intercollegiate Athletic Building Projects;
The University of Montana - Missoula**

THAT:

Consistent with the provisions of MCA 20-25-302, the Board of Regents of the Montana University System authorizes The University of Montana to implement steps necessary to retain a consultant to provide preliminary planning for Intercollegiate Athletic Construction projects. This planning will not exceed \$75,000. Designated funds will wholly fund this work.

EXPLANATION:

The architectural firm selected will provide programming and schematic design solutions and estimates for the various proposed Intercollegiate Athletic building projects. Projects would include: (1) the design and plans for a new building in the area between the Adams Center and Recreation Center, which will house an academic center/computer lab, meeting rooms, and offices for intercollegiate athletics; (2) renovation of the current men's locker room in the basement of the Adams Center for the sports of football, men's basketball, and the Olympic sports; and (3) an indoor practice facility on the South Campus to be used by track and field, tennis, golf, and periodically football and soccer.

March 5-7, 2008

ITEM 138-2004-R0308

Authorization to Construct Ancillary Research Support Structures in Lewistown, Montana; Montana State University Bozeman

THAT:

Consistent with the provisions of MCA-18-2-102(2)(c), the Board of Regents of Higher Education authorizes MSU-Bozeman to construct Ancillary Research Support Structures on leased property at the Lewistown municipal airport to support grant-funded research being conducted by the Western Transportation Institute. This request is for a total of \$1,500,000.

EXPLANATION:

1. The Western Transportation Institute (WTI) conducts a variety of transportation and highway safety research projects. WTI has secured grants to fund "cold-region" research related to highway and transportation system safety and has leased a decommissioned section of the Lewistown municipal airport to conduct the research.
2. Initial structures are expected to include a snow making system and a support/storage building. These structures will either be removed in accordance with provisions of the lease at the end of the lease term or will revert to airport ownership.
3. This project will be funded with non-state, grant funding from the Federal Highway Safety Program.
4. This project requires the authorization of the Board of Regents and the consent of the Governor.

ITEM 138-2005-R0308

**Authorization to Execute, Modify and/or Terminate
Certain Debt Management Agreements; Montana State
University**

THAT:

The Board of Regents of the Montana University System adopts a resolution authorizing Montana State University and the Commissioner of Higher Education to execute International Swaps and Derivatives Association, Inc. ("ISDA") Master Agreements and related documentation pertaining to its variable rate debt instruments, and consents to changes in interest rate modes and provision of liquidity facilities with respect to Montana State University's outstanding variable rate debt.

EXPLANATION:

1. Montana State University currently employs debt management strategies that include interest rate swaps relative to its variable rate bonds; such agreements have each been separately approved by the Board of Regents.
2. MSU financial managers monitor the University's position with respect to its two variable rate bond series regularly, with the assistance of a financial advisor and bond underwriter.
3. Timing restrictions inherent in the Board of Regents' meeting schedule could result in lost opportunity for the University to obtain the most advantageous debt position for Montana State University and its affiliated campuses.
4. This action delegates to the University and the Commissioner of Higher Education the administrative authority to execute, terminate, amend, modify, supplement, and/or alter ISDA Master Agreements and related documentation; to change interest rate modes; and to enter into liquidity facilities (such as a bank letter of credit) with respect to the University's two variable rate bond series, when and as required, in order for the University to respond to, take advantage of, or benefit from interest rate fluctuations and other market conditions as they occur.
5. An ISDA Master Agreement is a standardized form that was developed to document the rights and obligations of parties to financial transactions such as interest rate

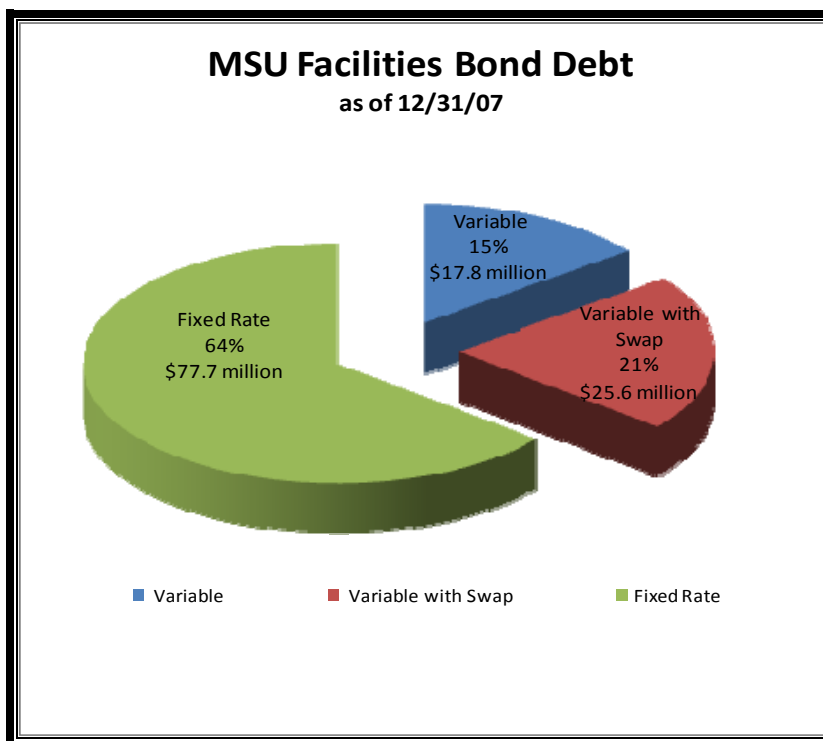
swaps. A bank letter of credit provides assurance to bondholders that the University will continue to make principal and interest payments when due.

6. There may be additional legal, auction agent, underwriter, banking, rating, and/or broker-dealer costs for making such changes. The Regents will be notified when such changes are in process, and new transactions will be reported at the following Board meeting. Additionally, appropriate notice will be given to specified parties as has been previously set forth in the University's bond indenture.
7. This authorization does not include the authority to issue additional debt or extend debt maturity dates. It does not affect underlying debt principal balances or their repayment terms, but rather the interest payments associated therewith.

ATTACHMENTS:

- A. Background Information Presentation
- B. Authorizing Resolution

MSU currently has outstanding \$121 million in facilities revenues bonds paid from housing system and other enterprise revenues and student fees (see table at end). MSU's current stand-alone bond ratings are A1/A+ by Moody's and Standard & Poor's. The make up of MSU's debt between fixed and variable rate is shown below:



The average interest rate on MSU's \$77.7 million of fixed rate debt is 4.45%. The average rate on the \$17.8 million of variable rate debt since its issuance in 2003 has been 2.33%. The swap rate on the 2005 issue of \$25.6 million is 4.02%.

At the time the Board of Regents (BOR) approved the first issuance of variable rate bonds in 2003, MSU and the Commissioner adopted an Interest Rate Management Plan. The plan set forth guidelines that MSU follows in using variable rate debt and interest rate swap strategies, and established a Variable Rate Debt Management Committee. The committee meets at least quarterly to review MSU's variable rate debt and interest rate swap performance, and to recommend any modifications. The committee members include the MSU Vice President for Administration & Finance, the OCHE Associate Commissioner for Fiscal Affairs, MSU's Bond Underwriter (Wachovia Securities), MSU's Financial Advisor (S.B. Clark, Inc.), and others within the University responsible for financial management.

The MSU Variable Rate Debt Management Committee has been meeting frequently over the past five months to monitor impacts of the subprime mortgage credit failures on the municipal bond and swap markets, and specifically the impacts on MSU's two variable rate issues. At this time, the MSU variable rate debt and swaps are generally performing as expected, but from time to time, opportunities in the markets arise that may further benefit MSU.

For example, the Federal Reserve has recently reduced interest rates, and there may be an opportunity in the near future to swap the 2003 issue to a synthetic fixed rate in the low 2% range, locking in the historic performance of the variable rate 2003 bonds. Opportunities such as this often must be acted upon more quickly than the Regents' bi-monthly meeting schedule will allow, to take advantage of short-term market fluctuations. As such, the University seeks advance approval to execute such agreements.

Montana State University Summary of Outstanding Debt

Series	Issue Date	Original Amount Issued	Amount Outstanding As of 12/31/07	Average Interest Rate	Call Features	Availability for Advance Refunding
A - 1993	11/9/93	24,911,720	10,123,861	5.02%	noncallable	n/a
E - 1998	6/1/98	8,255,000	315,000	4.40%	noncallable	n/a
G - 2003	10/15/03	18,760,000	17,830,000	Variable - has averaged 2.33%	on any date upon 30-days notice	n/a
H - 2004	10/26/04	23,665,000	23,230,000	4.51%	11/15/14 @ 100	yes
I - 2004	12/8/04	31,340,000	30,470,000	4.23%	11/15/14 @ 100	no
J - 2005	7/21/05	25,750,000	25,575,000	Variable swapped to fixed @ 4.02%	on any date upon 30-days notice - swap breakage applies	yes
K - 2006	8/17/06	13,705,000	13,550,000	4.41%	11/15/16 @ 100	no
Total		146,386,720	121,093,861			

ITEM 138-2005-R0308 - MONTANA STATE UNIVERSITY

RESOLUTION
RELATING TO CONSENT FOR CHANGES IN THE
INTEREST RATE MODE FOR, AND RELATING TO
APPROVALS, AMENDMENTS AND MODIFICATIONS
TO AND FOR ISDA MASTER AGREEMENTS AND
RELATED DOCUMENTS ENTERED INTO WITH RESPECT
TO, VARIOUS SERIES OF REVENUE BONDS
ISSUED FOR
MONTANA STATE UNIVERSITY

A RESOLUTION PROVIDING FOR AND RELATING TO CONSENT AND DIRECTION FOR CHANGES IN INTEREST RATE MODES AND PROVISION OF LIQUIDITY FACILITIES FOR CERTAIN OUTSTANDING REVENUE BONDS HERETOFORE ISSUED FOR MONTANA STATE UNIVERSITY, AND PROVIDING FOR APPROVAL AND AUTHORIZATION FOR AND RELATING TO THE NEGOTIATION, EXECUTION AND DELIVERY OF ISDA MASTER AGREEMENTS AND AMENDMENTS, ALTERATIONS, MODIFICATIONS AND SUPPLEMENTS THERETO AND TERMINATIONS THEREOF, FROM TIME TO TIME AS REQUIRED, AND AS ENTERED INTO BY THE BOARD AND MONTANA STATE UNIVERSITY WITH RESPECT TO VARIOUS SERIES OF REVENUE BONDS HERETOFORE ISSUED BY THE BOARD FOR THE UNIVERSITY; PROVIDING AUTHORIZATION AND APPROVAL FOR THE PREPARATION, EXECUTION AND DELIVERY OF SUCH OTHER DOCUMENTS AND CERTIFICATES AS MAY BE REQUIRED IN CONNECTION WITH THE EXECUTION, DELIVERY AND IMPLEMENTATION OF SUCH ISDA MASTER AGREEMENTS AND SUCH AMENDMENTS, ALTERATIONS, MODIFICATIONS AND SUPPLEMENTS THERETO, OR IN CONNECTION WITH ANY TERMINATION THEREOF, WITH RESPECT TO ANY SUCH SERIES OF REVENUE BONDS, AS AND WHEN DEEMED BY THE UNIVERSITY AND THE COMMISSIONER OF HIGHER EDUCATION TO BE IN THE BEST INTERESTS OF, AND FOR THE ECONOMIC BENEFIT OF, THE UNIVERSITY, AND AS MAY BE CONTEMPLATED BY AND PROVIDED FOR IN ISDA MASTER AGREEMENTS ENTERED INTO WITH RESPECT TO ANY SUCH SERIES OF BONDS; AND PROVIDING FOR AN IMMEDIATE EFFECTIVE DATE AND REPEALING ANY ACTIONS TAKEN BY THE BOARD AND THE UNIVERSITY INCONSISTENT THEREWITH.

WHEREAS, The Board of Regents of Higher Education for the State of Montana (the "Board") has been vested with the governance and control of, and has been granted full power, responsibility and authority to supervise, coordinate, manage and control, the Montana university system under Article X, Section 9 of the Constitution of the State of Montana, including, but not limited to, the power to issue, sell and deliver revenue bonds for the purpose of restructuring and/or refunding and defeasing bonds issued by the Board for institutions of higher education within the Montana University System and of financing the costs of acquisition, construction, renovation, improvement, furnishing and equipping of capital improvements, facilities and equipment for the use and benefit of institutions of higher education within the Montana University System, and to provide

authorization for the use and application of the proceeds of such revenue bonds and certain funds and monies of the institutions for such purposes; and

WHEREAS, in the exercise of its constitutional powers, the Board has, by various actions taken by the Board, heretofore made provision for and directed an administrative merger of various units of the Montana University System, whereby Montana State University–Bozeman, in Bozeman, Montana, Montana State University-Billings, in Billings, Montana, Montana State University-Northern, in Havre, Montana, and MSU College of Technology-Great Falls in Great Falls, Montana, were designated to become and have in fact become a multi-campus university named Montana State University (herein referred to as “Montana State University” or the “University”), all in the manner and becoming effective as directed by the Board; and

WHEREAS, in connection with the issuance of certain revenue bonds for Montana State University and heretofore issued for the University on November 9, 1993, the Board made provision for and approved and executed a Master Indenture of Trust (herein, together with the supplemental indentures thereto, the “Master Indenture” or “Indenture”) for the University, pursuant to which certain revenues of the student housing system and auxiliary and other facilities and certain student and other fees and income of the various institutions and campuses comprising the University are pledged for the payment of revenue bonds which have been issued and which may be issued from time to time under and pursuant to the Master Indenture on behalf of and for the benefit of the various institutions and campuses comprising the University, including the outstanding Series G 2003 Bonds (the “Series G 2003 Bonds”) and Series J 2005 Bonds (the “Series J 2005 Bonds”) heretofore initially issued by the Board for the University with multi-modal variable interest rate provisions in an Auction Rate Mode (such Series G 2003 Bonds and Series J 2005 Bonds being collectively referred to herein as the “Bonds”); and

WHEREAS, the University has had discussions with The University’s underwriter and financial advisor from time to time in connection with the making of changes in the interest rate modes and the provision of liquidity facilities for outstanding Series G 2003 Bonds and Series J 2005 Bonds, as heretofore authorized and provided for in the Indenture, and in connection with the undertaking of negotiations for and entering into ISDA Master Agreements with respect to the Series G 2003 Bonds and the Series J 2005 Bonds, and for and with respect to alterations, modifications, supplements and amendments or terminations to existing ISDA Master Agreements as heretofore entered into by the Board and the University and currently in effect with respect to outstanding Series J 2005 Bonds, in each instance, when deemed in the best interests of, and of economic benefit to, the University in conjunction with the University’s cash and debt management practices and programs and for other purposes, as further described in the agenda item and the attachments thereto which have been presented to the Board at this meeting; and

WHEREAS, pursuant to and in the exercise of its constitutional powers and in conformity therewith, and as the result of conditions which may prevail in the municipal bond and financial markets from time to time which require or would be of benefit to the Board and the University and which would result in prudent cash, credit and debt management practices and programs as implemented by and for the University, the Board has determined to provide for and to give its consent for changes in the interest rate mode for, and the provision of liquidity facilities for, the Series G 2003 Bonds and the Series J 2005 Bonds from time to time, and to provide for and to give its approval and authorization for the University and the Commissioner of Higher Education (the "Commissioner") to undertake, negotiate, enter into and provide for the execution and delivery of ISDA Master Agreements and related schedules, attachments and confirmations thereto in connection with such outstanding Bonds, and, further, to undertake, negotiate, enter into and provide for the execution and delivery of such alterations, modifications supplements, amendments and terminations with respect to ISDA Master Agreements and related schedules, attachments and confirmations thereto as so entered into by the Board and the University with respect to outstanding Bonds (such ISDA Master Agreements and related schedules, attachments and confirmations as entered into by the Board and the University in connection with outstanding Bonds issued by the Board for the University being referred to herein as "ISDA Master Agreements" or "ISDA Agreements") and to provide for the execution and delivery of such other documents as may be required for and to implement such changes in interest rate modes, such liquidity facilities and such ISDA Agreements from time to time, in each instance, when deemed by the University and the Commissioner to be in the best interests of, and of economic benefit to, the University.

NOW, THEREFORE, BE IT RESOLVED AND IT IS HEREBY RESOLVED BY THE BOARD OF REGENTS OF HIGHER EDUCATION FOR THE STATE OF MONTANA, AS FOLLOWS:

Section 1. Approval of Actions. All action (not inconsistent with the provisions of this Resolution) heretofore taken and now taken by the Board and the University and directed toward and providing for consents for changes in and to the interest rate modes, for provision of liquidity facilities and consents thereto, and for the authorizations and approvals with respect to ISDA Agreements which are described and provided for herein, and any and all actions heretofore and hereafter taken with respect thereto, be, and the same are hereby in all respects, ratified, approved and confirmed.

Section 2. Consent to Changes in Interest Rate Modes and to Provision of Liquidity Facilities. As heretofore set forth in and expressly provided for and authorized by the Indenture, the Board hereby directs and consents to such changes in the interest rate modes for, and to the provision of such liquidity facilities as shall be required for, the Series G 2003 Bonds and the Series J 2005

Bonds, and which the University and the Commissioner shall determine to be in the best interests of, and of economic benefit to the Board and the University from time to time.

Section 3. Authorization for ISDA Master Agreement, Indenture Supplements and Other Documents. The Board authorizes and approves the negotiation, preparation, execution and delivery of (a) such ISDA Master Agreements and all related schedules, attachments and confirmations thereto (and the forms of which have been previously before and approved by the Board in connection with the authorization for execution and delivery of ISDA Agreements for and with respect to the Series J 2005 Bonds heretofore issued by the Board for the University) which may be prepared, negotiated, executed and delivered with respect to outstanding Series G 2003 Bonds and Series J 2005 Bonds heretofore issued by the Board for the University, as undertaken by the University upon written notification to the Board and on such terms and containing such provisions as the University and the Commissioner shall deem to be in the best interests of, and of economic benefit to, the University, and (b) the Board further authorizes and approves the preparation, negotiation, execution and delivery of (i) such alterations, modifications, supplements and amendments for, and such terminations with respect to, such ISDA Master Agreements and the schedules, attachments and confirmations pertaining thereto as heretofore executed and delivered by the Board and/or the University and currently in effect or which are hereafter so executed and delivered by the Board and the University and (ii) such other documents, if any, as may be required to undertake and implement the provisions of such ISDA Agreements, and such schedules, attachments and confirmations and such alterations, modifications, supplements, amendments and terminations thereto and thereof, and the Board hereby delegates authority to the University and to the Commissioner to undertake and complete the preparation, negotiation, execution and delivery of such ISDA Agreements, such schedules, attachments and confirmations pertaining thereto, such alterations, modifications, supplements, amendments and terminations as are deemed advisable with respect to such ISDA Master Agreements and such other documents as are required to be delivered in connection therewith. Upon the determination by the University and the Commissioner that the execution and delivery thereof will be in the best interests of, and of economic benefit to, the University, the Board and the University shall enter into and execute and deliver such ISDA Agreements and related schedules, attachments and confirmations, such alterations, modifications, supplements, amendments, terminations and other documents in accordance with and as contemplated by the provisions thereof and as so authorized hereby and all with such terms and provisions therein as shall be consistent with the terms and provisions of this resolution and as the Chairman, Vice Chairman or Secretary of the Board, the University and Bond Counsel and Counsel to the Board shall approve, and the execution and/or delivery thereof by the Chairman, Vice Chairman and/or Secretary of the Board shall constitute conclusive evidence of the approval of the

form, terms and provisions of such ISDA Agreements and the schedules, attachments and confirmations pertaining thereto, of such alterations, modifications, supplements, amendments and terminations with respect to such ISDA Agreements and of such other documents and of the execution thereof for and on behalf of the Board. The Chairman, Vice Chairman and Secretary of the Board are each hereby further authorized and directed to execute and deliver such ISDA Agreements and related schedules, attachments and confirmations, any such alterations, modifications, supplements, amendments and terminations with respect to ISDA Agreements and such other documents required to be delivered in connection therewith for and on behalf of the Board and for the benefit of and on behalf of the University.

Section 4. Authorization for Further Action. The members and officers of the Board and the University shall take all action in conformity with the Constitution and law of the State of Montana and this resolution which shall be necessary or reasonably required for such changes in the interest rate modes for, and the provision of such liquidity facilities as may be required for, the outstanding Series G 2003 Bonds and Series J 2005 Bonds, and which shall be necessary or reasonably required for and by the parties to each ISDA Master Agreement and all schedules, attachments, confirmations, alterations, modifications, supplements, amendments and terminations thereto and thereof to effectuate their respective provisions, and shall take all other action necessary or desirable, and in conformity with the Constitution and law of the State of Montana and this resolution, for such changes in the interest rate modes, for such liquidity facilities and for said ISDA Master Agreements, including without limitation, the execution and delivery of all related documents, and all closing documents, certificates and opinions authorized or required to be delivered in connection therewith, including with the execution and delivery of such ISDA Master Agreements and such schedules, attachments, confirmations, alterations, modifications, supplements, amendments and terminations thereto and thereof, as and which shall be deemed by the University and the Commissioner to be in the in the best interests of, and of economic benefit to, the University from time to time.

Section 5. Resolution Irrepealable. This resolution shall be and shall remain irrepealable for so long as Series G 2003 Bonds and Series J 2005 Bonds shall be and remain outstanding under the Indenture, and for so long as any one or more ISDA Master Agreements shall remain in full force and effect and for so long as the obligations of the parties to one ore more of such ISDA Agreements shall remain in full force and effect in accordance with the express provisions thereof and of the schedules, attachments and confirmations pertaining thereto.

Section 6. Severability. If any section, paragraph, clause or provision of this resolution shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such

section, paragraph, clause or provision shall not affect any of the remaining provisions of this resolution.

Section 7. Repealer. All bylaws, orders and resolutions of the Board, or parts thereof, inconsistent herewith are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order or resolution or part thereof.

Section 8. Effective Date. This resolution shall be in full force and effect upon its passage, adoption and approval.

PASSED, ADOPTED AND APPROVED THIS 6th day of March, 2008.

**THE BOARD OF REGENTS OF HIGHER
EDUCATION for the State of Montana**

(SEAL)

By _____
Chairman

ATTEST:

Secretary

At a regular meeting of The Board of Regents of Higher Education for the State of Montana, held on this 6th day of March, 2008, the foregoing resolution was moved for adoption, the same was put to a vote, and on roll call, the following vote was recorded:

Those Voting Aye:

Those Abstaining:

Those Voting Nay:

Those Absent:

Not less than a majority of The Board of Regents of Higher Education present having voted in favor of the motion, the presiding officer declared the motion carried and the resolution duly passed and adopted.

Thereupon, The Board of Regents of Higher Education considered other matters not concerning the items, subjects, changes in interest rate modes, liquidity facilities and the ISDA Master Agreements described in the foregoing resolution.

The Vice President for Research and Creative Activities directs the use of F&A funding. Anticipated F&A revenues, when compared with existing commitments, are sufficient to service the debt.

6. This project requires the authorization of the Board of Regents and the consent of the Governor.

ATTACHMENTS:

- A. Item 129-2005-R1105
- B. Intercap Loan Application
- C. Historical and Projected F&A Revenues and Expenses

November 16-18, 2005

ITEM 129-2005-R1105

**Authorization to Renovate Portions of Cooley Lab;
Montana State University-Bozeman**

THAT:

Consistent with the provisions of MCA 18-2-102 2(c), the Board of Regents of Higher Education authorizes MSU to renovate portions of Cooley Lab to provide modern laboratory facilities to support research grant functions. The estimated cost for this project is \$5,000,000.

EXPLANATION:

1. Cooley Lab was constructed in 1960 and has had no major renovation work over the years. The building houses labs primarily assigned to the Microbiology Dept.
2. The Microbiology Dept has received a grant from NIH to be used to renovate existing laboratories in Cooley Lab. Upgrading the laboratories will allow the faculty to conduct productive research at the highest level and also increase the ability to attract and retain the highest quality faculty and students.
3. The integration of the instructional and research environments greatly enhances the academic experience for all students.
4. This project will be financed with \$4,000,000 in NIH grant funds and \$1,000,000 in non-state Facilities and Administrative (F&A) funds recovered from externally funded grants and contracts.

This project requires the authorization of the Board of Regents and the consent of the Governor.

Board of Regents Policy: Physical Plant B Section 1003.7

This Authority request is for an amount greater than \$150,000, which requires the following additional information:

(a) Project Description:

This project encompasses renovation of the basement, and several upper floors (approx 13,500 gross square feet) to house microbiology research laboratories, lab support spaces and offices.

(b) Cost Estimate and Funding Sources:

X	Estimated Cost	
X	Design/Construction Admin	\$440,000
X	Construction	\$4,160,000
X	<u>Contingency</u>	<u>\$400,000</u>
X	Total Estimate	\$5,000,000

X Funding Source: This project will be financed with \$4,000,000 in NIH grant funds and \$1,000,000 in non-state Facilities and Administrative (F&A) funds recovered from externally funded grants and contracts.

(c) Program served, enrollment data, projected enrollment:

The occupants of the proposed facility will consist primarily of microbiology research programs; however the integration of the research and teaching enterprise is crucial to the success of MSU's undergraduate and graduate programs. Involvement in undergraduate research has been critical to the success of all of our Goldwater scholarship winners in the sciences. There are approximately 58 microbiology undergraduate majors, 50 medical lab sciences undergraduate majors, 10 environmental health undergraduate majors, and 9 biotechnology undergraduate majors, and over 25 graduate students. Students from all levels assist with funded research and interact closely with faculty conducting research. Grant and contract expenditures by the Microbiology Department were in excess of \$3 million, not including the INBRE expenditures of \$16.6 million distributed over 5 years. Cooley Lab includes space for genomics research and bioinformatics research and training, both of which are INBRE-supported, multi-user, multi-department activities.

(d) Space Utilization Data:

The ~13,500 gross SF renovation will include 76% assignable space, with ~90% of the assignable space consisting of lab and support spaces and ~10% offices.

(e) Projected use for available residual space:

All of the space anticipated to be renovated by this project is currently occupied and no residual space is expected.

(f) Projected O&M Costs and proposed funding sources:

The space to be renovated currently houses laboratory uses and the historic O&M costs are not expected to be significantly impacted by this project since the building is not being expanded; however, if marginal increases occur, they will be funded with non-state Facilities and Administrative (F&A) funds recovered from externally funded grants and contracts.

**PROJECTS THAT HAVE BEEN REJECTED BY THE LEGISLATURE
ARE NOT ELIGIBLE TO BE FUNDED THROUGH INTERCAP.**

**STATE OF MONTANA BOARD OF INVESTMENTS
INTERCAP PROGRAM**

APPLICATION FOR BOARD OF REGENTS INSTITUTIONS ONLY

Please print or type and return completed application to:

Commissioner of Higher Education
Office of Fiscal Affairs
46 N. Last Chance Gulch
P.O.Box 203101
Helena, MT 59620-3101
Telephone: (406) 444-6570

1. Applicant Information Summary

- A. Applicant Name Montana State University
- B. Mailing Address Vice President of Research Office; 207 Montana Hall
Bozeman, Montana 59717-2460
- C. Officer Preparing Application Leslie Schmidt Title Assistant Vice President of Research
Phone # (406) 994-2381 Fax # (406) 994-7951 E-Mail lschmidt@montana.edu
- D. Federal Employer Identification Number 81-6010045

2. Project Information

- A. Project Description* Renovation of Cooley Lab (two floors)

*Please give specific details, e.g. type of vehicles, equipment, improvements, construction, etc. If more than one project, please indicate each separately.

B. Funding Sources:	Amount	
<u>University Portion</u>	\$	125,000
<u>Other Funding Sources (federal grant)</u>	\$	4,000,000
<u>INTERCAP Portion</u>	\$	4,000,000
Total Project Cost	\$	8,125,000

- C. Requested Loan Amount \$ 4,000,000
- D. Requested Loan Term: 10 Years
- E. INTERCAP loan funding date Approximately December 2008

3. Source of Repayment of Loan - What source(s) of revenue will the University pledge toward this debt

<u>(check one)</u>	Revenue Source	Amount	<u>Type of Revenue Pledge</u>
	<u>Facilities & Administrative Indirect Cost Recoveries</u>	<u>\$4,000,000*</u>	Surplus Net Revenue Pledge <input type="checkbox"/>
	* Plus interest expenses		Direct Pledge <input checked="" type="checkbox"/>
	TOTAL	<u>\$ 4,000,000*</u>	

ITEM 138-2007-R0308: attachment B

Page 2

Please include any additional information that would clarify or enhance the financial circumstances of the applicant or better describe the source of repayment of the loan. Attach separate sheets if necessary.

The university has received federal funding in the amount of \$4,000,000 for this project. Additionally, \$125,000 has been committed from our Facilities Services from maintenance funds. The balance of \$4,000,000 (plus interest) will be repaid from revenues from recovered facilities and administrative (F&A) costs. Please see attachments.

AUTHORIZATION

1. Required supplemental information to accompany the application is as follows:

Building alteration/addition/repair projects over \$150,000

Copy of governor's letter of consent to project, in accordance to 18-1-102 Montana Code Annotated Loans over \$500,000

Copy of governor's consent letter as stated above (if applicable)

Copy of Board of Regents - Agenda Item approving project and authorization to secure loan through INTERCAP. Please include vote results.

2. By initialing each item, the preparer of this Application on behalf of the Applicant hereby certifies the following:

TJM
initials

that all of the information contained herein is true, accurate and complete as of the date hereof.

TJM
initials

that this project has not been previously rejected by the Legislature.

TJM
initials

that the Source of repayment is a pledge of net income from revenue-producing facilities, student fees and other income in furtherance of its general control and supervision of the Montana University System, pursuant to Title 20, Chapter 25, Parts 3 and 4, Montana Code Annotated, as amended; provided, however, that the State is not to be obligated on such indebtedness and no State funds except those specified are to be obligated unless specifically directed by the Legislature, as provided in Section 20-25-405, Montana Code Annotated, as amended.

Dated this 10th day of January, 2008

By: Dr. Tom McCoy

Its: Vice President for Research, Creativity and
Technology Transfer Board or
Investments/Commissioner of Higher Education

-----Office Use Only-----

Application Received by Regents: _____

App. Received by

BOI: _____

Date Approved by BOI:

Date of Regents Preliminary Approval: _____

Executive

By: _____

Bond Program

Director: _____

Title: _____

Officer: _____

Expiration of

Application: _____

BOI Forwarded Approval Application to Commissioner's Office: _____

Commissioner's Office Notifies BOI of Loan Date: _____

BOI Forwarded Loan Closing Documents to Commissioner's Office: _____

Loan Funds Disbursed by BOI to Commissioner's Office: _____

MSU account to record the loan payments:

Index No. _____ 436001

Fund No. _____ 436001

Historical Federal Indirect Cost Recoveries (Facility and Administrative Costs (F&A))

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Total Grants and Contracts Revenue <i>(excluding Student Aid)</i>	51,940,456	49,741,406	61,031,150	61,023,157	66,030,298	82,353,323	88,686,133	98,754,201	103,048,866	102,116,317
Federal Grants and Contracts Revenue <i>(excluding Student Aid)</i>	35,670,299	33,065,540	42,103,982	44,769,228	49,279,563	67,369,357	74,595,562	86,039,089	89,904,864	88,901,630
% Federal of Total	69%	66%	69%	73%	75%	82%	84%	87%	87%	87%
Total Facilities & Administrative (F&A)										
Revenue <i>(excluding Student Aid)</i>	6,881,762	7,433,859	8,748,153	9,511,545	10,396,602	12,931,128	13,460,430	15,440,705	16,350,939	16,219,076
F&A Revenue Derived from Federal Contracts	4,726,394	4,942,029	6,035,149	6,978,081	7,759,165	10,578,344	11,321,819	13,507,723	14,266,194	14,120,328
% Federal of Total	69%	66%	69%	73%	75%	82%	84%	87%	87%	87%
Distributions of Recovered F&A:										
Return to Colleges/Dept. Heads/PI's						6,287,905	6,598,000	6,340,522	7,793,691	6,464,240
Faculty Startup Packages from VPR						1,449,730	957,000	1,478,152	867,927	1,270,718
Fiscal and Operational Infrastructure:										
Research/Sponsored Programs						2,664,150	3,542,064	3,930,273	2,518,041	2,503,410
Institutional						453,750	453,750	742,623	1,479,094	1,969,566
Student/Faculty Research Support						-	-	-	538,671	597,448
Debt Serv/Leases/O&M/Renovations						1,036,182	1,107,682	2,220,054	2,801,087	3,102,182
Grant Matching						1,039,411	801,934	729,081	352,428	311,512
Total distributions						12,931,128	13,460,430	15,440,705	16,350,939	16,219,076
Revenue Less Distributions						-	-	-	-	-

* F&A revenue allocation is at the discretion University President and the Vice President of Research (VP)

Projected Indirect Cost Recoveries (Facility and Administrative Costs (F&A))

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Grants and Contracts Revenue <i>(excluding Student Aid)</i>	91,904,685	82,714,216	80,000,000	80,000,000	82,000,000	85,000,000	87,000,000	87,000,000	90,000,000	90,000,000
Federal Grants and Contracts Revenue <i>(excluding Student Aid)</i>	78,118,982	70,307,084	68,000,000	68,000,000	69,700,000	72,250,000	73,950,000	73,950,000	76,500,000	76,500,000
% Federal of Total	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%
Total Facilities & Administrative (F&A) Revenue <i>(excluding Student Aid)</i>	15,200,000	14,200,000	14,000,000	14,500,000	15,000,000	15,300,000	15,500,000	15,500,000	15,800,000	15,800,000
F&A Revenue Derived from Federal Contracts	12,920,000	12,070,000	11,900,000	12,325,000	12,750,000	13,005,000	13,175,000	13,175,000	13,430,000	13,430,000
% Federal of Total	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%
Commitments of Recovered F&A:										
Return to Colleges/Dept. Heads/PI's	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000
Faculty Startup Packages from VPR	800,000	800,000	800,000	800,000	800,000	800,000	800,000	800,000	800,000	800,000
Fiscal and Operational Infrastructure:										
Research/Sponsored Programs	2,500,000	2,500,000	2,600,000	2,600,000	2,700,000	2,700,000	2,800,000	2,800,000	2,900,000	2,900,000
Institutional	3,832,528	3,500,000	3,400,000	3,400,000	3,500,000	3,650,000	3,750,000	3,750,000	3,800,000	3,800,000
Student/Faculty Research Support	-	-	-	-	-	-	-	-	-	-
Debt Serv/Leases/O&M/Renovations	3,133,795	3,564,953	3,816,533	3,864,877	3,863,715	4,065,115	4,064,865	4,117,828	4,214,499	4,266,971
Grant Matching	-	-	-	-	-	-	-	-	-	-
Total commitments	13,266,323	13,364,953	13,616,533	13,664,877	13,863,715	14,215,115	14,414,865	14,467,828	14,714,499	14,766,971
Projected Revenue Less Commitments	1,933,677	835,047	383,467	835,123	1,136,285	1,084,885	1,085,135	1,032,172	1,085,501	1,033,029

* F&A revenue allocation is at the discretion University President and the Vice President of Research (VP)



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

MEMORANDUM

TO: The Board of Regents

FROM: Frieda Houser
Director of Budget and Accounting

DATE: January 31, 2008

RE: Montana University System – Athletic Reports

Enclosed are the FY07 Montana University System (MUS) reports related to intercollegiate athletics. The following summaries are included:

- Intercollegiate athletics revenue and expenditures by sport,
- Intercollegiate athletics revenue and expenditures by campus,
- MSU-Bozeman Rodeo Report
- Athletics financial aid expenditures, by campus,
- Student athlete information, including participation and graduation rates, and
- Big Sky Conference expense comparison.

FISCAL YEAR 2007 SUMMARY

The MSU-Bozeman rodeo report is presented separately because it is not a National Collegiate Athletic Association (NCAA) sport and not part of the athletic department. The MSU athletic department publishes reports and is audited on the sports participating in the NCAA and to ensure consistency of amounts reported, rodeo is not included in the summary financial totals reported below. Rodeo information is included in this report because it receives state support and it is included in the athletics financial aid expenditures and student athlete information. In FY 2007, Bozeman's rodeo program reported a small operating loss.

The collective financial resources committed for athletics in the MUS is significant: \$38.2 million in revenue and \$36.2 million in expenditures for a one-year non-cumulative operating surplus for fiscal year 2007 of approximately \$1.9 million. The fiscal year 2006 surplus was approximately \$1.5 million.

Individual campus financial operating results reported were mixed with MSU-Northern & UM-Western reporting small operating losses. MSU-Bozeman reported an operating loss for fiscal year 2007 of (\$175,048). MSU-Bozeman expected FY 2007 to be at or near break-even due to the historical Cat-Griz year variances in ticket revenue. Several staff changes in athletics contributed to the operating loss. The remaining three campuses reported operating surpluses from all sources.

Of the \$38.2 million in total revenue, \$15.7 million, or 41 percent, came from direct institutional support, including state appropriated funds for fee waivers and current operations of the athletics department,

transfers or allocations made in support of athletics. The second largest revenue source was from contributions, which accounted for \$5.8 million in revenue or 15 percent of total revenue. Other significant revenue sources include ticket sales and student fees which collectively added \$8.3 million, or almost 22 percent to total revenue.

On the expenditure side, Coaching and support staff salaries and benefits was the largest expense with \$10.2 million of the \$36.2 million in expenditures, approximately 28 percent of total expenditures. Athletics Student Aid was second with \$9.3 million, about 26 percent of total expenditures. Other significant expenditures included team travel and direct facilities, maintenance, and rental, which collectively required about \$6.1 million, or 17 percent of total expenditures.

Football recorded the most revenue (\$13.2 million) and required the most resources (\$10.7 million) in fiscal year 2007, yielding an operating surplus of nearly \$2.6 million system wide. UM Missoula's football program reported approximately \$2.5 million operating surplus. Men's and Women's Basketball were other significant sports, together costing about \$7.0 million and yielding an operating deficit in fiscal year 2007 of almost \$584,000. All Other Sports, as a group, also reported an operating deficit of \$1.3 million on the system level in fiscal year 2007.

External Revenue and Expenditures – The \$2.1 million of Total Revenues over Total Expenses at the University of Montana is largely driven by external funds that are not controlled by the University. These external funds include contributions made to the University of Montana Foundation and Scholarship Association that are restricted for specific athletic program purposes, such as scholarships.

STUDENT ATHLETES

Nearly 1,500 athletes participated in 14 different intercollegiate sports in 2006-07. Male athletes represented 65 percent of the athletes and 56 percent of the athletes were Montana residents.

MSU-Billings, MSU-Northern and UM-Missoula reported that overall graduation rates of student athletes exceeded overall graduation rates of the general student population. The overall grade point average of student athletes exceeds that of the overall general student population for MSU-Bozeman, MSU-Billings and UM-Missoula,

BIG SKY CONFERENCE COMPARISON

The Equity of Athletics Disclosure Act (EADA) requires the Secretary of Education to collect information to provide Congress a report on financial and statistical information on men's and women's collegiate sports. The expenditures in the Big Sky Conference Comparison report are from the EADA report for Y07. The report lists amounts spent by sport for teams in the Big Sky Conference.

Ln	Item	MSU BOZEMAN	MSU BILLINGS	MSU NORTHERN	UM MISSOULA	MT TECH OF UM	UM WESTERN	TOTAL FY2007	TOTAL FY2006	Percent change FY 06-07
REVENUE										
1	Ticket Sales	\$ 1,397,691	\$ 45,125	\$ 50,099	\$ 4,124,658	\$ 21,880	\$ 13,124	\$ 5,652,577	\$ 5,317,620	6%
2	Student Fees	\$ 1,284,708	\$ 316,702	\$ 82,448	\$ 796,844	\$ 123,378	\$ 56,206	\$ 2,660,287	\$ 2,596,530	2%
3	Guarantees	\$ 385,215	\$ 22,798	\$ 18,500	\$ 717,030	\$ 52,019	\$ 18,500	\$ 1,214,062	\$ 837,530	45%
4	Contributions (Sch. 1)	\$ 1,442,082	\$ 292,108	\$ 246,561	\$ 3,557,684	\$ 163,597	\$ 74,266	\$ 5,776,298	\$ 1,832,399	215%
5	Third-Party Support	\$ -	\$ -	\$ -	\$ 399,097	\$ -	\$ -	\$ 399,097	\$ -	100%
6	Direct State or Other Government Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 871,735	-100%
7	Direct Institutional Support (Sch. 2)	\$ 5,768,032	\$ 2,001,949	\$ 1,511,793	\$ 4,267,430	\$ 1,168,966	\$ 968,524	\$ 15,686,694	\$ 13,621,569	15%
8	Indirect Facilities and Administrative Support	\$ 143,171	\$ -	\$ -	\$ 971,262	\$ -	\$ -	\$ 1,114,433	\$ 1,117,635	0%
9	NCAA/Conference Distributions Including All Tournament Revenues	\$ 669,087	\$ 28,664	\$ -	\$ 896,667	\$ -	\$ -	\$ 1,594,418	\$ 1,263,635	26%
10	Broadcast Television, Radio and Internet Rights	\$ 19,915	\$ -	\$ -	\$ 17,500	\$ -	\$ -	\$ 37,415	\$ 30,424	23%
11	Program Sales, Concessions, Novelty Sales and Parking	\$ 77,858	\$ 17,729	\$ -	\$ 303,085	\$ -	\$ 13,557	\$ 412,229	\$ 321,134	28%
12	Royalties, Advertisements and Sponsorships	\$ 948,224	\$ 164,000	\$ -	\$ 665,635	\$ -	\$ -	\$ 1,777,859	\$ 1,845,075	-4%
13	Sports-Camp Revenues	\$ 297,887	\$ 64,806	\$ 33,151	\$ 1,225	\$ 70,813	\$ 57,919	\$ 525,801	\$ 585,307	-10%
14	Endowment and Investment Income	\$ 63,767	\$ 26,590	\$ -	\$ 464,790	\$ -	\$ -	\$ 555,147	\$ 5,637	9749%
15	Other	\$ 345,873	\$ 18,671	\$ -	\$ 291,990	\$ -	\$ -	\$ 656,534	\$ 533,990	23%
16	Total Institutional Revenue	\$ 12,843,510	\$ 2,999,141	\$ 1,942,552	\$ 17,474,898	\$ 1,600,653	\$ 1,202,095	\$ 38,062,850	\$ 30,780,221	24%
16a		\$ -	\$ 15,368	\$ -	\$ -	\$ 79,452	\$ 110,762	\$ 205,582	\$ 3,789,303	-95%
16b	TOTAL REVENUE	\$ 12,843,510	\$ 3,014,509	\$ 1,942,552	\$ 17,474,898	\$ 1,680,105	\$ 1,312,857	\$ 38,268,432	\$ 34,569,524	11%
EXPENSES										
17	Athletics Student Aid	\$ 3,464,201	\$ 897,962	\$ 893,227	\$ 2,939,177	\$ 599,925	\$ 489,334	\$ 9,283,826	\$ 8,500,864	9%
18	Guarantees	\$ 119,343	\$ 29,230	\$ 17,750	\$ 331,732	\$ 25,146	\$ -	\$ 523,201	\$ 459,535	14%
19	Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities	\$ 2,051,555	\$ 651,533	\$ 286,217	\$ 1,931,586	\$ 315,479	\$ 265,217	\$ 5,501,588	\$ 5,282,865	4%
20	Coaching Other Compensation and Benefits Paid by a Third Party	\$ -	\$ -	\$ -	\$ 337,897	\$ -	\$ -	\$ 337,897	\$ -	100%
21	Support Staff/Administrative Salaries, Benefits, and Bonuses Paid by the University and Related Entities	\$ 1,592,639	\$ 402,866	\$ 222,655	\$ 1,974,097	\$ 78,681	\$ 62,961	\$ 4,333,900	\$ 3,793,397	
22	Support Staff/Administrative Other Compensation and Benefits Paid by a Third Party	\$ -	\$ -	\$ -	\$ 61,200	\$ -	\$ -	\$ 61,200	\$ -	100%
23	Severance Payments	\$ 260,701	\$ -	\$ -	\$ 36,717	\$ -	\$ -	\$ 297,418	\$ 132,719	124%
24	Recruiting	\$ 359,887	\$ 14,604	\$ 10,185	\$ 207,942	\$ 15,080	\$ 5,986	\$ 613,685	\$ 563,977	9%
25	Team Travel	\$ 1,187,372	\$ 507,863	\$ 237,380	\$ 1,062,792	\$ 123,451	\$ 185,346	\$ 3,304,204	\$ 2,859,805	16%
26	Equipment, Uniforms and Supplies	\$ 403,455	\$ 73,617	\$ 128,857	\$ 512,972	\$ 109,116	\$ 81,157	\$ 1,309,175	\$ 718,728	82%
27	Game Expenses	\$ 288,465	\$ 44,331	\$ 21,436	\$ 1,299,787	\$ 39,385	\$ 35,780	\$ 1,729,184	\$ 1,331,832	30%
28	Fund Raising, Marketing and Promotion	\$ 429,244	\$ 142,985	\$ 17,502	\$ 401,660	\$ -	\$ 1,379	\$ 992,770	\$ 794,890	25%
29	Sports Camp Expenses	\$ 222,444	\$ -	\$ 33,212	\$ 16,549	\$ 69,617	\$ 29,531	\$ 371,353	\$ 289,324	28%
30	Direct Facilities, Maintenance, and Rental	\$ 854,265	\$ 20,557	\$ 21,701	\$ 1,893,572	\$ 2,948	\$ 6,030	\$ 2,799,073	\$ 3,145,149	-11%
31	Spirit Groups	\$ 48,006	\$ 12,341	\$ -	\$ 56,081	\$ -	\$ -	\$ 116,428	\$ 132,521	-12%
32	Indirect Facilities and Administrative Support	\$ 143,171	\$ -	\$ -	\$ 971,262	\$ -	\$ 1,493	\$ 1,115,926	\$ 1,123,271	-1%
33	Medical Expenses and Medical Insurance	\$ 219,101	\$ 39,842	\$ 30,241	\$ 234,065	\$ 59,052	\$ 10,460	\$ 592,762	\$ 604,402	-2%
34	Memberships and Dues	\$ 56,659	\$ 56,900	\$ 7,376	\$ 44,696	\$ 670	\$ 10,677	\$ 176,977	\$ 138,344	28%
35	Other Operating Expenses	\$ 1,318,050	\$ 102,237	\$ 18,669	\$ 1,009,172	\$ 61,389	\$ 21,581	\$ 2,531,098	\$ 1,538,286	65%
36	Total Institutional Operating Expenses	\$ 13,018,558	\$ 2,996,869	\$ 1,946,407	\$ 15,322,956	\$ 1,499,939	\$ 1,206,933	\$ 35,991,662	\$ 31,409,909	15%
36a	Total External Operating Expenses (Sch 3)	\$ -	\$ 15,368	\$ -	\$ -	\$ 172,248	\$ 110,761	\$ 298,377	\$ 1,675,594	-82%
36b	TOTAL EXPENSES	\$ 13,018,558	\$ 3,012,237	\$ 1,946,407	\$ 15,322,956	\$ 1,672,187	\$ 1,317,694	\$ 36,290,040	\$ 33,085,503	10%
EXCESS (DEFICIENCY) OF INSTITUTIONAL REVENUES OVER INSTITUTIONAL EXPENSES										
		\$ (175,048)	\$ 2,273	\$ (3,855)	\$ 2,151,942	\$ 100,714	\$ (4,838)	\$ 2,071,188	\$ (629,689)	428%
EXCESS (DEFICIENCY) OF TOTAL REVENUES OVER TOTAL EXPENSES										
		\$ (175,048)	\$ 2,273	\$ (3,855)	\$ 2,151,942	\$ 7,918	\$ (4,837)	\$ 1,978,392	\$ 1,484,020	33%

Ln	Item	FOOTBALL	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON-PROGRAM SPECIFIC	TOTAL FY2007	BUDGETED FY2008
REVENUE								
1	Ticket Sales	\$ 4,469,036	\$ 641,332	\$ 384,608	\$ 42,719	\$ 114,882	\$ 5,652,577	\$ 5,946,455
2	Student Fees	\$ 614,882	\$ 217,445	\$ 196,870	\$ 713,978	\$ 917,112	\$ 2,660,287	\$ 2,732,915
3	Guarantees	\$ 955,000	\$ 198,534	\$ 40,000	\$ 20,528	\$ -	\$ 1,214,062	\$ 817,500
4	Contributions (Sch. 1)	\$ 1,898,338	\$ 334,479	\$ 289,511	\$ 650,599	\$ 2,603,373	\$ 5,776,299	\$ 5,486,817
5	Third-Party Support	\$ 133,347	\$ 75,400	\$ 100,800	\$ 35,150	\$ 54,400	\$ 399,097	\$ 400,000
6	Direct State or Other Government Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7	Direct Institutional Support (Sch. 2)	\$ 3,462,508	\$ 1,624,499	\$ 1,375,431	\$ 4,274,854	\$ 4,949,401	\$ 15,686,694	\$ 14,846,067
8	Indirect Facilities and Administrative Support	\$ -	\$ -	\$ -	\$ -	\$ 1,114,433	\$ 1,114,433	\$ 1,118,171
9	NCAA/Conference Distributions Including All Tournament Revenues	\$ 777,701	\$ 236,540	\$ 92,576	\$ 237,692	\$ 249,910	\$ 1,594,418	\$ 730,947
10	Broadcast Television, Radio and Internet Rights	\$ 17,500	\$ -	\$ -	\$ -	\$ 19,915	\$ 37,415	\$ 17,500
11	Program Sales, Concessions, Novelty Sales and Parking	\$ 212,738	\$ 41,696	\$ 31,086	\$ 6,518	\$ 120,190	\$ 412,229	\$ 335,960
12	Royalties, Advertisements and Sponsorships	\$ 259,174	\$ 148,860	\$ 92,081	\$ 66,313	\$ 1,211,430	\$ 1,777,859	\$ 2,533,250
13	Sports-Camp Revenues	\$ 162,878	\$ 75,974	\$ 60,460	\$ 161,072	\$ 65,417	\$ 525,801	\$ 539,927
14	Endowment and Investment Income	\$ 128,775	\$ 20,832	\$ 27,246	\$ 60,120	\$ 318,174	\$ 555,147	\$ 420,000
15	Other	\$ 160,322	\$ 29,035	\$ 22,902	\$ 27,428	\$ 416,847	\$ 656,534	\$ 510,466
16	Total Institutional Revenue	\$ 13,252,199	\$ 3,644,626	\$ 2,713,571	\$ 6,296,970	\$ 12,155,484	\$ 38,062,852	\$ 36,435,975
16a	Total External Revenue (Sch 3)	\$ 77,396	\$ 24,809	\$ 18,648	\$ 58,073	\$ 26,656	\$ 205,582	\$ 207,719
16b	TOTAL REVENUE FY 2007	\$ 13,329,595	\$ 3,669,435	\$ 2,732,219	\$ 6,355,043	\$ 12,182,140	\$ 38,268,433	\$ 36,643,694
TOTAL REVENUE FY 2006		\$ 10,578,714	\$ 3,417,545	\$ 2,334,181	\$ 6,111,502	\$ 12,127,581	\$ 34,569,524	
Percent change FY 06-07		26%	7%	17%	4%	0%	11%	
EXPENSES								
17	Athletics Student Aid	\$ 3,124,857	\$ 1,056,029	\$ 853,390	\$ 3,833,507	\$ 416,043	\$ 9,283,826	\$ 9,481,729
18	Guarantees	\$ 388,253	\$ 52,359	\$ 54,450	\$ 8,361	\$ 19,778	\$ 523,201	\$ 561,533
19	Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities	\$ 1,769,976	\$ 959,866	\$ 873,472	\$ 1,772,791	\$ 125,483	\$ 5,501,588	\$ 5,970,933
20	Coaching Other Compensation and Benefits Paid by a Third Party	\$ 128,847	\$ 73,600	\$ 100,300	\$ 35,150	\$ -	\$ 337,897	\$ 338,000
21	Support Staff/Administrative Salaries, Benefits, and Bonuses Paid by the University and Related Entities	\$ 187,928	\$ 38,853	\$ 36,681	\$ 13,643	\$ 4,056,795	\$ 4,333,900	\$ 4,343,912
22	Support Staff/Administrative Other Compensation and Benefits Paid by a Third Party	\$ 4,500	\$ 1,800	\$ 500	\$ -	\$ 54,400	\$ 61,200	\$ 62,000
23	Severance Payments	\$ 66,402	\$ 185,156	\$ -	\$ 14,262	\$ 31,598	\$ 297,418	\$ 154,043
24	Recruiting	\$ 215,505	\$ 179,898	\$ 79,210	\$ 121,817	\$ 17,254	\$ 613,685	\$ 602,874
25	Team Travel	\$ 793,763	\$ 531,592	\$ 546,299	\$ 1,426,041	\$ 6,508	\$ 3,304,204	\$ 3,115,849
26	Equipment, Uniforms and Supplies	\$ 548,277	\$ 90,802	\$ 82,243	\$ 299,276	\$ 288,576	\$ 1,309,175	\$ 1,079,799
27	Game Expenses	\$ 840,911	\$ 305,817	\$ 333,958	\$ 135,470	\$ 113,027	\$ 1,729,184	\$ 1,281,311
28	Fund Raising, Marketing and Promotion	\$ 98,075	\$ 39,507	\$ 21,634	\$ 6,434	\$ 827,119	\$ 992,770	\$ 764,926
29	Sports Camp Expenses	\$ 139,927	\$ 59,128	\$ 42,131	\$ 100,635	\$ 29,531	\$ 371,353	\$ 250,917
30	Direct Facilities, Maintenance, and Rental	\$ 1,614,828	\$ 13,274	\$ 7,291	\$ 28,816	\$ 1,134,864	\$ 2,799,073	\$ 2,997,561
31	Spirit Groups	\$ 34,850	\$ 4,400	\$ 4,400	\$ -	\$ 72,778	\$ 116,428	\$ 115,362
32	Indirect Facilities and Administrative Support	\$ 1,493	\$ -	\$ -	\$ -	\$ 1,114,433	\$ 1,115,926	\$ 1,118,171
33	Medical Expenses and Medical Insurance	\$ 56,640	\$ 9,189	\$ 4,766	\$ 10,995	\$ 511,173	\$ 592,762	\$ 610,546
34	Memberships and Dues	\$ 5,621	\$ 3,290	\$ 1,537	\$ 20,861	\$ 145,669	\$ 176,977	\$ 145,533
35	Other Operating Expenses	\$ 612,669	\$ 179,974	\$ 108,540	\$ 192,843	\$ 1,437,072	\$ 2,531,098	\$ 2,843,473
36	Total Institutional Operating Expenses	\$ 10,633,323	\$ 3,784,535	\$ 3,150,803	\$ 8,020,902	\$ 10,402,100	\$ 35,991,662	\$ 35,838,472
36a	Total External Operating Expenses (Sch 3)	\$ 101,497	\$ 25,715	\$ 24,120	\$ 49,382	\$ 97,664	\$ 298,377	\$ 309,691
36b	TOTAL EXPENSES FY 2007	\$ 10,734,820	\$ 3,810,250	\$ 3,174,922	\$ 8,070,284	\$ 10,499,764	\$ 36,290,040	\$ 36,148,163
TOTAL EXPENSES FY 2006		\$ 9,412,759	\$ 3,823,430	\$ 2,843,081	\$ 7,700,986	\$ 9,305,247	\$ 33,085,503	
Percent change FY 06-07		14%	0%	12%	5%	13%	10%	
FY 2007 EXCESS (DEFICIENCY) OF INSTITUTIONAL REVENUES OVER INSTITUTIONAL EXPENSES		\$ 2,618,876	\$ (139,908)	\$ (437,231)	\$ (1,723,932)	\$ 1,753,384	\$ 2,071,189	\$ 597,503
FY 2007 EXCESS (DEFICIENCY) OF TOTAL REVENUES OVER TOTAL EXPENSES		\$ 2,594,776	\$ (140,814)	\$ (442,703)	\$ (1,715,241)	\$ 1,682,376	\$ 1,978,393	\$ 495,531

TOTAL OTHER SPORTS	MEN'S GOLF	MEN'S TENNIS	MEN'S TRACK	WOMEN'S GOLF	WOMEN'S TENNIS	WOMEN'S SOCCER	WOMEN'S TRACK	WOMEN'S VOLLEYBALL	ALL OTHERS
\$ 42,719	\$ 559	\$ -	\$ 2,932	\$ 559	\$ -	\$ 4,358	\$ 2,270	\$ 24,690	\$ 7,352
\$ 713,978	\$ 12,496	\$ 53,186	\$ 87,210	\$ 54,762	\$ 52,690	\$ 15,152	\$ 135,274	\$ 150,970	\$ 152,238
\$ 20,528	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30	\$ 3,200	\$ 17,298
\$ 650,599	\$ 5,144	\$ 36,961	\$ 76,403	\$ 65,897	\$ 35,197	\$ 40,984	\$ 108,759	\$ 92,871	\$ 188,383
\$ 35,150	\$ -	\$ 7,750	\$ 1,675	\$ 8,600	\$ -	\$ 12,850	\$ 1,675	\$ 2,600	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 4,274,854	\$ 87,858	\$ 311,306	\$ 285,692	\$ 230,016	\$ 263,897	\$ 408,794	\$ 397,536	\$ 1,014,467	\$ 1,275,288
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 237,692	\$ 675	\$ 38,771	\$ 29,916	\$ 13,692	\$ 27,319	\$ -	\$ 60,972	\$ 37,405	\$ 28,942
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 6,518	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 60	\$ -	\$ 2,668	\$ 3,790
\$ 66,313	\$ -	\$ 1,326	\$ 7,356	\$ -	\$ 921	\$ 7,269	\$ 8,962	\$ 35,681	\$ 4,800
\$ 161,072	\$ -	\$ 27,427	\$ 11,000	\$ -	\$ 27,529	\$ 29,668	\$ 9,775	\$ 46,009	\$ 9,664
\$ 60,120	\$ -	\$ 3,700	\$ 7,783	\$ -	\$ 4,000	\$ 1,890	\$ 7,558	\$ 2,000	\$ 33,188
\$ 27,428	\$ -	\$ 76	\$ 1,251	\$ 10,055	\$ -	\$ 922	\$ 1,002	\$ 1,737	\$ 12,386
\$ 6,296,970	\$ 106,731	\$ 480,504	\$ 511,219	\$ 383,580	\$ 411,552	\$ 521,946	\$ 733,813	\$ 1,414,297	\$ 1,733,329
\$ 58,073	\$ 2,185	\$ 32	\$ -	\$ 1,990	\$ 36	\$ 3,116	\$ -	\$ 9,063	\$ 41,651
\$ 6,355,043	\$ 108,916	\$ 480,536	\$ 511,219	\$ 385,570	\$ 411,588	\$ 525,062	\$ 733,813	\$ 1,423,360	\$ 1,774,980
\$ 6,111,502	\$ 95,172	\$ 375,244	\$ 532,989	\$ 372,426	\$ 416,672	\$ 553,058	\$ 689,335	\$ 1,416,125	\$ 1,660,481
4%	14%	28%	-4%	4%	-1%	-5%	6%	1%	7%
\$ 3,833,507	\$ 55,452	\$ 277,529	\$ 368,845	\$ 266,227	\$ 336,245	\$ 315,715	\$ 531,910	\$ 807,489	\$ 874,095
\$ 8,361	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ 500	\$ 6,611	\$ 750
\$ 1,772,791	\$ 9,342	\$ 117,343	\$ 165,720	\$ 97,687	\$ 92,362	\$ 205,070	\$ 170,863	\$ 493,115	\$ 421,290
\$ 35,150	\$ -	\$ 7,750	\$ 1,675	\$ 8,600	\$ -	\$ 12,850	\$ 1,675	\$ 2,600	\$ -
\$ 13,643	\$ -	\$ -	\$ 157	\$ -	\$ -	\$ 870	\$ 174	\$ 7,636	\$ 4,807
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 14,262	\$ -	\$ -	\$ 3,209	\$ -	\$ -	\$ -	\$ 3,209	\$ 7,845	\$ -
\$ 121,817	\$ -	\$ 3,212	\$ 16,001	\$ 1,361	\$ 3,362	\$ 24,719	\$ 21,472	\$ 46,337	\$ 5,354
\$ 1,426,041	\$ 30,546	\$ 87,401	\$ 137,683	\$ 143,359	\$ 100,075	\$ 144,243	\$ 122,879	\$ 301,833	\$ 358,024
\$ 299,276	\$ 4,856	\$ 12,546	\$ 33,681	\$ 30,803	\$ 11,161	\$ 59,028	\$ 32,867	\$ 51,708	\$ 62,627
\$ 135,470	\$ 167	\$ 4,016	\$ 7,895	\$ 893	\$ 1,780	\$ 27,203	\$ 8,239	\$ 61,778	\$ 23,501
\$ 6,434	\$ -	\$ 340	\$ 316	\$ 70	\$ 340	\$ 2,801	\$ 473	\$ 1,743	\$ 351
\$ 100,635	\$ -	\$ 25,306	\$ 6,520	\$ -	\$ 25,306	\$ -	\$ 6,510	\$ 32,660	\$ 4,333
\$ 28,816	\$ -	\$ 1,790	\$ 5,491	\$ 46	\$ 1,999	\$ 6,080	\$ 6,985	\$ 695	\$ 5,730
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 10,995	\$ 2,187	\$ 179	\$ 52	\$ 2,187	\$ -	\$ 79	\$ 704	\$ 5,429	\$ 178
\$ 20,861	\$ 2,500	\$ 305	\$ 716	\$ 6,318	\$ 610	\$ 446	\$ 694	\$ 2,562	\$ 6,710
\$ 192,843	\$ 612	\$ 7,506	\$ 23,092	\$ 36,332	\$ 5,050	\$ 21,498	\$ 25,194	\$ 45,173	\$ 28,385
\$ 8,020,902	\$ 105,663	\$ 545,222	\$ 771,551	\$ 593,883	\$ 578,289	\$ 820,600	\$ 934,347	\$ 1,875,213	\$ 1,796,134
\$ 49,382	\$ 376	\$ 32	\$ -	\$ 181	\$ 36	\$ 3,116	\$ -	\$ 3,990	\$ 41,651
\$ 8,070,284	\$ 106,039	\$ 545,254	\$ 771,551	\$ 594,064	\$ 578,325	\$ 823,716	\$ 934,347	\$ 1,879,203	\$ 1,837,785
\$ 7,700,986	\$ 94,195	\$ 508,415	\$ 760,945	\$ 565,413	\$ 544,050	\$ 861,936	\$ 889,631	\$ 1,772,703	\$ 1,703,699
5%	13%	7%	1%	5%	6%	-4%	5%	6%	8%
\$ (1,723,932)	\$ 1,068	\$ (64,718)	\$ (260,332)	\$ (210,303)	\$ (166,737)	\$ (298,654)	\$ (200,534)	\$ (460,916)	\$ (62,805)
\$ (1,715,241)	\$ 2,877	\$ (64,718)	\$ (260,332)	\$ (208,494)	\$ (166,737)	\$ (298,654)	\$ (200,534)	\$ (455,843)	\$ (62,805)

Ln	Item	FOOTBALL	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON-PROGRAM SPECIFIC	TOTAL FY2007	BUDGETED FY2008	TOTAL OTHER SPORTS	MEN'S TENNIS
REVENUE										
1	Ticket Sales	\$ 1,027,603	\$ 199,500	\$ 36,058	\$ 20,296	\$ 114,234	\$ 1,397,691	\$ 1,607,271	\$ 20,296	
2	Student Fees	\$ 508,500	\$ 106,309	\$ 115,227	\$ 554,672		\$ 1,284,708	\$ 1,330,939	\$ 554,672	\$ 52,721
3	Guarantees	\$ 275,000	\$ 93,515	\$ 15,000	\$ 1,700		\$ 385,215	\$ 656,000	\$ 1,700	
4	Contributions (Sch. 1)	\$ 522,491	\$ 115,130	\$ 151,484	\$ 358,006	\$ 294,971	\$ 1,442,082	\$ 1,151,349	\$ 358,006	\$ 31,515
5	Third-Party Support				\$ -		\$ -	\$ -	\$ -	
6	Direct State or Other Government Support				\$ -		\$ -	\$ -	\$ -	
7	Direct Institutional Support (Sch. 2)	\$ 1,067,119	\$ 333,140	\$ 222,674	\$ 1,022,058	\$ 3,123,041	\$ 5,768,032	\$ 5,679,212	\$ 1,022,058	\$ 105,832
8	Indirect Facilities and Administrative Support				\$ -	\$ 143,171	\$ 143,171	\$ 143,171	\$ -	
9	NCAA/Conference Distributions Including All Tournament Revenues	\$ 227,660	\$ 64,755	\$ 48,296	\$ 226,895	\$ 101,481	\$ 669,087	\$ 508,552	\$ 226,895	\$ 38,771
10	Broadcast Television, Radio and Internet Rights				\$ -	\$ 19,915	\$ 19,915	\$ -	\$ -	
11	Program Sales, Concessions, Novelty Sales and Parking	\$ 36,301	\$ 13,065	\$ 3,500	\$ 2,433	\$ 22,559	\$ 77,858	\$ 85,603	\$ 2,433	
12	Royalties, Advertisements and Sponsorships	\$ 161,083	\$ 104,197	\$ 59,968	\$ 43,399	\$ 579,577	\$ 948,224	\$ 1,201,750	\$ 43,399	\$ 305
13	Sports-Camp Revenues	\$ 100,598	\$ 45,563	\$ 30,369	\$ 113,859	\$ 7,498	\$ 297,887	\$ 310,360	\$ 113,859	\$ 27,123
14	Endowment and Investment Income	\$ 15,698	\$ 1,000	\$ 7,171	\$ 24,273	\$ 15,625	\$ 63,767	\$ 20,000	\$ 24,273	\$ 3,700
15	Other	\$ 2,111	\$ 3,807	\$ 2,337	\$ 17,038	\$ 320,580	\$ 345,873	\$ 212,431	\$ 17,038	
16	Total Institutional Revenue	\$ 3,944,164	\$ 1,079,981	\$ 692,084	\$ 2,384,629	\$ 4,742,652	\$ 12,843,510	\$ 12,906,638	\$ 2,384,629	\$ 259,967
16a	Total External Revenue (Sch 3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
16b	TOTAL REVENUE	\$ 3,944,164	\$ 1,079,981	\$ 692,084	\$ 2,384,629	\$ 4,742,652	\$ 12,843,510	\$ 12,906,638	\$ 2,384,629	\$ 259,967
EXPENSES										
17	Athletics Student Aid	\$ 1,227,206	\$ 319,877	\$ 302,553	\$ 1,320,958	\$ 293,607	\$ 3,464,201	\$ 3,451,491	\$ 1,320,958	\$ 132,790
18	Guarantees	\$ 80,000	\$ 21,050	\$ 12,100	\$ 6,193		\$ 119,343	\$ 198,032	\$ 6,193	
19	Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities	\$ 732,610	\$ 306,801	\$ 277,299	\$ 609,362	\$ 125,483	\$ 2,051,555	\$ 2,261,772	\$ 609,362	\$ 39,443
20	Coaching Other Compensation and Benefits Paid by a Third Party				\$ -		\$ -	\$ -	\$ -	
21	Support Staff/Administrative Salaries, Benefits, and Bonuses Paid by the University and Related Entities	\$ 45,533		\$ 169	\$ 1,128	\$ 1,545,809	\$ 1,592,639	\$ 1,571,740	\$ 1,128	
22	Support Staff/Administrative Other Compensation and Benefits Paid by a Third Party				\$ -		\$ -	\$ -	\$ -	
23	Severance Payments	\$ 58,656	\$ 185,156		\$ 3,299	\$ 13,590	\$ 260,701	\$ 129,043	\$ 3,299	
24	Recruiting	\$ 140,328	\$ 100,678	\$ 48,191	\$ 53,626	\$ 17,064	\$ 359,887	\$ 379,402	\$ 53,626	\$ 1,984
25	Team Travel	\$ 347,333	\$ 164,194	\$ 212,197	\$ 463,648		\$ 1,187,372	\$ 1,160,317	\$ 463,648	\$ 43,804
26	Equipment, Uniforms and Supplies	\$ 248,546	\$ 10,888	\$ 12,160	\$ 92,541	\$ 39,320	\$ 403,455	\$ 212,118	\$ 92,541	\$ 6,431
27	Game Expenses	\$ 54,310	\$ 63,000	\$ 58,325	\$ 26,709	\$ 86,121	\$ 288,465	\$ 407,277	\$ 26,709	\$ 1,579
28	Fund Raising, Marketing and Promotion	\$ 238	\$ 90		\$ 1,622	\$ 427,294	\$ 429,244	\$ 89,761	\$ 1,622	\$ 340
29	Sports Camp Expenses	\$ 72,004	\$ 41,812	\$ 22,216	\$ 86,412		\$ 222,444	\$ 86,000	\$ 86,412	\$ 25,306
30	Direct Facilities, Maintenance, and Rental	\$ 531,364	\$ 8,708	\$ 2,015	\$ 12,327	\$ 299,851	\$ 854,265	\$ 938,451	\$ 12,327	
31	Spirit Groups				\$ -	\$ 48,006	\$ 48,006	\$ 50,000	\$ -	
32	Indirect Facilities and Administrative Support				\$ -	\$ 143,171	\$ 143,171	\$ 143,171	\$ -	
33	Medical Expenses and Medical Insurance	\$ 14,360		\$ 461	\$ -	\$ 204,280	\$ 219,101	\$ 219,920	\$ -	
34	Memberships and Dues	\$ 1,030	\$ 1,915	\$ 850	\$ 12,481	\$ 40,383	\$ 56,659	\$ 45,463	\$ 12,481	
35	Other Operating Expenses	\$ 347,428	\$ 91,400	\$ 54,991	\$ 117,276	\$ 706,955	\$ 1,318,050	\$ 1,516,899	\$ 117,276	\$ 5,220
36	Total Institutional Operating Expenses	\$ 3,900,946	\$ 1,315,569	\$ 1,003,527	\$ 2,807,582	\$ 3,990,934	\$ 13,018,558	\$ 12,860,857	\$ 2,807,582	\$ 256,897
37A	Total External Operating Expenses (Sch 3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
37B	TOTAL EXPENSES	\$ 3,900,946	\$ 1,315,569	\$ 1,003,527	\$ 2,807,582	\$ 3,990,934	\$ 13,018,558	\$ 12,860,857	\$ 2,807,582	\$ 256,897
EXCESS (DEFICIENCY) OF INSTITUTIONAL REVENUES OVER INSTITUTIONAL EXPENSES										
		\$ 43,218	\$ (235,588)	\$ (311,443)	\$ (422,953)	\$ 751,718	\$ (175,048)	\$ 45,781	\$ (422,953)	\$ 3,070
EXCESS (DEFICIENCY) OF TOTAL REVENUES OVER TOTAL EXPENSES										
		\$ 43,218	\$ (235,588)	\$ (311,443)	\$ (422,953)	\$ 751,718	\$ (175,048)	\$ 45,781	\$ (422,953)	\$ 3,070

MEN'S TRACK	MEN'S SKI	WOMEN'S GOLF	WOMEN'S TENNIS	WOMEN'S SKI	WOMEN'S TRACK	WOMEN'S VOLLEYBALL
\$ 2,932					\$ 2,270	\$ 15,094
\$ 87,210	\$ 37,331	\$ 42,776	\$ 51,221	\$ 53,589	\$ 135,274	\$ 94,550
						\$ 1,700
\$ 58,199	\$ 21,543	\$ 43,846	\$ 29,345	\$ 30,662	\$ 85,236	\$ 57,660
\$ 121,575	\$ 103,985	\$ 70,933	\$ 96,204	\$ 133,357	\$ 192,134	\$ 198,038
\$ 27,761	\$ 11,883	\$ 13,692	\$ 27,319	\$ 17,059	\$ 60,312	\$ 30,098
						\$ 2,433
\$ 5,257	\$ 400			\$ 400	\$ 6,076	\$ 30,961
\$ 9,775			\$ 27,123		\$ 9,775	\$ 40,063
\$ 4,100	\$ 4,319		\$ 4,000	\$ 2,279	\$ 3,875	\$ 2,000
\$ 1,176	\$ 1,717	\$ 10,055		\$ 3,188	\$ 902	
\$ 317,985	\$ 181,178	\$ 181,302	\$ 235,212	\$ 240,534	\$ 495,854	\$ 472,597
\$ -		\$ -	\$ -		\$ -	\$ -
\$ 317,985	\$ 181,178	\$ 181,302	\$ 235,212	\$ 240,534	\$ 495,854	\$ 472,597
\$ 173,560	\$ 110,642	\$ 105,419	\$ 133,416	\$ 148,679	\$ 269,543	\$ 246,909
						\$ 6,193
\$ 92,920	\$ 65,014	\$ 34,978	\$ 32,454	\$ 64,913	\$ 98,063	\$ 181,577
\$ 129					\$ 129	\$ 870
						\$ 3,299
\$ 12,295	\$ 144	\$ 453	\$ 403	\$ 849	\$ 16,211	\$ 21,287
\$ 72,895	\$ 21,895	\$ 60,383	\$ 46,091	\$ 41,255	\$ 76,891	\$ 100,434
\$ 21,766	\$ 4,664	\$ 12,413	\$ 5,242	\$ 8,663	\$ 23,224	\$ 10,138
\$ 1,827		\$ 300	\$ 1,064		\$ 2,060	\$ 19,879
\$ 316	\$ 70	\$ 70	\$ 340	\$ 130	\$ 356	
\$ 6,510			\$ 25,306		\$ 6,510	\$ 22,780
\$ 5,069					\$ 6,563	\$ 695
\$ 386	\$ 2,381	\$ 3,643	\$ 305	\$ 4,204	\$ 364	\$ 1,198
\$ 17,129	\$ 4,168	\$ 34,683	\$ 2,972	\$ 6,544	\$ 19,601	\$ 26,959
\$ 404,802	\$ 208,978	\$ 252,342	\$ 247,593	\$ 275,237	\$ 519,515	\$ 642,218
\$ -		\$ -	\$ -		\$ -	\$ -
\$ 404,802	\$ 208,978	\$ 252,342	\$ 247,593	\$ 275,237	\$ 519,515	\$ 642,218
\$ (86,817)	\$ (27,800)	\$ (71,040)	\$ (12,381)	\$ (34,703)	\$ (23,661)	\$ (169,621)
\$ (86,817)	\$ (27,800)	\$ (71,040)	\$ (12,381)	\$ (34,703)	\$ (23,661)	\$ (169,621)

Ln	Item	RODEO TOTAL FY2007	RODEO BUDGETED FY2008
REVENUE			
1	Ticket Sales	\$ 42,311	\$ 44,000
2	Student Fees	\$ -	\$ -
3	Guarantees	\$ -	\$ -
4	Contributions (Sch. 1)	\$ 95,795	\$ 78,000
5	Third-Party Support	\$ -	
6	Direct State or Other Government Support	\$ -	
7	Direct Institutional Support (Sch. 2)	\$ 214,720	\$ 218,546
8	Indirect Facilities and Administrative Support	\$ -	\$ -
9	NCAA/Conference Distributions Including All Tournament Revenues	\$ -	\$ -
10	Broadcast Television, Radio and Internet Rights	\$ -	\$ -
11	Program Sales, Concessions, Novelty Sales and Parking	\$ 550	\$ 3,500
12	Royalties, Advertisements and Sponsorships	\$ 58,652	\$ 56,000
13	Sports-Camp Revenues	\$ 3,175	\$ 3,500
14	Endowment and Investment Income	\$ 95	\$ -
15	Other		
16	Total Institutional Revenue	\$ 415,298	\$ 403,546
16a	Total External Revenue (Sch 3)	\$ -	\$ -
16b	TOTAL REVENUE	\$ 415,298	\$ 403,546
EXPENSES			
17	Rodeo Student Aid	\$ 177,681	\$174,023
18	Guarantees	\$ -	\$ -
19	Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities	\$ 102,368	\$ 107,679
20	Coaching Other Compensation and Benefits Paid by a Third Party	\$ -	\$ -
21	Support Staff/Administrative Salaries, Benefits, and Bonuses Paid by the University and Related Entities	\$ 8,471	\$ 6,864
22	Support Staff/Administrative Other Compensation and Benefits Paid by a Third Party	\$ -	\$ -
23	Severance Payments	\$ -	\$ -
24	Recruiting	\$ 2,656	\$ 3,000
25	Team Travel	\$ 33,562	\$ 30,000
26	Equipment, Uniforms and Supplies	\$ 34,666	\$ 30,000
27	Game Expenses	\$ 33,342	\$ 30,000
28	Fund Raising, Marketing and Promotion	\$ 4,954	\$ 4,500
29	Sports Camp Expenses	\$ 1,450	\$ 1,000
30	Direct Facilities, Maintenance, and Rental	\$ 593	\$ 500
31	Spirit Groups	\$ -	
32	Indirect Facilities and Administrative Support	\$ 160	\$ 150
33	Medical Expenses and Medical Insurance	\$ -	
34	Memberships and Dues	\$ 200	\$ 200
35	Other Operating Expenses	\$ 18,588	\$ 15,629
35	Total Institutional Operating Expenses	\$ 418,692	\$ 403,546
35A	Total External Operating Expenses (Sch 3)	\$ -	\$ -
35B	TOTAL EXPENSES	\$ 418,692	\$ 403,546
EXCESS (DEFICIENCY) OF INSTITUTIONAL REVENUES OVER INSTITUTIONAL EXPENSES		\$ (3,394)	\$ -
EXCESS (DEFICIENCY) OF TOTAL REVENUES OVER TOTAL EXPENSES		\$ (3,394)	\$ -

Note: MSU-Bozeman Rodeo is presented separately because it is not part of the athletics department because it is not an NCAA sport.

Ln	Item	FOOTBALL	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON-PROGRAM SPECIFIC	TOTAL FY2007	BUDGETED FY2008	TOTAL OTHER SPORTS	MEN'S TENNIS
REVENUE										
1	Ticket Sales		\$ 24,346	\$ 11,341	\$ 8,843	\$ 595	\$ 45,125	\$ 60,000	\$ 8,843	
2	Student Fees		74,499	50,877	98,696	92,631	\$ 316,702	\$ 346,036	\$ 98,696	465
3	Guarantees		-	5,500	17,298		\$ 22,798	\$ 5,500	\$ 17,298	
4	Contributions (Sch. 1)		33,722	16,244	87,620	154,522	\$ 292,108	\$ 322,665	\$ 87,620	2,366
5	Third-Party Support				-		\$ -		\$ -	
6	Direct State or Other Government Support				-		\$ -		\$ -	
7	Direct Institutional Support (Sch. 2)		267,741	244,093	1,149,809	340,306	\$ 2,001,949	\$ 1,876,566	\$ 1,149,809	70,010
8	Indirect Facilities and Administrative Support				-		\$ -		\$ -	
9	NCAA/Conference Distributions Including All Tournament Revenues			6,826	7,982	13,856	\$ 28,664	\$ 29,395	\$ 7,982	
10	Broadcast Television, Radio and Internet Rights				-		\$ -		\$ -	
11	Program Sales, Concessions, Novelty Sales and Parking		3,352	3,037	3,790	7,550	\$ 17,729	\$ 15,000	\$ 3,790	
12	Royalties, Advertisements and Sponsorships		23,000	6,000	6,500	128,500	\$ 164,000	\$ 581,500	\$ 6,500	
13	Sports-Camp Revenues		16,737	9,290	38,779		\$ 64,806	\$ 60,000	\$ 38,779	304
14	Endowment and Investment Income				26,590		\$ 26,590		\$ 26,590	
15	Other				9,332	9,339	\$ 18,671		\$ 9,332	76
16	Total Institutional Revenue		\$ 443,397	\$ 353,207	\$ 1,455,238	\$ 747,298	\$ 2,999,141	\$ 3,296,662	\$ 1,455,238	\$ 73,222
16a	Total External Revenue (Sch 3)		\$ 2,844	\$ 2,049	\$ 4,094	\$ 6,381	\$ 15,368	\$ 16,000	\$ 4,094	\$ 32
16b	TOTAL REVENUE		\$ 446,241	\$ 355,256	\$ 1,459,332	\$ 753,679	\$ 3,014,509	\$ 3,312,662	\$ 1,459,330	\$ 73,254
EXPENSES										
17	Athletics Student Aid		\$ 166,590	\$ 112,535	\$ 618,837	\$ -	\$ 897,962	\$ 1,036,228	\$ 618,837	\$ 43,096
18	Guarantees		4,141	4,561	750	19,778	\$ 29,230	\$ 2,000	\$ 750	
19	Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities		169,478	123,182	358,873		\$ 651,533	\$ 772,967	\$ 358,873	17,739
20	Coaching Other Compensation and Benefits Paid by a Third Party				-		\$ -		\$ -	
21	Support Staff/Administrative Salaries, Benefits, and Bonuses Paid by the University and Related Entities		4,460	2,893	4,087	391,425	\$ 402,866	\$ 438,205	\$ 4,087	-
22	Support Staff/Administrative Other Compensation and Benefits Paid by a Third Party				-		\$ -		\$ -	
23	Severance Payments				-		\$ -		\$ -	
24	Recruiting		10,717	44	3,844		\$ 14,604	\$ 11,500	\$ 3,844	-
25	Team Travel		55,010	92,783	360,069		\$ 507,863	\$ 381,000	\$ 360,069	11,682
26	Equipment, Uniforms and Supplies		9,110	4,426	59,211	870	\$ 73,617	\$ 69,500	\$ 59,211	490
27	Game Expenses		10,174	8,122	21,292	4,743	\$ 44,331	\$ 79,200	\$ 21,292	-
28	Fund Raising, Marketing and Promotion				-	142,985	\$ 142,985	\$ 206,665	\$ -	
29	Sports Camp Expenses				-		\$ -		\$ -	
30	Direct Facilities, Maintenance, and Rental		82	-	-	20,475	\$ 20,557	\$ 34,000	\$ -	-
31	Spirit Groups				-	12,341	\$ 12,341	\$ 5,362	\$ -	
32	Indirect Facilities and Administrative Support				-		\$ -		\$ -	
33	Medical Expenses and Medical Insurance		964	574	138	38,167	\$ 39,842	\$ 29,000	\$ 138	-
34	Memberships and Dues				5,000	51,900	\$ 56,900	\$ 25,900	\$ 5,000	
35	Other Operating Expenses		12,670	4,087	23,136	62,344	\$ 102,237	\$ 205,000	\$ 23,136	216
36	Total Institutional Operating Expenses		\$ 443,397	\$ 353,207	\$ 1,455,238	\$ 745,027	\$ 2,996,871	\$ 3,296,527	\$ 1,455,238	\$ 73,222
36a	Total External Operating Expenses (Sch 3)		\$ 2,844	\$ 2,049	\$ 4,094	\$ 6,381	\$ 15,368	\$ 16,000	\$ 4,094	\$ 32
36b	TOTAL EXPENSES		\$ 446,241	\$ 355,256	\$ 1,459,332	\$ 751,408	\$ 3,012,239	\$ 3,312,527	\$ 1,459,332	\$ 73,254
EXCESS (DEFICIENCY) OF INSTITUTIONAL REVENUES OVER INSTITUTIONAL EXPENSES			\$ -	\$ -	\$ -	\$ 2,271	\$ 2,271	\$ 135	\$ -	\$ -
EXCESS (DEFICIENCY) OF TOTAL REVENUES OVER TOTAL EXPENSES			\$ -	\$ -	\$ -	\$ 2,271	\$ 2,271	\$ 135	\$ -	\$ -

MEN'S SOCCER	MEN'S CROSS COUNTRY	MEN'S GOLF	MEN'S BASEBALL	WOMEN'S GOLF	WOMEN'S TENNIS	WOMEN'S SOCCER	WOMEN'S CROSS COUNTRY	WOMEN'S SOFTBALL	WOMEN'S VOLLEYBALL
			\$ 4,334			\$ 1,302		\$ 1,079	\$ 2,128
\$ 1,264	6,612	11,486	5,593	8,503	1,469	15,152	4,490	16,099	27,564
17,298									
10,317	856	4,627	20,035	3,338	3,077	20,234	6,738	13,109	2,923
-									
154,450	17,605	49,247	193,999	47,870	63,887	164,005	21,628	214,298	152,810
-									
		675							7,307
			735					3,055	
			2,000			2,500		2,000	
1,000			3,334		406	29,668		1,000	3,067
26,590									
			4,386			733		3,095	1,043
\$ 210,919	\$ 25,073	\$ 66,035	\$ 234,416	\$ 59,711	\$ 68,838	\$ 233,594	\$ 32,855	\$ 253,734	\$ 196,841
\$ 290	\$ 3	\$ 223	\$ 106	\$ 28	\$ 36	\$ 3,116	\$ 128	\$ 120	\$ 12
\$ 211,209	\$ 25,076	\$ 66,258	\$ 234,522	\$ 59,739	\$ 68,874	\$ 236,710	\$ 32,983	\$ 253,854	\$ 196,853
\$ 98,963	\$ 10,095	\$ 22,858	\$ 75,097	\$ 25,806	\$ 38,252	\$ 93,120	\$ 18,143	\$ 92,503	\$ 100,903
								750	
\$ 55,880	4,360	\$ 7,648	70,377	8,626	17,739	63,291	4,360	70,576	38,279
837	-	-	2,180	-	-	817	-	136	117
906	-	-	709	-	-	1,327	-	903	-
40,240	9,057	30,546	62,659	21,337	12,139	48,758	9,057	67,733	46,863
9,999	628	1,715	14,561	982	519	19,256	388	7,067	3,609
2,882	655	167	5,950	287	-	3,174	655	2,557	4,965
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	138
		2,500		2,500					
1,213	278	601	2,882	173	190	3,851	253	11,509	1,969
\$ 210,919	\$ 25,072	\$ 66,035	\$ 234,416	\$ 59,711	\$ 68,839	\$ 233,593	\$ 32,855	\$ 253,734	\$ 196,841
\$ 290	\$ 3	\$ 223	\$ 106	\$ 28	\$ 36	\$ 3,116	\$ 128	\$ 120	\$ 12
\$ 211,209	\$ 25,075	\$ 66,258	\$ 234,522	\$ 59,739	\$ 68,875	\$ 236,709	\$ 32,983	\$ 253,854	\$ 196,853
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Ln	Item	FOOTBALL	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON-PROGRAM SPECIFIC	TOTAL FY2007	BUDGETED FY2008	TOTAL OTHER SPORTS	MEN'S WRESTLING
REVENUE										
1	Ticket Sales	\$ 37,005	\$ 7,172	\$ 2,179	\$ 3,743	\$ -	\$ 50,099	\$ 40,700	\$ 3,743	\$ 1,939
2	Student Fees *1	\$ 47,819	\$ 6,596	\$ 6,596	\$ 21,436	\$ -	\$ 82,448	\$ 73,900	\$ 21,436	\$ 9,069
3	Guarantees	\$ -	\$ 18,000	\$ 500	\$ -	\$ -	\$ 18,500	\$ 4,000	\$ -	\$ -
4	Contributions (Sch. 1)	\$ 84,773	\$ 27,031	\$ 26,756	\$ 44,043	\$ 63,959	\$ 246,561	\$ 250,000	\$ 44,044	\$ 22,914
5	Third-Party Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6	Direct State or Other Government Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7	Direct Institutional Support (Sch. 2)	\$ 411,611	\$ 206,676	\$ 197,184	\$ 404,358	\$ 291,965	\$ 1,511,793	\$ 1,408,845	\$ 404,358	\$ 197,142
8	Indirect Facilities and Administrative Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9	NCAA/Conference Distributions Including All Tournament Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
10	Broadcast Television, Radio and Internet Rights	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11	Program Sales, Concessions, Novelty Sales and Parking	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12	Royalties, Advertisements and Sponsorships	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
13	Sports-Camp Revenues	\$ -	\$ 11,134	\$ 14,887	\$ 7,130	\$ -	\$ 33,151	\$ 41,500	\$ 7,130	\$ 4,330
14	Endowment and Investment Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
15	Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
16	Total Institutional Revenue	\$ 581,207	\$ 276,609	\$ 248,102	\$ 480,710	\$ 355,924	\$ 1,942,552	\$ 1,818,945	\$ 480,711	\$ 235,394
16a	Total External Revenue (Sch 3)									
16b	TOTAL REVENUE	\$ 581,207	\$ 276,609	\$ 248,102	\$ 480,710	\$ 355,924	\$ 1,942,552	\$ 1,818,945	\$ 480,711	\$ 235,394
EXPENSES										
17	Athletics Student Aid	\$ 324,295	\$ 113,841	\$ 110,742	\$ 281,115	\$ 63,234	\$ 893,227	\$ 756,000	\$ 281,115	\$ 139,329
18	Guarantees	\$ -	\$ 10,500	\$ 7,250	\$ -	\$ -	\$ 17,750	\$ 10,000	\$ -	\$ -
19	Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities	\$ 117,513	\$ 52,898	\$ 44,803	\$ 71,003	\$ -	\$ 286,217	\$ 322,936	\$ 71,003	\$ 31,309
20	Coaching Other Compensation and Benefits Paid by a Third Party	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
21	Support Staff/Administrative Salaries, Benefits, and Bonuses Paid by the University and Related Entities	\$ 11,914	\$ 10,901	\$ 10,862	\$ 6,295	\$ 182,683	\$ 222,655	\$ 158,575	\$ 6,295	\$ 1,654
22	Support Staff/Administrative Other Compensation and Benefits Paid by a Third Party	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
23	Severance Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
24	Recruiting	\$ 3,688	\$ 763	\$ 1,459	\$ 4,276	\$ -	\$ 10,185	\$ 18,000	\$ 4,276	\$ 1,661
25	Team Travel	\$ 61,416	\$ 55,639	\$ 36,640	\$ 83,685	\$ -	\$ 237,380	\$ 240,000	\$ 83,685	\$ 48,310
26	Equipment, Uniforms and Supplies	\$ 36,129	\$ 12,121	\$ 18,649	\$ 24,421	\$ 37,537	\$ 128,857	\$ 130,000	\$ 24,421	\$ 6,399
27	Game Expenses	\$ 6,425	\$ 6,270	\$ 6,600	\$ 2,141	\$ -	\$ 21,436	\$ 24,000	\$ 2,141	\$ 671
28	Fund Raising, Marketing and Promotion	\$ 973	\$ -	\$ 213	\$ 131	\$ 16,184	\$ 17,502	\$ 18,500	\$ 131	\$ 131
29	Sports Camp Expenses	\$ 525	\$ 13,974	\$ 13,184	\$ 5,529	\$ -	\$ 33,212	\$ 41,500	\$ 5,529	\$ 4,333
30	Direct Facilities, Maintenance, and Rental	\$ 9,663	\$ -	\$ 283	\$ 230	\$ 11,525	\$ 21,701	\$ 19,000	\$ 230	\$ 230
31	Spirit Groups	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
32	Indirect Facilities and Administrative Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
33	Medical Expenses and Medical Insurance	\$ -	\$ -	\$ -	\$ 178	\$ 30,063	\$ 30,241	\$ 45,000	\$ 178	\$ 178
34	Memberships and Dues	\$ 570	\$ 495	\$ 290	\$ 125	\$ 5,896	\$ 7,376	\$ 8,500	\$ 125	\$ 125
35	Other Operating Expenses	\$ 4,919	\$ 2,638	\$ 1,869	\$ 2,988	\$ 6,254	\$ 18,669	\$ 25,000	\$ 2,988	\$ 1,060
36	Total Institutional Operating Expenses	\$ 578,029	\$ 280,040	\$ 252,843	\$ 482,118	\$ 353,376	\$ 1,946,407	\$ 1,817,012	\$ 482,118	\$ 235,389
36a	Total External Operating Expenses (Sch 3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
36b	TOTAL EXPENSES	\$ 578,029	\$ 280,040	\$ 252,843	\$ 482,118	\$ 353,376	\$ 1,946,407	\$ 1,817,012	\$ 482,118	\$ 235,389
EXCESS (DEFICIENCY) OF INSTITUTIONAL REVENUES OVER INSTITUTIONAL EXPENSES										
		\$ 3,178	\$ (3,431)	\$ (4,741)	\$ (1,409)	\$ 2,548	\$ (3,855)	\$ 1,933	\$ (1,407)	\$ 5
EXCESS (DEFICIENCY) OF TOTAL REVENUES OVER TOTAL EXPENSES										
		\$ 3,178	\$ (3,431)	\$ (4,741)	\$ (1,409)	\$ 2,548	\$ (3,855)	\$ 1,933	\$ (1,407)	\$ 5

WOMEN'S VOLLEYBALL	WOMEN'S GOLF	RODEO
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\$ 1,804	\$ -	\$ -
\$ 5,772	\$ 2,473	\$ 4,122
\$ -	\$ -	\$ -
\$ 15,048	\$ 4,382	\$ 1,700
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
\$ 151,017	\$ 19,605	\$ 36,594
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
	\$ -	\$ -
\$ -	\$ -	\$ -
\$ 2,800	\$ -	\$ -
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
\$ 176,441	\$ 26,460	\$ 42,416
\$ 176,441	\$ 26,460	\$ 42,416

\$ 100,187	\$ 12,142	\$ 29,457
\$ -	\$ -	\$ -
\$ 28,305	\$ 2,712	\$ 8,678
\$ -	\$ -	\$ -
\$ 4,641	\$ -	\$ -
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
\$ 2,616	\$ -	\$ -
\$ 23,262	\$ 8,830	\$ 3,284
\$ 11,303	\$ 5,259	\$ 1,461
\$ 1,470	\$ -	\$ -
\$ -	\$ -	\$ -
\$ 1,196	\$ -	\$ -
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
\$ 1,854	\$ -	\$ 75
\$ 174,832	\$ 28,942	\$ 42,955
\$ -	\$ -	\$ -
\$ 174,832	\$ 28,942	\$ 42,955

\$ 1,609	\$ (2,482)	\$ (539)
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\$ 1,609	\$ (2,482)	\$ (539)
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Ln	Item	FOOTBALL	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON-PROGRAM SPECIFIC	TOTAL FY2007	BUDGETED FY2008	TOTAL OTHER SPORTS	MEN'S TENNIS
REVENUE										
1	Ticket Sales	\$ 3,384,223	\$ 403,343	\$ 328,887	\$ 8,153	\$ 53	\$ 4,124,658	\$ 4,204,184	\$ 8,153	\$ -
2	Student Fees	\$ -	\$ -	\$ -	\$ -	\$ 796,844	\$ 796,844	\$ 796,500	\$ -	\$ -
3	Guarantees	\$ 650,000	\$ 55,000	\$ 12,000	\$ 30	\$ -	\$ 717,030	\$ 90,000	\$ 30	\$ -
4	Contributions (Sch. 1)	\$ 1,223,916	\$ 139,674	\$ 82,341	\$ 89,343	\$ 2,022,410	\$ 3,557,684	\$ 3,500,000	\$ 89,343	\$ 3,080
5	Third-Party Support	\$ 133,347	\$ 75,400	\$ 100,800	\$ 35,150	\$ 54,400	\$ 399,097	\$ 400,000	\$ 35,150	\$ 7,750
6	Direct State or Other Government Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7	Direct Institutional Support (Sch. 2)	\$ 1,101,223	\$ 471,626	\$ 391,593	\$ 1,175,817	\$ 1,127,171	\$ 4,267,430	\$ 3,760,250	\$ 1,175,817	\$ 135,464
8	Indirect Facilities and Administrative Support	\$ -	\$ -	\$ -	\$ -	\$ 971,262	\$ 971,262	\$ 975,000	\$ -	\$ -
9	NCAA/Conference Distributions Including All Tournament Revenues	\$ 550,041	\$ 171,785	\$ 37,454	\$ 2,815	\$ 134,572	\$ 896,667	\$ 193,000	\$ 2,815	\$ -
10	Broadcast Television, Radio and Internet Rights	\$ 17,500	\$ -	\$ -	\$ -	\$ -	\$ 17,500	\$ 17,500	\$ -	\$ -
11	Program Sales, Concessions, Novelty Sales and Parking	\$ 176,437	\$ 25,279	\$ 24,549	\$ 295	\$ 76,525	\$ 303,085	\$ 219,957	\$ 295	\$ -
12	Royalties, Advertisements and Sponsorships	\$ 98,091	\$ 21,663	\$ 26,113	\$ 16,414	\$ 503,353	\$ 665,635	\$ 750,000	\$ 16,414	\$ 1,021
13	Sports-Camp Revenues	\$ -	\$ -	\$ -	\$ 1,225	\$ -	\$ 1,225	\$ 1,250	\$ 1,225	\$ -
14	Endowment and Investment Income	\$ 113,077	\$ 19,832	\$ 20,075	\$ 9,257	\$ 302,549	\$ 464,790	\$ 400,000	\$ 9,257	\$ -
15	Other	\$ 158,211	\$ 25,228	\$ 20,565	\$ 1,058	\$ 86,928	\$ 291,990	\$ 300,000	\$ 1,058	\$ -
16	Total Institutional Revenue	\$ 7,606,066	\$ 1,408,830	\$ 1,044,378	\$ 1,339,557	\$ 6,076,069	\$ 17,474,898	\$ 15,607,641	\$ 1,339,557	\$ 147,315
16a	Total External Revenue (Sch 3)									
16b	TOTAL REVENUE	\$ 7,606,066	\$ 1,408,830	\$ 1,044,378	\$ 1,339,557	\$ 6,076,069	\$ 17,474,898	\$ 15,607,641	\$ 1,339,557	\$ 147,315
EXPENSES										
17	Athletics Student Aid	\$ 1,112,605	\$ 292,458	\$ 179,337	\$ 1,295,776	\$ 59,002	\$ 2,939,177	\$ 3,087,254	\$ 1,295,776	\$ 101,644
18	Guarantees	\$ 290,000	\$ 15,418	\$ 25,313	\$ 1,000	\$ -	\$ 331,732	\$ 328,751	\$ 1,000	\$ -
19	Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities	\$ 657,641	\$ 338,818	\$ 338,687	\$ 596,440	\$ -	\$ 1,931,586	\$ 2,015,450	\$ 596,440	\$ 60,161
20	Coaching Other Compensation and Benefits Paid by a Third Party	\$ 128,847	\$ 73,600	\$ 100,300	\$ 35,150	\$ -	\$ 337,897	\$ 338,000	\$ 35,150	\$ 7,750
21	Support Staff/Administrative Salaries, Benefits, and Bonuses Paid by the University and Related Entities	\$ 130,481	\$ 23,492	\$ 22,756	\$ 2,133	\$ 1,795,235	\$ 1,974,097	\$ 2,044,550	\$ 2,133	\$ -
22	Support Staff/Administrative Other Compensation and Benefits Paid by a Third Party	\$ 4,500	\$ 1,800	\$ 500	\$ -	\$ 54,400	\$ 61,200	\$ 62,000	\$ -	\$ -
23	Severance Payments	\$ 7,746	\$ -	\$ -	\$ 10,963	\$ 18,008	\$ 36,717	\$ 25,000	\$ 10,963	\$ -
24	Recruiting	\$ 67,702	\$ 60,241	\$ 23,317	\$ 56,682	\$ -	\$ 207,942	\$ 173,592	\$ 56,682	\$ 1,228
25	Team Travel	\$ 322,777	\$ 183,387	\$ 128,378	\$ 426,231	\$ 2,019	\$ 1,062,792	\$ 1,040,712	\$ 426,231	\$ 31,915
26	Equipment, Uniforms and Supplies	\$ 173,597	\$ 28,558	\$ 30,257	\$ 98,481	\$ 182,079	\$ 512,972	\$ 525,000	\$ 98,481	\$ 5,626
27	Game Expenses	\$ 762,753	\$ 209,548	\$ 241,331	\$ 64,650	\$ 21,506	\$ 1,299,787	\$ 687,239	\$ 64,650	\$ 2,437
28	Fund Raising, Marketing and Promotion	\$ 96,837	\$ 38,856	\$ 20,651	\$ 4,661	\$ 240,656	\$ 401,660	\$ 450,000	\$ 4,661	\$ -
29	Sports Camp Expenses	\$ 15,610	\$ 713	\$ 216	\$ 10	\$ -	\$ 16,549	\$ 25,000	\$ 10	\$ -
30	Direct Facilities, Maintenance, and Rental	\$ 1,071,816	\$ 4,474	\$ 4,993	\$ 10,759	\$ 801,531	\$ 1,893,572	\$ 2,000,000	\$ 10,759	\$ 1,790
31	Spirit Groups	\$ 34,850	\$ 4,400	\$ 4,400	\$ -	\$ 12,431	\$ 56,081	\$ 60,000	\$ -	\$ -
32	Indirect Facilities and Administrative Support	\$ -	\$ -	\$ -	\$ -	\$ 971,262	\$ 971,262	\$ 975,000	\$ -	\$ -
33	Medical Expenses and Medical Insurance	\$ 13,606	\$ 449	\$ 269	\$ 1,931	\$ 217,811	\$ 234,065	\$ 245,044	\$ 1,931	\$ 179
34	Memberships and Dues	\$ 3,841	\$ 820	\$ 205	\$ 3,140	\$ 36,690	\$ 44,696	\$ 45,000	\$ 3,140	\$ 305
35	Other Operating Expenses	\$ 223,401	\$ 62,008	\$ 41,374	\$ 45,962	\$ 636,427	\$ 1,009,172	\$ 1,029,061	\$ 45,962	\$ 2,070
36	Total Institutional Operating Expenses	\$ 5,118,609	\$ 1,339,041	\$ 1,162,284	\$ 2,653,967	\$ 5,049,055	\$ 15,322,956	\$ 15,156,653	\$ 2,653,967	\$ 215,103
37A	Total External Operating Expenses (Sch 3)									
37B	TOTAL EXPENSES	\$ 5,118,609	\$ 1,339,041	\$ 1,162,284	\$ 2,653,967	\$ 5,049,055	\$ 15,322,956	\$ 15,156,653	\$ 2,653,967	\$ 215,103
EXCESS (DEFICIENCY) OF INSTITUTIONAL REVENUES OVER INSTITUTIONAL EXPENSES										
		\$ 2,487,456	\$ 69,789	\$ (117,906)	\$ (1,314,410)	\$ 1,027,013	\$ 2,151,942	\$ 450,988	\$ (1,314,410)	\$ (67,788)
EXCESS (DEFICIENCY) OF TOTAL REVENUES OVER TOTAL EXPENSES										
		\$ 2,487,456	\$ 69,789	\$ (117,906)	\$ (1,314,410)	\$ 1,027,013	\$ 2,151,942	\$ 450,988	\$ (1,314,410)	\$ (67,788)

MEN'S TRACK	WOMEN'S GOLF	WOMEN'S TENNIS	WOMEN'S SOCCER	WOMEN'S TRACK	WOMEN'S VOLLEYBALL
\$ -	\$ -	\$ -	\$ 3,056	\$ -	\$ 5,097
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ 30	\$ -
\$ 18,204	\$ 13,814	\$ 2,775	\$ 20,750	\$ 23,523	\$ 7,196
\$ 1,675	\$ 8,600	\$ -	\$ 12,850	\$ 1,675	\$ 2,600
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 164,117	\$ 81,521	\$ 103,806	\$ 244,789	\$ 205,402	\$ 240,718
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 2,155	\$ -	\$ -	\$ -	\$ 660	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ 60	\$ -	\$ 235
\$ 2,099	\$ -	\$ 921	\$ 4,769	\$ 2,886	\$ 4,720
\$ 1,225	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 3,683	\$ -	\$ -	\$ 1,890	\$ 3,683	\$ -
\$ 75	\$ -	\$ -	\$ 189	\$ 100	\$ 694
\$ 193,234	\$ 103,935	\$ 107,502	\$ 288,353	\$ 237,959	\$ 261,260
\$ 193,234	\$ 103,935	\$ 107,502	\$ 288,353	\$ 237,959	\$ 261,260
\$ 195,285	\$ 118,790	\$ 164,577	\$ 222,594	\$ 262,367	\$ 230,518
\$ 500	\$ -	\$ -	\$ -	\$ 500	\$ -
\$ 72,800	\$ 49,677	\$ 42,169	\$ 141,779	\$ 72,800	\$ 157,054
\$ 1,675	\$ 8,600	\$ -	\$ 12,850	\$ 1,675	\$ 2,600
\$ 28	\$ -	\$ -	\$ 52	\$ 45	\$ 2,008
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 3,209	\$ -	\$ -	\$ -	\$ 3,209	\$ 4,546
\$ 3,706	\$ 908	\$ 2,959	\$ 23,392	\$ 5,261	\$ 19,228
\$ 64,788	\$ 52,809	\$ 41,844	\$ 95,485	\$ 45,988	\$ 93,402
\$ 11,915	\$ 9,008	\$ 5,401	\$ 39,772	\$ 9,643	\$ 17,116
\$ 6,068	\$ 306	\$ 716	\$ 24,028	\$ 6,179	\$ 24,916
\$ -	\$ -	\$ -	\$ 2,801	\$ 117	\$ 1,743
\$ 10	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 422	\$ 46	\$ 1,999	\$ 6,080	\$ 422	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 52	\$ -	\$ -	\$ 79	\$ 704	\$ 918
\$ 330	\$ 175	\$ 305	\$ 446	\$ 330	\$ 1,249
\$ 5,963	\$ 1,464	\$ 1,888	\$ 17,647	\$ 5,593	\$ 11,336
\$ 366,749	\$ 241,784	\$ 261,857	\$ 587,007	\$ 414,832	\$ 566,634
\$ 366,749	\$ 241,784	\$ 261,857	\$ 587,007	\$ 414,832	\$ 566,634
\$ (173,515)	\$ (137,849)	\$ (154,356)	\$ (298,654)	\$ (176,873)	\$ (305,374)
\$ (173,515)	\$ (137,849)	\$ (154,356)	\$ (298,654)	\$ (176,873)	\$ (305,374)

Ln	Item	FOOTBALL	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON-PROGRAM SPECIFIC	TOTAL FY2007	BUDGETED FY2008	TOTAL OTHER SPORTS	MEN'S TENNIS
REVENUE										
1	Ticket Sales	\$ 11,893	4,435	4,435	\$ 1,117	\$ -	\$ 21,880	\$ 18,500	\$ 1,117	\$ -
2	Student Fees	\$ 41,690	\$ 21,603	\$ 15,773	\$ 16,672	\$ 27,640	\$ 123,378	\$ 128,840	\$ 16,672	\$ -
3	Guarantees	\$ 30,000	\$ 17,519	\$ 4,500	\$ -	\$ -	\$ 52,019	\$ 20,500	\$ -	\$ -
4	Contributions (Sch. 1)	\$ 56,101	\$ 16,422	\$ 12,686	\$ 11,077	\$ 67,311	\$ 163,597	\$ 143,953	\$ 11,077	\$ -
5	Third-Party Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6	Direct State or Other Government Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7	Direct Institutional Support (Sch. 2)	\$ 543,116	\$ 215,119	\$ 184,014	\$ 234,355	\$ (7,638)	\$ 1,168,966	\$ 1,141,667	\$ 234,355	\$ -
8	Indirect Facilities and Administrative Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9	NAIA/Conference Distributions Including All Tournament Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
10	Broadcast Television, Radio and Internet Rights	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11	Program Sales, Concessions, Novelty Sales and Parking	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12	Royalties, Advertisements and Sponsorships	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
13	Sports-Camp Revenues	\$ 62,280	\$ 2,540	\$ 5,914	\$ 79	\$ -	\$ 70,813	\$ 69,617	\$ 79	\$ -
14	Endowment and Investment Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
15	Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (2,765)	\$ -	\$ -
16	Total Institutional Revenue	\$ 745,080	\$ 277,638	\$ 227,322	\$ 263,300	\$ 87,313	\$ 1,600,653	\$ 1,520,312	\$ 263,300	\$ -
16a	Total External Revenue (Sch 3)	\$ 41,471	\$ 10,969	\$ 14,440	\$ 12,572	\$ -	\$ 79,452	\$ 79,719	\$ 12,572	\$ -
16b	TOTAL REVENUE	\$ 786,551	\$ 288,607	\$ 241,762	\$ 275,872	\$ 87,313	\$ 1,680,105	\$ 1,600,031	\$ 275,872	\$ -
EXPENSES										
17	Athletics Student Aid	\$ 295,021	\$ 95,060	\$ 87,704	\$ 122,140	\$ -	\$ 599,925	\$ 602,956	\$ 122,140	\$ -
18	Guarantees	\$ 18,253	\$ 1,250	\$ 5,225	\$ 418	\$ -	\$ 25,146	\$ 20,500	\$ 418	\$ -
19	Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities	\$ 127,478	\$ 64,200	\$ 58,237	\$ 65,564	\$ -	\$ 315,479	\$ 311,908	\$ 65,564	\$ -
20	Coaching Other Compensation and Benefits Paid by a Third Party	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
21	Support Staff/Administrative Salaries, Benefits, and Bonuses Paid by the University and Related Entities	\$ -	\$ -	\$ -	\$ -	\$ 78,681	\$ 78,681	\$ 70,034	\$ -	\$ -
22	Support Staff/Administrative Other Compensation and Benefits Paid by a Third Party	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
23	Severance Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
24	Recruiting	\$ 2,836	\$ 5,225	\$ 5,498	\$ 1,349	\$ 172	\$ 15,080	\$ 15,080	\$ 1,349	\$ -
25	Team Travel	\$ 36,235	\$ 34,881	\$ 25,145	\$ 25,854	\$ 1,336	\$ 123,451	\$ 114,282	\$ 25,854	\$ -
26	Equipment, Uniforms and Supplies	\$ 53,493	\$ 20,953	\$ 8,188	\$ 10,289	\$ 16,193	\$ 109,116	\$ 71,233	\$ 10,289	\$ -
27	Game Expenses	\$ 11,173	\$ 8,756	\$ 12,400	\$ 6,398	\$ 658	\$ 39,385	\$ 39,385	\$ 6,398	\$ -
28	Fund Raising, Marketing and Promotion	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
29	Sports Camp Expenses	\$ 51,788	\$ 2,629	\$ 6,516	\$ 8,684	\$ -	\$ 69,617	\$ 69,617	\$ 8,684	\$ -
30	Direct Facilities, Maintenance, and Rental	\$ 1,456	\$ 10	\$ -	\$ -	\$ 1,482	\$ 2,948	\$ 3,110	\$ -	\$ -
31	Spirit Groups	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
32	Indirect Facilities and Administrative Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
33	Medical Expenses and Medical Insurance	\$ 28,674	\$ 7,776	\$ 3,402	\$ 8,748	\$ 10,452	\$ 59,052	\$ 59,052	\$ 8,748	\$ -
34	Memberships and Dues	\$ 180	\$ 60	\$ 30	\$ -	\$ 400	\$ 670	\$ 670	\$ -	\$ -
35	Other Operating Expenses	\$ 33,432	\$ 9,689	\$ 3,825	\$ 2,416	\$ 12,027	\$ 61,389	\$ 40,513	\$ 2,416	\$ -
36	Total Institutional Operating Expenses	\$ 660,019	\$ 250,489	\$ 216,170	\$ 251,860	\$ 121,401	\$ 1,499,939	\$ 1,418,340	\$ 251,860	\$ -
37A	Total External Operating Expenses (Sch 3)	\$ 65,572	\$ 11,875	\$ 19,912	\$ 3,881	\$ 71,008	\$ 172,248	\$ 181,691	\$ 3,881	\$ -
37B	TOTAL EXPENSES	\$ 725,591	\$ 262,364	\$ 236,082	\$ 255,741	\$ 192,409	\$ 1,672,187	\$ 1,600,031	\$ 255,741	\$ -
EXCESS (DEFICIENCY) OF INSTITUTIONAL REVENUES OVER INSTITUTIONAL EXPENSES										
		\$ 85,061	\$ 27,149	\$ 11,152	\$ 11,440	\$ (34,088)	\$ 100,714	\$ 101,972	\$ 11,440	\$ -
EXCESS (DEFICIENCY) OF TOTAL REVENUES OVER TOTAL EXPENSES										
		\$ 60,960	\$ 26,243	\$ 5,680	\$ 20,131	\$ (105,096)	\$ 7,918	\$ -	\$ 20,131	\$ -

MEN'S GOLF	WOMEN'S GOLF	WOMEN'S TENNIS	WOMEN'S SOCCER	WOMEN'S TRACK	WOMEN'S VOLLEYBALL
\$ 559	\$ 559	\$ -	\$ -	\$ -	\$ -
\$ 1,010	\$ 1,010	\$ -	\$ -	\$ -	\$ 14,651
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 517	\$ 517	\$ -	\$ -	\$ -	\$ 10,044
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 38,611	\$ 10,087	\$ -	\$ -	\$ -	\$ 185,657
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 79
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 40,696	\$ 12,172	\$ -	\$ -	\$ -	\$ 210,432
\$ 1,962	\$ 1,962				\$ 8,648
\$ 42,658	\$ 14,134	\$ -	\$ -	\$ -	\$ 219,080
\$ 32,594	\$ 4,070	\$ -	\$ -	\$ -	\$ 85,476
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 418
\$ 1,694	\$ 1,694	\$ -	\$ -	\$ -	\$ 62,176
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,349
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,854
\$ 3,141	\$ 3,141	\$ -	\$ -	\$ -	\$ 4,007
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,398
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,684
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 2,187	\$ 2,187	\$ -	\$ -	\$ -	\$ 4,374
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 12	\$ 12	\$ -	\$ -	\$ -	\$ 2,393
\$ 39,628	\$ 11,104	\$ -	\$ -	\$ -	\$ 201,129
\$ 153	\$ 153				\$ 3,575
\$ 39,781	\$ 11,257	\$ -	\$ -	\$ -	\$ 204,704
\$ 1,069	\$ 1,069	\$ -	\$ -	\$ -	\$ 9,303
\$ 2,878	\$ 2,878	\$ -	\$ -	\$ -	\$ 14,376

Ln	Item	FOOTBALL	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON-PROGRAM SPECIFIC	TOTAL FY2007	BUDGETED FY2008	TOTAL OTHER SPORTS	MEN'S & WOMEN'S GOLF
REVENUE										
1	Ticket Sales	\$ 8,313	\$ 2,536	\$ 1,708	\$ 567	\$ -	\$ 13,124	\$ 15,800	\$ 567	
2	Student Fees	\$ 16,873	\$ 8,437	\$ 8,397	\$ 22,502	\$ (4)	\$ 56,206	\$ 56,700	\$ 22,502	\$ 5,631
3	Guarantees		\$ 14,500	\$ 2,500	\$ 1,500	\$ -	\$ 18,500	\$ 41,500	\$ 1,500	
4	Contributions (Sch. 1)	\$ 11,057	\$ 2,500	\$ -	\$ 60,509	\$ 200	\$ 74,266	\$ 118,850	\$ 60,509	\$ 800
5	Third-Party Support				\$ -	\$ -	\$ -	\$ -	\$ -	
6	Direct State or Other Government Support				\$ -	\$ -	\$ -	\$ -	\$ -	
7	Direct Institutional Support (Sch. 2)	\$ 339,440	\$ 130,198	\$ 135,873	\$ 288,457	\$ 74,556	\$ 968,524	\$ 979,527	\$ 288,457	\$ 20,476
8	Indirect Facilities and Administrative Support				\$ -	\$ -	\$ -	\$ -	\$ -	
9	NCAA/Conference Distributions Including All Tournament Revenues				\$ -	\$ -	\$ -	\$ -	\$ -	
10	Broadcast Television, Radio and Internet Rights				\$ -	\$ -	\$ -	\$ -	\$ -	
11	Program Sales, Concessions, Novelty Sales and Parking				\$ -	\$ 13,557	\$ 13,557	\$ 15,400	\$ -	
12	Royalties, Advertisements and Sponsorships				\$ -	\$ -	\$ -	\$ -	\$ -	
13	Sports-Camp Revenues				\$ -	\$ 57,919	\$ 57,919	\$ 57,200	\$ -	
14	Endowment and Investment Income				\$ -	\$ -	\$ -	\$ -	\$ -	
15	Other				\$ -	\$ -	\$ -	\$ 800	\$ -	\$ -
16	Total Institutional Revenue	\$ 375,683	\$ 158,171	\$ 148,478	\$ 373,535	\$ 146,228	\$ 1,202,095	\$ 1,285,777	\$ 373,535	\$ 26,907
16a	Total External Revenue (Sch 3)	\$ 35,925	\$ 10,996	\$ 2,159	\$ 41,407	\$ 20,275	\$ 110,762	\$ 112,000	\$ 41,407	
16b	TOTAL REVENUE	\$ 411,608	\$ 169,167	\$ 150,637	\$ 414,942	\$ 166,503	\$ 1,312,857	\$ 1,397,777	\$ 414,942	\$ 26,907
EXPENSES										
17	Athletics Student Aid	\$ 165,730	\$ 68,202	\$ 60,520	\$ 194,682	\$ 200	\$ 489,334	\$ 547,800	\$ 194,682	\$ 13,028
18	Guarantees				\$ -	\$ -	\$ -	\$ 2,250	\$ -	
19	Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities	\$ 134,735	\$ 27,671	\$ 31,264	\$ 71,548	\$ -	\$ 265,217	\$ 285,900	\$ 71,548	\$ 2,612
20	Coaching Other Compensation and Benefits Paid by a Third Party				\$ -	\$ -	\$ -	\$ -	\$ -	
21	Support Staff/Administrative Salaries, Benefits, and Bonuses Paid by the University and Related Entities				\$ -	\$ 62,961	\$ 62,961	\$ 60,808	\$ -	
22	Support Staff/Administrative Other Compensation and Benefits Paid by a Third Party				\$ -	\$ -	\$ -	\$ -	\$ -	
23	Severance Payments				\$ -	\$ -	\$ -	\$ -	\$ -	
24	Recruiting	\$ 951	\$ 2,275	\$ 702	\$ 2,040	\$ 18	\$ 5,986	\$ 5,300	\$ 2,040	\$ 183
25	Team Travel	\$ 26,002	\$ 38,481	\$ 51,157	\$ 66,554	\$ 3,153	\$ 185,346	\$ 179,538	\$ 66,554	\$ 8,829
26	Equipment, Uniforms and Supplies	\$ 36,512	\$ 9,171	\$ 8,563	\$ 14,333	\$ 12,578	\$ 81,157	\$ 71,948	\$ 14,333	\$ 450
27	Game Expenses	\$ 6,250	\$ 8,069	\$ 7,180	\$ 14,281	\$ -	\$ 35,780	\$ 44,210	\$ 14,281	\$ 1,705
28	Fund Raising, Marketing and Promotion	\$ 27	\$ 561	\$ 771	\$ 20	\$ -	\$ 1,379	\$ -	\$ 20	
29	Sports Camp Expenses				\$ -	\$ 29,531	\$ 29,531	\$ 28,800	\$ -	
30	Direct Facilities, Maintenance, and Rental	\$ 530			\$ 5,500	\$ -	\$ 6,030	\$ 3,000	\$ 5,500	
31	Spirit Groups				\$ -	\$ -	\$ -	\$ -	\$ -	
32	Indirect Facilities and Administrative Support	\$ 1,493			\$ -	\$ -	\$ 1,493	\$ -	\$ -	
33	Medical Expenses and Medical Insurance			\$ 60	\$ -	\$ 10,400	\$ 10,460	\$ 12,530	\$ -	
34	Memberships and Dues			\$ 162	\$ 115	\$ 10,400	\$ 10,677	\$ 20,000	\$ 115	
35	Other Operating Expenses	\$ 3,489	\$ 1,569	\$ 2,393	\$ 1,065	\$ 13,065	\$ 21,581	\$ 27,000	\$ 1,065	\$ 79
36	Total Institutional Operating Expenses	\$ 375,719	\$ 155,998	\$ 162,772	\$ 370,138	\$ 142,306	\$ 1,206,933	\$ 1,289,084	\$ 370,138	\$ 26,886
36a	Total External Operating Expenses (Sch 3)	\$ 35,925	\$ 10,996	\$ 2,159	\$ 41,407	\$ 20,275	\$ 110,761	\$ 112,000	\$ 41,407	
36b	TOTAL EXPENSES	\$ 411,644	\$ 166,994	\$ 164,930	\$ 411,545	\$ 162,581	\$ 1,317,694	\$ 1,401,084	\$ 411,545	\$ 26,886
EXCESS (DEFICIENCY) OF INSTITUTIONAL REVENUES OVER INSTITUTIONAL EXPENSES										
		\$ (36)	\$ 2,173	\$ (14,293)	\$ 3,397	\$ 3,922	\$ (4,838)	\$ (3,307)	\$ 3,397	\$ 21
EXCESS (DEFICIENCY) OF TOTAL REVENUES OVER TOTAL EXPENSES										
		\$ (36)	\$ 2,173	\$ (14,293)	\$ 3,397	\$ 3,922	\$ (4,837)	\$ (3,307)	\$ 3,397	\$ 21

MEN'S TENNIS	MEN'S TRACK	WOMEN'S GOLF	WOMEN'S TENNIS	WOMEN'S SOCCER	WOMEN'S TRACK	WOMEN'S VOLLEYBALL	MEN'S & WOMEN'S RODEO	EQUESTRIAN TEAM
						\$ 567		
						\$ 8,433	\$ 8,438	
						\$ 1,500		
						\$ -	\$ 59,709	\$ -
						\$ 86,227	\$ 146,583	\$ 35,171
\$ -	\$ -	\$ -	\$ -	\$ -		\$ 96,727	\$ 214,730	\$ 35,171
						\$ 403	\$ 35,030	\$ 5,974
\$ -	\$ -	\$ -	\$ -	\$ -		\$ 97,130	\$ 249,760	\$ 41,145
						\$ 43,496	\$ 126,366	\$ 11,792
						\$ 25,725	\$ 38,698	\$ 4,513
						\$ 1,857		
						\$ 12,019	\$ 40,776	\$ 4,930
						\$ 5,535	\$ 3,665	\$ 4,684
						\$ 4,150	\$ 5,500	\$ 2,926
							\$ 20	
								\$ 5,500
						\$ 115		
						\$ 663	\$ 322	\$ 2
\$ -	\$ -	\$ -	\$ -	\$ -		\$ 93,559	\$ 215,346	\$ 34,346
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 403	\$ 35,030	\$ 5,974
\$ -	\$ -	\$ -	\$ -	\$ -		\$ 93,962	\$ 250,376	\$ 40,320
\$ -	\$ -	\$ -	\$ -	\$ -		\$ 3,168	\$ (616)	\$ 825
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,168	\$ (616)	\$ 825

Big Sky Conference Expense Comparison

The expenditures in this report match those from the "Revenues and Expenses" section on the EADA website. Expenditures are not shown for all sports and some are not allocated to sport / gender. However, the data in this report does reflect total expenditures in a more complete manner than the "Operating Expenses I" section of the EADA data. (See <http://ope.ed.gov/athletics/main.asp>)
Reporting period: 7/1/2006 - 6/30/2007

Sport		Montana State University	Univ of Montana	Eastern Washington	Idaho State	Northern Arizona	Northern Colorado	Portland State	Sacramento State	Weber State	Big Sky Conference TOTAL	Big Sky Conference AVERAGE
Men's Sports												
Football	Revenue	3,944,164	7,606,066	1,918,246	2,090,742	2,197,643	1,459,941	1,406,209	347,998	1,567,947	22,538,956	2,504,328
	% to Grand Total	30.7%	43.5%	22.4%	22.6%	21.2%	19.7%	16.0%	2.8%	25.7%	24.1%	
Basketball	Revenue	1,079,981	1,408,830	893,671	912,204	962,725	580,328	247,374	341,307	675,806	7,102,226	789,136
	% to Grand Total	8.4%	8.1%	10.5%	9.9%	9.3%	7.8%	2.8%	2.7%	11.1%	7.6%	
Other Men's	Revenue	759,130	340,549	262,264	493,321	551,177	700,483	181,546	127,883	395,238	3,811,591	423,510
	% to Grand Total	5.9%	1.9%	3.1%	5.3%	5.3%	9.4%	2.1%	1.0%	6.5%	4.1%	
Total Men's	Revenue	5,783,275	9,355,445	3,074,181	3,496,267	3,711,545	2,740,752	1,835,129	817,188	2,638,991	33,452,773	3,716,975
	% to Grand Total	45.0%	53.5%	36.0%	37.8%	35.8%	36.9%	20.9%	6.5%	43.2%	35.8%	
Women's Sports												
Basketball	Revenue	692,084	1,044,378	380,134	633,375	722,664	378,966	336,486	45,130	564,515	4,797,732	533,081
	% to Grand Total	5.4%	6.0%	4.4%	6.9%	7.0%	5.1%	3.8%	0.4%	9.2%	5.1%	
Other Women's	Revenue	1,625,499	999,008	1,319,661	1,696,493	2,580,573	1,508,119	855,993	286,816	1,154,137	12,026,299	1,336,255
	% to Grand Total	12.7%	5.7%	15.4%	18.3%	24.9%	20.3%	9.7%	2.3%	18.9%	12.9%	
Total Women's	Revenue	2,317,583	2,043,386	1,699,795	2,329,868	3,303,237	1,887,085	1,192,479	331,946	1,718,652	16,824,031	1,869,337
	% to Grand Total	18.0%	11.7%	19.9%	25.2%	31.8%	25.4%	13.6%	2.6%	28.2%	18.0%	
Not allocated by gender/sport												
Total Unallocated	Revenue	4,742,652	6,076,067	3,776,361	3,419,226	3,361,784	2,796,647	5,762,390	11,441,542	1,745,862	43,122,531	4,791,392
	% to Grand Total	36.9%	34.8%	44.2%	37.0%	32.4%	37.7%	65.6%	90.9%	28.6%	46.2%	
Grand Total												
Grand Total	Revenue	12,843,510	17,474,898	8,550,337	9,245,361	10,376,566	7,424,484	8,789,998	12,590,676	6,103,505	93,399,335	10,377,704
	% to Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Sport		Montana State University	Univ of Montana	Eastern Washington	Idaho State	Northern Arizona	Northern Colorado	Portland State	Sacramento State	Weber State	Big Sky Conference TOTAL	Big Sky Conference AVERAGE
Men's Sports												
Football	Expense	3,900,946	5,118,609	2,450,754	2,090,742	2,300,728	1,659,001	2,905,517	1,930,744	1,567,947	23,924,988	2,658,332
	% to Grand Total	30.0%	33.4%	30.5%	22.6%	22.2%	22.3%	33.8%	16.8%	25.7%	26.7%	
Basketball	Expense	1,315,569	1,339,041	869,336	912,204	980,909	627,203	849,557	709,967	675,806	8,279,592	919,955
	% to Grand Total	10.1%	8.7%	10.8%	9.9%	9.5%	8.4%	9.9%	6.2%	11.1%	9.2%	
Other Men's	Expense	870,677	581,852	402,600	493,321	562,836	856,991	382,885	1,440,447	395,238	5,986,847	665,205
	% to Grand Total	6.7%	3.8%	5.0%	5.3%	5.4%	11.5%	4.4%	12.5%	6.5%	6.7%	
Total Men's	Expense	6,087,192	7,039,502	3,722,690	3,496,267	3,844,473	3,143,195	4,137,959	4,081,158	2,638,991	38,191,427	4,243,492
	% to Grand Total	46.8%	45.9%	46.3%	37.8%	37.0%	42.3%	48.1%	35.5%	43.2%	42.6%	
Women's Sports												
Basketball	Expense	1,003,527	1,162,284	535,148	633,375	789,066	528,840	707,853	653,283	564,515	6,577,891	730,877
	% to Grand Total	7.7%	6.7%	6.6%	6.9%	7.6%	7.1%	8.2%	5.7%	9.2%	7.3%	
Other Women's	Expense	1,936,905	2,072,114	1,633,369	1,696,493	2,722,996	1,916,059	2,029,849	3,103,178	1,153,864	18,264,827	2,029,425
	% to Grand Total	14.9%	13.5%	20.3%	18.3%	26.2%	25.8%	23.6%	27.0%	18.9%	20.4%	
Total Women's	Expense	2,940,432	3,234,398	2,168,517	2,329,868	3,512,062	2,444,899	2,737,702	3,756,461	1,718,379	24,842,718	2,760,302
	% to Grand Total	22.6%	21.1%	27.0%	25.2%	33.8%	32.9%	31.8%	32.7%	28.2%	27.7%	
Not allocated by gender/sport												
Total Unallocated	Expense	3,990,934	5,049,056	2,142,223	3,419,226	3,020,031	1,836,390	1,732,863	3,653,410	1,746,135	26,590,268	2,954,474
	% to Grand Total	30.7%	33.0%	26.7%	37.0%	29.1%	24.7%	20.1%	31.8%	28.6%	29.7%	
Grand Total												
Grand Total	Expense	13,018,558	15,322,956	8,033,430	9,245,361	10,376,566	7,424,484	8,608,524	11,491,029	6,103,505	89,624,413	9,958,268
	% to Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Exp / Rev Ratio	101.36%	87.69%	93.95%	100.00%	100.00%	100.00%	97.94%	91.27%	100.00%
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**THE MONTANA UNIVERSITY SYSTEM
STUDENT ATHLETE INFORMATION SUMMARY
2006-2007**

Participation by Sport	Women Resident	Women Nonres	Men Resident	Men Nonres	Total	%
BASEBALL			35	7	42	3%
BASKETBALL	65	28	59	49	201	13%
CROSS COUNTRY	8	5	6	0	19	1%
EQUESTRIAN	10	17	1	0	28	2%
FOOTBALL			331	226	557	37%
GOLF	25	14	28	7	74	5%
RODEO	25	18	35	18	96	6%
SKI	4	30	2	12	48	3%
SOCCER	15	31	10	14	70	5%
SOFTBALL	6	12	0	0	18	1%
TENNIS	8	19	3	24	54	4%
TRACK	53	40	49	26	168	11%
VOLLEYBALL	42	42	0	0	84	6%
WRESTLING			20	18	38	3%
TOTAL PARTICIPANTS¹	261	256	579	401	1497	100%

¹Athletes that participate in more than one sport are not duplicated in this table.

Total by Gender	Number	% of Total
No. and % Women	517	35%
No. and % Men	980	65%
Total Participants	1497	100%

Total by Residency	Number	% of Total
No. and % Residents	840	56%
No. and % Non-residents	657	44%
Total Participants	1497	100%

Graduation Rates	Athletes Exceed General Student Population?	GPA'S	Athletes Exceed General Student Population?
MSU-Bozeman	NO	MSU-Bozeman	YES
MSU-Billings	YES	MSU-Billings	YES
MSU-Northern	YES	MSU-Northern	NO
UM-Missoula	YES	UM-Missoula	YES
Montana Tech	NO	Montana Tech	NO
UM-Western	NO	UM-Western	NO

**MONTANA UNIVERSITY SYSTEM
LONG RANGE BUILDING PROGRAM
RECOMMENDED PRIORITIES
2011 BIENNIUM**

Priority	Description				Amount
1	Missoula - College of Technology - New Facility South Campus				\$32,500,000
2	Bozeman - Ag Research Training Facility New Lab				5,000,000
3	Billings - Science Building				12,000,000
4	Havre - Auto Tech Center Renovation				4,750,000
5	Great Falls - Campus Building Security				250,000
6	Dillon - Main Hall				6,000,000
7	Missoula - Interdisciplinary Science Building				2,000,000
8	Bozeman - FEMA Building Infrastructure Review				500,000
9	Bozeman - ROTC Field Training Building Construction				1,250,000
10	Havre - Hagener Science Center Renovation				2,000,000
11	Bozeman - Haynes HVAC Renovation				750,000
12	Bozeman - Heating Plant Cooling Loop Replacement				250,000
13	Bozeman - Linfield Elevator & Restrooms Renovation				850,000
14	MAES - Veh/Equip Storage Construction				1,100,000
15	MUS Roofs (MSU \$1,625,000; UM \$1,000,000)				2,625,000
16	Bozeman - Montana Hall Planning				850,000
17	MUS Code/Deferred Maintenance (see details below)				7,350,000
TOTAL					\$80,025,000
MUS Code/Deferred Maintenance					
		MSU	UM	Total	
	Unspecified (highest priorities)	\$1,800,000	\$4,300,000		
	Havre - Metals Building Windows Replace	150,000			
	Bozeman - Reid Hall Elevators/Restrooms	650,000			
	Billings - Library Expansion Planning	450,000			
		\$3,050,000	\$4,300,000	\$7,350,000	
AUTHORITY ONLY					
	Missoula - Montana Museum for Art and Culture				\$15,000,000
	Missoula - Alumni/Foundation Building				\$11,000,000
	Missoula - Broadcast Media Center				\$6,000,000
	UM - General Authority - all campuses				\$6,000,000

1. **Missoula College of Technology – New Facility South Campus.....\$32,500,000**

This proposed building project addresses the needs and requirements of the east campus facility. The permanent structures on the east campus are 35 years old and are woefully unsuited to the needs of our current programs. The structures provide inadequate space for faculty offices, student services, classrooms, conference rooms, library, student commons, bookstore, counseling, study, and instructional laboratories. If approved, the building project would provide the necessary funding to construct a new facility of approximately 100,000 gsf on the new south campus in Missoula that would address our needs for both current and new programs.

The University over the past 10 years has invested resources to modify and retrofit the facility to meet the demands of a growing college. Programs have been moved to other facilities, laboratories have been relocated, and additional walls constructed to create new classrooms. Additionally, temporary trailers were purchased to provide more classroom and faculty office space. However, these investments are inadequate to appropriately meet the needs of the region's students for desired programs and a quality-learning environment. Expansion at our present location is precluded by site limitations.

2. **New Livestock Research and Outreach Laboratory \$5,000,000
MAES (Bozeman Ag Research and Teaching Farm) - (New Construction)**

Construction of self-contained large animal feeding and metabolism facility to replace outdoor winter feedlot and cattle feeding operations (20,000 sf at \$250 sf):

- live animal demonstration room with storage (3,000 sf)
- large animal surgical/metabolism facility (4,000 sf)
- 32-head cattle housing and handling (3,600 sf)
- 32-head sheep housing and handling (800 sf)
- classroom (1,000 sf)
- general laboratory and support room (1,600 sf)
- support spaces: office, laundry, locker rooms, shop, feed prep and storage, general storage (2,000 sf).
- non-assignable (mechanical/electrical, restrooms, corridors, etc. -4,000 sf)
- infrastructure – extend city sewer/water

3. **Science & Instructional Technology Center\$12,000,000
Billings Campus - (Renovation/New Construction/Deferred Maint/Code/Life Safety)**

As one of the earliest structures on this the third largest Campus within the state, we are the only campus that has not seen a new building in the past 4 decades. The 1947 Science building is in dire need of updating to meet the demands of today’s curriculum. The existing facility comprises 20% of the deferred maintenance within the campus’ academic facilities.

- Remodel existing Science Building (50,000 sq ft for \$6.75 million, ~ \$135/sf);
- Construct additional 20,000 sf for science programs and IT space, \$5.25 million, ~\$260/sf).

The new square footage will provide a safe modern learning environment for students. Hazardous and radioactive materials require the latest environmental safeguards. Additionally, this project will allow us to co-locate our IT resources in one modern, central location with the next generation high speed bandwidth infrastructure to support academic sciences and research; and provide easily accessible technology support for students, faculty and staff. The scope of this project includes code/ADA compliant general-purpose classrooms, space for alternative learning environments, integrated technology learning, multi-media center, replacement facilities for the central

computing area within McMullen Hall, wet and dry science laboratories including a cadaver lab to be used in conjunction with our neighboring medical complex.

4. Auto Tech Center\$4,750,000
Havre Campus - (New Const/Major Maint/Def Maint/Ops Savings/Code Comp/Life Safety)

The facilities used for Automotive Technology represent one of the largest remaining concentrations of serious deferred maintenance in academic buildings on the MSU-Northern campus. The Automotive Technology Building was built in 1952, with the Davey Pioneer Lab added in 1978. The project consists of renovation and new construction as well as redesign of the related exterior campus infrastructure. The 2007 Legislature appropriated \$800,000 for planning/design of this facility.

The existing Auto Tech complex (including the Davey Lab portion) is about 22,240 gsf. Project estimates includes:

- The Davey portion (about 1/3 of the area or ~7,240gsf) requires “moderate” renovation (mostly mechanical and systems work with minor space/configuration changes) for ~\$125/gsf.
- Demolish and replace the south shed area, ~2,500gsf at ~\$280/gsf.
- The balance of the old portion, ~12,500gsf, would require “heavy” renovation (possibly some replacement), including replacement of mechanical systems, new electrical, etc, plus some significant space/reconfiguration, for ~\$195/gsf.
- Project/design contingency of ~10%.
- Two downdraft paint booths and a clean room – (researched cost for a 24’Lx16’Wx11’H downdraft booth at ~\$50k purchase price each); additional electrical, mechanical, natural gas, and installation ~\$50k each equaling ~\$100k each x 2 booths. Small clean at ~\$300k for the three pieces of equipment. Projects:

a. Davey Area	\$ 905,000
b. Replace South Shed Area	\$ 700,000
c. Heavy Renov Area	\$2,437,500
d. ~10% Planning Contingency	\$ 405,000
e. Paint Booths & Clean Room	<u>\$300,000</u>
	\$4,747,500

5. Building Security & Safety\$250,000
Great Falls Campus - (Health/Life Safety)

This project would provide additional lighting for walkways, parking lots, and surrounding areas, used by increasing numbers of students and staff for the College’s extensive evening programming. The improved lighting, in addition to the installation of emergency call boxes located near the three major parking lots, will improve safety and security.

6. Main Hall Adaptive Renovations.....\$6,000,000
Dillon Campus (Renovation/Deferred Maint/Code/Life Safety)

This project will complete the adaptive renovations, deferred maintenance, life safety, ADA code compliance and historic restoration project of Main Hall on The University of Montana-Western campus that was partially funded in the 60th Legislative session.

7. Interdisciplinary Science Building – Finish Out.....\$2,000,000
Missoula Campus (New Construction)

Complete the research laboratories in the Basement, 2nd, 3rd and part of the 4th floors of the new Interdisciplinary Science Building on The University of Montana-Missoula Campus.

- 8. FEMA TIER 2 Seismic Study\$500,000**
Bozeman campus
 The MSU campus is within UBC Seismic Zone 3, which is adjacent to the only Zone 4 area in the US (Big Sky, Montana) that is outside California or Alaska. In 2005, MSU completed a FEMA Tier 1 Seismic Study which identified a list of 36 major (state-funded) facilities that required additional in-depth structural analysis. (Approximately 20 of MSU’s existing facilities scored high enough on the initial review that no further analysis is required.)
- 9. ROTC Field Facilities\$1,250,000**
Bozeman Campus - (New Construction)
 ROTC’s field functions currently occupy an old farm building on a piece of land that is owned by the MSU Foundation and currently is up for sale. A new facility for ROTC would comprise 8,000 gross square feet and include a classroom, offices, combat room, cannon garage, equipment storage, uniform storage, and uniform assignment areas. ROTC practices field exercises can appear threatening to onlookers and therefore need to be situated away from the main university campus and its neighbors. Field exercises require ten unbounded acres. Since a move is imminent, this new structure should be built before the existing one is sold to ensure continuity of program for the ROTC.
- 10. Hagner Science Center – Renovate Lab/Upgrade HVAC\$2,000,000**
Havre Campus - (Adaptive Renovation/Major Maint/Code/Life Safety)
 Hagner Science Center was constructed in 1969 to house the chemistry and other science related departments. Since the original construction, there has been limited renovation to the science laboratories. This project would renovate the science laboratories to provide for a modern teaching environment and code upgrades to accommodate current life safety standards including renovation of the chemical storage rooms. This project will replace the boiler and cooling system and redesign the air handling system so that ventilation from the chemical store rooms is properly vented.
- 11. Haynes - Upgrade H&V\$750,000**
Bozeman Campus - (Deferred Maint/Code)
 Haynes Hall was constructed in 1974 and houses the School of Art. This project would upgrade the building heating system and add adequate ventilation to accommodate the industrial uses in the building.
[Note: The evolving MSU Master Plan designates the site currently occupied by Haynes Hall as significant to the future connection of central campus green space as the campus expands to the west. The plan anticipates that Haynes may be retired/demolished at some point in the next 25+ years.]
- 12. Heating Plant – Fluid Cooling Loop\$250,000**
 A once-through domestic water supply currently serves many pieces of equipment that require cooling water in the Heating Plant. Water is quickly becoming an increasingly expensive resource and installing a closed loop cooling system would provide considerable water consumption savings.
- 13. Linfield – Elevator/Restrooms\$850,000**
Bozeman Campus - (Deferred Maint/Code/Life Safety)
 Linfield Hall, constructed in 1910, houses the College of Agriculture. Originally designed for a male-dominated curriculum, the building has woefully inadequate and malfunctioning restroom

facilities which are now significantly deteriorated. The four story building has no elevator. MSU has commissioned the design of new restrooms to meet modern gender demographics and a new elevator using university major maintenance funds. This project will construct new restrooms and install a new elevator to meet codes and accessibility requirements.

14. Equipment and Vehicle Storage\$1,100,000
MAES – 7 Station Sites - (Renovation, Deferred Maintenance, New Construction)

Field research facilities require a mix of renovation, demolition, and new construction to protect research equipment and state vehicles from the environment/weather to reduce equipment O&M. Modest electrical required in some facilities.

- Moccasin \$200,000
- Sidney \$120,000
- Havre (2 projects) \$125,000
- Bozeman \$300,000
- Huntley \$ 75,000
- Corvallis \$200,000
- Creston \$ 75,000

15. MUS Roof Replacement (MSU Campuses \$1,625,000; UM Campuses \$1,000,000)..\$2,625,000
 Repair and replacement of selected roofs on all of the campuses.

16. Montana Hall – Planning/Design.....\$850,000
Bozeman Campus - (Renovation/Deferred Maint/Code/Life Safety)

Construction on Montana Hall (39,725 gsf/ 32,144 nasf) was begun in 1896 and completed in 1898. Although not the oldest structure on campus, Montana Hall continues to be the flagship structure and focal point of the campus. The building originally housed classrooms, laboratory spaces, offices for the president, registrar, library, and an assembly hall. Even though numerous (and sometimes insensitive) alterations have occurred, the building retains its character and most of the original detailing. Montana Hall is in the center of the historic core of the university and is physically the most dominant building on campus. A comprehensive study was performed on Montana Hall in 2001, and demonstrated that the building is in need of significant repairs and upgrading including deferred maintenance, adaptive renovation, life safety corrections, structural repairs, building code and ADA renovation. The collective project will include major structural repairs, installation of mechanical HVAC system, and replacement of the electrical systems to provide up-to-date ventilation, power and data distribution and replacement of the obsolete plumbing system. Adaptive renovations will provide modern offices and administrative areas including restoring elements of the historically significant building.

17. All Campus – Code/Deferred Maintenance.....\$7,350,000

State funding is needed to address life safety, code and accessibility problems that have been identified during thorough Facilities Condition Inventory inspections performed at each campus, and by various state and city agencies. These projects are necessary to meet requirements of the International Building Code, Americans with Disabilities Act. ANSI Guidelines, Uniform Fire Code, Life Safety Code, citations from OSHA, citations from the Department of Labor and Industry, etc. They include items such as fire alarms, fire sprinklers, fire doors and separation assemblies, stair enclosures, guardrails, emergency lighting, egress lighting, ventilation systems, and other noted deficiencies.

Spending Authority Only – No State Funds Required

Montana Museum for Art and Culture – Missoula Campus.....\$15,000,000

This request seeks to increase the Spending Authority granted by the 59th Legislature from \$6,000,000 to \$15,000,000 for new gallery space on campus. The Meloy Gallery in the Performing Arts-Radio/Television Building is the primary exhibition space for The University's Permanent Art Collection. The continuing concern for the Collection is its availability to the public and the University community. The School of Fine Arts Advisory Council, along with the UM Foundation have long urged the University to create more opportunities to display this resource. At the same time, students need access to the Collection if they are to benefit from it. The University of Montana proposes constructing 36,000 GSF of new gallery space which would increase exhibition space, provide basement for storage and a gallery/meeting room and office space.

Alumni/Foundation Building – Missoula Campus.....\$11,000,000

Spending Authority is requested from the State to be granted to The University of Montana to construct and administer this new Alumni/Foundation facility on campus. All construction and project expenses associated with this project would be funded from sources other than those directly received from the State. The University of Montana is requesting operations and maintenance support from the State for only the portion of the facility which houses the Alumni Association (10,654 GSF)

Broadcast Media Center – Missoula Campus.....\$6,000,000

This project will construct an addition to the PARTV Building to consolidate all of Broadcast Media's staff and operations into one building. It is currently estimated that the addition will be approximately 17,000 GSF and will include not only offices, conference rooms, public areas, but also multi-media presentation rooms and video production and editing facilities.

General Spending Authority (UM Campuses \$6,000,000).....\$6,000,000

These are requests for spending authority to be granted to The University of Montana to construct and administer the projects which develop between Legislative sessions and require the University to address in a timely fashion. Additionally, these projects do not require support of additional programs.

System Proposals

Resources Required for Strategy Implementation

Education Units

Base Appropriations Request [Not Prioritized]	FY10	FY11	Biennium
Affordability - Targeted Financial Aid (Residents)			
2 Year (including Community Colleges)	450,000	900,000	1,350,000
4 Year (Northern, Western, Tech and Billings)	275,000	550,000	825,000
Investment in Two-Year Education	1,500,000	1,500,000	3,000,000
2% Pool for Critical Salary Issues	5,308,053	10,616,106	15,924,159
Doctoral Education & Research - Economic Development	5,707,702	5,707,702	11,415,404
Combined Campus Initiatives	3,036,621	3,781,621	6,818,242
PBS Satellite Up-linking Fund	200,000	200,000	400,000
Primary Care Workforce for Frontier/Rural Montana	824,000	1,149,000	1,973,000
Total Base Expenditures - Ed Units	17,301,376	24,404,429	41,705,805

Note: ¹ Total does not include Community Colleges.

One-Time-Only Requests [Not Prioritized]

The University of Montana			
Communicative Sciences and Disorders	100,000	100,000	200,000
Curricular Alignment with K-12	185,000	195,000	380,000
Montana Tech			
Montana Academy of Math & Science	250,000	250,000	500,000
The 4 Campuses of Montana State University			
Acquire & Implement 4-Campus Course Management System	500,000	-	500,000
Acquire & Implement 4-Campus Document Imaging System	-	500,000	500,000
Total OTO Request - Ed Units	1,035,000	1,045,000	2,080,000

Office of the Commissioner

Base Appropriations Request

College Readiness/Remediation	95,000	95,000	190,000
Information Resources, Planning & Communication	202,030	202,030	404,060
Total Expenditure Requests	297,303	297,303	594,060

System Initiatives [Not in Priority Order]

Resources Required for Strategy Implementation

MUS Agencies

Base Appropriations Request

	FY10	FY11	Biennium
1 2% Pool for Critical Salary Issues	481,699	963,398	1,445,097
Total Base Expenditures	481,699	963,398	1,445,097

UM Agencies

1 Ground Water Investigation	600,000	600,000	1,200,000
2 Climate Office	200,000	200,000	400,000
3 Wildland Interface in Montana	-	60,000	60,000
4 Enhancing Research Capabilities -- Bureau of Mines	303,800	312,914	616,714
5 Applied Forest Management and Outreach Program	210,000	210,000	420,000
Total Base Expenditures	1,313,800	1,382,914	2,696,714

MSU Agencies

Montana Agricultural Experiment Station			
1 Research Support Personnel	160,000	160,000	320,000
2 Research Faculty to Meet Emerging Demands	200,000	200,000	400,000
Total Base Expenditures	360,000	360,000	720,000
Extension Service			
1 Agricultural Security and Emergency Preparedness	181,850	181,850	363,700
2 Community Vitality, Economic Sustainability & Renewable Energy	167,395	167,395	334,790
Total Base Expenditures	349,245	349,245	698,490
Fire Services Training School			
1 Community Emergency Services Training	140,247	239,325	379,572
Total Base Expenditures	140,247	239,325	379,572
Total Biennial Expenditures - All Agencies	2,644,991	3,294,882	5,939,873

One-Time-Only Requests

Montana Forest and Conservation Experiment Station			
Climate Office	5,000	-	5,000
Wildland Interface in Montana	-	5,000	5,000
Applied Forest Management and Outreach Program	10,000	-	10,000
Total OTO Request	15,000	5,000	20,000
Montana Agricultural Experiment Station			
Agricultural Field Equipment	1,000,000	1,000,000	2,000,000
Extension Service			
Agricultural Security and Emergency Preparedness	20,000	15,000	35,000
Community Vitality, Economic Sustainability & Renewable Energy	85,000	75,000	160,000
Healthy Communities, Healthy Living	25,000	20,000	45,000
Total OTO Request	1,130,000	1,110,000	2,240,000
Total OTO - All Agencies	1,145,000	1,115,000	2,260,000

Campus Appropriation Initiatives

List of Individual Proposals

The Campuses of The University of Montana

(These proposals respond to agreed upon Strategic Goals, and will seek State funding)

Base Appropriations Request	FY10	FY11	Biennium
The University of Montana			
1 MPACT Program	175,000	200,000	375,000
2 Strategic Faculty for Research and Student Success	350,000	575,000	925,000
3 IT Directory	155,000	163,000	318,000
4 Facilities ACTION	200,000	200,000	400,000
Total Expenditures	880,000	1,138,000	2,018,000
Montana Tech			
1 Implementation of Honors Programs	35,000	35,000	70,000
2 Marketing Initiative	30,000	30,000	60,000
3 Learning and Advising Center	35,000	35,000	70,000
Total Expenditures	100,000	100,000	200,000
Western			
1 Enhancing Student Success Through Experience One	215,000	215,000	430,000
2 Academic Preparedness - (Student Retention and Success)	109,360	109,360	218,720
Total Expenditures	324,360	324,360	648,720
HCOT			
1 Student Retention and Success	70,000	70,000	140,000
2 Enhance Academic Offerings	60,000	120,000	180,000
Total Expenditures	130,000	190,000	320,000
Total Base Expenditures - 4 Campuses	1,434,360	1,752,360	3,186,720

OTO	FY10	FY11	Biennium
The University of Montana			
Communicative Sciences and Disorders	100,000	100,000	200,000
Curricular Alignment with K-12	185,000	195,000	380,000
Helena College of Technology			
Expand Library Collection to support instructional programs	50,000	30,000	80,000
Montana Tech			
Montana Academy of Math and Science	250,000	250,000	500,000
Total OTO Request - 4 Campuses	585,000	575,000	1,160,000

Campus Appropriation Initiatives

List of Individual Proposals

The Campuses of Montana State University

(These proposals respond to agreed upon Strategic Goals, and will seek State funding)

Base Appropriations Request	FY10	FY11	Biennium
1 Campus/University IT Staffing Initiative [Bozeman]	275,000	450,000	725,000
2 Student Retention and Success [Bozeman]	200,000	300,000	500,000
3 Effective Recruitment and Retention of Students [Billings]	100,000	100,000	200,000
4 Campus Enrollment And Retention [Northern]	60,021	60,021	120,042
5 High School Pathways [Great Falls]	115,740	115,740	231,480
6 High School Pathways (OTO) [Great Falls]	48,000		48,000
7 Campus Safety & Security Staffing [Bozeman]	200,000	350,000	550,000
8 Development of New Programs [Billings]	225,000	250,000	475,000
9 Community And Tribal College Curriculum Delivery [Northern]	51,750	51,750	103,500
10 Undergraduate Research [Bozeman]	100,000	125,000	225,000
11 Program & Service Development for Adult Learners [Billings]	75,000	75,000	150,000
12 Northern/GF CoT Baccalaureate Completion [Northern]	51,750	51,750	103,500
13 Development in Graduate Education & Research [Billings]	100,000	100,000	200,000
Total Base Expenditures - 4 Campuses	1,602,261	2,029,261	3,631,522

One-Time-Only Appropriations Request	FY10	FY11	Biennium
1 Acquire & Implement 4-Campus Course Management System	500,000		500,000
2 Acquire & Implement 4-Campus Document Imaging System		500,000	500,000
Total OTO Request - 4 Campuses	500,000	500,000	1,000,000

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSALS (MARCH 2008)

UNIT/CAMPUS: MUS CAMPUSES	UNIT PRIORITY:
NEW PROPOSAL NAME: 2% POOL FOR CRITICAL SALARY ISSUES	
BOARD OF REGENT STRATEGIC GOAL: <input type="checkbox"/> ACCESS <input type="checkbox"/> ECON DEV <input checked="" type="checkbox"/> EFFICIENCY <input checked="" type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$15,924,159	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$5,308,053	FY 11 TOTAL COST: \$10,616,106
FY 10 BASE FUNDING REQUESTED: \$5,308,053 UM - \$2,521,508 MSU - \$2,786,545	FY 11 BASE FUNDING REQUESTED: \$5,308,053 UM - \$2,521,508 MSU - \$2,786,545
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

GOAL / STRATEGY

The Recruitment and Retention Task force assembled by the Commissioner of Higher Education found that all campuses of the University of Montana System are having difficulties in recruiting and retaining faculty and staff, with substantial negative impact. Studies of salaries at comparator institutions confirmed that average salaries across the System are less than competitive and the goal of this proposal is to address this problem.

Strategy: Request a special base adjustment in State appropriation equal to 2% of total salaries each year to provide a pool of funds to address critical salary issues such as compression, inversion, equity and market in the form of base salary increases. *Please note that the 2% request is a placeholder estimate which will be refined, based on data analysis which will investigate the magnitude of salary issues on each campus, by category (faculty, administrative & professional, and classified staff.) The final request will be no more than the 2% initial request, but will be a more exact estimate of the need, tied to specific parameters for each employee group.*

IMPACT

Positive impacts will include:

- Shorter average duration of position vacancies
- Larger and more competitive applicant pools
- Fewer failed searches
- Better retention of faculty and staff

Failure to implement the plan will result in continued difficulties in recruitment, retention and ultimately overall reduced quality in instruction and campus support.

ACTION PLAN

- The Director of HRS will implement in consultation with Executive Officers in FY2010 and FY 2011.

HOW SUCCESS IS MEASURED:

ACCOUNTABILITY

Improvement in average salaries relative to comparative and benchmark salary data
Improved retention

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSALS (MARCH 2008)

UNIT/CAMPUS: UM & MSU	UNIT PRIORITY:
NEW PROPOSAL NAME: DOCTORAL EDUCATION AND RESEARCH – ECONOMIC DEVELOPMENT	
BOARD OF REGENT STRATEGIC GOAL: __ ACCESS __X ECON DEV __ EFFICIENCY __ RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$11,415,404	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$5,707,702	FY 11 TOTAL COST: \$5,707,702
FY 10 BASE FUNDING REQUESTED: \$5,707,702	FY 11 BASE FUNDING REQUESTED: \$0
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE):0	ADDITIONAL STAFF IN FY11 (FTE):0

DESCRIPTION OF NEW PROPOSAL:

This initiative has been developed as a cooperative effort between the University of Montana and Montana State University and is consistent with the Board of Regents' desire to move the two institutions further in the direction of graduate research institutions. Graduate education, especially in disciplines related to science and technology, is essential to the continued growth, leadership and economic well-being of Montana. Current policies and budget constraints at Montana's two research universities are significantly inhibiting the ability of the institutions to attract and engage the best young minds in America, particularly at the doctoral level. This initiative is designed to give Montana a competitive edge in attracting the very best doctoral students to its two research universities. Specifically, the initiative will contribute to the state in the following ways:

- Increase the number and quality of highly skilled and globally competitive employers and employees for Montana's rapidly expanding knowledge and technology-based economy;
- Increase the number and success of new start-up technology-based businesses that stem from research conducted at University of Montana and Montana State University through new business development by faculty and graduate students;
- Increase the national and global competitiveness of the University of Montana and Montana State University graduate programs to recruit the top tier graduate students to Montana; and
- Increase the quality of our undergraduate education experience by recruiting the best graduate teaching and research assistants who often work closely with our undergraduates in the classroom and in the laboratory.

There are multiple strategies necessary to move the institutions toward greater competitiveness and larger enrollments in doctoral programs. This proposal focuses on the two strategies detailed below. In future biennia, strategies aimed at expanding existing graduate programs and initiating new programs will be presented.

Competitive graduate stipends: The current graduate stipends provided at the universities are highly variable and decidedly uncompetitive regionally or nationally. While in some areas, grant-funded activity permits paying a higher and more competitive stipend, state-funded assistantships must be addressed. If we are to attract increasing numbers of highly capable students, we will need to increase stipend levels to values that are competitive with other flagship institutions in the region. *This proposal addresses assistantships for doctoral students only* because that group of students is most directly related to economic development and it provides an ambitious, but achievable goal by itself. The regionally competitive doctoral stipends, and therefore the targets for this initiative, are: \$25,000 for science and engineering areas and \$18,500 for other disciplines. The budget below reflects taking current state-funded assistantships for the doctoral students on both campuses from their present levels to the indicated amounts.

Resident status for tuition purposes: Nearly every other state provides relief from non-resident tuition for students from outside the state who are appointed as graduate assistants. A survey of land grant and research universities in 14 western states revealed that Montana's two research universities were the only universities that did not provide tuition assistance for graduate teaching and research assistants. In Montana, non-resident graduate students are "billed" at the full non-resident rate, although in many cases grant funds and significant university funds are used to provide tuition relief to the student. Furthermore, non-resident graduate students are currently not counted toward the state appropriation based upon FTE. This proposal is for a policy that establishes non-resident graduate assistants as residents for tuition purposes and to count them in the University's FTE base at the time of allocation of state appropriations.

Reset the FTE calculation for Doctoral students: Doctoral students in most states are considered full-time at loads equal to 9 student-credit-hours (SCH) per semester. As these students are intended to participate in research and teaching efforts as doctoral assistants as part of their training, a 9 hour load is more appropriate to these programs and this mission. Accounting for these students based on a 9 SCH per FTE more accurately reflects the enrollment and the cost of instruction.

Assessment and Accountability:

Benchmarks for measuring the success of this initiative are straightforward: significantly increased numbers of graduate students (both incoming and graduating), higher quality students, increased numbers of students from outside of Montana, and increased research productivity.

RESOURCE REQUIREMENTS UM:

Personnel: (Defined by category and FTE, with amount)

Graduate Assistantships:

Increase 150 state-funded doctoral assistantships to target of \$25,000:

150 students X \$13,000 = \$1,430,000

Total Graduate Assistantship annual enhancement: **\$1,950,000**

Expenses: (Defined by category and amount)

Resident graduate student FTE generated from transition to 9 SCH/FTE:

77.33 X \$4,676 per FTE = **\$361,611**

Conversion of Non-resident graduate students to resident status (based on Fall 07 enrollment and calculated at 9 SCH/FTE):

117.90 non-resident FTE X \$4,676 per FTE = **\$551,300**

Bring existing stipends to 25k	150.00	13,000	1,950,000
Additional Resident FTE (12 to 9)	77.33	4,676	361,595
Conversion of NR to Res	117.90	4,676	551,300
			<u>2,862,895</u>

RESOURCE REQUIREMENTS MSU:

Personnel: (Defined by category and FTE, with amount)

Graduate Assistantships:

Increase 160 state-funded doctoral assistantships to target of \$25,000:

160 students X \$13,000 = \$2,080,000

Total Graduate Assistantship annual enhancement: **\$2,080,000**

Expenses: (Defined by category and amount)

Conversion of Non-resident graduate students to resident status (based on Fall 07 enrollment and calculated at 9 SCH/FTE):

101.17 additional resident (9 SCH/FTE) FTE x \$4,676 per FTE = \$473,071

62.39 non-resident FTE x \$4,676 per FTE = \$291,736

Total appropriation associated with change in FTE definition: **\$764,807**

Bring existing stipends to 25k	160.00	13,000	2,080,000
Additional Resident FTE (12 to 9)	101.17	4,676	473,071
Conversion of NR to Res	62.39	4,676	291,736
			<u>2,844,807</u>

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSALS (MARCH 2008)

UNIT/CAMPUS: UM/MSU	UNIT PRIORITY:
NEW PROPOSAL NAME: PBS SATELLITE UP-LINKING FUND	
BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> X_ACCESS <input type="checkbox"/> ECON DEV <input checked="" type="checkbox"/> X_EFFICIENCY <input type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$400,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$200,000	FY 11 TOTAL COST: \$200,000
FY 10 BASE FUNDING REQUESTED: \$200,000	FY 11 BASE FUNDING REQUESTED: \$0
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

Goal: To extend the impact of The University of Montana into the public realm through public service and distance learning through satellite-delivered Montana PBS service.

Strategy: To acquire transponder bandwidth and uplink the Montana PBS service to statewide cable system head-ends and Montana PBS transmitter and translator facilities.

Need: Montana PBS, the statewide public television service of the Montana University System, has tremendous public relations and public service value to the MUS and is a visible extension of the Universities' role in distance education, and promotion of learning, citizenship and culture. In 2003, after the sudden loss of a primary microwave distribution provider, Montana PBS was forced to move to satellite distribution. Montana PBS was able to secure the necessary capital and transitional funding necessary to quickly establish a suitable distribution system. That funding, provided by federal grants, will end in 2008. Without satellite up-linking, the service will cease for more than 130,000 households in the state.

The 2007 Montana Legislature, at the request of the Friends of Montana PBS, passed \$400K in funding support for the FY 08/09 biennium for this interconnection system. This funding request was made with the stated understanding and request from lawmakers that further funding would be requested and provided through the normal MUS funding process, beginning with the FY 2010/11 biennium.

At the request of the Commissioner of Higher Education, Montana PBS is pursuing this request in a collaborated effort through the established budgeting processes at both the University of Montana and Montana State University. The two institutions have agreed to place one half of the requested funding in their respective budget request processes. Montana PBS is seeking a total of \$400k in increased base funding per biennium.

HOW SUCCESS IS MEASURED:

Benchmarks for success: On-going delivery of Montana PBS signal to cable head-ends and Montana PBS transmitter and translator installations and measured continued growth in statewide membership.

Resource Requirements:

Personnel: (Defined by category and FTE, with amount) None

Expenses: (Defined by category and amount)

Lease, \$200,000

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSALS (MARCH 2008)

UNIT/CAMPUS: MUS	UNIT PRIORITY:
NEW PROPOSAL NAME: TARGETED FINANCIAL AID	
BOARD OF REGENT STRATEGIC GOAL: <u> X </u> ACCESS <u> </u> ECON DEV <u> </u> EFFICIENCY <u> X </u> RECRUIT/RETAIN	

TOTAL BIENNIAL COST: \$2,175,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$725,000	FY 11 TOTAL COST: \$1,450,000
FY 10 BASE FUNDING REQUESTED: \$725,000	FY 11 BASE FUNDING REQUESTED: \$725,000
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

GOAL / STRATEGY:

Fund a Targeted Financial Aid Initiative which would provide need-based grant aid for Montana residents. This grant aid will serve as an incentive for Montana residents to attend one of the 2 year or 4 year institutions in the state (excluding the flagship campuses at UM and MSU).

IMPLEMENTATION RESPONSIBILITY:

Financial Aid Directors at one of the following units:
 2 year (including Community Colleges, as well as Colleges of Technology)
 4 year (Northern, Western, Tech, Billings)

IMPACT:

Base funding of the Targeted Financial Aid Initiative will:

- Enhance affordability and assist low-income Montana residents with the cost of education;
- Encourage residents to attend one of the campuses listed above;
- Increase the participation rate among resident students who have traditionally been less likely to attend college;
- Clearly delineate the two doctoral research Universities within the state and allow for a more differentiated model of higher education.

	Target award amount	Target number of awards	Total allocation per cohort
2 year campuses	2,250	200	450,000
4 year campuses	2,750	100	275,000
			<u> </u> \$725,000

ACTION PLAN:

Base fund the Targeted Financial Aid pool to levels that allow for:

- Modest expansion;
- Cohort renewal in the next biennium;
- Federal financial aid would be determined prior to awarding the grant aid.
- The following campus allocation model:
 - 2 year campuses – 200 awards in the amount of \$2,250
 - 4 year campuses – 100 awards in the amount of \$2,750
- Re-issuance of unused funds would be handled in the same manner as other state financial aid allocations.

HOW SUCCESS IS MEASURED:

ACCOUNTABILITY:

Targeted Financial Aid would ensure continued participation of Montana residents and develop measurable growth in the participation rate. Funding would involve \$725,000 base funding in both FY10 and FY11 per cohort, which would provide funding for four years per cohort.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSALS (MARCH 2008)

UNIT/CAMPUS: SYSTEMWIDE	UNIT PRIORITY:
NEW PROPOSAL NAME: PRIMARY CARE WORKFORCE FOR FRONTIER/RURAL MONTANA	
BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input type="checkbox"/>	
RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$1,973,000	FUNDING SOURCES:
FY 10 TOTAL COST: \$824,000	FY 11 TOTAL COST: \$1,149,000
FY 10 BASE FUNDING REQUESTED: \$824,000	FY 11 BASE FUNDING REQUESTED: \$1,149,000
FY 10 OTO FUNDING REQUESTED:	FY 11 OTO FUNDING REQUESTED:
ADDITIONAL STAFF IN FY10 (FTE):	ADDITIONAL STAFF IN FY11 (FTE):

The following funding requests were developed as a system-wide, comprehensive approach to increasing 1) the number of health professionals who are recruited from rural/frontier Montana, 2) the number of people who have opportunities to receive education specifically targeted to a rural/frontier practice, and 3) the number of health professionals most likely to practice in rural and frontier communities. The proposals *are not ranked*, and all are considered to be a priority for improving healthcare and maintaining the economic viability in rural/frontier areas. All proposals align with strategies recommended by MHWAC in a May 2007 report to the Board of Regents Workforce Committee.

MHWAC Strategy: Programs to Increase High Demand Healthcare Workforce:

Support for high demand nursing and allied health programs through RFP process \$300,000: Collaboration among two year programs, universities and healthcare providers will meet ongoing needs for nurses and allied health professionals in rural and frontier communities. Through an RFP process which will show how programs are responsive to and working with rural providers, funds will be targeted to high demand needs in rural and frontier areas.

Psych/Mental Health Nurse Practitioner Program \$337,000: Montana has the most severe mental healthcare workforce shortage in the US. Psych/Mental Health Nurse Practitioners can provide primary mental healthcare in rural and frontier practice and can function in a variety of healthcare settings. The program would be offered via distance education and utilize Montana clinical sites. The program would graduate 5-8 students per year and require clinical faculty and two FTE didactic faculty.

WWAMI Expansion of 10 slots \$973,333: Costs are based on the current contract with UW and current funding for the first year at MSU. The 10 new students will be incorporated into the new Targeted Rural and Underserved Track, an intense program that will recruit students from rural/frontier communities. Medical students are assigned mentors, and provided with extensive rural clinical and educational experiences. The proposal includes \$150,000 for OTO to enhance teleconference capacity with UW and other WWAMI sites. All other WWAMI sites/states have this capacity. WWAMI provides a cost effective medical education for Montana, leverage the resources of the University of Washington and other WWAMI states.

Graduate Medical Education \$50,000: Funding from the State supports 8% of the cost with the remainder from the federal government, and the two Billings hospitals. In 2002, the Legislature cut funding from \$341,200 to \$319,366; the request includes restoration to the previous funding level to support rural outreach, Veterans Clinic experience and obstetric, pediatric and trauma experience. Request is for \$50,000, and would restore funding to 2002 levels.

MHWAC Strategy: Delivering Health Professions Clinical Education Rural and Frontier Montana

Expanding clinical rotations in rural, frontier and underserved communities in all health professions, through a coordinated clinical placement system and expansion of rural and frontier clinical faculty \$300,000: Other rural and frontier states have found success in using an internet based system of matching students to clinical placements in rural sites. Managed by a faculty level coordinator, the system would use software developed in Oregon and can place all types of health professions students from all campuses. Cost is \$80,000 in start up costs for the 1st 2 years, declining to \$26,678 for a .25 FTE in the following years. The request includes \$42,500 per year for recruitment and training of rural and frontier clinical site preceptors and faculty, including travel. It would leverage additional clinical opportunities in partnership with Montana healthcare providers.

MHWAC Strategy: Comprehensive, Long Term Strategy, Shortages and Mal-distribution \$37,667 The healthcare workforce shortages are expected to increase with the aging of the population. This proposal would support the ongoing work of the MHWAC to improve healthcare workforce and analysis, and to support strategic interagency partnerships for workforce development. Additionally the funds would enhance Perkins funded programs and the Area Health Education Centers, to develop K-12 Programs specifically targeted to prepare rural and frontier students for rigor of health professions education. Funds would leverage federal funding through AHEC and Perkins as well as new grants. Cost \$37,667 would support .3 FTE and travel costs associated with MHWAC.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSAL (FEBRUARY 2008)

UNIT/CAMPUS: MSU BOZEMAN	UNIT PRIORITY: 1
NEW PROPOSAL NAME: CAMPUS IT STAFFING INITIATIVE	
BOARD OF REGENT STRATEGIC GOAL: <u> </u>X ACCESS <u> </u>X ECON DEV <u> </u>X EFFICIENCY <u> </u>X RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$725,000	FUNDING SOURCES:
FY 10 TOTAL COST: \$275,000	FY 11 TOTAL COST: \$450,000
FY 10 BASE FUNDING REQUESTED: \$275,000	FY 11 BASE FUNDING REQUESTED: \$450,000
FY 10 OTO FUNDING REQUESTED: \$	FY 11 OTO FUNDING REQUESTED: \$
ADDITIONAL STAFF IN FY10 (FTE): 3.5 FTE	ADDITIONAL STAFF IN FY11 (FTE): 5.5 FTE

DESCRIPTION OF NEW PROPOSAL:

This proposal provides funding for the initial step in a long-term process to transform the way we use information technology at Montana State University. This process will enrich student engagement in learning and discovery, improve pedagogy, increase research capacity, business continuity, and operational efficiency and effectiveness. The entire process will span several biennia.

As an institution, MSU has significantly under invested in information technology. We have 33% fewer IT FTE and spend one-third the money per student as similar institutions. We spend one-quarter the money on academic computing as similar institutions and, as a percent of our total budget we spend half of what similar institutions spend on IT. Our faculty and students are not getting the same benefits from technology that their peers at other institutions are getting.

The campus community has completed an IT Strategic Plan that outlines directions that we should be moving with technology. Our three campus IT Advisory committees have each set priorities on the items in the IT Strategic Plan. This funding request honors those priorities by adding approximately 5.5 FTE technical staff in key positions where a lack of staffing is preventing us from pursuing strategic initiatives.

This initiative addresses the following key areas: Increased availability of IT infrastructure including expanded wireless networking; higher level of client (both academic and business) services; and increased levels of IT security. Several of the funded positions do work that will benefit all four MSU campuses.

HOW SUCCESS IS MEASURED:

Success will be measured by monitoring progress toward the goals of the IT Strategic Plan including: increased use of technology by faculty in their instructional activities, increased access to high speed computing, networking, and storage for researchers; improved security of campus systems and data, increased access to campus networks including increase in wireless coverage; and increased levels of automated business services.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSAL (JANUARY 2008)

UNIT/CAMPUS: STUDENT AND ACADEMIC AFFAIRS	UNIT PRIORITY: 2
NEW PROPOSAL NAME: STUDENT RETENTION AND SUCCESS	
BOARD OF REGENT STRATEGIC GOAL: <input type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input checked="" type="checkbox"/> EFFICIENCY <input checked="" type="checkbox"/> RECRUIT/RETAIN	

TOTAL BIENNIAL COST: \$500,000	FUNDING SOURCES:
FY 10 TOTAL COST: \$200,000	FY 11 TOTAL COST: \$300,000
FY 10 BASE FUNDING REQUESTED: \$200,000	FY 11 BASE FUNDING REQUESTED: \$300,000
FY 10 OTO FUNDING REQUESTED: \$	FY 11 OTO FUNDING REQUESTED: \$
ADDITIONAL STAFF IN FY10 (FTE): 3.0 FTE	ADDITIONAL STAFF IN FY11 (FTE): 4.0 FTE

DESCRIPTION OF NEW PROPOSAL:

Develop an integrated, intensive and **comprehensive mentoring, advising, and counseling system** that reaches all students and is employed early in their academic experience.

Expansion of the First Year Initiative Program will enable more students to be counseled when academic problems arise, including early intervention when freshmen show signs of difficulty within the institution. More advisors are needed in areas such as pre-health and Native American Support. A new program will be established to examine institutional data in order to identify and track students and enhance their chances for success. Another mental health professional will be hired by in the Counseling Center to better serve the needs of the student body. We will better coordinate retention efforts and develop a coherent university retention program.

HOW SUCCESS IS MEASURED:

- Increase freshman to sophomore retention rates
- Increase subsequent year-to-year student enrollment
- Increase the 4, 5, and 6 year graduation rates
- Retention Coordinator services would be measured by looking at efficiencies in programs and overall retention rates.
- Counseling center success is measured by the provision of more immediate and responsive counseling assistance to students

MONTANA UNIVERSITY SYSTEM

2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSAL (FEBRUARY 2008)

UNIT/CAMPUS: MSU BILLINGS	UNIT PRIORITY: 3
NEW PROPOSAL NAME: EFFECTIVE RECRUITMENT AND RETENTION OF STUDENTS	
BOARD OF REGENT STRATEGIC GOAL: <u> X </u> ACCESS <u> </u> ECON DEV <u> </u> EFFICIENCY <u> X </u> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$200,000	FUNDING SOURCES:
FY 10 TOTAL COST: \$100,000	FY 11 TOTAL COST: \$100,000
FY 10 BASE FUNDING REQUESTED: \$100,000	FY 11 BASE FUNDING REQUESTED: \$100,000
FY 10 OTO FUNDING REQUESTED:	FY 11 OTO FUNDING REQUESTED:
ADDITIONAL STAFF IN FY10 (FTE): 1.5	ADDITIONAL STAFF IN FY11 (FTE): 1.5

DESCRIPTION OF NEW PROPOSAL:

Retaining students is fundamental to Montana State University Billings, not only for the ability of the institution to carry out its mission of providing access, excellence and lifelong learning opportunities, but also to maintain good fiscal health. Effective recruitment and retention of students, however, requires more resources in order to provide students the services necessary to succeed and persist in their pursuits of degrees.

This proposal is a multifaceted approach that targets not only traditional-aged college students, but will work with minority populations, high school educators and flexible scheduling to help bring higher education to the people where they need it. The proposal will:

- Establish the MSU Billings Native American and Minority Student Transitions Program. It will focus on providing tribal college students, Hispanic students and other minorities assistance with their transition to MSU Billings by offering an on-site transitional success course at tribal colleges and other facilities and special one-on-one and group assistance when they arrive at MSUB. MSU Billings will collaborate with tribal college and other entities to establish a one-credit course (curriculum similar to ASC101 mixed with other proven success strategies for minority students) that will help prepare students as they enter MSUB.
- Establish a Science, Technology, Engineering and Math College Preparation and Readiness (STEM-CPR) program. This program will achieve alignment of high school and university curricula in math and science through a review of math and science curricula at both the K-12 and university levels. Area high school and MSU Billings educators will collaborate on the project and funds would be used to fund substitutes to help participation.
- Expand the base budget to establish a College Transitions Program that would provide retention counseling, mentors and part-time first-year experience teachers to give first-year students the tools needed to persist to graduation and improve retention.
- Provide resources for a Flexible Scheduling Initiative that will allow MSU Billings the ability to offer classes for specific programs via multiple formats and various teaching modules. This initiative will provide staffing to not only administer the program, but provide the proper financial aid and academic advising to meet the needs of students. This will be especially critical for adult learners and traditional students who need to work full-time to offset the cost of education.
- Develop new ways to engage students who have opted out of the education process — for one reason or another — during their high school or college careers. The university will use these funds to build bridges between the existing adult education program and other training opportunities in the community to serve these students, who are now adults either in the workforce or looking for new educational opportunities.
- Establish scholarship opportunities for Iraq/Afghanistan veterans.
- Provide resources for a collaborative program with other small campuses in the Montana University System for emergency funding of auxiliary aides and services for students with disabilities.*

HOW SUCCESS IS MEASURED:

The university already has established guidelines for tracking retention and this initiative feeds into that system. Success will be measured by increased retention rates, improved mentoring and increased satisfaction among students as outlined in regular surveys and assessments. Other outcomes include development of high school math curricula that prepares students for the first year university general education math requirement; reading-in-the-content-area (math and science) strategies to help prepare students to read university-level textbooks; and continue coordination among area high schools and MSU Billings toward a smooth transition from high school graduation to the first year university experience.

* This is also a part of a system wide proposal to deal with services for disabled students.

INTERNAL REALLOCATION:

MSU-Billings will reallocate existing dollars to:

- develop the Dual Credit Program and the High School Connections Program
- enhance the staffing patterns in the Academic Support Center
- create a position for a "Student Success Coordinator"

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSAL (FEBRUARY 2008)

UNIT/CAMPUS: MSU-NORTHERN	UNIT PRIORITY: 4
NEW PROPOSAL NAME: CAMPUS ENROLLMENT AND RETENTION	
BOARD OF REGENT STRATEGIC GOAL: <input type="checkbox"/> ACCESS <input type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input checked="" type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$120,042	FUNDING SOURCES:
FY 10 TOTAL COST: \$60,021	FY 11 TOTAL COST: \$60,021
FY 10 BASE FUNDING REQUESTED: \$60,021	FY 11 BASE FUNDING REQUESTED: \$60,021
FY 10 OTO FUNDING REQUESTED: \$	FY 11 OTO FUNDING REQUESTED: \$
ADDITIONAL STAFF IN FY10 (FTE):1	ADDITIONAL STAFF IN FY11 (FTE):1

DESCRIPTION OF NEW PROPOSAL:

Develop a more thorough advising center on campus to assist new and continuing students in development of their academic plans.

HOW SUCCESS IS MEASURED:

Increased retentions rates.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSAL (FEBRUARY 2008)

UNIT/CAMPUS: MSU-GREAT FALLS		UNIT PRIORITY: 5/6	
NEW PROPOSAL NAME: HIGH SCHOOL PATHWAYS			
BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input type="checkbox"/> RECRUIT/RETAIN			
TOTAL BIENNIAL COST: \$279,480.00			
FY 10 TOTAL COST: \$163,740.00	FY 11 TOTAL COST: \$115,740.00		
FY 10 BASE FUNDING REQUESTED: \$115,740.00	FY 11 BASE FUNDING REQUESTED: \$115,740.00		
FY 10 OTO FUNDING REQUESTED: \$ 48,000.00	FY 11 OTO FUNDING REQUESTED:		
ADDITIONAL STAFF IN FY10 (FTE): .50 FTE	ADDITIONAL STAFF IN FY11 (FTE):		

DESCRIPTION OF NEW PROPOSAL:

This initiative is designed as a K-12/higher education collaborative approach to address two major concerns of both sectors:

1. **Declining enrollments.** As the recent series in the Great Falls Tribune documents, declining K-12 enrollments are having a deleterious effect on the ability of those districts to deliver quality curriculum, particularly at the high school level.

One way to help these school districts provide high-quality high school curriculum *and* introduce students to the lifelong learning modality of the future – distance learning – is to serve as an “e-learning hub” for smaller school districts experiencing workforce shortages. This initiative would make MSU – Great Falls that hub and provide the following services to partnering high schools:

- A cadre of (8) K-12 certified teachers who will commit to teaching high school courses to high school students online;
- Graduate-level course work preparing the cadre to offer high-quality instruction online;
- Laptops for teachers in the cadre for the purpose of delivering the instruction;
- Support services through MSU – Great Falls for online high school students and faculty to ensure that the learning experience is high-quality;
- A liaison for parents and administrators to ensure good communication.

2. **Dual enrollment programming.** Montana’s high school graduation rates are among the top ten in the country, but we fall to the middle of the pack when it comes to college-going rates of our high school graduates. One way to improve those rates is expanded dual enrollment opportunities. Dual enrollment allows talented and motivated high school students to begin college course work while they are in high school, often getting dual credit at the high school and the college level, for the same college course. Research indicates that high school students with dual enrollment credits are more likely to go to college, more like to perform better in college, more likely to complete their degrees more quickly and with less cost, and more likely (10 times more likely) to complete graduate degrees. Beyond the benefits to the student, the savings to parents and to taxpayers in states where dual enrollment opportunities are widespread can be substantial. All of these benefits are particularly important for first-generation students, who have no history of college-going in their families.

Currently, dual enrollment programming is not as widespread, widely used, or effective as it could be for a variety of reasons. This initiative is designed to address three aspects of dual enrollment programming currently not in place in Montana:

- A dual-enrollment “package” of programs and services designed to maximize awareness of the opportunity and maximize its effectiveness
- A cadre of (8) - 12 K-12-certified teachers who meet minimum qualifications for college faculty to teach dual-credit courses online.
- Graduate-level course work preparing this cadre to deliver high-quality instruction online;
- Laptops for these teachers for the purpose of delivering instruction;
- Support services through MSU – Great Falls for online high school students and faculty to ensure that the learning experience is high-quality;
- A college advisor developing and delivering the advising and orientation to college component of the program;
- Minimal tuition and free textbooks for one course each semester of the senior year and an “Intro to College” program for 20 **first-generation college students** whose test scores suggest college readiness;
- A marketing and awareness initiative for the dual enrollment “package” and Dual Credit Online.

Description of Funded Services:

Teacher Shortage Package:

<u>FY 10</u>		<u>FY 11</u>	
Graduate course X 8	8,000		
Laptops X 8	8,000		
Course development X 8	8,000		
Admin asst/liaison .5 w/benefits	<u>27,740</u>	<u>27,740</u>	
	51,740	27,740	\$ 79,480 for biennium

Dual Enrollment Package:

<u>FY 10</u>		<u>FY 11</u>	
Graduate course X 8	8,000		
Laptops X 8	8,000		
Course development X 8	8,000		
Program Supervisor w/benefits	60,000	60,000	
Tuition X textbooks x 20 X 2	16,000	16,000	
Promotion/communication	<u>12,000</u>	<u>12,000</u>	
	112,000	88,000	<u>\$200,000 for biennium</u>

TOTAL BOTH PACKAGES \$279,480 FOR BIENNIUM

MEASURES OF SUCCESS

- Increase in dual enrollment numbers
- Increase in first-generation students going on to college
- Increase in high school students taking courses online
- School district satisfaction at 4.0 on a 5.0 scale

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSAL (FEBRUARY 2008)

UNIT/CAMPUS: MSU - BOZEMAN	UNIT PRIORITY: 7
NEW PROPOSAL NAME: CAMPUS SAFETY & SECURITY STAFFING RESOURCES	
BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> ACCESS <input type="checkbox"/> ECON DEV <input checked="" type="checkbox"/> EFFICIENCY <input checked="" type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$550,000	FUNDING SOURCES:
FY 10 TOTAL COST: \$200,000	FY 11 TOTAL COST: \$350,000
FY 10 BASE FUNDING REQUESTED: \$200,000	FY 11 BASE FUNDING REQUESTED: \$350,000
FY 10 OTO FUNDING REQUESTED: \$	FY 11 OTO FUNDING REQUESTED: \$
ADDITIONAL STAFF IN FY10 (FTE): 3.0 FTE	ADDITIONAL STAFF IN FY11 (FTE): 5.0 FTE

DESCRIPTION OF NEW PROPOSAL:

Montana State University, like most Universities across the nation, is facing numerous challenges related to its responsibility for providing a safe, secure environment for the thousands of students, faculty, staff and visitors who use our academic community on a daily basis. Tragic events during the past year have created an even greater focus of attention on University Police Forces, and have heightened the expectations of students, faculty, staff, parents, Regents and Legislators.

This Initiative requests funding to improve just one element of MSU-Bozeman’s overall campus safety and security program: the staffing level of Police Officers.

MSU-Bozeman has just 17 certified law enforcement officer positions, including the Director and Assistant Director. This is a very small force for the demands of providing a 24/7/365 service of law enforcement and security to a campus of over 1,000 acres, 150 building, and 3,000 on-site residents. Due to vacancies, illness, vacations, training and special event schedules, MSU often will not have any uniformed patrol officer on campus during a day-time shift – and will be forced to have just one officer on patrol, alone, during night-time shifts.

The average Police Force size of comparable universities across the nation is between 24-34 officer positions. At that level of staffing, universities are able to provide a regular presence of uniformed officers on the central campus, day and night; coordinate student escort services across campus during evening hours; and, provide a regular on-campus living security patrol service.

The additional Police Officer FTE this initiative would fund could provide the level of staffing necessary for MSU to begin to provide a regular presence of officers across campus, and to avoid posting just one officer on evening or late night shifts.

HOW SUCCESS IS MEASURED:

Improved level of presence of Police Officers on campus, and a heightened sense of safety and security for MSU’s thousands of students, faculty, staff, parents and visitors.

MONTANA UNIVERSITY SYSTEM

2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSAL (FEBRUARY 2008)

UNIT/CAMPUS: MSU BILLINGS	UNIT PRIORITY: 8
NEW PROPOSAL NAME: DEVELOPMENT OF NEW PROGRAMS	
BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$475,000	FUNDING SOURCES:
FY 10 TOTAL COST: \$225,000	FY 11 TOTAL COST: \$250,000
FY 10 BASE FUNDING REQUESTED: \$225,000	FY 11 BASE FUNDING REQUESTED: \$250,000
FY 10 OTO FUNDING REQUESTED:	FY 11 OTO FUNDING REQUESTED:
ADDITIONAL STAFF IN FY10 (FTE): 4.5	ADDITIONAL STAFF IN FY11 (FTE):

DESCRIPTION OF NEW PROPOSAL:

In any large industry, resources for research and development are critical for the success and growth of that industry. Higher education is no different. In order to meet crucial workforce demands — especially in the regional health care, energy and service sectors — and in order to provide the most effective assistance possible in economic development, resources will be needed for Montana State University Billings for development of new programs. This is especially true as Montana faces an increasing demand for qualified workers in all sectors of the economy. In addition, the university needs to move faculty and staff that are currently associated with programs but not a part of the base budget into the base budget. This proposal also expands the ability of MSU Billings to ensure every faculty member, every staff member and every student has experience with online delivery of courses.

The 2007 Labor Day report issued by the Montana Bureau of Labor and Statistics cites Montana as enjoying the eighth-highest level of employment growth between 2005 and 2006 among all 50 states. The same report also lists health care, construction, mining and natural resource development among the best-paying and fastest-growing economic sectors of Montana. This proposal provides support resources for:

- Development of a Trade and Industry Workforce Development Center at the MSU Billings College of Technology (1 FTE). Existing collaborative structures in place with the MSU-Billings College of Professional Studies, Big Sky Economic Development Authority, Celebrate Billings, Billings Job Service, and the Chamber of Commerce will be used to develop and deliver both new and incumbent worker training. Areas of focus will be in construction trades, energy industry, petroleum, alternative fuel, transportation, and technical computer system training.
- Support of faculty line and a full-time clinical coordinator (1 FTE) at the College of Allied Health Professions to expand a growing array of clinical and practical experiences for both undergraduate and graduate students. A majority of the degree programs at the college require a clinical or practical experience, but improved coordination of those clinical experiences is needed in the college to improve the effectiveness of those degree programs. The coordinator will work closely with area health care providers as well as departments to improve student experience.
- Program development for a new Associate of Applied Science Degree in Respiratory Therapy at MSU Billings College of Technology (1.5 FTE). Local reports from health care providers have immediate openings for such workers and the demand is expected to grow in the future. There are no programs at all to prepare respiratory technicians in Billings at present. Both regional health care provider systems, St. Vincent's Health care and Billings Clinic, have approached the university to support such a new program.
- Development and delivery of a distance learning applied health studies program to equip rural health workers with the knowledge and analytical tools needed for their jobs. This will entail collaboration with rural Montana health care organizations and clinical providers to deliver innovative health sciences education curriculum to the current rural health care workforce. Rural organizations facing shortages will benefit by being able to upgrade skills of current workers while keeping them at home.

- Technology training and support needed (1 FTE) to meet the needs of a more technologically diverse and demanding student body and faculty.

HOW SUCCESS IS MEASURED:

Success will be measured through outcomes as a result training and workforce training contracts completed in construction trades, energy industry, petroleum, alternative fuel, transportation, and technical computer system training. Results of this initiative will also increase the number of health care employment opportunities and expand partnerships with the university. The university will also be better prepared to meet student and faculty needs through improved delivery of technology assistance.

INTERNAL REALLOCATION:

An internal reallocation of funds will provide:

- Continued growth through the addition of 1 faculty FTE in the development of the Process Plant and Power Plant training programs.
- An additional FTE to meet the needs of a more technologically diverse and demanding student body.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSAL (FEBRUARY 2008)

UNIT/CAMPUS: MSU-NORTHERN	UNIT PRIORITY: 9
NEW PROPOSAL NAME: COMMUNITY AND TRIBAL MSUN CURRICULUM DELIVERY	
BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input type="checkbox"/> RECRUIT/RETAIN	

TOTAL BIENNIAL COST: \$103,500	FUNDING SOURCES:
FY 10 TOTAL COST: \$51,750	FY 11 TOTAL COST: \$51,750
FY 10 BASE FUNDING REQUESTED: \$51,750	FY 11 BASE FUNDING REQUESTED: \$51,750
FY 10 OTO FUNDING REQUESTED: \$	FY 11 OTO FUNDING REQUESTED: \$
ADDITIONAL STAFF IN FY10 (FTE):1	ADDITIONAL STAFF IN FY11 (FTE):1

DESCRIPTION OF NEW PROPOSAL:

Coordination and collaboration with tribal and community colleges to deliver upper division courses and/or degrees.

HOW SUCCESS IS MEASURED:

Increased student participation in upper division courses and/or degrees at tribal and community college sites.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSAL (FEBRUARY 2008)

UNIT/CAMPUS: MSU-BOZEMAN	UNIT PRIORITY: 10
NEW PROPOSAL NAME: UNDERGRADUATE RESEARCH	
BOARD OF REGENT STRATEGIC GOAL: <input type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input checked="" type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$225,000	FUNDING SOURCES:
FY 10 TOTAL COST: \$100,000	FY 11 TOTAL COST: \$125,000
FY 10 BASE FUNDING REQUESTED: \$100,000	FY 11 BASE FUNDING REQUESTED: \$125,000
FY 10 OTO FUNDING REQUESTED: \$	FY 11 OTO FUNDING REQUESTED: \$
ADDITIONAL STAFF IN FY10 (FTE): 0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL: Founded in 1994, the Undergraduate Scholars Program was one of the first campus-wide undergraduate research programs in the nation. In 2004, MSU became the first land-grant institution in the nation to require an undergraduate research/creativity course. As a top tier Carnegie research university dedicated to undergraduate education, we have pledged to **link student learning with the discovery of knowledge**.

Summer and academic year research stipends. Students have better career opportunities if they have been employed as undergraduate researchers, and by so doing have developed the skills that position them for higher level jobs. This funding will expand the number of students going beyond their curricular requirements in this area.

Funds for supplies for undergraduate research and creative work. Outside of the sciences and engineering funding for supplies is very limited. Yet research and creative work for students in the humanities, arts, and social sciences is every bit as educationally valuable. Modest support will provide a tremendous return on the investment in terms of the quality of education.

Internships with Montana companies and a community-based research program. A funded internship program would directly benefit both undergraduates and small businesses throughout the state. This would help Montana companies provide internship opportunities with adequate compensation to attract students. Engaging students in hands-on learning with community partners holds great potential for applying research methods to real life problems that non-profit organizations face in Montana.

Funds to send students to regional and national meetings to present the results of their research. The experience of presenting the results of their work at meetings can be extremely valuable for students, directly contributing to the development of their critical thinking as well as communications skills.

HOW SUCCESS IS MEASURED:

Success at the end of the biennium will be measured against the following goals:

- Increase undergraduate research activity beyond curricular requirements
- Increase the annual number of internships with Montana companies
- Increase community based undergraduate research
- Increase MSU undergraduate research presentations at national conferences

MONTANA UNIVERSITY SYSTEM

2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSAL (FEBRUARY 2008)

UNIT/CAMPUS: MSU BILLINGS	UNIT PRIORITY: 11
NEW PROPOSAL NAME: PROGRAM & SERVICE DEVELOPMENT FOR ADULT LEARNERS	
BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> ACCESS <input type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input checked="" type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$150,000	FUNDING SOURCES:
FY 10 TOTAL COST: \$75,000	FY 11 TOTAL COST: \$75,000
FY 10 BASE FUNDING REQUESTED: \$75,000	FY 11 BASE FUNDING REQUESTED: \$75,000
FY 10 OTO FUNDING REQUESTED:	FY 11 OTO FUNDING REQUESTED:
ADDITIONAL STAFF IN FY10 (FTE):	ADDITIONAL STAFF IN FY11 (FTE):

DESCRIPTION OF NEW PROPOSAL:

Many reports over the past couple of years have provided ample evidence that Montana needs to move ahead with policies and initiatives to more fully engage adult learners. Montana State University Billings proposes to address those needs with a university initiative for program and service development for adult learners. This proposal will not only provide adults currently in the workforce opportunities to improve their educational attainment, but will give former high school drop-outs an opportunity to access higher education.

According to a Center for Education Reform Report (February 2007):

“...despite the impressive academic achievement at the early grades, Montana is not continuing its high-quality education through high school, and this is dramatically affecting the ability of its citizens to achieve success in life. Some of the more glaring deficiencies were the educational attainment of Montana’s adults. Only 43.2 percent of the state’s young adults were enrolled in postsecondary education or had a higher education degree, compared to the national average of 47.8 percent. Of the state’s entire adult population, only 37 percent had a four-year or two-year degree, which again is below the national average. Montana also is a net exporter of college talent each year. Annually, 109 more students leave the state for college than enter the state to enroll in an institute of higher learning. Clearly the Treasure State needs a boost.”

Other reports indicate that most students in adult, continuing-education and professional development programs at American colleges and universities rely on personal savings and employer-provided tuition assistance to pay for their education. In addition, there is a growing need for the university to better serve adult learners between the ages of 60-75 who still want to remain in the workforce but need some “reverse specialization” or new training. The services will be delivered both on-site and online to best meet the individual needs of the students.

This proposal will provide resources for the entire university to strategically target proficiencies at the university — including workforce development expertise and training at the College of Technology and College of Professional Studies and Lifelong Learning — to engage adult learners in new ways. Through flexible scheduling opportunities, tuition assistance for employers and engagement of business, industry and labor, the university will provide “just-in-time” higher education opportunities when adults need them. This proposal will also provide marketing and development resources for MSUB Online to more adequately compete with adult workers in our region.

HOW SUCCESS IS MEASURED:

Success will be measured by increased adult participation in all academic areas of the university, from customized training to certificate programs to two-year degree completion as well as opportunities to earn baccalaureate and graduate degrees. Resources will be used for development of flexible scheduling (including funds for financial aid, registrar, advising and business services) marketing, market research and faculty resources.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSAL (FEBRUARY 2008)

UNIT/CAMPUS: MSU-NORTHERN	UNIT PRIORITY: 12
NEW PROPOSAL NAME: MSUN/MSU COT GREAT FALLS BACCALAUREATE COMPLETION	
BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input type="checkbox"/> RECRUIT/RETAIN	

TOTAL BIENNIAL COST: \$103,500	FUNDING SOURCES:
FY 10 TOTAL COST: \$51,750	FY 11 TOTAL COST: \$51,750
FY 10 BASE FUNDING REQUESTED: \$51,750	FY 11 BASE FUNDING REQUESTED: \$51,750
FY 10 OTO FUNDING REQUESTED: \$	FY 11 OTO FUNDING REQUESTED: \$
ADDITIONAL STAFF IN FY10 (FTE):1	ADDITIONAL STAFF IN FY11 (FTE):1

DESCRIPTION OF NEW PROPOSAL:

To enhance collaboration between MSUN and MSU CoT Great Falls in the delivery of upper division courses and/or degrees onsite in Great Falls

HOW SUCCESS IS MEASURED:

Increased Student enrollment in baccalaureate degree programs in Great Falls.

Increased upper division course and degree offerings in Great Falls.

MONTANA UNIVERSITY SYSTEM

2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSAL (FEBRUARY 2008)

UNIT/CAMPUS: MSU BILLINGS	UNIT PRIORITY: 13
NEW PROPOSAL NAME: DEVELOPMENT IN GRADUATE EDUCATION & RESARCH	
BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input checked="" type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$200,000	FUNDING SOURCES:
FY 10 TOTAL COST: \$100,000	FY 11 TOTAL COST: \$100,000
FY 10 BASE FUNDING REQUESTED: \$100,000	FY 11 BASE FUNDING REQUESTED: \$100,000
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 2	ADDITIONAL STAFF IN FY11 (FTE): 2

DESCRIPTION OF NEW PROPOSAL:

Universities have long been learning communities, places where scholarly activities are shared between faculty and students, but between faculty members across different disciplines. According to the 2007 National Survey of Student Engagement, students doing research with faculty are more likely to persist, gain more intellectually and personally, and choose a research-related field as a career. NSSE 2007 results also show that they also more frequently used deep approaches to learning and report more learning and growth from their college years.

This proposal will use resources to help “raise the bar” and increase the academic experience at MSU Billings in both graduate work and applied research. The resources will be used to develop a new academic plan for graduate education, strengthen interdisciplinary graduate education and improve student recruitment. Access to research materials and staff support will also increase through this initiative.

Quality research projects and endeavors are already under way at MSU Billings in biological and physical sciences, energy-related fields of fuel cells and palladium degradation, environmental sciences as well as applied research in business, communications, history and allied health professions. Undergraduate students are heavily engaged in each of those projects with faculty members.

Through a renewed emphasis on graduate and applied research at MSU Billings, students will be encouraged to take a more active role in service learning and to become citizen scholars by using their knowledge and skills in a real-world setting to gain scholarship and experience through service to the community and state. Resources will be used to fund a director of graduate studies and an administrative assistant. This initiative will help the address critical workforce demands in social sciences, humanities, health care and education. And, just as importantly, because graduate education and research are important to Montana as it moves toward a more knowledge-based economy, this initiative will be of critical importance to economic development of the region and the state.

HOW SUCCESS IS MEASURED:

Success will be measured by increased student productivity in publications, grant proposals, collaborations as well as retention of students. Success will also be measured by the placement of graduates in professional positions as well as awards, interest from the community and involvement in as alumni.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSAL (FEBRUARY 2008)

UNIT/CAMPUS: MSU CAMPUSES	UNIT PRIORITY: OTO
NEW PROPOSAL NAME: LEARNING MANAGEMENT SYSTEM	
BOARD OF REGENT STRATEGIC GOAL: <u> X </u> ACCESS <u> </u> ECON DEV <u> </u> EFFICIENCY <u> X </u> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$500,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$250,000	FY 11 TOTAL COST: \$250,000
FY 10 BASE FUNDING REQUESTED:	FY 11 BASE FUNDING REQUESTED:
FY 10 OTO FUNDING REQUESTED: \$250,000	FY 11 OTO FUNDING REQUESTED: \$250,000
ADDITIONAL STAFF IN FY10 (FTE): 0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

GOAL / STRATEGY

The version of WebCT that MSU uses, called Campus Edition 4.1, will no longer be supported by the company after June 2009. It is therefore critical that MSU identify and migrate to a different Learning Management System (LMS) prior to that date. The market for LMSs has changed substantially since WebCT was first adopted by MSU back in 2000. Various technical advisory committees felt that MSU should examine available options and determine the best course of action to meet the unique needs of the MSU community. The goal of the evaluation process is to identify a successor to WebCT CE4.1 and implement it as soon as possible. That process is concluding. Several vendors have been invited to campus to demonstrate their products. MSU is also considering open source LMSs like Moodle. Regardless of the product that is finally selected there are significant costs associated with integrating the LMS and our Banner student and administrative systems. This integration is critical because it allows for the automatic provisioning of courses within the system (i.e. creates an LMS section for all MSU course sections), as well as additional automatic features like the posting of student grades. Additional resources will be required to migrate existing courses to the new platform, train faculty in the use of the new system, and assist faculty in developing new on-line and hybrid courses that make optimal use of the LMS. The funding in this initiative will partially cover the costs of integration, the cost of associated hardware and software, costs of course migration, and costs of faculty and course development.

IMPACT

Because the current LMS will no longer be vendor supported, MSU must make a change. The integration of the new LMS and our existing administrative system is critical if the system is to scale up to cover all MSU courses. This initiative will impact at least three (and possibly four) campuses in the MSU system. With today's pedagogies and use of technology in classes, having a LMS system is virtually a requirement for a university.

ACTION PLAN

HOW SUCCESS IS MEASURED:

Evidence of success will be the existence of a functioning LMS that is well integrated with MSU's Banner administrative system. Additional evidence of success will be an efficient and robust migration of existing courses to the new LMS, and faculty that are well trained in the essential features of the new LMS.

ACCOUNTABILITY

There will be an increased number of courses and course sections that utilize the LMS as a part of the instructor's pedagogy.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (FEBRUARY 2008)

UNIT/CAMPUS: MSU 4-CAMPUS ENHANCEMENT	UNIT PRIORITY: OTO
NEW PROPOSAL NAME: DOCUMENT IMAGING SYSTEM ACQUISITION	
BOARD OF REGENT STRATEGIC GOAL: __ACCESS __ECON DEV _X_ EFFICIENCY __RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$500,000	FUNDING SOURCES:
FY 10 TOTAL COST: \$	FY 11 TOTAL COST: \$500,000
FY 10 BASE FUNDING REQUESTED: \$	FY 11 BASE FUNDING REQUESTED: \$
FY 10 OTO FUNDING REQUESTED: \$	FY 11 OTO FUNDING REQUESTED: \$500,000
ADDITIONAL STAFF IN FY10 (FTE):	ADDITIONAL STAFF IN FY11 (FTE):

DESCRIPTION OF NEW PROPOSAL:

MSU has made a commitment to improve overall efficiency and effectiveness. A key strategy of this commitment is automation of many of the paper-based processes that are the administrative backbone of all 4 campuses.

To gain maximum efficiency from this automation and meet compliance requirements from Government and Granting agencies, we need to improve the storage and management of documents by electronic data capture.

Across the four campuses, on an annual basis MSU generates at least 350,000 pages of documentation required to be retained for at least 5 years and in some instances indefinitely. These documents include:

- 148,000 pages of vendor payment documentation (Invoices)
- 30,000 pages associated with student applications
- 90,000 pages associated with Financial Aid processes (application and verification), and
- At least 56,000 pages associated with Foundations Funds and Loans

In addition, there are many valuable archival documents where the information needs to be captured before the document disintegrates. For example, original transcripts and records from the 1800's.

Document Imaging will also address the significant record management issue, where, due to compliance requirements MSU has an enormous amount of space devoted to records storage both centrally (currently 39,000 cubic feet and generating at least 70 cubic feet annually) and in various departments.

This funding initiative will cover the cost of hardware, including scanners, licenses, implementation costs and FTE.

HOW SUCCESS IS MEASURED:

Improved efficiency and effectiveness across all 4 campuses, optimizing the productivity improvement of automation of paper based processes, improved legislative compliance and improved records management.

**MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSALS (MARCH 2008)**

UNIT/CAMPUS: UM-MISSOULA	UNIT PRIORITY: 1
NEW PROPOSAL NAME: MPACT PROGRAM	
BOARD OF REGENT STRATEGIC GOAL: <u> X </u> ACCESS ___ ECON DEV ___ EFFICIENCY <u> X </u> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$375,000	FUNDING SOURCES: State Appropriations
FY 10 TOTAL COST: \$175,000	FY 11 TOTAL COST: \$200,000
FY 10 BASE FUNDING REQUESTED: \$175,000	FY 11 BASE FUNDING REQUESTED: \$25,000
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): N/A	ADDITIONAL STAFF IN FY11 (FTE): N/A

DESCRIPTION OF NEW PROPOSAL:

GOAL / STRATEGY

Fund the institutional Montana Partnering for Affordable College Tuition (MPACT) grant.

IMPLEMENTATION RESPONSIBILITY

Jed Liston, Assistant Vice President, Enrollment Services
Mick Hanson, Director, Financial Aid

IMPACT

Base funding of the MPACT grant will ensure the program's viability in the future and will perpetuate the goals of the program.

<u>Year</u>	<u># of Recipients</u>	<u>Budget</u>
2006	66	\$92,000
2007	103	\$160,000
2008	120	\$175,000

ACTION PLAN

Base fund the MPACT grant pool to current levels with modest expansion and cohort renewal in the next biennium.

HOW SUCCESS IS MEASURED:

Ensure continued participation of new MPACT students and develop a measurable growth in the participation rate.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSALS (MARCH 2008)

UNIT/CAMPUS: UM MISSOULA	UNIT PRIORITY: 2
NEW PROPOSAL NAME: STRATEGIC FACULTY FOR RESEARCH AND STUDENT SUCCESS	
BOARD OF REGENT STRATEGIC GOAL: ___ACCESS ___X___ECON DEV ___EFFICIENCY ___RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$925,000	FUNDING SOURCES: State Appropriations
FY 10 TOTAL COST: \$350,000	FY 11 TOTAL COST: \$575,000
FY 10 BASE FUNDING REQUESTED: \$350,000	FY 11 BASE FUNDING REQUESTED: \$225,000
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): N/A	ADDITIONAL STAFF IN FY11 (FTE): N/A

DESCRIPTION OF NEW PROPOSAL:

Funding for new base faculty is requested to improve student success, particularly in the early years of the undergraduate curriculum, and to build the institution's capacity to conduct competitive research ultimately aimed at economic development of the state.

In the area of student success, the goal is to provide additional funding for the College of Arts and Sciences (CAS) to improve the academic experience of students by enhancing the number and quality of the faculty teaching general education courses and critical languages. Base funding for 3-4 FTE will reduce reliance on adjunct faculty, many of whom are excellent teachers but without the long-term commitment to curriculum improvement, and on graduate teaching assistants. The learning outcomes of the general education courses will become more consistent and achievable to a higher degree. Similarly, offerings in the foreign languages, so critical to today's global economy, will be placed on more solid ground through the addition of base-funded faculty. Students will be in a better position to plan ahead concerning language instruction, particularly in languages such as Arabic, which is currently taught by adjunct instructors. The metric of success for this initiative will be in the freshman to sophomore retention rate and in the performance of first and second-year students in the General Education program.

Grant-funded research has grown dramatically at The University of Montana in the past five years. Much of this growth has been stimulated through infrastructure-building grants such as the National Science Foundation EPSCoR program and the National Institutes of Health COBRE program. The growth of research productivity and funding is dependent upon attracting high quality research-oriented faculty to the University and providing those faculty members with the time and environment conducive to competitive research. This proposal seeks to expand the base of faculty by 3-4 positions within strategically placed research programs that support our currently funded NSF and NIH Center activity, namely Large-River Ecosystems, the Center for Structural and Functional Neuroscience, and the Center for Environmental Health Sciences. The metric for performance for this initiative will be continued growth in the research activity in the above named areas, specifically measured by funding from federal and other grant sources.

HOW SUCCESS IS MEASURED:

An increase in federal and private research funds which enhance the economy of the State of Montana, and an increase in student success as evidenced by retention and graduation rates.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSALS (MARCH 2008)

UNIT/CAMPUS: UM MISSOULA	UNIT PRIORITY: 3
NEW PROPOSAL NAME: IT DIRECTORY	
BOARD OF REGENT STRATEGIC GOAL: ___ ACCESS ___ ECON DEV <u>X</u> EFFICIENCY ___ RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$318,000	FUNDING SOURCES: State Appropriations
FY 10 TOTAL COST: \$155,000	FY 11 TOTAL COST: \$163,000
FY 10 BASE FUNDING REQUESTED: \$155,000	FY 11 BASE FUNDING REQUESTED: \$8,000
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 4.0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

During FY07 UM committed to increase staff to address critical needs related to the development and maintenance of what are known as **on-line directory services**. Directory services are implemented by a cluster of servers and software that collectively are known as a **Central Directory**. The purpose of the Central Directory is to provide systematic control over user access to a wide range of on-line resources, and over a relatively short time period this has emerged as the industry standard approach. The Central Directory is an enterprise-critical, 24 x 7 system -- once access to a resource is linked to the Directory, the Directory must be available or no one can access that resource; when enterprise critical campus applications are linked to the Directory it becomes the most important campus system. At UM a Central Directory now controls access to most Microsoft, Sun-Unix, Linux, and Mac environments, email, the Blackboard course management system, the Library's on-line system, and other applications, so it is at least enterprise-critical. Sungard/SCT reports plans to move Banner to "soon" rely on standard directory services, i.e., either in Version 8 or Version 9, so soon the Directory will rival Banner as the most critical campus system. Developing a robust Central Directory is mandatory for UM. Because this is a new enterprise critical function that enhances central management but doesn't replace any current system, it requires a commitment to new staff.

The FY07 UM commitment was to 3.0 new FTE in a Directory Services Group, which is the minimum level sufficient to support this critical 24 x 7 function, plus 1.0 new FTE in the Banner Support Group to support mandatory linkage between Banner and the Directory. Permanent funding for 1.0 FTE is committed through IT's share of on-line course fee collections. The other 3.0 FTE are funded in FY08 and FY09 with one-time money, with the understanding that permanent base funding will be provided beginning in FY10 either through the appropriate base increase in IT funding, or failing that, through an increase in the network access charge. This request is for the permanent base funding for the 3.0 FTE, to avoid the need for an increase in the network access charge to cover these personnel costs.

Personnel: (Defined by category and FTE, with amount)

4.0 new FTE were approved during Spring 2007, and all those positions have now been filled. The Directory Services Manager (Gary Trethewey) is funded from on-line course fees. The need is to for permanent funding of the remaining 3.0 -- 2 in the Directory Services Group (Roger Holtom, Reda Haddouch) plus 1 in the Banner Support Group (Ron Righter) now assigned full time to Directory support.

The total personnel cost for FY10, approximately \$255K, was estimated by taking FY08 total cost (salary plus benefits) and adding appropriate inflation. The request is to fund the FY10 cost using \$155K in new base funds, with the remainder coming from an increase of \$2/month in the network access charge. The recommendation is to provide an inflationary increase of \$8K in base funds in FY11.

HOW SUCCESS IS MEASURED:

On-going benchmarks for success are the extent to which access control for campus systems evolves to use the Central Directory, and the robustness of the Directory in operation. An especially important milestone will be UM's preparedness for the transition involved in modifying Banner access to utilize the Directory.

**MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSALS (MARCH 2008)**

UNIT/CAMPUS: UM - MISSOULA	UNIT PRIORITY: 4
NEW PROPOSAL NAME: FACILITIES ACTION	
BOARD OF REGENT STRATEGIC GOAL: ___ ACCESS ___ ECON DEV <u>X</u> EFFICIENCY ___ RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$400,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$200,000	FY 11 TOTAL COST: \$200,000
FY 10 BASE FUNDING REQUESTED: \$200,000	FY 11 BASE FUNDING REQUESTED: 0
FY 10 OTO FUNDING REQUESTED: 0	FY 11 OTO FUNDING REQUESTED: 0
ADDITIONAL STAFF IN FY10 (FTE): 3.00	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

Goal/Strategy

To maintain current infrastructure

Implementation Responsibility

Facilities Services is responsible for this initiative

Impact

While we are in the middle of the largest construction boom in the history of the university, we have not taken good care of many of our older buildings.

Action Plan

For the FY-10/ 11 biennium, create a maintenance and repair team composed of two painters and one carpenter. Their mission will be to systematically paint, replace carpet, repair windows and doors, install new white boards, and perform other general maintenance on our older buildings. These workers will be hired on a Letter of Appointment for two years, subject to renewal.

Salaries and supplies for this team are estimated at \$200,000 per year. Other Facilities Services craft workers will assist on an as needed basis.

HOW SUCCESS IS MEASURED:

A Facilities Condition Inventory analysis will be completed both before the project is started, and after the project is finished.

**MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSALS (MARCH 2008)**

UNIT/CAMPUS: UM-MISSOULA	UNIT PRIORITY:
NEW PROPOSAL NAME: COMMUNICATIVE SCIENCES AND DISORDERS	
BOARD OF REGENT STRATEGIC GOAL: <input type="checkbox"/> ACCESS <input type="checkbox"/> ECON DEV <input checked="" type="checkbox"/> EFFICIENCY <input checked="" type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$200,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$100,000	FY 11 TOTAL COST: \$100,000
FY 10 BASE FUNDING REQUESTED: \$0	FY 11 BASE FUNDING REQUESTED: \$0
FY 10 OTO FUNDING REQUESTED: \$100,000	FY 11 OTO FUNDING REQUESTED: \$100,000
ADDITIONAL STAFF IN FY10 (FTE):	ADDITIONAL STAFF IN FY11 (FTE):

DESCRIPTION OF NEW PROPOSAL:

GOAL / STRATEGY

To acquire OTO funding to transition the new bachelor's and master's degree programs in Communicative Sciences and Disorders. This funding would follow \$700,000 in OTO funding for the 2008-09 biennium, and it will further Board of Regents goals I and II by:

Goal I (1) & (3) Addressing the “core mission of public higher education – to provide access to a quality postsecondary education for our citizens.” (BOR strategic plan) As these two programs are unduplicated in the state, base support will provide a stable, and affordable, opportunity for students to remain in state and acquire both the admission requirements for the first professional master's degree, and the master's degree itself.

Goal II (1) Preparation of aides (bachelor's graduates) and certified professionals (master's graduates) will provide a skilled workforce to address the extreme shortage of professionals in this discipline – both nationally and in the state of Montana.

Goal II (2) Basic and applied research by program faculty, disseminated nationally and beyond, will serve to shape the future of communication therapies.

IMPLEMENTATION RESPONSIBILITY

Roberta Evans,
Sharon Dinkel Uhlig

Dean School of Education, School of Education
Associate Dean, School of Education

IMPACT

Approval of this request will protect the overall health of all academic offerings on The University of Montana-Missoula campus. Prior to the approval of the CSD program, Montana was one of only three states with no academic CSD/SLP program. As a result, Montana faces a critical shortage of both aides and certified speech-language pathologists. This program, over time, will serve to alleviate this extreme workforce shortage. This has major implications for addressing mandated services for students in schools and provision of speech-language pathologists to augment the healthcare workforce.

ACTION PLAN

FY 08

- Hire Department Chair and Administrative Assistant (accomplished)
- Develop undergraduate curriculum (Department Chair/currently in approval process)
- Hire remaining three Ph.D. faculty (Department Chair/initiated – to fill by spring, 2008)
- Recruit undergraduate students (Department Chair & Pre-Education Advisor/initiated and ongoing)
- Develop “bridging”/pre-requisite courses & delivery methods (Department Chair/initiated and ongoing)

FY 09

- Enroll first bachelor’s students (Department Chair)
- Hire two M.S. clinical instructors (Department Chair/hire by spring 2009)
- Oversee remodeling of clinical facility and purchase requisite equipment (Department Chair/initiate summer 2008)
- Apply for American Speech and Hearing Association (ASHA) candidacy status (Department Chair)
- Develop master’s degree curriculum (Department Chair & faculty/initiate & submit fall, 2008)
- Recruit and select master’s degree students (Department Chair, faculty, Administrative Assistant/initiated now with increasing focus fall, 2008)

With Transition Funding for 2010/2011 Biennium

- Enroll first master’s degree students (Department Chair/fall 2010)
- Prepare completed application for ASHA accreditation (Department Chair, faculty/beginning summer 2010)

Revenue generated from program participation	1,040,794
Program costs	1,114,000
OTO funding request (2010/2011)	200,000

HOW SUCCESS IS MEASURED:

The bachelor’s degree program will enroll approximately 20 to 30 students fall 2008. At full capacity 50-60 undergraduate students are expected, with a first graduating class of 15-20 students expected spring, 2012.

The master’s degree program will enroll between 15 and 20 students fall 2009. Twenty students is the expected capacity of the graduate program, and the first cohort group is expected to graduate in the spring of 2011.

**MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – REVISED PROPOSALS (MARCH 2008)**

UNIT/CAMPUS: UM MISSOULA	UNIT PRIORITY:
NEW PROPOSAL NAME: CURRICULAR ALIGNMENT WITH K-12	
BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> ACCESS <input type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input checked="" type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$380,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$185,000	FY 11 TOTAL COST: \$195,000
FY 10 BASE FUNDING REQUESTED: \$0	FY 11 BASE FUNDING REQUESTED: \$0
FY 10 OTO FUNDING REQUESTED: \$185,000	FY 11 OTO FUNDING REQUESTED: \$195,000
ADDITIONAL STAFF IN FY10 (FTE):	ADDITIONAL STAFF IN FY11 (FTE):

A high level of concern exists at the national level and within Montana that an unacceptably large number of students coming out of high school are not adequately prepared for college-level work, particularly in the areas of Mathematics and English. Recent discussion within the Board of Regents and in the Governor’s office about “developmental” work, or pre-college level work, in which approximately 37% of students entering UM need to enroll, indicates that a high priority must be placed on preparing students in the K-12 system for college. One of the most important aspects of “Kindergarten to College” transition is the alignment of the K-12 curriculum to meet the admissions criteria and academic expectations set by the Board of Regents and its universities (BOR Policy 301.15; 16; 17; 18).

This proposal has UM taking a lead role in the Regental approach to transferability by working initially on a pilot scale with a cohort of twelve K-12 school systems. The cohort model takes into account the difficulty of working on a statewide scale, which has proven to be troublesome due to the complexity of the K-12 system and the competing interests that exist within the state. The intent with the cohort model is to succeed first on a manageable scale, then scale the model up to a larger set of schools.

The Cohort Task Force will include representatives from twelve K-12 systems in the state based on a letter of invitation from the President. Selection of the K-12 members will be carried out in a manner that brings a diversity of school districts to the discussion, including large districts, small rural districts, and districts serving Native American students. Individuals from the K-12 system will be selected to include math and English teachers and administrators. In addition to the twelve K-12 members, six members from the University will be selected from the School of Education, the College of Arts and Sciences, and the College of Technology. A representative each from Academic Affairs and from the Office of Planning, Budgeting, and Analysis will be included. Additionally, a representative each from the Office of Public Instruction and from the Office of the Commissioner of Higher Education will be included to ensure cognizance of related efforts, giving the Task Force a total of 22-24 members. The Task Force may call upon whatever additional resource people it requires.

The Task Force will be charged specifically with:

1. Developing specific learning outcomes of a high school college-preparatory curriculum in the areas of English and Mathematics, taking into account the “Standards” work of OPI;

2. Creating in-class assessment tools to ensure that students are adequately prepared for college and that align with standardized test scores that currently serve as admissions parameters and placement indicators;
3. Examining dual-enrollment opportunities within the cohort and putting in place mechanisms to optimize such opportunities;
4. Designing a communications program that effectively speaks to pre-high school students, their parents, teachers and counselors about preparing for college through careful selection of coursework;
5. Working with the UM Office of Planning, Budgeting, and Analysis (OPBA) to conduct a thorough analysis of the relationship between performance in the first year of college and predictive parameters from high school. Those parameters include ACT/SAT scores, cumulative GPA, rank in high school, admission status to UM, and even specific courses taken in high school.

The final charge listed above stems from the observation that ACT/SAT scores are not particularly reliable predictors of student success in college, particularly in math and English. Regents policy 301.18 requires, beginning in 2010, a score of 22 on the ACT Math test and a score of 7 on the ACT Composition test to gain admission into a four-year college. Despite having in place “cut scores” that are designed to signal college readiness (for example, see footnote below for detail about math), an unacceptable number of students do not succeed in their first college courses, which brings into question the validity of the cut scores. Completion of this charge will require considerable cooperation with the data system project in progress at OCHE related to tracking students throughout their entire educational career.

HOW SUCCESS IS MEASURED:

The primary benchmarks will be two-fold: 1) a significant decrease in the number of students from the cohort schools requiring “development” work upon entering UM; and 2) increased freshman to sophomore retention from the cohort schools. In the long-term, these two benchmarks should be applicable on a state-wide scale.

Footnote: In 2010, admissions to 4-year colleges in Montana will require an ACT score of 22 in Math. According to the standards published by ACT, a score range of 20-23 requires an ability to (a) solve routine 2-step or 3-step arithmetic problems involving concepts such as rate and proportion, tax added...; (b) calculate the missing data value, given the average and all data values but one, translate from one representation of data to another, determine the probability of a simple event, exhibit knowledge of simple counting techniques; (c) exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor; (d) evaluate algebraic expressions by substituting integers for unknown quantities, add and subtract simple algebraic expressions, solve routine first-degree equations, perform straightforward word-to-symbols translations, multiply two binomials; (e) locate points in the coordinate plane, comprehend the concept of length on the number line, exhibit knowledge of slope; find the measure of an angle using properties of parallel lines, exhibit knowledge of basic angle properties and special sums of angle measures; (f) compute the area and perimeter of triangles and rectangles in simple problems, use geometric formulas when all necessary information is given; evaluate quadratic functions, expressed in function notation, at integer values.

**MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (FEBRUARY 2008)**

UNIT/CAMPUS: MONTANA TECH OF THE UNIVERSITY OF MONTANA	UNIT PRIORITY: 1
NEW PROPOSAL NAME: IMPLEMENTATION OF HONORS PROGRAM	
BOARD OF REGENT STRATEGIC GOAL: __ACCESS __ ECON DEV __ EFFICIENCY _X_ RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$70,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$35,000	FY 11 TOTAL COST: \$35,000
FY 10 BASE FUNDING REQUESTED: \$35,000	FY 11 BASE FUNDING REQUESTED: \$0
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 0.0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

The purpose of this proposal is to assist with the implementation of the newly approved Honors Program at Montana Tech. Honors Programs have been found to be effective for recruiting and retention of top tier students. Supporting evidence for this idea is found in several publications by the National Collegiate Honors Council (NCHC), was repeated numerous times at the 2007 NCHC conference, and is supported by the Dean of the Davidson Honors College at the University of Montana, Missoula and the Director of the Honors Program at Montana State University, Bozeman. The students that are the high achievers are looking for schools that provide them the intellectual challenge and education that they desire. These are also the students that generally go on to graduate or professional schools, and the education obtained in an Honors Program makes them more competitive for admission and more successful in their post-graduate work.

In addition, the development of Honors courses that are made available to students outside the Honors Program enhances the academic programs offering those courses, both for the students and the faculty. Honors courses provide greater breadth and/or depth in the subject area and may use alternative teaching/learning techniques. These courses often provide the "hook" to bring students into and remain in a particular degree program, even if they are not part of the larger Honors Program. Frequently, these courses are a combination Honors/Major course and are appealing to both students and faculty. The grouping of students by academic interest has been shown to enhance the students' social and learning experiences leading to improved academic performance and retention. The current administrative and development structure for the Honors Program is based on full-time faculty members that are volunteering their "free time" for this program.

This proposal is to fund faculty salary supplements for those participating in the program.

Faculty Salary Supplements are for those teaching an overload, buy-outs from the regular teaching schedule, and/or the additional work for adding honors components to regular courses. The faculty salary supplements would be for six, three-credit courses each semester. The time made available by this additional money will accelerate the development of the Honors Program, make the program more effective for those already enrolled, and make it more enticing to prospective students.

HOW SUCCESS IS MEASURED:

Success will be measured by the number of new and or improved Honors courses, the number of

students recruited to Montana Tech because of the Honors Program, and the retention of students within the Honors Program and those that stay at Montana Tech because of the Honors courses that are offered.

**MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)**

UNIT/CAMPUS: MONTANA TECH OF THE UNIVERSITY OF MONTANA	UNIT PRIORITY: 2
NEW PROPOSAL NAME: MARKETING	
BOARD OF REGENT STRATEGIC GOAL: ___ACCESS ___ ECON DEV <u>X</u> EFFICIENCY ___ RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$60,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$30,000	FY 11 TOTAL COST: \$30,000
FY 10 BASE FUNDING REQUESTED: \$30,000	FY 11 BASE FUNDING REQUESTED: \$0
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

As the primary campus in Montana with a stated mission to educate students in Science, Technology, Engineering and Math (STEM) Programs, Montana Tech must market its programs more aggressively than we have been able to over the past 10 years. Graduates of STEM Programs represent only 5% of the population of the US and are responsible for driving 50% of the Gross Base Product (GBP) of the Nation. Only 32% of the Bachelor’s Degrees awarded in the US are in STEM Programs. This percent is much lower than either Japan or China. The European Union has demonstrated its concern for education in STEM Programs by announcing the establishment of the European Institute of Technology to be modeled after MIT.

Located in the Pacific Northwest, Montana Tech has an array of programs that are unique and essential in the search for both short-term and long-term solutions to our energy needs. The capacity to educate more students in STEM Programs exists. Our goal is to get students interested these programs and attending Montana Tech. Therefore, we plan to utilize the knowledge and materials provided by a recent marketing and branding study to more aggressively market our unique programs in Montana, the Pacific Northwest, nationally and internationally.

HOW SUCCESS IS MEASURED:

Success will be measured by increased enrollments in STEM Programs.

**MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (FEBRUARY 2008)**

UNIT/CAMPUS: MONTANA TECH OF THE UNIVERSITY OF MONTANA	UNIT PRIORITY: 3
NEW PROPOSAL NAME: LEARNING AND ADVISING CENTER	
BOARD OF REGENT STRATEGIC GOAL: <u>X</u> ACCESS ___ ECON DEV <u>X</u> EFFICIENCY <u>X</u> RECRUIT/RETAIN	

TOTAL BIENNIAL COST: \$70,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$35,000	FY 11 TOTAL COST: \$35,000
FY 10 BASE FUNDING REQUESTED: \$35,000	FY 11 BASE FUNDING REQUESTED: \$0
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

MUS: Goal 1 Prepare Students for Success in life through quality higher education
 Section 2 Increase retention rates within the Montana University System
 Goal 3 Improve efficiency and effectiveness
 Section 2 Deliver efficient and coordinated services

Montana Tech Strategic Plan:

 Goal 6 Increase Enrollment to 2,688 (FTE) by 2112
 Section 1.2 Improve transition rates between recruited, applied and enrolled students.

Currently Montana Tech is reorganizing the student services offices. As a part of this new organization structure, a First Year Experience Team has been created. This team will be managed by the Associate Vice Chancellor of Student Services and all student services will report through his organization.

Included in this redesign of student services is the creation of an Advising and Mentoring Center. The vision for this center is that every student will have consistent and unbiased access to advising and mentoring services. This group will be tied very closely to faculty throughout the campus. The COT advising center and the North Campus learning center will be the physical locations for these functions.

HOW SUCCESS IS MEASURED:

This effort will lead to increased student success, retention, and completion of educational goals. Further, these offices will track, assist and manage student success at both the North Campus and the COT with a focus on those students who enter the university system needing remedial or pre-baccalaureate math and English education.

The success of this program will be measured through the stabilization and growth of first year retention which has fluctuated from 57.67% to 70.77% over the last ten years. Given the specialized nature of Montana Tech's academic offerings, a retention rate which is consistently above 80% is thought to be sustainable through combining this initiative with other retention efforts.

**MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (FEBRUARY 2008)**

UNIT/CAMPUS: MONTANA TECH OF THE UNIVERSITY OF MONTANA	UNIT PRIORITY: 1
NEW PROPOSAL NAME: MONTANA ACADEMY OF MATH AND SCIENCE	
BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> ACCESS <input type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$500,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$250,000	FY 11 TOTAL COST: \$250,000
FY 10 BASE FUNDING REQUESTED: \$0	FY 11 BASE FUNDING REQUESTED: \$0
FY 10 OTO FUNDING REQUESTED: \$250,000	FY 11 OTO FUNDING REQUESTED: \$250,000
ADDITIONAL STAFF IN FY10 (FTE): 0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

This is a proposal to establish a residential Math and Science Academy at Montana Tech of The University of Montana. The concept has been demonstrated to work at many universities across the nation including the University of North Texas. The idea is to bring high-achieving students to Montana Tech where they complete the last two years of high school and the first two years of college concurrently. We estimate that each year about twenty high school students in Montana are capable of completing a math and science curriculum that is equivalent to the first two years of a rigorous, college-level math and science curriculum.

This initiative is important to Goals I and II of the MUS Strategic Plan and fits perfectly into Montana Tech's strategic plan. The Montana Math and Science Academy would permit students to complete a BS degree two years earlier than normal. This should also result in keeping the highest-achieving students in Montana longer.

When fully operational with 40 students (20 juniors and 20 seniors) the cost of the Academy is estimated to be approximately \$750,000 annually. This consists of about \$250,000 for bond payments on a residence hall and about \$500,000 in operational costs including instructional costs. The proposed revenue is about \$250,000 room and board, about \$250,000 from tuition, and \$250,000 from appropriation as a base incremental increase to the Montana Tech budget.

Montana Tech has a commitment for private funding conditional on approval of this project for tuition for 40 students for four years, with the possibility of longer-term funding.

HOW SUCCESS IS MEASURED:

Student success will be defined as completing two years of math and science study on Montana Tech's campus. Additional success will come from eventual completion of a bachelor's degree in the STEM (Science, Technology, Engineering and Math) field. Ultimate success is achieved by enrollment and completion of a STEM graduate program. Undergraduate and graduate research results will also serve as indicators of success for the Academy.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: UM/WESTERN	UNIT PRIORITY: 1
NEW PROPOSAL NAME: ENHANCING EXPERIENCE ONE	
BOARD OF REGENT STRATEGIC GOAL: <u> X </u> ACCESS <u> </u> ECONOMIC DEVELOPMENT <u> </u> EFFICIENCY	
TOTAL BIENNIAL COST: \$430,000	FUNDING SOURCES AND PERCENT: BASE \$430,000
ADDITIONAL STAFF IN FY10 (FTE): 1.0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

Experience One scheduling, a form of block scheduling where students take and faculty teach a single course at a time, has been successfully adopted at The University of Montana Western. This scheduling system allows and encourages faculty to employ more active, collaborative and experiential pedagogical strategies – all known to enhance student academic and career success. Montana Western requests funds to help accomplish its strategic goals of (1) greater academic excellence and (2) support of Experience One through enhanced experiential teaching and learning. These campus goals fully support the *Board of Regents strategic plan, goal 1, number 1 -- Prepare students for success through quality higher education.*

In support of these goals, Montana Western is requesting a base-funding increase, following a careful analysis of needs by each academic department, completed in Fall 2007. Montana Western faculty members are creating various innovative teaching strategies within the block-scheduling format. It is important to share pedagogical methods that work and continue to develop new methods to take full advantage of block scheduling. Base funding is requested for training new faculty and continuous training of existing faculty. Some of this faculty development could occur during summer workshops that would be available to other MUS professors.

Undergraduate research is expanding in all disciplines, since this professional experience has been found to be a particularly valuable learning tool and we now have a flexible schedule to accommodate it. Base funds are requested to support student research activities. In addition, Montana Western requests increased base funding to hire technical staff to support undergraduate research with faculty and to free up faculty time to work directly with students. This request would be for the first laboratory technician to help in preparation of laboratory sections for academic classes and to help manage the science labs' supply room. Since research-based courses are taught in a compressed format, student and faculty access to information in a timely fashion is critical. Increased funding of library databases is therefore requested.

Summary of base funding requests: Undergraduate Research \$50,000; Faculty Development \$100,000; Library Databases \$20,000; Laboratory Technician \$45,000 = \$215,000 TOTAL

HOW SUCCESS IS MEASURED:

- Increased student retention
- Increased student engagement
- Increased student satisfaction
- Increased student success.

Final Draft -- December 21, 2007

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: UM WESTERN	UNIT PRIORITY: 2
NEW PROPOSAL NAME: ACADEMIC PREPAREDNESS (STUDENT RETENTION AND SUCCESS)	
BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input type="checkbox"/> RECRUIT/RETAIN	

TOTAL BIENNIAL COST: \$218,720	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$109,360	FY 11 TOTAL COST: \$109,360
FY 10 BASE FUNDING REQUESTED: \$108,300	FY 11 BASE FUNDING REQUESTED: \$0
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 2.0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

BOR policies 301.15 and 301.16 establish mathematics and writing proficiency standards for students seeking admission to four-year degree programs. As a result of these policies, Montana Western is provisionally admitting more students with notable academic deficiencies. These students require specialized coursework to address academic under-preparedness before being admitted to four-year programs. This proposal requests funding to add two full-time faculty who are trained to redress deficiencies in student mathematics and writing skills.

HOW SUCCESS IS MEASURED:

- Retention of provisionally admitted students
- Persistence of students from two-year to four-year academic programs
- Student satisfaction with academic support
- Faculty satisfaction with teaching academically ready students
- Retention of full-time faculty trained to meet the needs of under-prepared students
- Successful continuation of Montana high school graduates to postsecondary programs

MONTANA UNIVERSITY SYSTEM**2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)**

UNIT/CAMPUS: UM-HELENA COT	UNIT PRIORITY: 1
NEW PROPOSAL NAME: STUDENT RETENTION AND SUCCESS	
BOARD OF REGENT STRATEGIC GOAL: ___ ACCESS ___ ECON DEV ___ EFFICIENCY _X_ RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$140,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$70,000	FY 11 TOTAL COST: \$70,000
FY 10 BASE FUNDING REQUESTED: \$70,000	FY 11 BASE FUNDING REQUESTED: \$0
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 2.0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

UM-Helena operates with a small student affairs staff. A retention and advising counselor and a mental health counselor would help student affairs to retain more students, create an even better learning environment than currently exists, and provide students with skills to navigate life successfully. These positive changes and a new web site would provide recruiters with great tools for promoting UM-Helena.

Currently, the Director of Retention and Advising, the Career Services Coordinator, and the Director of the Learning Center and Disabilities Services advise all new and re-admitting students. A new retention and advising counselor would do most of the advising thus allowing the Director of Retention and Advising to create, to administer, and to assess new programs designed to help students learn life skills. The most common reasons students give for leaving UM-Helena are financial problems, parenting issues, and health problems. The life skills programs would include personal finances, nutrition, fitness, parenting, and other offerings. The new advising counselor would allow the Director of the Learning Center and Disabilities Services to focus more time and programming for our at-risk students.

The Mental Health Counselor would provide services to UM-Helena students dealing with stress, personal problems, and mental health issues. Across the nation, colleges recognize the need for mental health counselors because of the increased enrollment of students.

A Web Page Designer would allow the college to have a student friendly web site with online applications and payments, access to contact information, and calendars that regularly remind students of the life skills workshops, student club meetings, test dates, and so. Our students expect these web site offerings.

HOW SUCCESS IS MEASURED:

The Director of Retention and Admissions and other staff will assess these personnel and program efforts using the following measures:

- Establishing a cohort and following it from semester to semester, entry to graduation
- Calculating the retention percentages of the established cohort
- Tracking the number of advising sessions with the new advising counselor
- Evaluating the success of the advising sessions through surveys
- Using student surveys to evaluate program appeal and success
- Tracking the number of mental health sessions with the counselor
- Tracking at-risk students and services they accessed while in school and their completion rate
- Administering and evaluating exit surveys for those who withdraw
- Creating student focus groups to help clarify student needs and to evaluate current services

MONTANA UNIVERSITY SYSTEM**2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)**

UNIT/CAMPUS: UM-HELENA COT	UNIT PRIORITY: 2
NEW PROPOSAL NAME: ENHANCE ACADEMIC OFFERINGS	
BOARD OF REGENT STRATEGIC GOAL: __ACCESS__X__ECON DEV __X__EFFICIENCY__RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$180,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$60,000	FY 11 TOTAL COST: \$120,000
FY 10 BASE FUNDING REQUESTED: \$60,000	FY 11 BASE FUNDING REQUESTED: \$120,000
FY 10 OTO FUNDING REQUESTED: \$0.00	FY 11 OTO FUNDING REQUESTED: \$0.00
ADDITIONAL STAFF IN FY10 (FTE): 1.5	ADDITIONAL STAFF IN FY11 (FTE): 1.25

DESCRIPTION OF NEW PROPOSAL:

UM-Helena has consistently provided excellence in the classroom over the years, sometimes with meager resources. We are currently at a point where the only way to grow and strengthen some of our academic offerings is to fund new positions and invest money into targeted programs.

As many two year colleges, UM-Helena currently supplements its instruction with a large pool of adjuncts. For example, our General Education department employs eight full-time instructors and typically 35-40 adjunct instructors any given semester. Adjunct instructors make invaluable contributions to our campus and we will continue to use them appropriately. However, it is difficult at times to build programs through temporary employees. UM-Helena would like to increase its ability to employ full-time instructional staff to build and strengthen critical academic programs.

UM-Helena also has had to restrict financial support of “unnecessary” items such as professional development, supplemental marketing, or equipment updates in order to keep the doors open. New funds would provide a critical ability to support continued learning for our faculty and some of our programs that are identified as most in need.

HOW SUCCESS IS MEASURED:**Outcomes/Assessment**

UM-Helena will assess its efforts in the biennium using the following measures:

- Number of students enrolling in programs benefiting from the FTE increase
- Number of students graduating from the benefited program identified
- Employer satisfaction surveys
- Graduate or program participant satisfaction surveys
- Equipment compliance report and improvement levels
- Reduction in Adjunct to Full-Time faculty ratio
- Number of Full-Time faculty participating in professional development activities
- Student satisfaction surveys

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: UM-HELENA COT	UNIT PRIORITY: 3
NEW PROPOSAL NAME: EXPAND LIBRARY COLLECTION TO SUPPORT INSTRUCTIONAL PROGRAMS	
BOARD OF REGENT STRATEGIC GOAL: ACCESS <u>X</u> ECON DEV <u> </u> EFFICIENCY <u>X</u> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$80,000	FUNDING SOURCES: State Appropriations
FY 10 TOTAL COST: \$50,000	FY 11 TOTAL COST: \$30,000
FY 10 BASE FUNDING REQUESTED: \$0.00	FY 11 BASE FUNDING REQUESTED: \$0.00
FY 10 OTO FUNDING REQUESTED: \$50,000	FY 11 OTO FUNDING REQUESTED: \$30,000
ADDITIONAL STAFF IN FY10 (FTE):	ADDITIONAL STAFF IN FY11 (FTE):

DESCRIPTION OF NEW PROPOSAL:

UM-Helena proposes to create a core library collection of basic print and media resources to support the technical and transfer educational programs of the college. Particular attention will be focused on the academic needs of a growing student body enrolled in nursing and two year transfer degree programs. The project will:

- Purchase resources that support the colleges' educational programs
- Actively involve faculty, students, and MUS librarians in the selection of materials
- Select resources to complement the holdings of MUS libraries and local libraries
- Selected resources to complement the electronic resources of the UM-Helena Library
- Catalog and add all resources to the University of Montana Library System and the statewide Montana Library Network

HOW SUCCESS IS MEASURED:**Outcomes/Assessment:**

This project would support all four stated outcomes of the library's Assessment Plan:

1. Students will operate electronic databases and library online public access catalogs to locate resources for their coursework.
2. Transfer and nursing students will demonstrate basic skills in researching topics.
3. Students will utilize adequate print and recorded materials to succeed in their learning.
4. Students will utilize a space that promotes learning, study, and inquiry.

In addition to the measurement tools specified in the existing Assessment Plan, changes in the following would be monitored to further assess the effectiveness of the project:

1. Use of the collection as recorded in volumes checked out
2. Use of the collection as recorded in Interlibrary Loans requested and received
3. Student satisfaction with the collection as recorded in the Noel Levitz Student Satisfaction Inventory
4. Faculty satisfaction with the collection as measured by pre and post surveys

MONTANA UNIVERSITY SYSTEM

2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: MUS AGENCIES	UNIT PRIORITY: 1
NEW PROPOSAL NAME: 2% POOL FOR CRITICAL SALARY ISSUES	
BOARD OF REGENT STRATEGIC GOAL: ___ACCESS ___ ECON DEV ___ EFFICIENCY _X_ RECRUIT/RETAIN	

TOTAL BIENNIAL COST: \$1,445,097	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$481,699	FY 11 TOTAL COST: \$963,398
FY 10 BASE FUNDING REQUESTED: \$481,699 UM Agencies - \$88,299 MSU - \$393,400	FY 11 BASE FUNDING REQUESTED: \$481,699 UM Agencies - \$88,299 MSU - \$393,400
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

GOAL / STRATEGY

The Recruitment and Retention Task force assembled by the Commissioner of Higher Education found that all campuses of the University of Montana System are having difficulties in recruiting and retaining faculty and staff, with substantial negative impact. Studies of salaries at comparator institutions confirmed that average salaries across the System are less than competitive and the goal of this proposal is to address this problem.

Strategy: Request a special base adjustment in State appropriation equal to 2% of total salaries each year to provide a pool of funds to address critical salary issues such as compression, inversion, equity and market in the form of base salary increases.

IMPACT

Positive impacts will include:

- Shorter average duration of position vacancies
- Larger and more competitive applicant pools
- Fewer failed searches
- Better retention of faculty and staff

Failure to implement the plan will result in continued difficulties in recruitment, retention and ultimately overall reduced quality in instruction and campus support.

ACTION PLAN

The Director of HRS will implement in consultation with Executive Officers in FY2010 and FY 2011.

HOW SUCCESS IS MEASURED:

ACCOUNTABILITY

Improvement in average salaries relative to comparative and benchmark salary data
Improved retention

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: MONTANA TECH - MBMG	UNIT PRIORITY: 2
NEW PROPOSAL NAME: MONTANA BUREAU OF MINES & GEOLOGY GROUND WATER INVESTIGATION PROGRAM	
BOARD OF REGENT STRATEGIC GOAL: ___ACCESS ___ ECON DEV _X_ EFFICIENCY ___ RECRUIT/RETAIN	

TOTAL BIENNIAL COST: \$1,200,000	FUNDING SOURCES: STATE
FY 10 TOTAL COST: \$600,000	FY 11 TOTAL COST: \$600,000
FY 10 BASE FUNDING REQUESTED: \$600,000	FY 11 BASE FUNDING REQUESTED: \$
FY 10 OTO FUNDING REQUESTED: \$	FY 11 OTO FUNDING REQUESTED: \$
ADDITIONAL STAFF IN FY10 (FTE):4	ADDITIONAL STAFF IN FY11 (FTE): 4 CONTINUED

DESCRIPTION OF NEW PROPOSAL:

**CRITICAL NEED GROUND WATER INVESTIGATION PROGRAM
MONTANA BUREAU OF MINES AND GEOLOGY**

The Water Policy Interim Committee (WPIC) of the Montana Legislature, created by the 60th Legislature(HB304 and HB831), has recommended that the Montana Bureau of Mines and Geology propose a new program that will conduct ground water investigations in critical-need areas in Montana. The WPIC is a joint, bipartisan committee authorized for the 2007-2008 biennium to conduct an interim study that includes ground water/surface water interaction, exempt wells, water quality, and other water related issues that the committee deems important to review and make recommendations to the 61st Legislature.

Background / Problem statement

The existing MBMG Ground Water Characterization Program provides baseline characterization on the multi-basin scale (28 projects state wide whose areas range from 1 to 5 counties each). Focused investigations of surface-water / ground-water interaction in sub-basins are not feasible under the funding and objectives of that program.

Current rules, based on HB831, require hydrogeologic assessment for each application for ground-water withdrawal in basins closed to additional surface water development. These investigations, funded by the applicant, are limited to the immediate vicinity of the proposed well and may not include cumulative effects on the entire sub-basin affected by the proposed development.

Ground Water Investigation Program Structure

The objective of the new sub-basin assessment program is to enable the MBMG to compile and collect geologic and hydrogeologic data in targeted sub-basins to provide the State and local government, current water-use applicants, and prospective water-use applicants with an evaluation of the potential impact of ground-water withdrawals on surface water and ground water.

An advisory committee comprised of DNRC, DEQ, MUS-Earth Sciences, Montana Department of Agriculture, and others will select project areas based on current and anticipated growth of agriculture, housing, and/or municipal/commercial activities. Permit applications, both submitted and pending, for subdivision, wells, treatment systems, and aquifer storage recovery, may be used as a basis for selecting project areas. Each project area would be a sub-basin of sufficient extent to represent the detailed hydrogeology of the area identified by the advisory committee.

Each ground water investigation study would include compilation of existing information, field studies, a detailed hydrogeologic assessment report for each sub-basin, and a monitoring plan:

- Compilation would include all available geology maps and reports published by State and Federal agencies, academia (theses, journals), and private groups; hydrogeologic assessments and aquifer test data submitted under HB831, past and pending; all available published and unpublished reports and data related to the hydrogeology of the basin or sub-basin. A specific project design would be prepared after compilation of existing data and a review of anticipated development activities.
- Field Studies would be conducted to provide information to assess the impact of the proposed development on ground-water and surface-water quality and quantity. Field activities may include new geologic mapping, aquifer testing and water quality sampling of existing wells, installation of new wells for aquifer testing or sampling, short-term monitoring of water levels and stream flow, surface water-quality sampling, and installation/monitoring of meteorologic stations.
- A detailed hydrogeologic assessment report, including ground-water flow models, for each sub-basin would be published by the MBMG and made available to the public through the MBMG publication website. The MBMG Ground Water Information Center database and website would provide access to all data compiled and collected for each report.
- Each sub-basin study would identify key wells for long-term monitoring and recommend the location of surface water gauging stations appropriate to evaluate the long-term impacts of water-quantity or quality regulation. These data would be used to evaluate net depletions and cumulative depletions, update and re-calibrate ground-water flow models for the area, and will be critical for making decisions related to additional development. The monitoring plan would take advantage of wells and surface water stations installed during the sub-basin assessment as well as those installed during the site hydrogeologic assessments.

The proposed funding level for the Ground Water Investigation Program is \$300,000 per year (\$600,000 per biennium) to conduct one (1) detailed ground-water investigation. The urgency and current demand for these studies warrant at least two (2) separate investigations per biennium for a total of \$1,200,000 per biennium. The WPIC will continue its work through the biennium in anticipation of proposing legislation; the nature and scope of the new MBMG program will likely evolve as well. As proposed, this program will support 4 FTE per biennium; however, issues under consideration by the WPIC include water quality related to new subdivisions, an accelerated permitting process, and changes to the existing application process that may expand the GWIP as many as 4 additional FTE per biennium.

HOW SUCCESS IS MEASURED:

Successful completion of each ground water investigation will be marked by a published detailed report which may include ground-water flow models, a long-term ground-water and surface-water monitoring plan, and hydrogeologic, geologic, and chemistry data which will be available electronically.

The economy of Montana depends heavily on the development of ground water and surface water for energy, agriculture, housing, and recreation. The Ground Water Investigation Program will provide the data and reports that will help support decisions regarding the allocation of water resources in Montana.

MONTANA UNIVERSITY SYSTEM

2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: MONTANA FOREST AND CONSERVATION EXPERIMENT STATION	UNIT PRIORITY: 3
NEW PROPOSAL NAME: CLIMATE OFFICE	
BOARD OF REGENT STRATEGIC GOAL: ___ACCESS __X_ ECON DEV ___ EFFICIENCY _X_ RECRUIT/RETAIN	

TOTAL BIENNIAL COST: \$400,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$200,000	FY 11 TOTAL COST: \$200,000
FY 10 BASE FUNDING REQUESTED: \$200,000	FY 11 BASE FUNDING REQUESTED: \$0
FY 10 OTO FUNDING REQUESTED: \$5,000	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 2.00	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

PROPOSED PROJECT

Hiring of a State Climatologist and an Outreach Coordinator for the Montana Climate Office within the Montana Forest and Conservation Experiment Station

GOAL / STRATEGY

MUS--Economic Development—Assist in the expansion and improvement of the State's economy through the development of high value jobs and the diversification of the economic base

- Workforce and research initiatives

UM Strategic Directions

- To strengthen and broaden graduate and research programs and increase graduate enrollments
- To contribute appropriately to the cultural and economic development of the State

IMPLEMENTATION RESPONSIBILITY

Director, MFCES

IMPACT

An enhancement of the MFCES in this area of climate and meteorology would have significant impact on land management and management research in Montana, enhancing on-going agricultural and resource management activities. With significant climate change effects in Montana, including rising temperatures and shorter winters, persistent summer drought, and changes in the resiliency of plant and animal communities, ranchers and farmers, foresters and range managers, cities and towns, and members of the tourism community are feeling effects of these changes. Montana has no capability to develop climate metrics and information and no ability to transfer needed information to all of the affected individuals, businesses, and regulatory agencies that need real-time and accurate information and maps. A PhD level biometeorologist coupled with an outreach specialist would be able to develop new climate metrics for the state, and update them regularly. They would be able to develop trustworthy state maps of growing seasons, heating and cooling degree days, energy forecasting, irrigation demand, solar loading, wind potential, averages and extremes of temperature and precipitation, and many other things, and get

this information into the hands of those who need the information.

These professionals would be able to build and keep current the Montana Climatology Office website, develop educational materials, and deliver needed information to stakeholders and constituents around the state. They would be able to assist state decision makers at all levels and in all sectors make smart decisions about response to weather and climate effects.

Given that the Montana Climate Office and the State Climatologist are already hosted by the MFCES, but unfunded by the State or anyone else, the MFCES is a natural place for this budget enhancement. Enhancement of the Office as proposed would provide the products and benefits described above and it would ensure the access to many other programs within the MFCES that bring data and information on climate to the State (e.g. NTSG) and programs that need meteorological information for their effective implementation (e.g. National Center for Landscape Fire Analysis). In addition to many users around the state, enhancement of the Montana Climate Office would positively effect graduate education and research in natural resources, business, and many other areas.

ACTION PLAN

- Initiate search for PhD level biometeorologist and MS level outreach coordinator; May 1, 2009; MFCES Director appoints search committees
- Hiring completed for biometeorologist by September 1, 2009 and for outreach coordinator by July 1, 2009; MFCES Director
- Development of products, web pages, etc. begins upon hiring and continues indefinitely; new staff.

HOW SUCCESS IS MEASURED:

- Hiring of people specified
- Development of an interactive web page and weekly updating of the page
- Development and distribution of map products
- Clients served through web page, distribution of map products and publications, individual and group training

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: MONTANA TECH – MBMG	UNIT PRIORITY: 4
NEW PROPOSAL NAME: MONTANA BUREAU OF MINES & GEOLOGY ENHANCED RESEARCH CAPABILITIES	
BOARD OF REGENT STRATEGIC GOAL: ___ACCESS ___X_ ECON DEV ___X_ EFFICIENCY ___ RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$616,714	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$303,800	FY 11 TOTAL COST: \$312,914
FY 10 BASE FUNDING REQUESTED: \$303,800	FY 11 BASE FUNDING REQUESTED: \$9,114
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 3.10	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

This initiative requests increased State general funds to increase the number of currently budgeted FTE positions to authorized levels. In 1990, the MBMG budgeted 27.06 FTE from general funds. In FY2008, only 23.1 FTEs could be budgeted. Budgeted FTEs have slowly declined for several decades because of budget cuts, higher salaries required to replace vacant positions, and the need to increase salaries by counter-offers in order to retain critical staff being recruited by other organizations. Each action impacts the remaining pool available for staff salaries and the resulting deficit has not been backfilled in succeeding budgets. The net result is slow but sure erosion in the number of budgeted FTEs. The MBMG has coped with a tightening salary pool by not filling positions, and is increasingly dependent on grants and contracts to fund professional positions. This has resulted in a research staff with highly fragmented funding. For example in the Research Division's FY08 budget, 8.04 FTEs are split amount 14 individual researchers; the remaining salary for these individuals must come from soft dollars. This necessitates constantly shifting individuals and their responsibilities to projects where funding is available, rather than consistently maintaining individuals in positions that meet longer range programmatic goals.

The MBMG is currently authorized at 26.2 FTEs in the State general fund budget. This request is for funding that will allow filling an additional 3.1 FTEs, to bring us to authorized levels. Each FTE is estimated to cost -\$98K (salary, benefits, and operations) for a total of \$303,800.

The MBMG Director, Assistant Director, and Research Division Chief will collaborate on assignment of additional FTE funds within the existing staff in order to maximize benefits. Considerations will include providing individuals with stable funding to focus on a single programmatic area, decreasing the fragmentation of individual responsibilities, and prioritization of programs recognized as most critical for both long-range and short-term issues. High priority areas to be addressed include:

- Research to provide information for evaluation, exploration, and responsible development of Montana's natural resources - oil, gas, metallic and non-metallic minerals, and water.
- Research on alternative and "green" energy issues, including carbon sequestration, compressed air storage for peaking power, and *in situ* coal gasification
- Increased staff time for answering inquiries from the public, particularly in the area of

- ground water concerns and information;
- Oversight for conversion of archived information to digital formats so that it can be made freely accessible via the internet;
- Public outreach and information dissemination, primarily through additional staffing in Montana Tech's Mineral Museum. (Currently there is no staff present much of the time that the Museum is open, and additional staffing will also enable presentation of more seminars, lectures, and workshops.)

HOW SUCCESS IS MEASURED:

Much of this initiative is devoted to increased generation and dissemination of information, and this is inherently difficult to measure. Measureable outcomes would include:

- Publications that provide regional data and interpretations to enhance evaluation, exploration, and responsible development of resources.
- Time devoted to responding to public inquiries, and also to presentations of project interpretations in public forums.
- Increased availability of archived data over the Internet.
- Increased outreach programs by the Mineral Museum, increased staffing during public hours, improved exhibits inside the Museum, more time for tours by school groups, and traveling exhibits that go to schools.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: MONTANA FOREST AND CONSERVATION EXPERIMENT STATION	UNIT PRIORITY: 5
NEW PROPOSAL NAME: WILDLAND INTERFACE IN MONTANA	
BOARD OF REGENT STRATEGIC GOAL: ___ACCESS ___ECON DEV ___EFFICIENCY ___RECRUIT/RETAIN	

TOTAL BIENNIAL COST: \$60,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$0	FY 11 TOTAL COST: \$60,000
FY 10 BASE FUNDING REQUESTED: \$0	FY 11 BASE FUNDING REQUESTED: \$60,000
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$5,000
ADDITIONAL STAFF IN FY10 (FTE): 0	ADDITIONAL STAFF IN FY11 (FTE): 1.00

DESCRIPTION OF NEW PROPOSAL:

PROPOSED PROJECT

Initiation of a forestry, wildland fire, and biofuels research program focused on the Wildland-Urban Interface in Montana.

Many Montana residents live within the “wildland-urban interface,” or WUI, where frequent wildfires present risk to their homes and infrastructure. There are numerous opportunities across the state to provide science-based, vegetation treatments in the WUI to help reduce this risk, while improving the vigor, productivity, and beauty of these forests and enhancing production of bio-fuels. Simultaneously, the revenue from these vegetation treatments can be utilized to restore watersheds and improve water quality. However, treatment design, maintenance needs, social and economic incentives, ecological impacts, and risk-reduction effectiveness can vary greatly based on specific resource conditions, and there is a need to develop, test, and communicate operational guidelines for treatments across the varied landscapes that comprise the WUI. Active applications of a range of treatment designs and thorough, science-based evaluations of these treatments would provide confidence to forest landowners that their diverse range of objectives could be fulfilled. These guidelines, backed by science tested protocols for monitoring, would allow timber operators to increase the number of treatments across Montana, creating additional jobs in the timber and wood products industries, and providing additional protection from wildfire risk to WUI residents. The active treatment of forests with high fuel loadings will also reduce the impacts of high intensity wildfires, allowing for the long term restoration of natural processes in Montana watersheds. The Montana Forest and Conservation Experiment Station at The University of Montana has the expertise and experience among its faculty, students, and partners to create and test the necessary guidelines and monitoring protocols for forest treatments and restoration operations in the WUI, and through outreach to its network of cooperators in the forestry profession, can disseminate this information to timber operators and the public.

A new MFCES scientist is needed to lead this program and this scientist will need to employ graduate and undergraduate students to implement the program. Requested is one MFCES faculty position, support for two graduate research assistants, and operating funds for the program.

GOAL / STRATEGY

MUS—Economic Development—Assist in the expansion and improvement of the State's economy through the development of high value jobs and diversification of the economic base

- Graduate education enhancement
- Workforce and Research Initiatives

UM Strategic Directions

- To strengthen and broaden graduate and research programs and increase graduate enrollments
- To contribute appropriately to the cultural and economic development of the State

IMPLEMENTATION RESPONSIBILITY

Director, MFCES

IMPACT

Implementation of this proposal will initiate an aggressive development of a research and outreach effort focused on the critical wildland-urban interface. As research progresses and new protocols for management are designed for this critical geography, and delivered to management, regulatory, and safety organizations (through whom we currently are spending millions of dollars for protection), wildland fire activities should be reduced, biofuels production should increase, lives and property should be saved, and state costs of wildland fire suppression should be reduced. Employment will increase in the forestry sector, graduate and undergraduate students will be trained to deal with wildland-urban interface issues, home and town sites, recreational opportunities, wildlife habitats, and watersheds should be better protected.

There are many entities involved in issues of the WUI and this research and outreach program is just one piece of what is needed for effective WUI management, but without a dedicated and progressive research program we will continue muddling our way through WUI management, with the attendant costs of less than fully knowledgeable management protocols and planning.

ACTION PLAN

- Initiate search for PhD level forest researcher to coordinate program; May 1, 2009; MFCES Director appoints search committee
- Hiring completed for faculty leader by October 1, 2009; MFCES Director
- Recruit graduate students for fall 2010 start; new faculty member
- Initiate research and development management oriented products

HOW SUCCESS IS MEASURED:

- Hiring of people specified
- Number of active research and outreach projects
- The number of acres treated among Montana landowners that restores vegetative conditions to lower levels of forest fuels and reduced wildfire risk;
- The number of landowners participating in forest management activities in the WUI;
- The additional number of forest management jobs created via WUI forest treatments;
- The number of ancillary jobs in related fields such as trucking, marketing, sawmill operations, and financial services to landowners;
- The number of acres where fire intensity remains in the low to medium intensity categories because of vegetative treatments in the WUI;
- The dollar value of infrastructure protected by applying new treatments in the WUI.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: MONTANA FOREST AND CONSERVATION EXPERIMENT STATION	UNIT PRIORITY: 6
NEW PROPOSAL NAME: APPLIED FOREST MANAGEMENT AND OUTREACH PROGRAM	
BOARD OF REGENT STRATEGIC GOAL: ___ACCESS _X_ ECON DEV ___ EFFICIENCY _X_ RECRUIT/RETAIN	

TOTAL BIENNIAL COST: \$420,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$210,000	FY 11 TOTAL COST: \$210,000
FY 10 BASE FUNDING REQUESTED: \$210,000	FY 11 BASE FUNDING REQUESTED: 0
FY 10 OTO FUNDING REQUESTED: \$10,000	FY 11 OTO FUNDING REQUESTED: 0
ADDITIONAL STAFF IN FY10 (FTE): 1.00	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

PROPOSED PROJECT

Enhance the Applied Forest Management and Outreach Program

Forests provide multiple benefits to the people of Montana, and as scientists, managers, and citizens have grown to realize their significance to our quality of life, there is a need for greater coordination and cooperation in management across Montana's watersheds and landscapes to ensure forests provide the full range of uses and services. For many landowners, the implications of a single forest management activity are difficult to discern, and residents have few tools to visualize or understand how they could work with their neighbors for mutually desirable outcomes. Further, there are few places or settings where people can jointly deliberate about their expectations for our shared forest heritage and come to agreement about steps that can be taken to restore forested landscapes to healthy, fully functional conditions. The Montana Forest and Conservation Experiment Station at The University of Montana has established an Applied Forest Management Program as part of the Station to conduct research on issues of active management. What are needed to complement this research program are outreach services and visible demonstrations of effective actions. This program would provide citizens in the state a convenient site for participatory research, demonstration, education, and outreach regarding the active management of forests and rural properties. The outreach component of the Applied Forest Management Program would encourage innovative, multi-party exchanges among citizens, scientists, and practitioners for the planning, implementation and monitoring of projects, utilizing the knowledge and skills of residents to address multiple management needs. The Program would also serve as a clearinghouse for information on forest management opportunities for landowners, providing training and outreach on acquiring the latest research findings and tools to solve common problems. The Program would utilize the facilities of the Lubrecht Experimental Forest (meeting facilities and demonstration areas) to host landowners who are striving to work together, allowing them to observe examples of management practices, as well as converse and consider opportunities for coordinated efforts. Demonstration areas would highlight new techniques in forest operations, weed management, and biomass utilization. The Program would build on existing multi-party collaborative ventures, such as the Blackfoot Challenge, to encourage active land management.

Specifically needed is a research/outreach professor in the Applied Forest Management Program (AFMP) to conduct additional applied forestry research and to develop outreach and demonstration activities in cooperation with the Director of the AFMP. Requested is one MFCES faculty position, support for two graduate research assistants, and operating funds for the program.

GOAL / STRATEGY

MUS—Economic Development—Assist in the expansion and improvement of the State's economy through the development of high value jobs and diversification of the economic base

- Graduate education enhancement
- Workforce and research initiatives

UM Strategic Directions

- To strengthen and broaden graduate and research programs and increase graduate enrollments
- To contribute appropriately to the cultural and economic development of the State

IMPLEMENTATION RESPONSIBILITY

Director, MFCES

IMPACT

The direct impact of implementation of this program will be increased knowledge about how to do on-the-ground forestry work that is ecologically responsible and socially acceptable. This would lead to increased forestry activities, including increases in employment in a variety of well paying jobs, increased bio-fuels availability, reduced susceptibility to catastrophic wildfires, enhanced wildlife habitat and watershed protection, and reduced costs for fire suppression. Employment will increase in the forestry sector, graduate and undergraduate students will be trained to deal with applied forest management issues, individuals and communities will have better information for implementing applied forest management, and forests, wildlife habitat, and watersheds should be better protected.

Without such a program we will miss opportunities to assist and interact with companies, groups, and government agencies that are working on applied forest management activities in areas such as stewardship contracting, community forestry, and sustainable resource management. We would miss getting the best information being developed through research into the hands of those who need it in a timely manner. We also would miss significant opportunities to positively affect policy and regulatory development and get lands back into ecologically sustainable condition and into responsible forest production for wood and biofuels products.

ACTION PLAN

Initiate search for a PhD level forest researcher/ outreach specialist; May 1, 2009: MFCES Director appoints search committee

- Hiring completed for faculty member by October 1, 2009; MFCES Director
- Recruit graduate students for fall 2009 start; AFMP Director

Initiate new applied and outreach activities, including demonstrations

HOW SUCCESS IS MEASURED:

- Hiring of people specified;
- Number of active research and outreach projects;
- The number of landowners who are mobilized to adopt forest and range management innovations that support common objectives among all owners within a given landscape;
- The number of new demonstration areas and the number of requests for forest management information from the clearinghouse;

- The additional jobs and the amount of marketable commodities that are created by a more active approach to forest and range management;
- The number of acres restored to more fully functional, productive resource conditions.

February 20, 2008

MONTANA UNIVERSITY SYSTEM

2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: MONTANA AGRICULTURAL EXPERIMENT STATION (MAES)	UNIT PRIORITY: ONE OF THREE
NEW PROPOSAL NAME: AGRICULTURAL FIELD EQUIPMENT	
BOARD OF REGENT STRATEGIC GOAL: <u> </u> ACCESS <u> </u> X ECON DEV <u> </u> X EFFICIENCY <u> </u> X RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$ 2,000,000	FUNDING SOURCES: Montana General Fund
FY 10 TOTAL COST: \$ 1,000,000	FY 11 TOTAL COST: \$ 1,000,000
FY 10 BASE FUNDING REQUESTED: N/A	FY 11 BASE FUNDING REQUESTED: N/A
FY 10 OTO FUNDING REQUESTED: \$ 1,000,000	FY 11 OTO FUNDING REQUESTED: \$ 1,000,000
ADDITIONAL STAFF IN FY10 (FTE): N/A	ADDITIONAL STAFF IN FY11 (FTE): N/A

DESCRIPTION OF NEW PROPOSAL: The Montana Agricultural Experiment Station (MAES) conducts agricultural and natural resources research and outreach throughout Montana on any of the eight geographically dispersed research centers. We routinely implement research projects on private and public lands. In order to conduct this field-based research, a routine complement of equipment infrastructure is necessary. This equipment is not necessarily high tech, nor luxurious. Competitive grant programs do not permit their purchase, as their expectation is that the unit (MAES) submitting a proposal, have the necessary technologies such as a truck, tractor, equipment and livestock trailer, baler, conservation seeders and other field/range implements. On average, many of our vehicles are over 20 years old, require expensive maintenance, pose safety hazards and are energy inefficient. The lifespan of routine field equipment is longer and can be retrofitted in a variety of ways. In reality, the majority of our field equipment is close to scrap metal and should be retired.

HOW SUCCESS IS MEASURED: We will retire existing state vehicles per state disposal processes. We will retire existing field equipment per state disposal processes. All derived revenues will be deposited into ag research center repair and maintenance designated accounts and used as needed for equipment work. Research programs will be more efficient through an increase in research program outputs, decreased fuel consumption, increased employee safety and decreased workers compensation claims and we will be more competitive securing external funds given the new or slightly used equipment infrastructure. Faculty and staff will have more time to conduct field research programs and the programs will not be in a long-term position of overtime or comp time due to severe inefficiencies.

MAES currently has a large commitment to matching monies for LRBP projects, OCHE equipment proposal and existing grower check-off (Montana Wheat and Barley Committee) commitments that prevent a matching fund proposal for the next several years. We are currently replacing equipment when a crisis is present or when a unique grant opportunity arises. Most equipment repair is ad hoc and reactive. An infusion of OTO targeted funds would significantly help the current statewide backlog of modern equipment needs. Wherever possible, we would purchase nearly new equipment to maximize this transformational equipment proposal. Since MAES does not receive tuition, monies from the 6-mil tax or surcharges, we currently have a large prioritized list and no significant mechanism to implement a partial transformation.

MONTANA UNIVERSITY SYSTEM

2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: MONTANA AGRICULTURAL EXPERIMENT STATION (MAES)	UNIT PRIORITY: TWO OF THREE
NEW PROPOSAL NAME: RESEARCH SUPPORT PERSONNEL	
BOARD OF REGENT STRATEGIC GOAL: <input type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input checked="" type="checkbox"/> EFFICIENCY <input checked="" type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$ 320,000	FUNDING SOURCES: Montana General Fund
FY 10 TOTAL COST: \$ 160,000	FY 11 TOTAL COST: \$ 160,000
FY 10 BASE FUNDING REQUESTED: \$160,000	FY 11 BASE FUNDING REQUESTED: \$160,000
FY 10 OTO FUNDING REQUESTED: N/A	FY 11 OTO FUNDING REQUESTED: N/A
ADDITIONAL STAFF IN FY10 (FTE): 4	ADDITIONAL STAFF IN FY11 (FTE): 4

DESCRIPTION OF NEW PROPOSAL: The Montana Agricultural Experiment Station (MAES) conducts agricultural and natural resources research and outreach throughout Montana on any of the eight geographically dispersed research centers. In addition, we routinely implement research projects on private and public lands. Faculty-led research and outreach activities encompassing crop and livestock management practices are the foundation of our high impact research. Base funds for faculty remains a key component to our priority program foci, which are significantly leveraged through external sponsored programs. Over time through a combination of budget shortfalls, retention counteroffers, and market and equity factors, the pool of research support staff that conduct routine operations at our field facilities has decreased in the MAES system. This insufficient support staff necessitates that faculty members devote large, unreasonable portions of their time to non-research activities such as livestock management (e.g. feeding, calving), grain and forage production and facilities maintenance. Restoring research support personnel in strategic locations throughout the research center system will allow faculty to devote a much greater portion of their time to research, increasing faculty productivity, retention and faculty and staff safety.

This proposal requests increasing research support personnel by 4 FTE in FY2010 and an additional 4 FTE in FY2011 through a base adjustment. Each research support personnel would require a budget of \$40,000 for salary and benefits.

HOW SUCCESS IS MEASURED: MAES is continually being asked to keep doing the present suite of research programs, while adding new facets of research with oilseeds for energy production, alternative cropping systems (e.g. organic transition and organic), livestock grazing practice changes through breeding and so on. Through the addition of research support staff, existing faculty-driven programs will be in a better position to do more by adding lower salaried personnel. Our research programs in general would expand and we could be more responsive to problem issues when or, ideally, before they arise to a significant level. Faculty will devote more of their time to research activities that will lead to program growth and greater adaption of new technologies, increased efficiencies and economic development.

MONTANA UNIVERSITY SYSTEM

2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: MONTANA AGRICULTURAL EXPERIMENT STATION (MAES)	UNIT PRIORITY: THREE OF THREE
NEW PROPOSAL NAME: RESEARCH FACULTY TO MEET EMERGING DEMANDS	
BOARD OF REGENT STRATEGIC GOAL: <input type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input checked="" type="checkbox"/> EFFICIENCY <input checked="" type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$ 400,000	FUNDING SOURCES: General Fund
FY 10 TOTAL COST: \$ 200,000	FY 11 TOTAL COST: \$ 200,000
FY 10 BASE FUNDING REQUESTED: \$200,000	FY 11 BASE FUNDING REQUESTED: \$200,000
FY 10 OTO FUNDING REQUESTED: N/A	FY 11 OTO FUNDING REQUESTED: N/A
ADDITIONAL STAFF IN FY10 (FTE): 2	ADDITIONAL STAFF IN FY11 (FTE): 2

DESCRIPTION OF NEW PROPOSAL: The Montana Agricultural Experiment Station (MAES) conducts agricultural and natural resources research and outreach throughout Montana on any of the eight geographically dispersed research centers. We routinely implement research projects on private and public lands. Faculty-led research and outreach activities encompassing crop and livestock management practices are the foundation of our high impact research. Base funds for faculty in key emerging areas are high priorities for Montana agriculture.

This proposal requests four research positions with two each year of the biennium with operational support for each position. Key areas of research to be added through this base adjustment initiative include: (a) bioenergy/biomass geneticist, (b) beef livestock functional genomics, (c) natural resource economics and policy, and (d) rangeland management. A. Oilseeds (camelina, canola) are becoming very important as renewable resources for biodiesel and industrial applications and show promise for adaptation to Montana. A geneticist would adapt crops to grow in Montana and provide a local energy source. B. Understanding the genetic mechanisms relating to genotype (genetics) and phenotype (traits) using new research tools and approaches will enhance beef production management. Research on digestion, metabolism and disease resistance via functional genomics research will catalyze innovation in the world-renown Montana seed stock industry. C. The economics and policy ramifications of natural resource issues/conflicts demand sound analysis and viable economic options if we are to thoughtfully deal with energy development, livestock-wildlife interactions, land use change/conflicts, environmental impacts of development and a myriad of other issues. Through applications of the results of this analysis, sound management could be implemented to the benefit of federal, state, public and private partners with state and federal agencies. D. A range management scientist is needed to integrate with the animal nutrition program and quality facilities at the Northern Ag Research Center in Havre. Grazing and riparian management are key to utilizing and protecting rangeland resources. Integration with animal genetics and nutrition programs will create economic opportunities for efficiencies and environmental stewardship practices.

HOW SUCCESS IS MEASURED: Increase in the adoption of new crops through expanded acreage, improvements in the seed stock industry through employment and improved genetics, expanded economic and natural resource policy options and improved rangeland management practices will be outcomes. In addition, the additional positions will provide increased funding through securing extramural funds and increasing the number of research collaborations with scientists and industry throughout the Northern Great Plains.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: MSU EXTENSION SERVICE	UNIT PRIORITY: 1
NEW PROPOSAL NAME: AGRICULTURAL SECURITY AND EMERGENCY PREPAREDNESS	
BOARD OF REGENT STRATEGIC GOAL: <input type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$398,700	FUNDING SOURCES:
FY 10 TOTAL COST: \$ 201,850	FY 11 TOTAL COST: \$196,850
FY 10 BASE FUNDING REQUESTED: \$181,850	FY 11 BASE FUNDING REQUESTED: \$181,850
FY 10 OTO FUNDING REQUESTED: \$20,000	FY 11 OTO FUNDING REQUESTED: \$15,000
ADDITIONAL STAFF IN FY10 (FTE): 1.5	ADDITIONAL STAFF IN FY11 (FTE):1.5

DESCRIPTION OF NEW PROPOSAL:

Agrosecurity planning and preparation requires early detection of disease and environmental threats to crops and livestock. It also requires prompt response to minimize human and economic impacts. Laboratory technicians trained to identify and recommend solutions for crop and livestock emergencies will allow County Extension Agents around the state to quickly and accurately assist local responders in addressing agricultural emergencies. A statewide agrosecurity coordinator will ensure plans and preparations are in place to provide assistance quickly and effectively.

This proposal will help develop a pipeline between the campus diagnostic laboratory and county offices and strengthen the ongoing commitment needed to provide education, applied research and technical support to meet the growing demands of agrosecurity and safe food systems. County faculty will be able to quickly send photos, descriptions and environmental site characteristics to experts at the Schutter Diagnostic Laboratory where analysis and recommendations for control will be available. Prompt connection between the county and university faculty will result in quicker and more accurate response and the capability to rapidly control emergency situations.

A statewide Agrosecurity Coordinator and support staff is necessary to develop planning and training programs for County and State faculty, government emergency response teams and agricultural producers. Using federal and countrywide university networks, the Agrosecurity Coordinator will facilitate utilization of the best techniques and methods available to ensure Montana agriculture and the Montana food supply is secure.

HOW SUCCESS IS MEASURED:

Funding of this proposal will result in the ability of MSU Extension faculty to educate and assist disaster preparedness teams at state and county levels. It will create a new linkage between campus based resources and county/tribal Extension offices to assist in early detection, first response, technical assistance and educational outreach.

Success of this effort will result in the development of plans to prepare for emergencies and the response to situations will be quick and effective resulting in reduced human, animal, crop and economic loss. Success will be measured quantitatively by the number of producers that participate in outreach programs and develop agrosecurity and emergency plans.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: MSU EXTENSION SERVICE	UNIT PRIORITY: 2
NEW PROPOSAL NAME: COMMUNITY VITALITY, ECONOMIC SUSTAINABILITY & RENEWABLE ENERGY	
BOARD OF REGENT STRATEGIC GOAL: <input type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$494,790	FUNDING SOURCES:
FY 10 TOTAL COST: \$252,395	FY 11 TOTAL COST: \$242,395
FY 10 BASE FUNDING REQUESTED: \$167,395	FY 11 BASE FUNDING REQUESTED: \$167,395
FY 10 OTO FUNDING REQUESTED: \$85,000	FY 11 OTO FUNDING REQUESTED: \$75,000
ADDITIONAL STAFF IN FY10 (FTE): 2.0	ADDITIONAL STAFF IN FY11 (FTE): 2.0

DESCRIPTION OF NEW PROPOSAL:

This proposal is to assist MSU Extension in making a strategic, long-term commitment to working cooperatively with rural communities to address the on-going challenges of maintaining community vitality, economic sustainability and enhanced opportunities presented within the re-emergence of renewable energy. The approach taken will be one based on a community assets model that includes: a) developing the leadership skills of local residents; b) creating networks and collaborations for local sustainability; c) utilizing the resources of public, private and non-profit institutions; d) capturing the physical and economic resources of local places; and e) expanding the university as a portal to the state through the development of regional learning and outreach locations.

Utilizing existing structures and programs already within the Extension Community Development Unit and the Local Government Center, a new initiative will be developed centered on the economic sustainability of rural communities concentrating on community planning by design and not default. This includes helping Montana communities successfully deal with the challenges and changes of a strategic investment in community capacity building, asset mapping and leadership development to assist rural towns in leveraging local resources to creatively address complex issues and capitalize on opportunities. The Local Government Center will expand its mission to concentrate on issues of good governance that create credibility, trust and working partnerships between elected officials and community members. Regional learning centers will create a community-wide conscious effort to use information technology to transform life, work and educational opportunities in significant and fundamental, rather than incremental, ways.

An increasing opportunity for economic development in rural areas has resulted from recent interest and growth in renewable energy. Farmers need unbiased assistance to make decisions regarding biofuel production, wind energy for irrigation and other potential options for reducing costs and reliance on fossil fuels. Individuals, counties and communities are being approached by investors wanting to purchase wind rights, but there is no unbiased source of assistance to help them weigh the factors to be considered before signing contracts. Renewable energy sources, including wind, solar, geothermal, and biomass, will continue to possibly reduce the reliance on fossil fuels and also be a potential source of economic income and sustainability for rural communities. Extension can, and should, fulfill a much needed role as a filter for information and materials that are inundating the marketplace, a source of unbiased, research-based information, and convener or facilitator to lead individual and community decision-making processes.

HOW SUCCESS IS MEASURED:

Success will be measured using social and economic indicators that have been developed by land-grant University based research. Communities throughout Montana (22 at the current time) that have completed the Horizons program (leadership development, capacity building and poverty reduction) will be targeted and evaluated for sustainability and vitality indicators.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: MSU EXTENSION SERVICE	UNIT PRIORITY: 3
NEW PROPOSAL NAME: HEALTHY COMMUNITIES/HEALTHY LIVING	
BOARD OF REGENT STRATEGIC GOAL: <input type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input type="checkbox"/> RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$45,000	FUNDING SOURCES:
FY 10 TOTAL COST: \$ 25,000	FY 11 TOTAL COST: \$20,000
FY 10 BASE FUNDING REQUESTED: NONE	FY 11 BASE FUNDING REQUESTED: NONE
FY 10 OTO FUNDING REQUESTED: \$25,000	FY 11 OTO FUNDING REQUESTED: \$20,000
ADDITIONAL STAFF IN FY10 (FTE):	ADDITIONAL STAFF IN FY11 (FTE):

DESCRIPTION OF NEW PROPOSAL:

The United States Department of Health and Human Services reports that more than **75 percent** of all health care dollars are spent on chronic conditions such as diabetes, obesity, cardiovascular disease and asthma—most of which are preventable. Health and wellness programs are aimed at identifying problems before they become serious and costly.

Because of the positive results employers have seen after the institution of wellness programs, the U.S. DHHS said it hopes to have **75 percent** of U.S. worksites offering “**comprehensive health promotion programs**” by 2010.

Initiative Goal:

Healthy Communities -Healthy Living is a worksite wellness initiative proposed by Montana State University Extension. The goal of *Healthy Communities -Healthy Living* is to improve or maintain healthy behaviors as a result of engaging in interdisciplinary Extension programming including nutrition, physical activity, stress management, balancing work and family, family finance, and healthy housing. MSU Extension will serve as a portal to the many state and local wellness resources available to enhance the personal health and well-being of Montana employers, employees and their families.

MSU Extension has previously provided effective work life wellness programming in many counties. In order to increase Extension’s capacity to provide programming, it is important to develop a coordinated, interdisciplinary initiative with many content specialists and organizations/agencies throughout the State of Montana. **Healthy Communities-Healthy Living** is an integrated program dealing with topics that affect the quality of life for consumers. Through Extension’s county and tribal network, offering education and community programs; this initiative will provide research-based information dealing with these topics:

- **Food and Nutrition** - food preparation, food safety, healthy meals, obesity and kids’ nutrition
- **Healthy Lifestyles** - education on women, parenting, child development, aging and family issues
- **Housing and Environment** - indoor air quality, water quality, energy conservation, and healthy housing
- **Family Economics** - Financial security in later life, estate planning, will planning
- **Balancing Work and Family**

HOW SUCCESS IS MEASURED:

Success will be measured by the number of individuals and families who report changes in their attitudes, actions and behaviors from participating in programs which will be developed and delivered as part of this initiative. Economic and well-being indicators will be utilized to measure program impacts, effectiveness and potential savings to participants.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: FIRE SERVICES TRAINING SCHOOL	UNIT PRIORITY: 1
NEW PROPOSAL NAME: COMMUNITY EMERGENCY SERVICES TRAINING	
BOARD OF REGENT STRATEGIC GOAL: X ACCESS X ECON DEV X EFFICIENCY ___ RECRUIT/RETAIN	

TOTAL BIENNIAL COST: \$379,572	FUNDING SOURCES: General Fund
FY 10 TOTAL COST: \$140,247	FY 11 TOTAL COST: \$239,325
FY 10 BASE FUNDING REQUESTED: \$140,247	FY 11 BASE FUNDING REQUESTED: \$239,325
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE):1.25	ADDITIONAL STAFF IN FY11 (FTE):1.25

DESCRIPTION OF NEW PROPOSAL:

We propose to improve the quality and quantity of training opportunities offered Montana's emergency responders. FSTS currently provides effective training for 62% of community fire and rescue services. If this proposal is adopted we will go from 62% of community fire services effectively served, to 80% effectively served with in 4 years.

HOW SUCCESS IS MEASURED:

The proficiency of service provided by local fire organizations has a direct relationship on the cost of fire insurance. Investments in training community fire/rescue services will result in savings to rate-payers many times the initial cost of training. As the competencies and sustainability of public fire entities is increased, the financial commitment from state government for project fires will be reduced. Costs are minimized and life safety is maximized as fires are dealt with in their early stages by local firefighters and community resources.

Volunteers in Montana comprise 96% of community fire/rescue services. Their level of competence directly correlates life safety and the survivability of communities and their inhabitants. Quality training/education is the most significant element in developing the competence of community emergency services. The MSU Fire Services Training School is the primary source of all levels/aspects of fire/rescue training at the state level. The number of jobs saved as a result of an increased competency of Montana's local fire services being able to prevent substantial business losses to fire will be significant over the next decade.

MSU-FSTS trainees/students are typically volunteers and not compensated for their contribution to life safety, property conservation and protection of the environment in rural communities.

Executive Summary
Primary Care Workforce for Rural and Frontier Montana
A System-wide Proposal to the Board of Regents
Submitted through the Montana Healthcare Workforce Advisory Committee
(MHWAC) in January 2008

The following funding requests were developed as a system-wide, comprehensive approach to increasing 1) the number of health professionals who are recruited from rural/frontier Montana, 2) the number of people who have opportunities to receive education specifically targeted to a rural/frontier practice, and 3) the number of health professionals most likely to practice in rural and frontier communities. The proposals ***are not ranked***, and all are considered to be a priority for improving healthcare and maintaining the economic viability in rural/frontier areas. All proposals align with strategies recommended by MHWAC in a May 2007 report to the Board of Regents Workforce Committee.

MHWAC Strategy: Programs to Increase High Demand Healthcare Workforce:
\$4,961,377

WWAMI Expansion of 10 slots: \$973,333: Costs are based on the current contract with UW and current funding for the first year at MSU. The 10 new students will be incorporated into the new Targeted Rural and Underserved Track, an intense program that will recruit students from rural/frontier communities. Medical students are assigned mentors, and provided with extensive rural clinical and educational experiences. The proposal includes \$150,000 for OTO to enhance teleconference capacity with UW and other WWAMI sites. All other WWAMI sites/states have this capacity. WWAMI provides a cost effective medical education for Montana, leverage the resources of the University of Washington and other WWAMI states.

Expand Graduate Medical Education: \$1,078,000 (restore funding to Billings FMRP, increase slots for FM, support new program in Psychiatry; continued funding required for FY12/13 to complete cohort): The Family Medicine Residency Program in Billings has successfully retained graduates in Montana practice since it opened in 1996. Funding from the State supports 8% of the cost with the remainder from the federal government, and the two Billings hospitals. In 2002, the Legislature cut funding from \$341,200 to \$319,366; the request includes restoration to the previous funding level to support rural outreach, Veterans Clinic experience and obstetric, pediatric and trauma experience. The proposal would expand by 2 residents each year at a cost of \$65,000 per resident, and support the development of a psychiatric residency program, at a cost over the biennium of \$600,000, supporting 3 residents annually in a critical shortage profession.

Support for high demand nursing and allied health programs through RFP process (maybe OTO) - \$1,000,000: Collaboration among two year programs, universities and healthcare providers will meet ongoing needs for nurses and allied health professionals in rural and frontier communities. Through an RFP process which

will show how programs are responsive to and working with rural providers, funds will be targeted to high demand needs in rural and frontier areas, and are expected to include BS completion program for dental hygiene, respiratory therapists and other high credit two year degrees; continued development of the pathway from Practical Nursing to Associate Degree program; and curriculum development and redesign funds for 2 year programs to address critical healthcare needs. The funds would leverage funding, clinical sites, loaned equipment and other resources through partnerships among campuses and healthcare providers.

Psych/Mental Health Nurse Practitioner Program: \$337,000: Montana has the most severe mental healthcare workforce shortage in the US. Psych/Mental Health Nurse Practitioners can provide primary mental healthcare in rural and frontier practice and can function in a variety of healthcare settings. The program would be offered via distance education and utilize Montana clinical sites. The program would graduate 5-8 students per year and require clinical faculty and two FTE didactic faculty at a cost of \$366,980 in base funding over the biennium.

MEDEX Physician Assistant Program implemented for 10 students in Year 1, 20 students in Year 2: \$1,573,044 The MEDEX program is designed for returning military Medics and others with existing health professions experience. Given credit for previous experience, students complete training in two years. Offered through UW in collaboration with WWAMI states, Montana students currently must complete the program in Spokane, but have clinical sites in Montana. The program leverages resources from UW and MT clinical sites. The program would be specifically targeted to Montana veterans and existing health professionals.

MHWAC Strategy: Delivering Health Professions Clinical Education Rural and Frontier Montana: \$1,500,000*

Expanding clinical rotations in rural, frontier and underserved communities in all health professions, through a coordinated clinical placement system and expansion of rural and frontier clinical faculty \$300,000*: Other rural and frontier states have found success in using an internet based system of matching students to clinical placements in rural sites. Managed by a faculty level coordinator, the system would use software developed in Oregon and can place all types of health professions students from all campuses. Cost is \$80,000 in start up costs for the 1st 2 years, declining to \$26,678 for a .25 FTE in the following years. The request includes \$42,500 per year for recruitment and training of rural and frontier clinical site preceptors and faculty, including travel. It would leverage additional clinical opportunities in partnership with Montana healthcare providers.

Recruiting and retaining nursing faculty : 15% salary increase \$1,200,000. Highly skilled, experienced nurses with graduate degrees command high salaries in clinical and administrative settings, making it difficult to attract them to higher education. This proposal would increase faculty salaries by 15% to attract new faculty to expand

programs, and to keep experienced faculty employed. Cost is based on current total nursing faculty salaries of approximately \$8,000,000.

MHWAC Strategy: Distance Education and Flexible Programs Targeted to Rural/Underserved Areas \$500,000*

Increased utilization of Montana's telemedicine and ITV structure, and web-based programs, in collaboration with rural and frontier healthcare providers to deliver nursing, allied health and articulated degree completion programs; and delivery of educational programs to working adults and healthcare providers seeking to advance education would be supported through an RFP process. Funds would support a coordinated effort to package and promote healthcare distance offerings. These distance programs are frequently offered through local partnerships with healthcare providers who provide clinical sites, classrooms and support for students.

MHWAC Strategy: Comprehensive, Long Term Strategy, Shortages and Maldistribution \$300,000*

The healthcare workforce shortages are expected to increase with the aging of the population. This proposal would support the ongoing work of the MHWAC to improve healthcare workforce and analysis, and to support strategic interagency partnerships for workforce development. Additionally the funds would enhance Perkins funded programs and the Area Health Education Centers, to develop K-12 Programs specifically targeted to prepare rural and frontier students for rigor of health professions education. Funds would leverage federal funding through AHEC and Perkins as well as new grants.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: MUS/OCHE	UNIT PRIORITY: 2
NEW PROPOSAL NAME: COLLEGE READINESS/REMEDIAITON INITIATIVE	
BOARD OF REGENT STRATEGIC GOAL: X ACCESS ___ ECON DEV X EFFICIENCY ___ RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$190,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$95,000	FY 11 TOTAL COST: \$95,000
FY 10 BASE FUNDING REQUESTED: \$65,000	FY 11 BASE FUNDING REQUESTED: \$65,000
FY 10 OTO FUNDING REQUESTED: \$30,000	FY 11 OTO FUNDING REQUESTED: \$30,000
ADDITIONAL STAFF IN FY10 (FTE):	ADDITIONAL STAFF IN FY11 (FTE):

DESCRIPTION OF NEW PROPOSAL:

The Mathematics and Writing Proficiency Projects may be the best tools we have to:

- Clearly communicate expectations and develop Kindergarten through College relationships;
- Improve college readiness of Montana’s high school students;
- Provide data about the college-readiness level of each student to high school teachers so that schools and students will invest more effectively in the senior year to address academic deficiencies; and
- Reduce remediation rates overall, while using two-year programs to more efficiently deliver remediation;

Limited funding for these projects has allowed us to bring K-C staff together to study college preparation and develop policies on mathematics, composition, and remediation; publish and distribute a few flyers on these topics and maintain modest websites; administer a writing assessment; and provide some training in assessment. Because high schools understand the value of the Montana University System Writing Assessment, the number of students who voluntarily participate in this test has increased from 3,300 in 2001 to 8,500 in 2008 and the number of teachers seeking training from 100 in 2001 to about 320 in 2008. Although the mathematics community is satisfied with the use of a multiple-choice test such as the ACT to demonstrate proficiency (whereas writing proficiency demands a piece of writing), they also need to communicate about college readiness standards and participate in professional development.

This initiative responds to the growing demand that we use high school more effectively to reduce college remediation rates. It funds more K-C communications and collaboration and helps maintain participation of school districts for which Writing Assessment Workshops have become a financial burden. It allows more districts to participate in professional development that increases math and writing proficiency. This proposal includes the following annual request:

- \$10,000 to communicate expectations about college readiness and provide data to high schools through websites, printed materials, mailings, and personal contact.
- \$40,000 to provide tutoring and online remedial courses for high school students and professional development for high school teachers, with and emphasis on training math teachers to help students to online courses.
- \$45,000 for substitute teacher pay to help high schools more fully participate in the Writing Assessment Workshops, where scoring of the Montana University System Writing Assessment takes place.

HOW SUCCESS IS MEASURED:

- Students, parents, administrators and counselors will express understanding of college readiness criteria.
- Remediation rates will decline and more students will earn ACT/SAT math scores and writing assessment scores above the college-readiness thresholds.
- Students will be more likely to use their senior year to improve skill levels and avoid college-level remediation.
- Schools with limited budgets will be able to participate in Montana’s Writing Assessment Workshops.

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: MUS/OCHE	UNIT PRIORITY: 3
NEW PROPOSAL NAME: INFORMATION RESOURCES, PLANNING, & COMMUNICATION	
BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> _X_ACCESS <input checked="" type="checkbox"/> _X_ECON DEV <input checked="" type="checkbox"/> _X_EFFICIENCY <input checked="" type="checkbox"/> _X_RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$404,060	FUNDING SOURCES: General Fund
FY 10 TOTAL COST: \$202,030	FY 11 TOTAL COST: \$202,030
FY 10 BASE FUNDING REQUESTED: \$202,030	FY 11 BASE FUNDING REQUESTED: \$202,030
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 2.00	ADDITIONAL STAFF IN FY11 (FTE): 2.00

DESCRIPTION OF NEW PROPOSAL:

The Office of the Commissioner of Higher Education requests \$404,060 general fund in the 2011 biennium to maintain two positions that are currently funded by regents' priority funds. The two positions, the Associate Commissioner for Planning and Policy and a public information officer were created in 2004 by the Board of Regents. The positions have been filled since January 2005.

In recent years, the Board of Regents has made it a priority to improve system-wide strategic planning, information resources, communications, and collaboration with statewide agencies and educational organizations. The Board has clearly placed a greater emphasis on investing in information management systems, data driven planning and policy making, and responsive communications with university system constituents. Primary initiatives included:

- Development of a strategic plan for the university system that reflects Board priorities and the university system's emphasis on access and affordability, workforce development, and efficiency;
- Design, maintenance, and utilization of centralized data systems to measure and track student success and transferability of credits, financial aid awarded to students, budget and financial records, and human resources;
- Collaboration with K-12 to measure and improve remediation rates, transfer student transcripts electronically, and develop a K-20 state-wide student data warehouse; and
- Coordination of accountability efforts and relations with the legislature, executive branch, and public through consistent and responsive communications.

Prior to the creation of the two positions, OCHE staff had limited ability to support system-wide technology, on-going communication and relations, and planning initiatives. Employees had, in an ad hoc fashion, juggled additional duties with existing workload. The two positions allow the Commissioner's Office to focus on implementing these, and other initiatives which support priorities of the Board and the Montana University System.

HOW SUCCESS IS MEASURED:

March 5-6, 2008

ITEM 138-1601-R0308 **Authorization to Expend up to \$80,000 of Student Computer Fees; The University of Montana Western**

THAT: The Board of Regents authorizes The University of Montana Western to expend up to \$80,000 of Student Computer Fees for renewal and replacement of current computer labs.

EXPLANATION: This expenditure will provide for equipment renewal of one existing lab: the Large Intel Lab in the Swysgood Technology Center (STC), room 104. This lab is next in line in Western's Lab Renewal and Replacement Plan. These funds also include replacement of 3 laser printers and 40 worn out keyboard holders. Montana Western's Student Computer Fee Committee, whose membership includes 50 percent students as required by Board policy, endorses this allocation proposal.

March 5-7, 2008

ITEM 138-2009-R0308

Authorization to Name the BSL-3 Building the “Jutila Research Laboratory”; Montana State University-Bozeman

THAT:

Consistent with Board of Regents’ Policy 1004.1, Naming of Buildings, the Board of Regents of the Montana University System authorizes Montana State University to name the BSL-3 Building the “Jutila Research Laboratory.”

EXPLANATION:

This action is proposed by Montana State University in recognition of Dr. John W. Jutila and his distinguished service to the University.

Dr. John Jutila began his career at Montana State University in 1961 as an Assistant Professor of Microbiology. Dr. Jutila was a nationally recognized researcher and an outstanding teacher. Dr. Jutila began his service in the administration in 1974, when he became the Dean of the College of Letters and Science. In 1978, Dr. Jutila was appointed to the position of Vice President for Research, a position he held for ten years. As Vice President for Research, Dr. Jutila encouraged the development of research at Montana State University and his efforts paved the way for MSU’s current success in the acquisition of research funding. He also played an instrumental role in the development of the technology transfer activities at MSU.

After retirement from MSU, Dr. Jutila continued to make significant contributions to the scientific community in Bozeman and continued to work collaboratively with MSU projects. Dr. Jutila founded and served as President of Montana Immunotech, now known as Ligocyte Pharmaceuticals. Ligocyte is one the most successful biotechnology companies in Montana and has provided a conduit for the transfer of MSU technologies to the private sector. Ligocyte also employs many MSU student interns and graduates. In addition to his work with Ligocyte, Dr. Jutila has served on the MSU Foundation Board, Advanced Technology Institute Board and the Research and Development Institute Board.

Montana State University requests authority to name the BSL-3 building the “Jutila Research Facility” in recognition of Dr. Jutila’s significant contributions to Montana State University.

ITEM 138-2707-R0308

Student Computer Fee Allocation; Montana State University-Billings

THAT

Consistent with the provisions of Board of Regents' policy 940.23, the Board of Regents authorizes Montana State University-Billings to expend Student Computer Fee funds for the following projects that exceed the local approval threshold: purchase laptop and desktop computers, multi-media classroom equipment for the College of Technology campus. **Total = \$160,000**

EXPLANATION:

Board of Regents' policy 940.23 requires Board approval of all purchases over \$25,000. The Student Computer Fee Committee, whose membership includes 50 percent students as required by Board policy, endorses this proposal.

March 5-7, 2008

ITEM 138-2709-R0308 **Authorization to Use Instructional Equipment Fees;
Montana State University Billings, College of
Technology**

THAT: The Board of Regents of the Montana University System authorizes Montana State University Billings, to purchase the following Rad Tech equipment from student fees which have been collected specifically as a number one priority for the College of Technology to pay for this equipment expense.

EXPLANATION: The Radiological Phantoms are necessary for the students to use the new Siemens Radiology Lab (in the new building) planned for Spring, 2008. The Siemens lab will be functional by March 1, 2008. It will be difficult for instructors to teach radiographical techniques or use the new lab without the phantom.

The Fugi Digital Radiographic System is important to the Nursing & Health Occupations program at the College of Technology in order to train the students for the type of equipment they will use after graduation. The Siemens equipment is a radiographic room to generate x-rays. The Fugi System is necessary to process and store the images generated by the Siemens equipment. The two pieces of equipment are mutually integrated – you cannot have one without the other. Without the Radiological Phantoms and the Fugi Digital Radiographic System, we would seriously impact the effectiveness of the new lab which should be one of the showcase programs for the new building.

List of prioritized Rad Tech equipment:

1. PIXY Radiographic Phantom
2. Fugi Digital Radiographic System FCR XC-1
3. Total equipment requisition: \$65,000.00

EQUITY INTEREST/BUSINESS PARTICIPATION SUBMISSION FORM: REGENTS POLICY 407

This form is to be submitted with any Board of Regents item when a campus seeks the approval of an agreement with or arrangement regarding an employee pursuant to 20-25-109 MCA and Regents Policy 407.

If any submission concerns matters of trade secrets or confidential business information, or any other matter entitled to privacy under state or federal law (e.g., the federal statute known as Bayh/Dole) the submitting campus may request consideration of the submission, in whole or in part, in executive session.

1. a. Name(s) of the university employee(s) involved.

Thomas Hughes, Ph.D., Professor of Cell Biology and Neuroscience, MSU-Bozeman

- b. Name(s) of business entity(ies) involved and its contractual relationship with the university or other public agency.

Montana Molecular, LLC has licensed technology from MSU-Bozeman which Hughes helped to develop.

2. Summarize the nature of the intellectual property that was developed by the employee seeking approval

The licensed technology involves genetically encoded biosensors. The technology is an innovative process for analyzing protein interaction in living cells which involves placement of fluorescent protein fragments within the structure of two interacting proteins. When the fluorescent protein fragments are placed at interacting surfaces of the two proteins, the two fragments are brought close enough to one another to fold together to form a signaling fluorescent protein. The technology offers distinct improvements over the current state of the art, which is the yeast 2-hybrid screen.

3. The university and employee(s) are seeking approval for (check as many as appropriate):
- a. The employee's wife has or will be awarded equity interest in the Business Entity.
 - b. The employee who is serving or may serve as a member of the board of directors or other governing board of the business entity.
 - c. The employee to accept employment from the Business Entity.
4. How will approval of this relationship contribute to the objectives of the university's technology transfer and intellectual property development programs?

Montana Molecular is a start up company in the Gallatin Valley and was selected by MSU to license the technology because it is well positioned to commercialize the technology and, thus, to disseminate knowledge to create new, useful products and processes for society. Further, Montana Molecular is a new business in the Montana economy and MUS wishes to support its success to benefit economic development and potentially create future employment opportunities for MSU graduates and students. Montana Molecular has been awarded a grant from the National Science Foundation for further development of the MSU-licensed technology. MSU is a subcontractor under that grant and Hughes is the Principal Investigator for MSU and his participation was a critical element in the success of the grant proposal.

March 5-7, 2008

ITEM 138-2006-R0308

FY2008 and FY2009 On-Line Only Fee Matrix; Montana State University

THAT:

The Board of Regents of Higher Education hereby certify that under Regents' Item 135-107-R0507, only the following certain specified programs and student classifications qualify for those rates in the FY2008 and FY2009 On-Line-Only fee matrix, at Montana State University- Bozeman.

EXPLANATION:

1. MSU's inventory of fees as approved in May 2007, included on-line-only rate tables for each residency and enrollment status for FY2008 and FY2009.
2. MSU wishes to clarify that, in accordance with Regents Policy #940.20, "Annual Tuition and Fees for e-learning; Montana University System," the published rate for on-line-only non-resident students establishes the minimum tuition rate to be charged non-residents as 200% of the resident rate.
3. The minimum rate for non-residents applies only to certain programs as specified on the MSU website at <http://www.montana.edu/wwwprov/OnlineOnly.htm>.
4. The MSU website also clarifies the circumstances under which students will be considered on-line-only for purposes of tuition and fee rates, and educates students as to the process by which they may apply for such status.
5. MSU wishes to add explanatory language to the previously approved rate tables to clarify such items noted above.

ATTACHMENTS:

- A. Revised On-Line-Only tuition and fee matrices for FY2008 and FY2009, which include an eligibility notice.
- B. MSU Website information page for On-Line-Only programs, which specifies eligibility requirements and qualifying programs.

MONTANA STATE UNIVERSITY
Inventory and Validation of Fees
Semester - On-Line Undergraduate - Approved Programs Only*

Unit Name: Montana State University - Bozeman

Regents' Item No. 135-107-R0507
138-xxx-R0308

Effective Date: Fall 2007

Course Credit	Registration Fee	Tuition Fee	Building Fee	SFEP Fee	Computer Fee	Activity Fee	Health Fee	SU Fee	Equipment Fee	Information Technology Fee	Athletic Fee	Resident Total	Nonres. Building Fee	Nonres. Tuition Fee*	Nonres. Total	Course Credit
1	30.00	189.95	0.00	0.00	3.05	0.00	0.00	0.00	0.00	0.00	0.00	223.00	0.00	189.95	412.95	1
2	30.00	379.90	0.00	0.00	6.10	0.00	0.00	0.00	0.00	0.00	0.00	416.00	0.00	379.90	795.90	2
3	30.00	569.85	0.00	0.00	9.15	0.00	0.00	0.00	0.00	0.00	0.00	609.00	0.00	569.85	1,178.85	3
4	30.00	759.80	0.00	0.00	12.20	0.00	0.00	0.00	0.00	0.00	0.00	802.00	0.00	759.80	1,561.80	4
5	30.00	949.75	0.00	0.00	15.25	0.00	0.00	0.00	0.00	0.00	0.00	995.00	0.00	949.75	1,944.75	5
6	30.00	1,139.70	0.00	0.00	18.30	0.00	0.00	0.00	0.00	0.00	0.00	1,188.00	0.00	1,139.70	2,327.70	6
7	30.00	1,329.65	0.00	0.00	21.35	0.00	0.00	0.00	0.00	0.00	0.00	1,381.00	0.00	1,329.65	2,710.65	7
8	30.00	1,519.60	0.00	0.00	24.40	0.00	0.00	0.00	0.00	0.00	0.00	1,574.00	0.00	1,519.60	3,093.60	8
9	30.00	1,709.55	0.00	0.00	27.45	0.00	0.00	0.00	0.00	0.00	0.00	1,767.00	0.00	1,709.55	3,476.55	9
10	30.00	1,899.50	0.00	0.00	30.50	0.00	0.00	0.00	0.00	0.00	0.00	1,960.00	0.00	1,899.50	3,859.50	10
11	30.00	2,089.45	0.00	0.00	33.55	0.00	0.00	0.00	0.00	0.00	0.00	2,153.00	0.00	2,089.45	4,242.45	11
12	30.00	2,279.40	0.00	0.00	36.60	0.00	0.00	0.00	0.00	0.00	0.00	2,346.00	0.00	2,279.40	4,625.40	12

* Refer to: <http://www.montana.edu/wwwprov/OnlineOnly.htm>

MONTANA STATE UNIVERSITY
Inventory and Validation of Fees
Semester - On-Line Undergraduate - Approved Applications Only*

Unit Name: Montana State University - Bozeman

Regents' Item No. 138-xxx-R0308

Effective Date: Fall 2007

Course Credit	Registration Fee	Tuition Fee	Building Fee	SFEP Fee	Computer Fee	Activity Fee	Health Fee	SU Fee	Equipment Fee	Information Technology Fee	Athletic Fee	Resident Total	Nonres. Building Fee	Nonres. Tuition Fee	Nonres. Total	Course Credit
1	30.00	189.95	0.00	0.00	3.05	0.00	0.00	0.00	0.00	0.00	0.00	223.00	0.00	434.95	657.95	1
2	30.00	379.90	0.00	0.00	6.10	0.00	0.00	0.00	0.00	0.00	0.00	416.00	0.00	869.90	1,285.90	2
3	30.00	569.85	0.00	0.00	9.15	0.00	0.00	0.00	0.00	0.00	0.00	609.00	0.00	1,304.85	1,913.85	3
4	30.00	759.80	0.00	0.00	12.20	0.00	0.00	0.00	0.00	0.00	0.00	802.00	0.00	1,739.80	2,541.80	4
5	30.00	949.75	0.00	0.00	15.25	0.00	0.00	0.00	0.00	0.00	0.00	995.00	0.00	2,174.75	3,169.75	5
6	30.00	1,139.70	0.00	0.00	18.30	0.00	0.00	0.00	0.00	0.00	0.00	1,188.00	0.00	2,609.70	3,797.70	6
7	30.00	1,329.65	0.00	0.00	21.35	0.00	0.00	0.00	0.00	0.00	0.00	1,381.00	0.00	3,044.65	4,425.65	7
8	30.00	1,519.60	0.00	0.00	24.40	0.00	0.00	0.00	0.00	0.00	0.00	1,574.00	0.00	3,479.60	5,053.60	8
9	30.00	1,709.55	0.00	0.00	27.45	0.00	0.00	0.00	0.00	0.00	0.00	1,767.00	0.00	3,914.55	5,681.55	9
10	30.00	1,899.50	0.00	0.00	30.50	0.00	0.00	0.00	0.00	0.00	0.00	1,960.00	0.00	4,349.50	6,309.50	10
11	30.00	2,089.45	0.00	0.00	33.55	0.00	0.00	0.00	0.00	0.00	0.00	2,153.00	0.00	4,784.45	6,937.45	11
12	30.00	2,279.40	0.00	0.00	36.60	0.00	0.00	0.00	0.00	0.00	0.00	2,346.00	0.00	5,219.40	7,565.40	12

* Refer to: <http://www.montana.edu/wwwprov/OnlineOnly.htm>

MONTANA STATE UNIVERSITY
Inventory and Validation of Fees
Semester - On-Line Graduate - Approved Programs Only*

Unit Name: Montana State University - Bozeman

Regents' Item No. 135-107-R0507
138-xxx-R0308

Effective Date: Fall 2007

Course Credit	Registration Fee	Tuition Fee	Building Fee	SFEP Fee	Computer Fee	Activity Fee	Health Fee	SU Fee	Equipment Fee	Information Technology Fee	Athletic Fee	Resident Total	Nonres. Building Fee	Nonres. Tuition Fee*	Nonres. Total	Course Credit
1	30.00	227.95	0.00	0.00	3.05	0.00	0.00	0.00	0.00	0.00	0.00	261.00	0.00	227.95	488.95	1
2	30.00	455.90	0.00	0.00	6.10	0.00	0.00	0.00	0.00	0.00	0.00	492.00	0.00	455.90	947.90	2
3	30.00	683.85	0.00	0.00	9.15	0.00	0.00	0.00	0.00	0.00	0.00	723.00	0.00	683.85	1,406.85	3
4	30.00	911.80	0.00	0.00	12.20	0.00	0.00	0.00	0.00	0.00	0.00	954.00	0.00	911.80	1,865.80	4
5	30.00	1,139.75	0.00	0.00	15.25	0.00	0.00	0.00	0.00	0.00	0.00	1,185.00	0.00	1,139.75	2,324.75	5
6	30.00	1,367.70	0.00	0.00	18.30	0.00	0.00	0.00	0.00	0.00	0.00	1,416.00	0.00	1,367.70	2,783.70	6
7	30.00	1,595.65	0.00	0.00	21.35	0.00	0.00	0.00	0.00	0.00	0.00	1,647.00	0.00	1,595.65	3,242.65	7
8	30.00	1,823.60	0.00	0.00	24.40	0.00	0.00	0.00	0.00	0.00	0.00	1,878.00	0.00	1,823.60	3,701.60	8
9	30.00	2,051.55	0.00	0.00	27.45	0.00	0.00	0.00	0.00	0.00	0.00	2,109.00	0.00	2,051.55	4,160.55	9
10	30.00	2,279.50	0.00	0.00	30.50	0.00	0.00	0.00	0.00	0.00	0.00	2,340.00	0.00	2,279.50	4,619.50	10
11	30.00	2,507.45	0.00	0.00	33.55	0.00	0.00	0.00	0.00	0.00	0.00	2,571.00	0.00	2,507.45	5,078.45	11
12	30.00	2,735.40	0.00	0.00	36.60	0.00	0.00	0.00	0.00	0.00	0.00	2,802.00	0.00	2,735.40	5,537.40	12

* Refer to: <http://www.montana.edu/wwwprov/OnlineOnly.htm>

MONTANA STATE UNIVERSITY
Inventory and Validation of Fees
Semester - On-Line Graduate - Approved Applications Only*

Unit Name: Montana State University - Bozeman

Regents' Item No.

138-xxx-R0308

Effective Date: Fall 2007

Course Credit	Registration Fee	Tuition Fee	Building Fee	SFEP Fee	Computer Fee	Activity Fee	Health Fee	SU Fee	Equipment Fee	Information Technology Fee	Athletic Fee	Resident Total	Nonres. Building Fee	Nonres. Tuition Fee	Nonres. Total	Course Credit
1	30.00	227.95	0.00	0.00	3.05	0.00	0.00	0.00	0.00	0.00	0.00	261.00	0.00	434.95	695.95	1
2	30.00	455.90	0.00	0.00	6.10	0.00	0.00	0.00	0.00	0.00	0.00	492.00	0.00	869.90	1,361.90	2
3	30.00	683.85	0.00	0.00	9.15	0.00	0.00	0.00	0.00	0.00	0.00	723.00	0.00	1,304.85	2,027.85	3
4	30.00	911.80	0.00	0.00	12.20	0.00	0.00	0.00	0.00	0.00	0.00	954.00	0.00	1,739.80	2,693.80	4
5	30.00	1,139.75	0.00	0.00	15.25	0.00	0.00	0.00	0.00	0.00	0.00	1,185.00	0.00	2,174.75	3,359.75	5
6	30.00	1,367.70	0.00	0.00	18.30	0.00	0.00	0.00	0.00	0.00	0.00	1,416.00	0.00	2,609.70	4,025.70	6
7	30.00	1,595.65	0.00	0.00	21.35	0.00	0.00	0.00	0.00	0.00	0.00	1,647.00	0.00	3,044.65	4,691.65	7
8	30.00	1,823.60	0.00	0.00	24.40	0.00	0.00	0.00	0.00	0.00	0.00	1,878.00	0.00	3,479.60	5,357.60	8
9	30.00	2,051.55	0.00	0.00	27.45	0.00	0.00	0.00	0.00	0.00	0.00	2,109.00	0.00	3,914.55	6,023.55	9
10	30.00	2,279.50	0.00	0.00	30.50	0.00	0.00	0.00	0.00	0.00	0.00	2,340.00	0.00	4,349.50	6,689.50	10
11	30.00	2,507.45	0.00	0.00	33.55	0.00	0.00	0.00	0.00	0.00	0.00	2,571.00	0.00	4,784.45	7,355.45	11
12	30.00	2,735.40	0.00	0.00	36.60	0.00	0.00	0.00	0.00	0.00	0.00	2,802.00	0.00	5,219.40	8,021.40	12

* Refer to: <http://www.montana.edu/wwwprov/OnlineOnly.htm>



- Campus Administrators
- Faculty Handbook
- List of Undergraduate Programs
- List of Graduate Programs
- Women in Research and Teaching
- NASC Accreditation
- Student Outcomes Assessment
- Updated Report on Recruiting and Retention
- Promotion & Tenure Documents
- Faculty Salary Review
- UPBAC
- Course Applications and Changes
- Information on CORE 2.0
- Al Akhawayn University Exchange
- Provost & Vice President for Academic Affairs Organizational chart

Contact Us

Office of the Provost and Vice President for Academic Affairs
Montana State University
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Tel: (406) 994-4371
Fax: (406) 994-7989
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Provost and Vice President for Academic Affairs
Dr. David M. Dooley

> Office of the Provost

On-Line-Only Fee Structure

If you are already admitted to Montana State University and are registering exclusively for on-line courses, you may apply for On-Line-Only status. On-Line-Only students:

- must live outside the Bozeman area (generally considered a 50-mile radius);
- may take courses only online;
- do not have the option to take classes on-campus (without changing their status to On-Campus);
- have certain campus-based fees waived;
- cannot use the Health and Fitness Center; and
- do not receive event tickets or discounts.

This is not an exhaustive listing of all criteria—click [here](#) for an application for On-Line-Only status.

Montana State University provides a separate on-line-only rate table for specified distance programs, which reduces tuition for non-resident students. The rate tables are published on the web site of the [Montana University System](#). These "on-line only" rates apply only to students registered in the following programs:

- [Teaching Licensure/Certificate; Northern Plains Transition to Teaching](#)
- [Master of Science in Health and Human Development--Family Financial Planning option](#)
- [Master of Science in Science Education](#)
- [Borderless Access to Training and Education--Library Media](#)
- [National Teachers Enhancement Network](#)
- Arts & Architecture Foreign Study Courses

For more information about online programs go to <http://eu.montana.edu/Distance/>

[Text-only](#)

Updated: 2/01/2008

ITEM 138-106-R0308

Revision to Residency Policy 940.1

THAT:

The Regents hereby adopt the following revision to Policy 940.1, Residency at §(5)(c), which will be added as an additional provision at the end of that section:

“Notwithstanding the terms of this section, former Montana residents may be re-classified as in-state without serving a 12-month period of physical domicile in Montana if the student is unable to be present in Montana for the required 12-months due to his or her service in an active duty military assignment. The student must demonstrate re-establishment of Montana residency in all other ways required of the policy for a period of 12 months prior to the application for residency. For purposes of this policy, membership in ROTC, in the reserves or in the National Guard, does not, in itself, qualify as active duty. Active duty military status cannot be achieved by attending school.”

EXPLANATION:

In order to assist students on active duty military assignments re-establish Montana residency for higher education purposes, Commissioner Stearns is recommending a narrow revision to the Regents' residency policy which will allow former Montana residents who are assigned to active military duty to re-establish residency without the requirement of physical presence in Montana, providing they do all other things required by the policy to establish residency for a period of 12 months.

This item was approved on a provisional basis by the Board of Regents January 16, 2008.

ATTACHMENTS:

Revised Policy

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: FINANCIAL AFFAIRS
Policy 940.1 – Residency policy
Adopted: November 16, 2007; Revised March 7, 2008

Board policy

(1) All applicants for admission and students at the campuses of the Montana University System shall be classified as in-state or out-of-state for fee purposes, admission to the campuses, and admission to programs of limited enrollment. A student who is not classified as in-state is considered to be out-of-state. The following criteria and procedure shall be applied at all campuses.

(2) Except as provided in subsection (7), a person may be classified as in-state following a 12-month continuous period of domicile in Montana with a documented and dated intent to become a resident of Montana as provided in subsections (3) through (6).

(3)(a) The 12-month period referred to in subsection (2) does not begin to run until an act indicative of intent to become a Montana resident is taken. The following will serve as such indicators:

- (i) an automobile belonging to the person seeking in-state status is registered in Montana,
- (ii) a Montana driver's license is acquired,
- (iii) a Montana voter registration is acquired,
- (iv) a principal residence is purchased,
- (v) a resident Montana individual income tax return is filed.

(b) Only in the event that none of the above indicators are appropriate, the person seeking in-state status may file an affidavit of intent to establish residency. A form may be obtained from and must be filed with the unit. Other actions may be considered as indicators provided that the action is clearly indicative of an intent to establish residency and is not an action that students routinely take.

(4)(a) During the 12-month period and thereafter for as long as in-state status is desired, the person seeking or granted such status must act in a manner consistent with Montana residency, including all legal obligations and responsibilities based upon such residency. Enjoyment of a status, receipt of benefits, or exercise of a right or privilege inconsistent with or in contradiction of Montana residency may be a basis for classification as out-of-state.

(b) The 12-month period does not run for any period during which the person enjoys a status, receives a benefit, or exercises a right or privilege based upon residency outside of Montana, or which negates the intent to become a Montana resident.

(5)(a)(i) It is presumed that the domicile of a minor or unemancipated person is that of the person's parents or legal guardian.

(ii) If the parents are divorced, separated or deceased, the minor or unemancipated person will be presumed a resident if either:

- (A) the parent or legal guardian with whom the student normally resides is a resident of Montana, or

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: FINANCIAL AFFAIRS

Policy 940.1 – Residency policy

Adopted: November 16, 2007; Revised March 7, 2008

-
- (B) the parent or legal guardian who takes the student as an exemption for federal income tax purposes or supplies a majority of the support for the student is a resident of Montana.

(b) It is presumed that a person absent from Montana in excess of 30 days during the 12-month period upon which in-state status is claimed lacks the necessary intent to acquire Montana residency as required by subsection (2).

(c)(i) It is presumed, in the case of an individual who would have formerly been eligible for in-state status based on meeting the residency requirements but who has been absent from Montana for a period of 12 months or more, that such individual has abandoned in-state status. This presumption does not apply to individuals who can demonstrate satisfaction of the 12-month residency requirement subsequent to the absence. This presumption does not apply to absences from the state for purposes of post-secondary education or service in the armed forces of the United States provided the individual has not taken any actions in contradiction of the claim of Montana residency.

(c)(ii) Notwithstanding the terms of this section, former Montana residents may be re-classified as in-state without serving a 12-month period of physical domicile in Montana if the student is unable to be present in Montana for the required 12-months due to his or her service in an active duty military assignment. The student must demonstrate re-establishment of Montana residency in all other ways required of the policy for a period 12 months prior to the application for residency. For purposes of this policy, membership in ROTC, in the reserves or in the National Guard, does not, in itself, qualify as active duty. Active duty military status cannot be achieved by attending school.

(d)(i) It is presumed that any person, not eligible for in-state status under this policy, who is registered for in excess of one-half of a normal full-time credit load is present in the state primarily for educational purposes, and such periods may not generally be applied to the 12-month period referred to in subsection 2.

(ii) For purposes of this subsection "in excess of one-half of a normal full time credit load" means:

- (A) Any period of time for which an undergraduate student is registered for 7 or more semester credits, or
- (B) Any period of time for which a graduate student is registered for in excess of half of the minimum full time credit load for graduate students as defined for financial aid purposes by the institution at which the student is enrolled.

(e) In order to overcome any of the above presumptions, the person desiring in-state status must do so by clear and convincing evidence.

(6) If a person, who did not qualify for in-state status or who had not taken acts indicative of an intent to establish Montana residency prior to imprisonment, is incarcerated in a Montana state or local penal institution, the time spent in the institution may not apply towards satisfaction of the 12-month residency requirement.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: FINANCIAL AFFAIRS

Policy 940.1 – Residency policy

Adopted: November 16, 2007; Revised March 7, 2008

(7)(a) Notwithstanding the residency requirement, the following classes of persons are eligible for in-state status:

(i) members of the armed forces of the United States assigned to active duty in Montana, their spouses, and their dependent children during the member's tour of duty in Montana;

(ii) an individual domiciled in Montana and employed full-time in a permanent job in Montana and the spouse and dependent children of such an individual provided the primary purpose of the person seeking in-state status for coming to Montana was not the education of the children, the spouse, or the employed individual;

(iii) any graduate of a Montana high school accredited by the Board of Public Education who is a citizen of the United States or a resident alien who registers at a unit no later than the fourth fall term following the student's high school graduation shall be eligible under this section for in-state status for either (1) six years from the date of initial registration or until the achievement of a baccalaureate degree, whichever occurs first, or (2) as long as the individual remains continuously enrolled at a Montana University System campus (excluding summers); provided either of the following conditions existed at the time the student graduated from high school:

- (A) the student attended the Montana high school for the student's entire senior year; or
- (B) the student had a parent who was employed and resided in Yellowstone National Park;

(iv) an individual domiciled in a state other than Montana who derives more than 50% of family income, as reported or required to be reported under the United States tax laws, from full-time employment in a permanent job in Montana and who pays all required Montana taxes on Montana derived income and the spouse and dependent children of such individual; provided the state of domicile provides reciprocal treatment for Montana residents.

(b) If a person receives in-state status under the provisions of this subsection (7), such status continues only so long as the person remains a member of one of the described classes. If the person no longer is eligible for membership in one of the classes, the person will be reclassified as out-of-state unless the person qualifies for in-state status under the residency provisions. It is the responsibility of an individual to notify the unit if the individual is no longer eligible for an exception.

(8)(a) An applicant for admission to a campus or to a particular program, to be classified as an in-state student, must meet the requirements for in-state status as of the date the application is received by the campus or program. If a closing date has been established for applications to a particular program, the status for purposes of admission to the program shall be determined as of the closing date.

(b)(i) Any applicant or student classified as out-of-state may petition to the campus for a change of classification upon forms to be prescribed by the Commissioner's office and available at the campus. The burden of proof, including production, is upon the individual seeking the change in classification. In order to be

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Policy 940.1 – Residency policy

Adopted: November 16, 2007; Revised March 7, 2008

reclassified an individual must meet the requirements found in Subsections (1) through (7). Unless the campus policy provides otherwise, to be eligible to receive in-state status for a particular term of enrollment, the individual must be eligible for in-state status on or before the 15th instructional day of the term and the reclassification petition must be submitted no later than seven working days prior to the first day of registration. An applicant or student initially classified as out-of-state may only receive an in-state classification pursuant to the procedures in this Subsection.

(ii) The Registrar of a campus or a designee of the president or chancellor if there is no Registrar may initiate proceedings to reclassify an individual with in-state status to out-of-state status if it is determined that the individual enjoys a status; receives a benefit; exercises a right or privilege inconsistent with or in contradiction of Montana residency; or fails to meet a legal obligation of Montana residency. The Registrar shall inform the individual of the proposed action and permit the individual to present written or oral material if the individual wishes. The Registrar shall make a written decision as to reclassification and inform the individual.

(iii) A change in classification under Subsection (8)(b)(i) above is effective on the first official day of enrollment for the first term following the date the petition is received by the Registrar's office unless the late filing of a Montana individual income tax form is required, in which case the effective date is the date of filing the tax form. A change in classification under Subsection (8)(b)(ii) above is effective upon the first day of enrollment for the first term following the date of the Registrar's decision letter.

(c) An individual may appeal the initial classification decision or a reclassification decision. If a particular campus provides for an on-campus appeal, such appeal must first be taken. The final campus decision may be appealed to the Commissioner of Higher Education, and the Commissioner's decision may be appealed to the Board of Regents. An appeal shall be accompanied by an appeal form prescribed by the Commissioner's office and available at the campus. An appeal shall be submitted to the campus administration for transmittal to the Commissioner and must be submitted to the campus within 14 calendar days of the final campus decision. For good cause the Commissioner may accept an appeal beyond the deadline. The Commissioner's decision may only be appealed within 21 calendar days of the date of the Commissioner's written decision. An appeal may be accompanied by any written materials the student wishes to submit that are relevant to the classification decision. Neither the Commissioner nor the Board are required to hold hearings on an appeal. The Commissioner's decision may impose conditions upon the individual for receiving and retaining in-state status.

(9) An individual classified or reclassified as in-state based upon false, incomplete, or incorrect replies to residency questions or evidence submitted to the unit, the Commissioner, or the Board is subject to retroactive reclassification by the Registrar or the Commissioner as out-of-state. In such case the individual is liable for the additional fees that would have been collected had the individual been classified as out-of-state.

History:

Item 43-002-R0484, Residency Policy; Montana University System (Revised), April 13, 1984, May 3, 1985, June 16, 1988, October 23, 1993, July 7, 1994, November 17, 1994, March 23, 1995, November 18, 1999 (Item 104-103-R0999), and January 16, 2004 ([Item 122-110-R0104](#)).

**MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual**

SUBJECT: FINANCIAL AFFAIRS

Policy 940.1 – Residency policy

Adopted: November 16, 2007; Revised March 7, 2008

Item 43-002-R0484, Residency Policy; Montana University System (Revised), April 13, 1984, May 3, 1985, June 16, 1988, October 23, 1993, July 7, 1994, November 17, 1994, March 23, 1995, November 18, 1999 (Item 104-103-R0999), and January 16, 2004 ([Item 122-110-R0104](#)).

ITEM 138-111-R0308

Revision to Policy 501.3, Governor's Postsecondary Scholarship Program.

THAT:

The Board of Regents of Higher Education revises Policy 501.3, the Governor's Postsecondary Scholarship Program, to clarify that recipients of merit-based scholarships must be enrolled full-time (24 credits per academic year), in order to be eligible to renew the scholarship.

EXPLANATION:

This change clarifies the requirements for renewal of merit-based scholarships. The intent of the Governor's Postsecondary Scholarship Advisory Council is to require recipients of merit-based scholarships to attend full-time (24 credits per academic year). The current policy requires full-time attendance for initial eligibility but does not include this requirement for renewal of the scholarship. This change corrects that oversight.

ATTACHMENTS:

Revised Policy 501.3

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: STUDENT AFFAIRS
Policy 501.3 - Governor's Post-Secondary Scholarship Program
Revised: September 20, 2007; **Issued:** October 26, 2007

A. Board Policy

1. The Governor's Postsecondary Scholarship Program (the Program) was created by §§ 20-26-601 through 20-26-613, MCA. The purpose of the Program is to provide scholarships on the basis of need and merit to Montana residents toward the cost of attendance at qualifying two-year and four-year postsecondary institutions and to allocate some of the scholarships to specific areas of study that promote economic development or address critical workforce shortage areas in Montana.

2. A Governor's Scholarship Advisory Council appointed by the Governor will assist the Board of Regents of Higher Education in administering the scholarship program. The Commissioner of Higher Education, under the authority of the Board and in consultation with the Council, shall administer the Program under the terms of this policy. The Montana Guaranteed Student Loan Program (MGSLP) will facilitate this program on behalf of the Office of the Commissioner of Higher Education.

B. Eligibility. A student is eligible to receive a Governor's Scholarship providing the student:

1. Is a resident of the State of Montana;
2. Has been accepted by or is enrolled at an eligible Montana postsecondary institution;
3. For scholarships based upon financial need, has completed the Free Application for Federal Student Aid (FAFSA) form and does not have an expected family contribution (EFC) exceeding the cost of attendance at the postsecondary institution the student will or is attending;
4. For scholarships based upon merit, has obtained a high school GPA of at least 3.0 or a score of at least 20 on the ACT or 1440 on the SAT college admission test; and be enrolled full-time at an eligible postsecondary institution;
5. Has not been awarded a Montana University System Honor Scholarship for the same period of enrollment;
6. If applicable, has met the Title IV selective services registration requirements;
7. Is not in default on a Title IV or state of Montana education loan;
8. Does not owe a refund to a federal Title IV or state of Montana student financial aid program;
9. Is not incarcerated;

10. Is seeking a first certificate, associate, or baccalaureate degree at a qualifying Montana postsecondary institution.

C. Categories of Scholarships

The Program will award three categories of scholarship: merit-based awards to graduating high school seniors, merit-based awards to at-large applicants, and need-based awards.

1. Merit-based awards to graduating high school seniors: Each accredited Montana high school, including accredited nonpublic high schools, is eligible to award at least one Governor's Scholarship for merit annually in the amount of \$2,000, to a graduating student in accordance with Title 20, Chapter 26, Part 6, MCA.

2. Merit-based awards available to at-large applicants: MGSLP will award Governor's Scholarships annually in the amount of \$2,000 each, based on merit in accordance with Title 20, Chapter 26, Part 6, MCA.

3. Need-based awards: MGSLP will allocate Governor's Scholarships annually to eligible postsecondary institutions in the amount of \$1,000 each, to be awarded based on financial need in accordance with Title 20, Chapter 26, Part 6, MCA.

D. Eligible Institutions

Recipients of a Governor's Scholarship may utilize the award at any of the following eligible postsecondary institutions: (1) a campus of the Montana University System, as defined in § 20-25-201; (2) a Montana community college, defined and organized as provided in § 20-15-101; (3) a two-year, accredited tribal community college located in the state of Montana or a four-year accredited tribal college located in the state of Montana; or (4) a private, not-for-profit college, under the following conditions: if donations to the Program from private sources are designated for a Montana private nonprofit private educational institution, as defined in § 15-30-163(3)(b), the scholarship may be used at the designated institution, subject to the same award, eligibility and renewal requirements as for recipients attending eligible postsecondary institutions.

E. Procedures

1. Merit-based awards to graduating high school seniors.

a. A high school principal, or the principal's designee, will select recipients from his or her high school based upon the eligibility criteria described in § B-4 of this policy utilizing the methodology set forth in Regents Policy 501.1(A)(2). The computation of actual grade point averages shall be as of the end of the 7th semester of high school or, in the case of a student graduating in three years, at the end of the 5th semester of high school. To remain eligible the student must maintain a 3.00 or higher GPA through the completion of high school.

b. If a recipient decides not to attend an eligible campus, the student should relinquish the scholarship at once. If the scholarship is relinquished prior to May 15th of the award year, the principal or designee may award the scholarship to the next ranking eligible member of the same graduating class. Such recipient will be subject to the same restrictions as all other scholarship recipients.

2. Merit At-Large Scholarships

a. Eligible students must apply for the scholarship. To be eligible to receive an at-large scholarship, a student must apply to and be accepted by an eligible postsecondary institution and may be required to complete a FAFSA. The student must also submit a completed scholarship application to the MGSLP not later than March 31 of the award year. Failure to meet these requirements will disqualify the student for an at-large scholarship.

b. MGSLP will award scholarships based upon any or all of the following criteria:

- (1) The applicant's high school grade point average;
- (2) The applicant's coursework;
- (3) The applicant's ACT or SAT results;
- (4) The applicant's extra-curricular activity;
- (5) The applicant's community service or volunteer work;
- (6) The applicant's financial need;
- (7) The impact a scholarship would make for the applicant's college attendance;
- (8) The compelling nature of the applicant's circumstances;
- (9) Enrollment in a two-year associate or certificate program;
- (10) References or other requirements, as required by MGSLP.

3. Need-based awards

a. The MGSLP will allocate need-based awards each year to eligible postsecondary institutions based upon the most recent full time equivalent enrollment information available to the MGSLP. Each eligible postsecondary institution will receive a minimum of five need-based scholarships, regardless of the actual FTE calculation.

b. The Commissioner of Higher Education will determine the specific areas of study that promote economic development or address current or projected critical workforce shortage areas. MGSLP will advise each postsecondary institution of the specific number of general, health science, technology, or trades scholarships it may award. An eligible campus will obtain approval from MGSLP to re-award the scholarships if the campus is unable to award the specified health science, technology, or trades scholarships prescribed.

c. The financial aid office at each postsecondary institution shall be solely responsible for identifying and awarding need-based scholarships. No standard criteria will be used for selecting candidates other than the primary consideration of financial need. Because many students have an EFC of zero, institutions may use any or all of the following guidelines for identifying need-based students:

- (1) The ability of the student to benefit from the scholarship;
- (2) The status of the student as a first generation or non-traditional college student;
- (3) The impact a scholarship would have on a student's debt-load, need to work; while attending college, or ability to remain in the state of Montana after graduation;
- (4) The past academic performance of the student;
- (5) Other compelling circumstances.

F. Renewal of Scholarships

Contingent upon the availability of funds, ***the Governor's Scholarship is renewable annually provided that: (1) students awarded scholarships based upon financial need meet, at a minimum, satisfactory academic progress; (2) students awarded scholarships based upon merit meet, at a***

minimum, satisfactory academic progress and be enrolled full-time (24 credits or more per academic year) ~~the student meets, at a minimum, satisfactory academic progress.~~ Awards to students attending four year institutions may be renewed for no more than eight consecutive semesters. The total value of a merit-based scholarship over eight semesters shall not exceed \$8,000. Awards to students attending two year institutions may be renewed for no more than four continuous semesters. The total value of a need-based award over four semesters shall not exceed \$2,000. The total value of a merit award at a two-year institution over four semesters shall not exceed \$4,000, provided, however, that the recipient of a two-year merit scholarship may petition in writing to MGSLP by March 31 of the award year for an extension of that award up to a maximum of four additional semesters on the following conditions: (1) the student has transferred to an eligible four-year institution; (2) is enrolled full-time; and (3) all other terms and requirements of this policy have been met.

G. Transferability

The Governor's Scholarship is transferable between eligible campuses upon proper transfer, notification of MGSLP, and continued adherence to all eligibility requirements.

H. Funds; Authorization to Distribute Funds

1. Except for funds donated from private sources, the obligation for funding the Program is an obligation of the State. The Board of Regents is not required to provide a scholarship to an eligible student without a line item appropriation to the Board for this purpose.

2. If the line item appropriation is insufficient to fully fund the Program, qualified recipients seeking renewal of their scholarships will have priority for available funds.

3. If the line item appropriation is insufficient to fully fund the Program, the number of scholarships will be reduced, but individual award amounts will remain unchanged (i.e. the award amount will remain \$1,000 or \$2,000 depending upon the category of scholarship).

4. Funds from a scholarship must be used toward the cost of attendance at a qualifying postsecondary institution and may not be used to pay for remedial or college-preparatory course work. Each Governor's Scholarship will be distributed directly to the postsecondary institution in installments at the beginning of each term (semester or quarter) that corresponds with the terms of the institution's academic year, for payment toward the recipient's cost of attendance.

I. Provisions Applicable to All Awards

1. Recipients of a Governor's Scholarship are not precluded from receiving other financial aid, awards, or scholarships, except as required by federal or state law or board policy.

2. A recipient must use his or her Governor's Scholarship during the next chronological semester or term (excluding summer) after being awarded the scholarship.

3. A recipient who is assigned to active military duty does not lose his or her eligibility or right to renew the scholarship by that reason during such tour of active duty, provided he or she returns to school within nine months of discharge from active military duty; all other eligibility requirements apply.

4. Recipients are limited to one category of award (i.e. one merit, need-based, or at-large scholarship).

5. A Governor's Scholarship may be used as payment toward classes taken on-line if those on-line classes are considered part of the home campus cost of attendance.

J. Reversion of Scholarships To MGSLP

1. If a Montana high school has no graduates who qualify for a scholarship, the scholarships revert to MGSLP and may be reallocated to any category of scholarship at the discretion of the MGSLP.

2. If a recipient loses eligibility, postsecondary institutions may revert the money to MGSLP for reallocation or, providing the institution has need-based students meeting the Program eligibility requirements, may directly re-award to those qualifying students.

K. Reports

1. High schools will report to MGSLP not later than May 15 of each year the names of scholarship recipients, including which institution the recipients will attend.

2. Postsecondary institutions will report to MGSLP not later than October 31 of each year the recipients and their courses of study for all Governor's Scholarships.

3. MGSLP will present to the Advisory Council a list of all recipients awarded Governor's Scholarships, by categories of scholarship, by postsecondary institution attended and by course of study, where applicable, for the Council's review. The report will be provided to the Board of Regents each year.

L. Appeals.

Scholarship awards are not subject to appeal however recipients may appeal termination or non-renewal of their awards to the Commissioner of Higher Education, based on the showing of extenuating circumstances. The Commissioner's decision will be final.

History:

[Item 129-102-R1105](#), Governor's Postsecondary Scholarship Program Policies, approved by the Board of Regents November 18, 2005 ([Memo](#)). [Item 136-101-R0907](#), approved by the Board of Regents September 20, 2007.

ITEM 138-112-R0308

Revisions to Policy 501.1, Montana University System Honor Scholarships

THAT:

The Board of Regents of Higher Education revises Policy 501.1, Montana University System Honor Scholarships, first, to include an exception for children of parents serving in active duty in the armed forces and, second, clarify the scholarship's GPA requirement.

EXPLANATION:

Eligibility Exception: As currently written, the MUS Honor Scholarship requires a student to physically attend an accredited Montana high school for at least 3 of the possible 4 years, one of which must be the senior year. The purpose of this revision is to create an exception whereby students whose parents are in active military duty can still qualify to apply for the MUS Honor Scholarship under certain conditions.

Those conditions are: (1) such students must attend accredited high schools which award grades competitively for at least 3 of their 4 high school years; (2) such students must attend accredited Montana high schools during their senior years and their grades must be computed on those high schools' grading systems; and (3) to be eligible, parents in active military service must have been residents of Montana for at least 3 of the 4 years of their sons' or daughters' high school years, including the senior year and must support their students. The determination of residency will be based on the terms of Policy 940.1, and the burden of proving resident status is on the parent. For purposes of this policy, membership in ROTC, in the reserves or in the National Guard, does not, in itself, qualify as active duty. Active duty military status cannot be achieved by attending school.

GPA Clarification: The policy substitutes the term "3.400" for "3.4" to minimize ties for eligibility purposes

ATTACHMENTS:

Revised Policy 501.1

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: STUDENT AFFAIRS

Policy 501.1 – Montana University System; Honor Scholarships

Effective March 1, 2007; **Issued** April 30, 2007

Please note that effective March 1, 2007, this policy applies for students graduating in the 2007-2008 academic year. For students who graduate prior to the 2007-08 academic year, [click here](#) for the applicable policy.

A. Board Policy:

1. The Board of Regents of Higher Education will award up to two hundred (200) Montana University System Honor Scholarships annually to Montana high school graduates in accordance with the terms of this policy.
2. Recipients will be selected based upon class ranking as determined by the student's grade point average (GPA) at the student's respective high school and ACT or SAT test score (the higher of the two if both tests are taken). If the SAT test is taken, it will be converted to a corresponding ACT score. A composite scholarship score will be determined by assigning a value to class rank and adding that value to the student's ACT/SAT score, with the highest score being offered the first Montana University Honor Scholarship and continuing until the target number of students has accepted the scholarship.

Class rank value will be determined as follows: A student ranked first in grade point average at his or her high school (and all ties for first) will receive the maximum of 30 points for class ranking. A student ranked second in grade point average at his or her high school (and all ties for second) will receive 29 points for class ranking. Points earned for class rank will continue to be assigned in descending order until either (a) all students with a minimum GPA of **3.400** are ranked or (2) the students ranked 30th are ranked, whichever occurs first. A student must have at least a **3.400** GPA to be ranked. High Schools which use weighted grade point averages to determine class ranking must use weighted averages for every student for which that weighting applies.

3. Prospective recipients must graduate from a Montana high school accredited by the Montana state Board of Public Education and have been enrolled full time and in attendance in a Montana accredited high school for at least three years prior to graduation. In addition, prospective recipients must be US citizens, have a minimum grade point average of **3.400**, and meet the Board of Regents' rigorous core policy requirements described in 301.15 Appendix I (high school students graduating from high school before 2010 are required to meet Board of Regent college preparatory requirements as described in 301.7). The high school principal, or designee, must certify to the Commissioner of Higher Education that the prospective recipients have met or will meet these requirements. Students have until the date of high school graduation to meet the Montana University System rigorous core or college preparatory requirements

4. *The only exception to § A-3 is that the following students are eligible to apply for an MUS Honor Scholarship: students who have not attended an accredited Montana high school solely because they reside with a parent who resides outside of Montana due to service in active duty in a branch of the armed forces. Eligibility shall be based on the following: (1) such students must attend accredited high schools which award grades competitively for at least 3 of their 4 high school years; (2) such students must attend accredited Montana high schools during their senior years and their grades must be computed on those high schools' grading systems; and (3) to be eligible, parents in active military service must have been residents of Montana for at least 3 of the 4 years of their sons' or daughters' high school years, including the senior year, and must*

support their students. The determination of residency will be based on the terms of BOR Policy 940.1, and the burden of proving resident status is on the parent. For purposes of this policy, membership in ROTC, in the reserves or in the National Guard, does not, in itself, qualify as active duty. Active duty military status cannot be achieved by attending school.

5. The scholarships may be utilized at any campus of the Montana University System or Dawson, Flathead Valley, or Miles Community Colleges (hereinafter referred to as eligible campuses) as a waiver of tuition at the home campus, provided the provisions of A.5. are met.

6. The honor scholarship is renewable annually provided the student maintains a 3.400 GPA at the home campus at the end of each academic year and demonstrates progress toward a degree by completing at least 30 credit hours after two semesters, 60 credit hours after four semesters, and 90 credit hours after six semesters. If the student is not able to obtain the credits or GPA required for progress toward a degree due to circumstances beyond his/her control, the student may appeal to the financial aid office at the home campus.

7. The scholarship may be received a maximum of 8 continuous academic (fall/spring) undergraduate semesters and is transferable between eligible campuses. Summer semester does not count as one of the 8 continuous semesters. Summer tuition may be waived for an eligible recipient at the discretion of the campus.

8. To waive tuition and/or receive credit for classes taken on-line at MUS qualifying campuses other than the home campus, recipients must first contact and make the appropriate arrangements with the home campus.

9. Students lose eligibility by non-enrollment, lower than 3.400 GPA at the end of academic year, or violating the student conduct code.

10. For purposes of this policy, the home campus is the campus at which a student originally matriculates until such time as the student formally transfers to another eligible campus.

B. Procedures:

1. Eligible high school students must apply for the scholarship. Before the student can submit an application, the student must apply to and be accepted by one of the eligible campuses. The student must then complete a scholarship application and submit it to the high school principal (or designee), along with a copy of the acceptance letter from the eligible campus. The completed scholarship application must be submitted by February 15th of the award year. Any eligible student who does not submit the required scholarship application and acceptance letter by the application deadline will be deemed to have relinquished the scholarship.

2. Each eligible Montana high school shall provide a class ranking list of eligible students that includes the students' grade point averages to the Office of the Commissioner of Higher Education not later than March 15th of the award year.

3. GPA will be calculated through the 7th high school semester (5th semester, for students graduating early).

4. If there is a tie for the final scholarship, the tie will be broken by awarding the student with the highest ACT score.

5. If the recipient of a Montana University System Honor Scholarship decides not to attend an eligible campus, the student should relinquish the scholarship at once. In such cases where the scholarship is

relinquished prior to May 15th of the award year, the Montana University System may award the next eligible student.

6. A recipient must utilize the scholarship within 9 months after high school graduation.

History: Item 5-006-R0774, Policy regarding Fee Waivers, Montana University System, amended June 7, 1976 (rescinded); Item 18-006-R1077, Honor Scholarships, Montana University System, October 28, 1977, December 15, 1989, November 20, 1997, May 21, 1998, and November 18, 1999 ([Item 104-103-R0999](#)) and January 18, 2002 ([ITEM 114-102-R0102](#)) - [Revised Policy](#) , ([Item 114-101-R0302](#)), March 20, 2003 ([Item discussion](#), [Item 118-103-R0303](#)), and March 25, 2004 ([ITEM 122-101-R0304](#); [Memo](#)). ([Item 134-107-R0307](#)) revised policy regarding fee waiver February 28, 2007.

WORKFORCE, RESEARCH AND ECONOMIC DEVELOPMENT
The University of Montana Western
Swysgood Technology Center Great Room
Wednesday, March 5, 2008

11:30 AM Convene.

INFORMATION

Research & Technology Transfer Report – MSU & UM.

11:55 AM PUBLIC COMMENT.

NOON ADJOURN or on completion of business.

Research & Technology Transfer Report

Board of Regents Meeting, March 2008

Under Policy 401 of the Board of Regents, The University of Montana – Missoula and Montana State University – Bozeman are required to meet the following reporting elements:

Federal Initiatives Report. Targeted federal initiative funds (commonly referred to as “earmarks”) are funds included in federal appropriations requested by members of Congress to fund specific projects or programs. To keep the regents informed of these funding requests, UM-Missoula and MSU-Bozeman, as representatives of the affiliated campuses, shall coordinate requests for federal initiatives for their affiliated campuses and shall each submit to the Commissioner of Higher Education a report of the requests for any non-competitive federal funds which the units anticipate submitting to Montana’s congressional delegation for inclusion in the federal budget. The report will be submitted before the January board meeting unless otherwise scheduled by the board.

Reports. Annually, at the September regents’ meeting, UM-Missoula and MSU-Bozeman, as representatives of the affiliated campuses, shall submit to the Commissioner of Higher Education a report summarizing the research and technology transfer activities for the previous fiscal year. The report shall contain, at a minimum, the following data for the previous fiscal year:

1. All expenditures from grants and contracts managed by the respective research administrative offices;
2. Number of new invention disclosures filed;
3. Number of new start-up companies which have licensed or commercialized university-developed intellectual property;
4. Number of new intellectual property licenses issued;
5. Total intellectual property licenses in effect at the close of the fiscal year;
6. Total gross revenues from intellectual property licenses; and
7. Assessment of progress toward meeting the goals pertaining to technology transfer outlined in the campus strategic plans.

Research & Technology Transfer Report

Board of Regents Meeting, March 2008

The University of Montana

FEDERAL INITIATIVES, FY09

Commerce, Justice, Science, and Related Agencies

- Montana Youth Empowerment Project
\$1.3 million in the DoJ Community Oriented Policing Services account for this legacy program)

Defense

- Amelioration of Military Hearing Loss
\$1 million in Navy RDT&E to continue this legacy program
- Defense-Critical Languages and Cultures Program
\$2.5 million in Defense-Wide Operations and Maintenance to continue this legacy program
- Improving Mission Preparedness and Operational Fitness for Battlefield Airmen
\$2.5 million in Air Force Special Operations Command for this new start
- Montana Alternative Energy Generation (MAEG)
\$5.65 million in Army Missile Defense Systems Integration
- Living Well with a Disability: Extending Health Promotion to Veterans with Disabilities
\$1 million for this new start

Energy & Water Development

- Small Molecule Therapies for Neurologic Disorders
\$2 million for this new start

Interior

- National Center for Landscape Fire Analysis
\$3 million in the Forest Service to continue this legacy program
- Genomics and Conservation Project
\$1.5 million

Labor, Health and Human Services and Education

- Methamphetamine Detection and Health Effects Research Program
\$500,000 to continue this legacy project
- Wildfire Smoke Health Effects Research Program
\$500,000 for this new start

Transportation, Treasury, HUD

- Montana Stagecoach Science Experience
\$1 million for this new start

Research & Technology Transfer Report

Board of Regents Meeting, March 2008

The University of Montana

Data Elements for MUS Policy	FY 2006	FY 2007
R&D Expenditures (same data reported to NSF)	\$60,070,832	\$62,119,445
Number of new invention disclosures filed	10	5
Number of new start-up companies which have licensed or commercialized university-developed intellectual property	0	1
Number of new intellectual property licenses issued	2	1
Total intellectual property licenses in effect at the close of the fiscal year	22	23
Total gross revenues from intellectual property licenses	\$0	\$0

Data Elements for Strategic Plan	FY 2006	FY 2007
Patents Issued	22	28
Active Licenses (Total)	23	24
Active Licenses (MT Companies)	14	15
Percent Licenses w/ MT Companies	64%	63%
License/Patent Revenues	\$0	\$0
Reimbursed Patent Costs from Licenses	\$0	\$0

Research & Technology Transfer Report

Board of Regents Meeting, March 2008

Montana State University

AGRICULTURE	<u>CAMPUS</u>	<u>REQUEST</u>
Continuation Requests		
Animal Biosciences Facility	Bozeman	\$16,000,000
Barley for Rural Development	Bozeman	\$1,000,000 *
Montana Beef Network	Bozeman	\$1,000,000 *
Joe Skeen Institute for Rangeland Restoration	Bozeman	\$1,500,000 *
New Requests		
Ag Tech-Increasing Rural Prosperity with Innovative Agriculture-Related Technologies	Bozeman	\$2,000,000
Targeted Grazing For Managing Invasive Plants	Bozeman	\$500,000
 COMMERCE, JUSTICE AND SCIENCE		
Continuation Requests		
Academic and Workforce Development Program- Montana Women's Prison	Billings	\$350,000
 DEFENSE		
Continuation Requests		
MilTech Extension — Transitioning Innovative Technology to the US Military	Bozeman	\$2,000,000
Adjuvants that Enhance Natural Resistance Against Mucosal Pathogens	Bozeman	\$2,000,000
New Requests		
Acoustic Surveillance and Training Assessment	Bozeman	\$750,000
Lightweight uninterrupted power for warfighter application	Bozeman	
Development of Topical Anti-Infective to Treat Complex Military Wounds, with Broad Civilian Applications	Bozeman	\$2,500,000
Dual-Use Polarization Sensing for Advanced Military Applications	Bozeman	\$1,500,000
Improve Stored Blood for Healthful Transfusion: Diagnostics and Therapeutics of Nitric Oxide Deficits	Bozeman	\$3,000,000
 ENERGY AND WATER		
Continuation Requests		
Center for Zero Emissions Research and Technology	Bozeman	\$10,000,000 *
High Temperature Electrochemistry Center	Bozeman	\$5,000,000 *

Research & Technology Transfer Report

Board of Regents Meeting, March 2008

New Requests

Montana BioDiesel Initiative	Bozeman	\$3,000,000
Wind Turbine Development	Bozeman, Billings, Northern	\$1,000,000

FINANCIAL SERVICES

New Requests

Center for Entrepreneurship for the New West: “Effecting Economic Development by Training the Next Generation of Montana Entrepreneurs”	Bozeman	\$600,000
University Centers to Increase SBIR Commercialization Success	Bozeman	\$1,000,000
Bio-Products — Development and Commercialization	Bozeman	\$400,000

HOMELAND SECURITY

New Requests

Rural Public Safety Communications Test-Bed	Bozeman	\$2,000,000
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INTERIOR AND ENVIRONMENT

Continuation Requests

Wildlife Health Center: Chronic Wasting Disease	Bozeman	\$500,000
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New Requests

Airborne Optical Detection of Invasive Species at Yellowstone Lake	Bozeman	\$1,000,000
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Continuation Requests (EPA)

Technical Assistance Center for Small Water Systems	Bozeman	\$500,000
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New Requests (EPA)

Advanced Monitoring Instruments for Environmental Studies	Bozeman	\$750,000
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LABOR-HEALTH & HUMAN SERVICES-EDUCATION

Continuation Requests

Energy Workforce Training Center	Billings	\$650,000
Health Care Pathways	Billings	\$350,000
Skilled Trades and Technology Training	Billings	\$350,000

Research & Technology Transfer Report

Board of Regents Meeting, March 2008

New Requests

American Indian, Hispanic and Minority Student Mentor and Education Support Center	Billings	\$450,000
Discovery of Early Warning Biomarkers & Interventions with Omega 3 Fatty Acids & Exercise Associated with Risk Reduction of Gestational Diabetes in Native American and Control Populations	Bozeman	\$300,000
Engaging Adult Learners	Billings	\$400,000
Growing Highly Qualified Teachers	Billings	\$500,000

STATE, FOREIGN OPERATIONS

New Requests (State)

Expansion of University Network for Arabic and Chinese Language and Study Abroad- International Business Conference	Bozeman	\$1,500,000
	Billings	\$250,000

TRANSPORTATION AND HUD

New Requests (Transportation)

Rural Emergency Medical Services and Public Safety Responder Driving Research	Bozeman	\$800,000
Western States Road Ecology Initiative	Bozeman	\$1,000,000
Corrosion Research and Education Transportation Test-bed (CRET)	Bozeman	\$800,000

* Montana State University is the lead on this request, but funding is split with partner institutions

Montana State University

Data Elements for MUS Policy	FY 2006	FY 2007
R&D Expenditures	\$103,048,865	\$102,116,323
Number of new invention disclosures filed	32	30
Number of new start-up companies which have licensed or commercialized university-developed intellectual property	5	1
Number of new intellectual property licenses issued	29	35
Total intellectual property licenses in effect at the close of the fiscal year	109	130
Total gross revenues from intellectual property licenses	\$219,931	\$257,621

Data Elements for Strategic Plan	FY 2006	FY 2007
Patents Issued	2	7
Active Licenses (Total)	109	130
Active Licenses (MT Companies)	68	81
Percent Licenses w/ MT Companies	62%	62%
License/Patent Revenues	\$49,949	\$69,165
Reimbursed Patent Costs from Licenses	\$169,982	\$138,562

ACADEMIC AND STUDENT AFFAIRS
The University of Montana Western
Great Room, Swysgood Technology Center
Wednesday, March 5, 2008
1:00 – 4:30 PM

1:00 PM Roll Call and Review of Minutes.

ACTION

- 1:10 PM
- a. Exception to Policy 301.12, Radiologic Technology programs at four institutions. ITEM 138-103-R0308
 - b. Exception to Policy 301.12, Respiratory Therapy programs at two institutions. ITEM 138-104-R0308

Level II Items

- a. Revision of program offerings in Department of Health and Human Development, MSU-Bozeman. ITEM 138-2004-R0108
- b. Energy Research Institute, MSU-Bozeman. ITEM 136-2002-R0907
- c. Associate of Applied Science degree in Construction Technology-Carpentry, MSU-Billings College of Technology. ITEM 138-2703-R0108
- d. Certificate of Applied Science in Medical Coding and Insurance Billing, MSU-Billings College of Technology. ITEM 138-2704-R0108
- e. Bachelor of Science degree in Geosciences, with two programs of study in Earth History, Evolution and Resources; and Water, Climate and Environment, UM-Missoula. ITEM 138-1001-R0108
- f. Bachelor of Science dual degree in International Field Geosciences in collaboration with University College Cork in Ireland and Potsdam University in Germany, UM-Missoula. ITEM 138-1002-R0108
- g. Bachelor of Science degree in Interdisciplinary Geosciences, UM-Missoula. ITEM 138-1003-R0108
- h. Creation of a new Department of Communicative Sciences and Disorders, UM-Missoula. ITEM 138-1004-R0108
- i. Conversion of the following Certificates to Certificates of Applied Science: Building Maintenance, Carpentry, Computer System Technician, Culinary Arts, Customer Relations, Heavy Equipment

Operation, Medical Reception, Pharmacy Technology, Recreational Power Equipment, Sales and Marketing, and Welding Technology, UM-Missoula College of Technology. ITEM 138-1005-R0108

- j. Creation of a new Electrical Engineering Department, MT Tech of UM. ITEM 138-1501-R0108
- k. Associate of Applied Science degree in Equine Studies, Miles CC. ITEM 138-401-R0108
- l. Associate of Applied Science degree in Power Plant Technology, MSU-Billings COT. ITEM 136-2705-R0907

INFORMATION

- 2:45 PM a. Diversity Report, Montana University System. Brad Eldredge, OCHE
- b. Update on model nursing curriculum. Roger Barber, OCHE
- c. Update on two-year and certificate programs and possible moratoriums. Roger Barber, OCHE
- d. Discussion of campus recruiting strategies. Jed Liston, UM-Missoula; and Stacy Klippenstein, MSU-Billings
- e. Grateful Nation. President Dennison, UM-Missoula
- f. Indian Education for All student projects at UM-Missoula teacher education program. Roberta Evans, UM-Missoula
- g. Proposal to award graduate degrees, retroactively, to architecture students. MSU-Bozeman
- h. NASH Access to Success update. Commissioner Stearns

CONSENT

- 4:00 PM a. Level I Memorandum
- b. Addition of International Baccalaureate score to Policy 301.16, Writing Proficiency ITEM 138-105-R0308
- 4:15 PM Public Comment
- 4:30 PM ADJOURN

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

Regent Lynn Hamilton, Committee Chair, called the meeting to order at 8:25 a.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 September, 2007, meeting of the Committee.

The minutes were approved, as written.

1. Action Items

a. ITEM 137-101-R1107: Revisions to Policy 301.10, General Education Block Transfer Policy.

Roger Barber, Deputy Commissioner for Academic and Student Affairs, told the committee members that most of the revisions to this policy were intended to clarify its purpose and provide consistency among all of the general education transfer pathways. The revisions do not change the intent or purpose of the policy, Deputy Commissioner Barber said. There was consensus to move the item forward to the full Board.

b. ITEM 137-102-R1107: Revisions to Policy 303.3, Program Review, to eliminate the section on “underutilized” programs.

The Board of Regents approved the current program review policy a little more than two years ago, Deputy Commissioner Barber explained. The new policy shifted the responsibility for program review to the campuses, and required that all programs, regardless of enrollment or graduation rates, must be reviewed at least once over a seven-year period, he said. That was a significant change from the previous review process, that was initiated by the Regents every five years, and focused only on so-called under-utilized programs, Deputy Commissioner Barber said. As a carry-over to that old process, however, the new policy did ask for more information, and more justification, if campuses decided to retain under-utilized programs as part of its internal review, he noted. The formula for determining those programs was complicated, Barber explained, but it was proposed because some programs typically have low graduation rates, even though they also perform an important service function on the campuses. In retrospect, Barber explained, the formula is unworkable, and the proposed revision would eliminate the policy section that attempts to identify under-performing programs. Instead, the Regents would honor the original intent of the new policy by leaving the responsibility for program review, and the results of that review, to the campuses, he said. Regent Pease asked if there is some mechanism for reviewing under-utilized programs more frequently than every seven years. Several academic officers from the campuses said that they constantly monitor enrollment and graduation numbers so resources are used as effectively as possible. Deputy Commissioner Barber also noted that the proposed revisions would require every institution to report graduation and student major numbers over the last seven-year period as part of the program review reports that come to the Board of Regents each November. There was consensus to move the item forward to the full Board.

c. ITEM 137-104-R1107: Composition Placement, a new policy for the Montana University System.

Jan Clinard, Director of Academic Initiatives, Office of the Commissioner of Higher Education, introduced this policy. She said that she had visited with staff from all two-year and four-year campuses to survey campus preferences to get fairly consistent placement processes across the system. The proposed policy will help with transfer issues and suggests a variety of instruments, including campus placement exams. Deputy Commissioner Barber added that the Board of Regents asked for this policy so students could use the test scores they've already earned for placement purposes, rather than taking more tests when they arrive on the campuses. Dr. Clinard said she had discussed this proposed policy with a number of K-12 personnel, including high school teachers, MEA/MFT convention participants, MCEL, and the Montana School Administrators Association. She found that teachers, principals, and superintendents support the idea and the need for consistency across the system. Regent Pease acknowledged that the information and interaction was extensive but questioned the lack of official dialogue as a means of measuring official acceptance. Dr. Clinard replied that she had discussed this at the Board of Public Education and had no negative feedback. Regent Melvin wondered how to let high school students know about requirements. Dr. Clinard said that her office used newsletters, listserves, websites, and in-person presentations to K-12 administrators, counselors, and teachers. Regent Melvin asked Office of Public Instruction Superintendent Linda McCulloch about her ideas on how to help with this. Superintendent McCulloch said she would like to help and meet with superintendents to help get the information out. Superintendent McCulloch also distributed a handout with some questions about the policy and the next two items. That handout is attached to these minutes as Appendix 1. Chair Hamilton emphasized that the writing proficiency policy was already adopted by the Board two years ago, and does not restrict access to the Montana University System. This policy just supplements the writing policy by adding placement processes. There was no consensus to move the policy forward to the full Board for approval..

d. ITEM 137-105-R1107: Revisions to Policy 301.15, Mathematics Proficiency Admissions Standards for Four-Year Programs, to set a proficiency standard that allows for provisional admissions.

Dr. Clinard said that students with ACT math scores below 22 will be admitted, but must take a developmental course within the first three semesters, using a placement process similar to the writing proficiency policy's provisional admissions criteria. The ten thousand copies of the 2002 Math Proficiency Manuals that were mailed to all Montana high schools showed that this policy will not change placement scores for most campuses, including tribal colleges. She emphasized that this policy creates honesty and clarity for students, and is about good advising and educational pedagogy. She stressed that the earlier the students take the math course, the less difficult it will be for students. She predicts a decrease in developmental math enrollments with the implementation of this policy because of the change in expectations at the high school level. Eric Burke, MEA/MFT Representative, expressed concern about raising the ACT score to 22. He asked what developmental courses look like and how remedial students are treated on campuses. Admission should be for all students, he said. Larry Blacksmith, representing the Montana Indian Education Association (MIEA), told the committee that the organization opposes the policy because it creates barriers for students. He was concerned that some students will not be able to enter the Montana University System, and presented a letter from MIEA setting out its official position. That letter is attached to these minutes as Appendix 2. Regent Pease said this feels like an admissions mechanism and looks like no college credits will be awarded unless the test score is a 22, so there is possibility of confusion. Regent Melvin said that, conversely, as a student, knowing where you stand is valuable. Chair Hamilton says she has heard from high

school teachers that they want to know the expectations so they know what to teach. A recommendation was made to move this revised policy to the full BOR for approval, with Regent Pease dissenting. Regent Pease went on record as dissenting the motion.

e. ITEM 137-106-R1107: Remedial Coursework, a new policy for the Montana University System.

Director Clinard introduced the proposed policy on developmental education by reminding the Board of Regents that it authorized work on such a policy more than a year ago. The proposed policy defines developmental coursework, sets out how that coursework will be used in a student's degree program, and places the primary responsibility for providing developmental coursework with campuses that offer two-year degrees, Dr. Clinard said. Dr. Clinard also pointed out that the policy uses the word "developmental," rather than remedial, since that appears to be the accepted terminology now. An extensive discussion on the proposed policy followed, and some of the highlights of that conversation are as follows:

- *Regent Pease expressed significant concerns about the proposed policy because of its disproportionate impact on low-income and minority students. She said she could not support the policy because it represents another barrier to access for those students.*
- *Regent Melvin said that she thought students should be able to earn college credit for developmental coursework, and suggested that that part of the proposed policy should be changed. She was supported in that suggestion by Jeff Adams, Assistant Vice Provost at MSU-Bozeman, and two faculty members from Montana State University-Billings who also had children in the MUS.*
- *when asked if the transferability project would have an impact on developmental courses in the Montana University System, Dr. Clinard emphasized that the proposed policy is closely tied to the writing and mathematics policies, and those two policies set out a variety of alternatives for students to demonstrate their ability to do college-level coursework. All three policies also focus on student skills, which, once they are acquired, obviously follow students if they transfer to a new campus.*
- *in response to a question about so-called remediation rates, Dr. Clinard said that approximately 37% of all students who come to the Montana University System directly out of high school need some kind of developmental coursework. That is very similar to the experience in other states, she said.*
- *Dr. Arlene Parisot, Director of Workforce Development and Two-Year Education, reminded the committee that the proposed policy places most of the responsibility for developmental coursework on the two-year institutions. Those two-year campuses are well-suited to provide that service, since they are open-enrollment institutions and already have the resources and expertise to insure student success in college, Dr. Parisot said. Dr. Clinard also reminded the group that the policy will have minimal impact on the number of students who need developmental course work, since its provisions simply utilize current placement practices across the System and make them part of official Board policy. Those placement practices are also reflected in the mathematics and writing proficiency policies adopted by the Board of Regents during the last four-year time period, Dr. Clinard said.*
- *Dr. Clinard and Deputy Commissioner Barber assured the Committee that students will still qualify for financial aid, even though they will not get college-level credit for developmental courses in most situations.*
- *Chair Hamilton said she supported the proposed policy. The Board of Regents is not being asked to change any of its previous policies on mathematics and writing proficiency, she said. Instead, it is being asked to set out its expectations about*

college preparation, as clearly and honestly as possible, so students and parents know what to expect when they come to the Montana University System. The Committee decided to move the proposed policy forward to the full Board for additional discussion. There was no consensus on a recommendation for the Board.

2. Level II Items

f. ITEM 136-2005-R0907: Center for Native Health Partnerships, Montana State University-Bozeman.

The University of Montana-Missoula Provost and Vice President of Academic Affairs, Dr. Royce Engstrom, said that he is very supportive of the next three items. He acknowledged that other campuses also have good things going on in these areas. Consensus to move forward to BOR.

g. ITEM 136-2006-R0907: Astrobiology and Biogeochemical Research Center, Montana State University-Bozeman.

Consensus to move forward for approval of full board.

h. ITEM 136-2002-R0907: The Energy Institute, Montana State University-Bozeman.

Deputy Commissioner Barber agreed with Provost Engstrom's comments for Item d. Montana Tech has significant interest in this area, he said. UM may also. We discussed this with the CAOs. MSU would not oppose other such centers. Cooperation between campuses is something the Board of Regents values. Consensus to move forward to BOR. (This item was withdrawn at the full Board of Regents' meeting.)

i. ITEM 136-2703-R0907: Certificate in Practical Nursing and Associate of Applied Science degree in Registered Nursing, Montana State University-Billings College of Technology.

Deputy Commissioner Barber told the committee members that there was an error with the name of the degree program in the meeting materials. The item should say an Associate of Applied Science degree in Practical Nursing, since the Board approved that degree designation for all practical nursing programs in the Montana University System in May 2007. The MSU-Billings College of Technology already has a practical nursing program, Barber said, and it is asking for a Registered Nursing program with this item. The State Board of Nursing approved this program request at its October 2007 meeting, he noted. The Billings program utilizes the model nursing curriculum, Barber said, and it is the fourth such nursing program in the System to use that curriculum. Chair Hamilton asked if there was any recent data on nursing workforce needs in Montana. Deputy Commissioner Barber said that the most current information that we was aware of was the annual survey of healthcare workers administered by the Montana Hospital Association (MHA). Barber said the MHA plans to conduct that survey again in 2008, and he will make every effort to share the results with the Board of Regents at its May 2008 meeting. John Cech, dean of the MSU-Billings College of Technology, said that the Montana Department of Labor predicted a shortage of 2,900 registered nurses in Montana by the year 2015.

j. ITEM 136-2705-R0907: Associate of Applied Science degree in Power Plant Technology, Montana State University-Billings.

Dr. George White, Interim Provost and Academic Vice Chancellor of Montana State University-Billings, said that this item had gone through the internal review process and had no feedback. External constituents have expressed concern, so he would like to withdraw it until January, or March, 2008, to address those concerns.

k. ITEM 136-2853-R0907: Associate of Applied Science degree in Medical Billing and Coding, Montana State University-Great Falls College of Technology.

Chair Hamilton announced that this item and the next three (k-n) would be considered together. There was consensus to move all four forward to the full board.

l. ITEM 136-2855-R0907: Certificate of Applied Science in Computer Server

Administration, Montana State University-Great Falls College of Technology
Consensus to move forward to the full board.

m. ITEM 136-1503-R0907: Undergraduate Honors Program, Montana Tech of The University of Montana.

Consensus to move forward to the full board.

n. ITEM 136-1905-R0907: Associate of Applied Science degree in Welding Technology, The University of Montana-Helena College of Technology.

Consensus to move forward to the full board.

3. INFORMATION

a. Academic Program Review reports for 2006-2007

Since the program review process was already discussed in some detail, under Action Item b., Deputy Commissioner Barber just reminded the committee members that the results of the program review process will be part of the Board's materials at every November meeting. He also reminded the committee that it had the right to question the campus recommendations on individual programs, and change those recommendations if it did not agree with them. The committee members accepted the program review reports for 2006 – 2007, without comment.

b. Diversity Report, Montana University System – Brad Eldredge, OCHE

Because of time constraints this report was moved to the March, 2008 meeting..

c. Indian Education for All, the tribal histories project – Ellen Swaney, OCHE

Director of American Indian/Minority Achievement, Ellen Swaney provided hand-outs of a brief report on the project, including a template the tribes developed for the report. The project itself has taken multiple formats: DVDs, children's books, and scholarly works among them. Fort Peck chose a comprehensive history and requested a time extension until December to accomplish this. There is no permission to release anything yet. The representatives are working with the State Library System so that digitized copies will be available through that system. Formal presentations in the future are an option.

d. Update on Practical Nursing program at Flathead Valley Community College

Deputy Commissioner Barber reintroduced this subject by reminding the committee members that: 1) the Board of Regents had approved the practical nursing program in January 2007, with the proviso that the program be brought into compliance with the model nursing program by September 2007; 2) Flathead Valley Community College did not meet that deadline in September; and 3) to the best of his knowledge, nothing had been done to meet the Board's deadline. Therefore, Barber said, he put the issue back on the agenda so that the Board could make its expectations clear and Flathead Valley would know exactly what it was supposed to do. Regent Melvin said that she thought Flathead Valley needed to comply with the model nursing curriculum and the other members of the committee seemed to agree. Kathy Hughes, Vice President for Instruction at Flathead Valley, said her institution would do so.

4. CONSENT

Level I memorandum

Deputy Commissioner Barber discussed a proposal for Great Falls to take Practical Nursing program to distance delivery in four communities. The State Board of Nursing approved this on November 13th. MSUN does not have Practical Nursing and collaborated with Great Falls on clinical settings. Chair Hamilton expressed pleasure at the cooperation and asked if there were any cost savings to students. Joe Schaffer, Director of Outreach at MSU-Great Falls COT, said that the telemedicine network is being provided free so there is a savings, in this case. Motion carried to accept the Level I memorandum.

PUBLIC COMMENT

None.

11:54 AM ADJOURN

March 5 – 7, 2008

ITEM 138-103-R0308

Exception to Policy 301.12, Undergraduate Degree Requirements, AAS degrees in Radiologic Technology

THAT:

The Board of Regents of Higher Education approves an exception to Policy 301.12, Undergraduate Degree Requirements: Associate Degrees and Certificates of Applied Science, for the following programs:

- Associate of Applied Science degrees in Radiologic Technology at Flathead Valley Community College, Montana State University-Billings College of Technology, Montana State University-Great Falls College of Technology and The University of Montana-Missoula College of Technology.

EXPLANATION:

Policy 301.12 establishes guidelines and characteristics for two-year degree programs. The Policy also establishes an exception procedure for programs that do not comply with those guidelines. That procedure has been followed with this exception request.

The above-referenced programs in Radiologic Technology exceed the credit limit of 72 credits established in Policy 301.12. As a consequence, the programs also take more than two academic years to complete, as required by Policy 301.12. The basis for the exception is the required number of clinical hours in the program, and the methodology used to calculate those clinical hours. Other radiologic technology programs throughout the region are very similar in size and content.

The Two-Year Education Council, at a meeting on February 4, 2008, approved a recommendation to grant this exception. That recommendation is now before the Montana Board of Regents for approval, as required by Policy 301.12.

RE: EXCEPTION REQUESTS FOR AAS PROGRAMS IN RADIOLOGIC TECHNOLOGY

FROM: Kathy Hughes, CAO, Flathead Valley Community College
Lynn Stocking, CAO, UM-Missoula College of Technology
Val Martinez, CAO, MSU-Billings College of Technology
Joe Schaffer, CAO, MSU-Great Falls College of Technology

As the Chief Academic Officers of the institutions listed above, we request an exception to BOR Policy 301.12 for the AAS degree programs in Radiologic Technology. Our Radiologic Technology programs have been programs out of compliance with two provisions of the policy:

- 1) The 72-credit cap on credits in an AAS degree program. Although all of our institutions are able to reduce credits in our Radiologic Tech programs to 72 credits or fewer, we do not believe it is in the best interest of students to do so.
- 2) The four-semester + intersession/two academic years completion cap. Even when we artificially reduce the credits to meet the credit cap, we are unable to reduce the time-to-degree to anything less than five semesters, including the intersession.

We are aware that Montana Tech College of Technology has been able to design and deliver the AAS degree in Radiologic Technology in a way that complies with both provisions, but our programs are distinguished from that of Montana Tech in the following relevant ways:

1. Hospital-Supported Faculty in a Former Hospital-Based Program

All four of our programs were formerly programs delivered by the hospital unassociated with any academic institution. Although they have transitioned to academic programs, their curriculum design, particularly the number of hours in the clinical setting, continues to reflect their hospital-based roots and expectations. Because the faculty lines in all four programs were significantly under-written by the hospitals where they were formerly based during the start-up phase and continue to be significantly underwritten by the hospitals in three of the four programs currently, our institutions feel an obligation to honor the program directors' preference to preserve clinical hours, especially since it creates no additional burden for students and expands post-graduate opportunities.

2. Justification for Additional Credits in Clinical Settings

Preparation for entry-level work in Radiologic Technology requires extensive clinical experiences not common to other health science occupational programs. Students need to perform close to 2000 radiographic examinations before graduation. Each examination takes 45 – 90 minutes, meaning that an estimated minimum of 1600 clinical hours is required to complete the program. As former hospital-based programs, our programs aspire to that level of clinical experience. It cannot be achieved within the 72-credit, five-semester provisions of BOR 301.12.

Currently, all programs, including Montana Tech's, appear to comply with the 72-credit limit of BOR 301.12 by reducing the credit:hours ratio from the standard 1:3 to 1:4. That alteration is not in the best interest of students for students in our programs because:

- Assigning the appropriate number of credits for the hours devoted does not save students in tuition since they have already benefited from the flat spot in each semester where clinical hours are assigned.
- When students have more credits in their AAS degree, they will be able to transfer more into the B.S. articulations being developed with MSU – Billings and MSU – Northern for Bachelor of Science degrees. All four programs see that articulation opportunity as desirable for their graduates.

3. Justification for Additional Semester

A review of AAS degrees in radiologic technology in our region establishes that a large majority of these programs require the equivalent of at least five semesters of instruction. Montana Tech is able to deliver the entire Rad Tech Curriculum in four semesters in part because it requires significantly fewer clinical hours in its program. The directors of the four programs seeking an exception believe that the addition of a 4-credit course in Anatomy and Physiology to the second semester (first semester after completion of prerequisites) in the hospital-based programs creates too heavy a credit load for students in their first program-specific semester.

March 5 – 7, 2008

ITEM 138-104-R0308

Exception to Policy 301.1, Undergraduate Degree Requirements, AAS degrees in Respiratory Therapy

THAT:

The Board of Regents of Higher Education approves an exception to Policy 301.12, Undergraduate Degree Requirements: Associate Degrees and Certificates of Applied Science, for the following programs:

- the Associate of Applied Science degree in Respiratory Therapy at Montana State University-Great Falls College of Technology.
- the Associate of Applied Science degree in Respiratory Therapy at The University of Montana-Missoula College of Technology.

EXPLANATION:

Policy 301.12 establishes guidelines and characteristics for two-year degree programs. The Policy also establishes an exception procedure for programs that do not comply with those guidelines. That procedure has been followed with these exception requests.

The Respiratory Therapy program at MSU-Great Falls College of Technology exceeds the credit limit of 72 credits established in Policy 301.12 by one credit. The programs at both MSU-Great Falls College of Technology and UM-Missoula College of Technology also take more than two academic years and a summer session to complete, as required by Policy 301.12. The reasons for the exception are based primarily on requirements established by the Committee on Accreditation for Respiratory Care (COARC), as evidenced by the supporting document that accompanies this request. Both the Great Falls and Missoula programs are accredited by that entity.

The Two-Year Education Council, at a meeting on February 4, 2008, approved a recommendation to grant this exception. That recommendation is now before the Montana Board of Regents for approval, as required by Policy 301.12.

Request for Exception to BOR 301.12: AAS in Respiratory Care

MSU-Great Falls College of Technology

UM – Missoula College of Technology

Areas of Exception:

BOR 301.12 requires that an AAS degree program comprise no more than 72 credits and must be designed for completion in no more than two academic years, of which one intervening summer semester can be included.

MSU – Great Falls College of Technology was initially identified by the Academic Affairs Committee of the Two Year Education Council as being out of compliance on both requirements with respect to its AAS degree in Respiratory Care:

- The total credits in the degree totaled 83.
- The program required an additional prerequisite semester prior to the two-year sequence of course work, which includes an intervening summer session.

MSU – Great Falls College of Technology has dropped the requirement for Microbiology and changed the ratio of its credits for clinical course work from 1 credit: 3 clinical hours to 1 credit: 4 clinical hours, thereby eliminating 10 credits from the program and bringing it to 73 credits. Without significant revamping of the curriculum to embed components required by COARC, the total credits cannot be further reduced. The Academic Affairs Committee of the Two-Year Education Council recommended that the request for a 1-credit exception to BOR 301.12 be granted by the Board of Regents.

In addition, the Academic Affairs Committee recommended that the additional prerequisite semester be granted as an exception to the policy for both Respiratory Care programs, the one offered by MSU – Great Falls, as well as the one offered by UM – Missoula College of Technology. The COARC requirement for a two-course sequence in Anatomy and Physiology makes it impossible for the course work to be completed in one semester.

ITEM 138-2004-R0108 **Approval to Restructure the Curricula in the Department of Health and Human Development; Montana State University-Bozeman**

THAT: The Board of Regents of Higher Education authorizes Montana State University-Bozeman to Restructure the Curricula in the Department of Health and Human Development

EXPLANATION: The Department of Health and Human Development at Montana State University – Bozeman is proposing a restructuring of the curricula. This proposal does not change substantially the educational opportunities available to students, but does create clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Because of the interrelatedness of all of these programs, it is appropriate to consider this proposal as a single item—approving some portions and not others would not allow for the elimination of the existing majors. Currently the Department of Health and Human Development offers two Bachelor of Science degrees: B.S. in Health and Human Development and a B.S. in Health Promotion. The proposed curriculum will eliminate both of these degrees (current students will be able to complete their degrees) and replace them with six Bachelor of Science degrees with additional options:

- B.S. in Community Health
- B.S. in Early Childhood Education/Child Services
- B.S. in Family and Consumer Sciences
 - Teaching Option
 - Non-teaching Option
- B.S. in Food and Nutrition
 - Dietetics Option
 - Nutrition Science Option
- B.S. in Health and Human Performance
 - Exercise Science Option
 - Kinesiology Option
- B.S. in Health Enhancement K-12

MONTANA BOARD OF REGENTS
LEVEL II REQUEST FORM

Item No.: 138-2004-R0108 **Date of Meeting:** January 10, 2008
Institution: Montana State University - Bozeman
Program Title: New Majors in Health and Human Development

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 College of Education, Health and Human Development at Montana State University – Bozeman is proposing a restructuring of the curricula in the Department of Health and Human Development. The proposal does not change substantially the educational opportunities available to students but does create clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Because of the interrelatedness of all of these programs, it is appropriate to consider this proposal as a single item—approving some portions and not others would not allow for the elimination of the existing majors. Currently the Department of Health and Human Development offers two Bachelor of Science degrees: B.S. in Health and Human Development and a B.S. in Health Promotion. The proposed curriculum will eliminate both of these degrees (current students will be able to complete their degrees) and replace them with six Bachelor of Science degrees with additional options:

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 - Dietetics Option
 - Nutrition Science Option
- B.S. in Health and Human Performance
 - Exercise Science Option
 - Kinesiology Option
- B.S. in Health Enhancement K-12

Level II Board of Regents Curriculum Proposal Health and Human Development (HHD) Undergraduate Revisions

1. Overview

The department of HHD is dedicated to the enrichment of human well-being through teaching, research and outreach. Faculty and administrators have worked for approximately two years to **revise and restructure** the HHD curriculum so that two fundamental needs can be addressed:

- a) To update name of programs and program offerings so that better alignment exists between current trends, themes and issues related to all HHD curricula leading to the enrichment of human well-being.
- b) To make the various program offerings more visible to perspective students, thereby increasing our recruitment rates.

Currently the Department of Health and Human Development offers two Bachelor of Science degrees; B.S. in Health and Human Development and a B.S. in Health Promotion.

The new curriculum proposal will eliminate both of these degrees and replace them with six Bachelor of Science degrees with six options (9 unique curricula):

- B.S. in Community Health
- B.S. in Early Childhood Education/Child Services
- B.S. in Family and Consumer Sciences
 - Teaching Option
 - Non-teaching Option
- B.S. in Food and Nutrition
 - Dietetics Option
 - Nutrition Science Option
- B.S. in Health and Human Performance
 - Exercise Science Option
 - Kinesiology Option
- B.S. in Health Enhancement K-12

2. Need

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

Two specific needs are being addressed through the proposed reconfiguration.

1. Update the names and programmatic offerings so that better alignment exists with current trends, themes and issues related to the HHD curricula dedicated to the enrichment of human well-being.
2. To make the various program offerings more visible to perspective students, thereby increasing our recruitment rates.

Curriculum Comparisons between 2006-2008 and Proposed Changes

Major	2006-2008 Option	Program Emphasis	
Health and Human Development (HHD)	Community Health Education		
	Exercise Science		
	Kinesiology		
	Pre-PT		
	Family & Consumer Science		Early Childhood Education
			Consumer Sciences
			Family & Consumer Science Education/Extension
Food and Nutrition		Dietetics	
		Nutrition Sciences	
Health Enhancement K-12			
Health Promotion			
Major	2008-2010 (proposed) Option	Program	
Community Health			
Early Childhood Education and Child Services			
Family and Consumer Sciences	Teaching		
	Non-teaching		
Food and Nutrition	Dietetics		
	Nutrition Sciences		
Health and Human Performance	Exercise Sciences		
	Kinesiology		
Health Enhancement K-12			

Proposed Major Modifications	Need Addressed
Community Health	Only community health program offered in Montana. Represents a merger of health promotion and community health education
Early Childhood Education and Child Services	No longer directly under Family and Consumer Sciences and now includes the occupations of child education and services .
Family and Consumer Sciences	This is the only program in the state that addresses consumer science teaching option in the state. The non-teaching option represents the historical programming that was offered in the past.
Food and Nutrition	This is the only food and nutrition (R.D.) certification in the state. The sustainable food system is a new collaboration with College of Agriculture.
Health and Human Performance	This condenses and provides more focus for this major by providing two areas, exercise science (preparation for advanced degrees) and kinesiology (fitness centers and worksite programming)
Health Enhancement K-12	This has not been changed and offers a 'cutting edge' preparation in teaching K-12 Health Enhancement in Montana public schools and elsewhere.

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

The proposed new majors will enable graduates of our majors to provide the following services to their target populations.

Proposed Major Modifications	How students and constituents will be served
Community Health	This major will allow graduates to promote health within communities in a variety of settings including worksites, family planning, county health departments, federal health services, schools, etc.

Early Childhood Education and Child Services	This major will prepare graduates to work in public and private early childhood educational settings, e.g. Montessori and service programs, e.g., Head Start.
Family and Consumer Sciences	This major will prepare graduates to work in an integrative fashion with individuals, families and consumers to enhance well-being at the family level. Occupations include consumer issues, county extension agents and school teachers.
Food and Nutrition	This major will prepare graduates to work with food services/distribution as well as clinical dietetic health care settings, e.g., hospitals, clinics, etc.
Health and Human Performance	This major will prepare graduates to work to promote health and human performance through physical activity in fitness centers, wellness programs, clinics, cardiac rehabilitation, etc.
Health Enhancement K-12	This major will prepare graduates to work providing the health and physical education needs of Montana children and children across the USA.

c. *What is the anticipated demand for the programming*

During the past 3 years the HHD Department has experienced steady growth especially in the areas of exercise science and health promotion/community health. This is demonstrated by the student credit hour production (SCH) in departmental rubrics and the number of majors in HHD majors and options. Since we are proposing a **restructuring** of our current curricula that allows the offerings to be more up to date and higher profile, we would anticipate the numbers increase at a moderate rate (3%-5%). The statistics provided in the following tables support this position.

2006-2008 Options SCH by Rubric	FY05	FY06	FY07
Family & Consumer Sciences	7685	7917	8017
Food and Nutrition ('04 2563 SCH)	3093	2999	2982
Health Promotion/Community Health Education	2435	2487	2727
Exercise Science Health Enhancement K-12	2917	3082	3235
Total	16128	16485	16961

Number of Students Enrolled in Each Option

2006-2008 Options	FY06	FY07
Family & Consumer Sciences	175	135
Food and Nutrition	78	76
Health Promotion	49	45
Community Health Education	51	58
Exercise Science Health	195	210
Enhancement K-12	74	63
Total	622	*587

*Does not include all fall transfers

3. Institutional and system fit.

a. Connection between the proposed programming and existing program in the institution?

Currently, in HHD, we are offering five of the six proposed majors as options with one major of HHD. This restructuring represents a more visible and

higher profile reconfiguration of HHD options. This allows the HHD majors to be more current while remaining directly related to our past offerings.

b. Changes to existing programming at the institution?

The entire process will result in the addition and deletion of select classes within HHD. However, this is a process that occurs every two years within HHD. Since there is not a net gain of classes, no adverse impact will occur to faculty or students.

c. What differentiates this programming from programs at other institutions?

It is important to note that the majors and options proposed have existed at MSU-Bozeman for decades as educational opportunities. Therefore, the proposed restructuring will not duplicate other programs at MSU-Bozeman.

d. How will the programming help to promote the strategic goals of the institution?

Restructuring of the HHD curricula will allow the various majors and options to become more visible and up to date. This change will contribute to the institutions strategic goals in the following ways:

- These proposed changes will enable HHD faculty to increase their recruitment of students and contribute to the university goal of “recruiting 13,000 students.”
- Faculty in the Early Childhood area have been very successful in recruiting Native American students. By moving this focus from a program level to a departmental major we will enhance this effort and better contribute to the university goal of “generating a more diverse student body.”

e. Are there similarities between the proposed programs and other programs offered through the Montana University System (MUS)?

The vast majority of the majors/options are unique to MSU – Bozeman. A major in Health and Human Performance is offered at UM-Missoula. However, the focus on a human well-being orientation is unique to MSU – Bozeman. Also, the Health Enhancement K-12 is offered at other MUS campuses. However, the duplication of teacher preparation programs between MUS institutions, e.g., Bozeman and Missoula has existed for decades and is important to accommodate state needs and student demand.

4. Program Details

- a. Provide a detailed description of the proposed curriculum.** Please see the attached curriculum tabs and catalogue descriptions for the proposed HHD majors and options.

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

Since this is a restructuring of existing programs rather than an introduction of new programs, the process does not follow the typical cycle of a new product. Our restructuring collectively represents an evolution and repackaging of our current curricula. Currently we have approximately 600 majors. With our repackaging we expect modest growth over the next 4 years at a rate of 3%-5% each year. Currently enrolled students will have the option of continuing under the structure in the current catalog or migrating to the new majors. With the increased clarity that the new structure provides, we expect most current majors to migrate.

5. Resources

a. Will additional faculty resources be required? No.

b. Will other additional resources be required? No.

6. Assessment: How will the success of the programs be measured?

Data will be collected on the number of students who are in the various HHD majors and options during the fall of each year. Additionally, the student credit hour (SCH) production within each area will be tracked by area and by each faculty member. Finally, data on employment rates, acceptance to graduate programs, mean and median salaries will be tracked for the graduates of HHD programming.

7. Describe the process leading to the submission.

The restructuring process was initiated by the faculty and EHHD administration because there was a need to update the HHD curriculum and provide additional visibility, focus, and clarity for potential students. Considerable time was spent (approximately a year) by the faculty and HHD Department Chair discussing the merits of changing program names, splitting programs into separate majors and consolidating programs. Many of the discussions were conducted with area program leaders and faculty who support the various areas. These conversations were then shared by all program leaders with the departmental curriculum coordinator who helped facilitate the major and option offerings in relation to the needs of the entire department. This effort led to the catalog descriptions and tab sheets for each major and option (this process took another 6 months). The entire effort enabled the faculty and administration to restructure the curriculum and course offerings. The final product resulted in revised majors and options, course additions and deletions but the total number of credits offered within the department remained the same between the 2006-2008 catalog and the 2008-2010 catalog. The proposal was then reviewed by the MSU Undergraduate Studies Committee.

Catalog Description—Draft of Relevant Components

Degrees and Options

The department offers six Bachelor of Science degrees. They include a B.S. in Community Health; a B.S. in Early Childhood Education/Child Services; a B.S. in Family and Consumer Sciences with Teaching or Nonteaching options; a B.S. in Food and Nutrition with options in Dietetics and Nutrition Science; a B.S. in Health Enhancement K-12 (health and physical education teaching); and a B.S. in Health and Human Performance with options in Exercise Science or Kinesiology.

The department offers a Master of Science in Health and Human Development with options in Counseling (including marriage and family counseling and mental health counseling); Family and Consumer Sciences (including early childhood education and family science); Family Financial Planning; Exercise and Nutrition Sciences; and Health Promotion and Education.

The department offers a Master of Education in School Counseling.

Degree Requirements

Bachelor of Science degrees in Community Health, Early Childhood Education and Child Services, Family and Consumer Sciences (nonteaching), Food and Nutrition, and Health and Human Performance shall be conferred upon the successful completion of specified requirements and a minimum of 120 credits. The Bachelor of Science degrees in the teaching options of Family and Consumer Sciences and Health Enhancement K-12 (health and physical education) shall be conferred upon the successful completion of specified requirements and a minimum of 128 credits. All undergraduate students must complete a minimum of 42 upper division credits.

The Master of Science in Health and Human Development shall be conferred upon completion of specified requirements and a minimum of 30 credits for the options of Family and Consumer Sciences, Exercise and Nutrition Sciences, and Health Promotion and Education. A minimum of 42 credits is required for the Family Financial Planning program. A minimum of 60 credits is required in the graduate Counseling programs. The Master of Education in School Counseling carries a minimum of 48 credits. (See the graduate catalog for further information.)

Certifications and Licensures

Certifications and licensures are dependent on the student's eligibility to sit for certification and licensing examinations and passing those examinations. Several fields of study in the Department of Health and Human Development prepare students to sit for certification and licensing examinations. Many, but not all, certifications and licensures are offered as post-baccalaureate opportunities. See your advisor for additional information. The following certifications are related to Health and Human Development disciplines:

Accredited Family Financial Counselor. The Department of Health and Human Development offers a three-course series (HDCF 338 Personal and Family Finance I, HDCF 339 Personal and Family Finance II, and HDCF 342 Family Financial Counseling) that can aid students in becoming credentialed as an Accredited Financial Counselor (AFC). The AFC credential is offered nationally through the Institute for Personal Finance. The credential requires two tests, an internship and a year of work experience in helping consumers and families with financial matters. The three courses prepare students to take the two tests. The department then helps the student find placement for an internship in helping consumers and families with finances. The AFC credential allows students to credibly indicate their expertise in personal and family finance to potential employers.

Certified in Family and Consumer Sciences. Students completing the Family and Consumer Sciences major and the restricted electives will be eligible to sit for the Certification in Family and Consumer Sciences (CFCS) exam set by the American Association of Family and Consumer Sciences. The CFCS Credential communicates to others within

and outside of the profession that the individual certified in family and consumer sciences possesses a broad professional knowledge base in the field.

Certified Family Life Educator. Students completing the Family and Consumer Sciences major and the restricted electives will be eligible to apply for the CFLE granted by the National Council on Family Relations. Interested Community Health students may also complete additional courses and apply for provisional certification. Certified Family Life Educators serve as consultants, directors, educators, and coordinators in settings such as social services, child care, health and welfare, recreation, youth programs, community action, drug/alcohol rehabilitation centers, senior citizen programs, parent education, family service agencies, extension, and retirement/convalescent care centers.

Certified Health Education Specialist. Completion of the Community Health major establishes eligibility to sit for the Certified Health Education Specialist examination (CHES). The CHES exam measures the possession, application, and interpretation of knowledge essential to the practice of community health/health education. The CHES certification is a national standard for health education practice and assists employers in identifying qualified health education practitioners.

Certified Personal Trainer/Certified Strength Coach. The National Strength and Conditioning Association provides opportunities to become a certified personal trainer or a certified strength coach.

Coaching Certification. Faculty in Health and Human Development partner with the Montana High School Association (MHSA) in the development and implementation of a coaching certification program. Although MHSA awards the certification, successful completion of the Coaching Concentration offered in the department will prepare the future coach for the profession.

Family and Consumer Sciences Teacher. The Family and Consumer Sciences Teacher Preparation program is designed for students who want to become teachers of Family and Consumer Sciences in public or private schools. Upon completion of the degree, students are eligible for licensure from the State of Montana in teaching grades 5-12.

Health Enhancement (Health and Physical Education) K-12 Teacher. The Health Enhancement K-12 Teacher Preparation program is designed for students who want to become teachers of Health Enhancement (Health Education/Physical Education) in public or private schools. Upon completion of the degree, students are eligible for licensure from the State of Montana in teaching grades K-12 with reciprocity in other states.

Health Fitness Instructor and Exercise Test Technologist. The American College of Sports Medicine, the premier organization for health/fitness professionals and clinicians, offers the Health/Fitness Instructor and Exercise Test Technologist certifications at sanctioned test locations throughout the Pacific Northwest. The certification exams include written and practical components that emphasize the application of knowledge and hands-on skills typically acquired in an undergraduate Exercise Science or Kinesiology program.

Licensed Professional Counselor or Licensed Clinical Professional Counselor. Counseling programs in the graduate program in Health and Human Development lead to the opportunity to become licensed in Montana as a Licensed Professional Counselor (LPC) or Licensed Clinical Professional Counselor (LCPC). Following completion of a master's degree, the student must complete a minimum of 1500 hours of supervised counseling practice prior to sitting for and passing the LPC examination.

Registered Dietitian. The Food and Nutrition Dietetics option gives the students an opportunity to apply to a national post-baccalaureate supervised practice/dietetic internship. Upon its completion, the student may sit for the RD examination given by the Commission on Dietetic Registration, the credentialing agency for The American Dietetic Association. The RD status enables a person to become licensed in Montana as a Licensed Nutritionist by the Board of Medical Examiners.

Academic Advisors

The Health and Human Development academic advising office, staffed with academic advisors to serve the needs of students, is located in Hosaeus PE Complex. Students are expected to meet with an advisor each semester to discuss their plan of study, select courses, and register for courses. In addition, students are encouraged to meet with an academic advisor to discuss issues and questions regarding professional programs, career opportunities, and academic concerns. Academic advisors can assist students to appropriate referrals when necessary.

To receive advising or to inquire about programs in the Department of Health and Human Development, contact the Health and Human Development Advising Center by phone at 406.994.4001 or by e-mail at hhdadvising@montana.edu.

Course Requirements and Curricula for Majors

The curriculum and specific course requirements for each major and minor within the Department of Health and Human Development are listed below.

Curricula in Health and Human Development

- [Community Health Major](#)
- [Early Childhood Education and Child Services Major](#)
- [Family and Consumer Sciences Major with Teaching and Non-Teaching Options](#)
- [Food and Nutrition Major with Options in Dietetics and Nutrition Science](#)
- [Health Enhancement K-12 \(Health and Physical Education Teaching\) Major](#)
- [Health and Human Performance Major with Options in Exercise Science or Kinesiology](#)
- [Child Services Minor](#)
- [Coaching Minor](#)

COMMUNITY HEALTH MAJOR

Graduates of the community health major are employed in entry-level positions conducting planning, administration, evaluation, research, and teaching in community health settings. The undergraduate program is concerned with improving health and well-being for all through the promotion of healthful lifestyles, healthy family functioning, community actions for health, and conditions that make it possible to live healthful lives. The program draws on public health, education, psychology, sociology, family science, and other social and behavioral sciences. Students are prepared to work in a variety of settings including family planning agencies, nonprofit agencies, state and federal health agencies, schools, and community health centers. This program stresses community involvement because community health emphasizes an interactive process in which target populations are active participants in their health, rather than passive recipients. Student involvement will take the form of class assignments, practicum, internships, and service. Students will be prepared to assess individual and community needs; plan, implement, and evaluate effective health programs; coordinate provision of services; act as a resource person; and communicate health needs, concerns and resources. Persons enrolling in this option should seriously consider earning a graduate degree in public health or some related area at some point in their career.

Completion of the community health major establishes eligibility to sit for the Certified Health Education Specialist (CHES) examination. The CHES exam measures the possession, application, and interpretation of knowledge essential to the practice of community health/health education. The CHES certification is a national standard for health education practice and assists employers in identifying qualified health education practitioners.

Interested students may also complete additional courses and apply for provisional certification for the Certified Family life Educator (CFLE) program accredited by the National Council on Family Relations.

Freshman Year	Credits
COM 110US --Public Communication	3
ENGL 121W --College Writing I	3
HDCF 150IS --Lifespan Human Development	3
HDPE 221 --Health Anatomy and Physiology	3
MATH 103 --Intro to Algebra(or higher)	3
PSY 100IS --Introductory Psychology	3
SOC 101IS --Sociological Inquiry	3
University Core and Electives	9
	30
Sophomore Year	Credits
ENGL 223 --Technical Writing	3
HDCF 263 --Relation & Family System	3
HDFN 221CS --Human Nutrition	3
HDHL 230 --Drugs and Society	3
HDHL 240 --Human Sexuality	3
STAT 216Q --Elementary Statistics	3
University Core and Electives	9
<i>Take at least one of the following</i>	
BCHM 104RN --Biochem of Health NS Major	3
MB 201 --Infectious Disease	3
MBEH 210RN --Princ of Environ Health Science	3
POLS 206IS --Government of the U.S.	3
or POLS 208 --State & Local Govt & Politics	3
POLS 214IS --Principles of Pol Sci	3
SOC 212 --Social Problems	3
	30
Junior Year	Credits
HDCF 319 --Theories for Helping Relationships	3
HDCF 371 --Research Methods	3
HDCF 464 --Gen,Race,Class & Fam Div	3
HDHL 410 --Human Response to Stress	3
HDHL 452 --Health Disparities	3
<i>Take at least one of the following</i>	
HDCF360 --Aging and Adult Devel	3
HDFN 451 --Sustainable Food Systems	3
HDHL 451 --Health and Healing	3
HDHL 455 --The Ethic of Care in HDD	3
PHIL 338 --Biomedical Ethics	3
PSY 415 --Psych of Prejudice	3
SOC 304 --Social Stratification	3
SOC 308 --Population and Society	3
SOC 340 --Social Movements	3
SOC 345 --Complex Organizations	3
SOC 359 --Soc of Work and Occupations	3

SOC363 --Political Sociology	3
University Core and Electives	12
	30

Senior Year Credits

HDCF 425R --Family Law and Public Policy	3
HDCF 472 --Program Evaluation	3
HDHL 440 --Principles of Epidemiology	3
HDHL 445 --Prog Planning & Eval in Health	3
HDPE 415 --Mgmt in Health Enhance & Fitness	3
HDPE 425 --Health Psychology	3
HHD 476 --Internship	6
University Core and Electives	6
	30

EARLY CHILDHOOD EDUCATION AND CHILD SERVICES MAJOR

The early childhood education and child services major emphasizes the dual focus of education and services within the context of families, educational and child service settings, communities, and society. The major focuses on early childhood education, child development, developmentally appropriate practices, early intervention with children with special needs, assessment and intervention, advocacy, program administration, and working directly with children and families in a variety of early childhood and service settings. The early childhood education and childhood services major provides a strong background for students seeking careers in a wide variety of settings including early childhood education, child care-related programs and businesses, early intervention with children with special needs and preschool special education settings, child services and child-focused community agencies, state or federal agencies, nonprofit settings that support children and families, and administrators of child service programs. Additionally, this program provides a distance education program to Montana Tribal Colleges and respective Head Start Programs through the Early Childhood Education Distance Partnership Program.

The early childhood education and services major provides a strong background for admission to graduate programs in early childhood education, child development, child and family studies, social work, counseling, and other related behavioral and social science disciplines.

Freshman Year Credits

ENGL 121W --College Writing I	3
HDCF 160 --Early Childhood-Adolescence	3
MATH-Any 100-level Math course or Math placement test	
US 101US --First Year Seminar	3
Supporting Courses	9
University Core	9
	30

Sophomore Year Credits

HDCF 250 --Signing Exact English I	3
HDCF 263 --Relations in Family System	3
HDCF 271 --Paraprofessional	1

HDFN 221CS --Human Nutrition	3
NAS 201D --American Indians in Montana	3
Supporting Courses	11
Univ Core and Electives	6

30

Junior Year Credits

HDCF 319 --Theories & Skills Help Relation	3
HDCF 350 --Relations & Mgmt in ECE	3
HDCF 352 --Curriculum for ECE	4
HDCF 356 --Exceptional Children 0-21	3
HDCF 357 --Exceptional Children Lab	1
HDCF 371 --Research Methods	3
Supporting Courses	13

30

Senior Year Credits

HDCF 432 --Social Competence in EC	3
HDCF 442 --Literacy in EC	3
HDCF 454 --Practicum in EC Teach	5
HDCF 455R --Admin of Human Svc Prog	3
HDCF 458 --Assess & Intervention	4
HDCF 466 --Health & Movement in EC	3
Univ Core and Electives	12

30

FAMILY AND CONSUMER SCIENCES MAJOR

The Family and Consumer Sciences (FCS) profession is dedicated to enhancing the relationships among individuals, families, communities and the environments in which they function. The family and consumer sciences profession takes leadership in improving individual, family, and community well-being; impacting the development, delivery, and evaluation of consumer goods and services; influencing the creation of policy; and shaping societal change, thereby enhancing the human condition.

Students in FCS take a common core of foundation courses in content areas based upon American Association of Family and Consumer Sciences (AAFCS) standards. In addition, students take restricted supporting courses in the program. A list of the supporting courses can be obtained from the Health and Human Development advising office in Hosaeus PE Complex or on the department website at www.montana.edu/hhd.

Both teaching and nonteaching options are available.

Both teaching and nonteaching options take the following core classes:

Credits

HDCF 138 --Surv of Family Finance & Cons Iss	3
HDCF 160 --Early Childhood-Adol Devel	3
HDCF 239 --Contemp Consumer Issues	3
HDCF 263 --Relationships & Family Sys	3
HDCF 338 --Personal and Family Finance I	3

HDCF 360 --Adult Development & Aging	3
HDCF 371 --Research Methods	3
HDCF 425R --Family Law & Public Policy	3
HDCF 437 --Managing Work and Family	3
HDCF 440 --Parenting	3
HDCF 447 --Family Life Education	3
HDCF 464 --Gen,Race,Class & Fam Div	3
HDFN 221CS --Human Nutrition	3
HDHL 240 --Human Sexuality	3
HDHL 410 --Human Response to Stress	3
<i>Take one of the following</i>	
HDCF 339 --Pers & Family Finance II	3
<i>and</i> HDCF 342 --FamFinancial Counseling	3
<i>or</i> HDCF 319 --Theories Help Relations	3

Nonteaching Option

The family and consumer sciences nonteaching option emphasizes the family as a dynamic social unit and examines diverse families in contemporary society. The program focuses on family behavior, strengths, and challenges using family-specific theoretical frameworks (family systems, family crisis) and research methods. Social, cultural, historical, political, and economic trends that influence family functioning and well-being are addressed. Students study a wide range of family issues including development across the lifespan, changing family structures, intergenerational relations. Additionally, human response to stress and crisis, family policies and laws, family finance and economics, work and family issues, and human service delivery and decision-making are included.

The family and consumer sciences nonteaching option provides a strong background for students seeking careers in human services, family life education, family policy, and financial counseling. However, graduate training will be necessary for students wishing to enter the counseling/therapy fields. The curriculum prepares students to work in a wide range of organizations and settings, state or federal agencies, nonprofit settings, and for admission to graduate programs in family science, family resource management, human development, social work, law, and other related behavioral and social science disciplines. Also, graduates of the program may be involved in family-owned business and work in occupations requiring knowledge of family finance including financial counseling.

Students completing the degree may apply for provisional certification as a Certified Family Life Educator. MSU's family and consumer sciences major is accredited by the National Council on Family Relations. Provisional certification is awarded at the completion of a baccalaureate degree and course work in the 11 family life substance areas. After two years' work experience, you may apply for full CFLE certification.

Freshman Year	Credits
ENGL 121W --College Writing I	3
HDCF 138 --Surv Fam Finance & Cons Iss	3
HDCF 160 --Early Child-Adolescent Dev	3
US 101US --First Year Seminar	3
Univ Core (D,IA,US) and Electives	18
	30
Sophomore Year	Credits
HDCF 239 --Contemp Consumer Iss	3
HDCF 263 --Relationships in Family Systems	3

HDFN 221CS --Human Nutrition	3
HDHL 230 --Drugs and Society	3
HDHL 240 --Human Sexuality	3
STAT 216Q --Elementary Statistics	3
Univ Core (D,IA,US) and Electives	11-13
	30

Note: STAT 216 must be completed with passing grades of C-or better,before taking upper division courses.

Junior Year	Credits
HDCF 338 --Pers & Family Finance I	3
HDCF 360 --Adult Devel & Aging	3
HDCF 371 --Research Methods	3
HDCF 440 --Parenting	3
HDHL 410 --Human Response to Stress	3
<i>Take one of the following:</i>	
HDCF 339 --Pers & Family Finance II	3
<i>and</i> HDCF 342 -- Fam Financial Counseling	3
<i>or</i> HDCF 319 --Theories Help Relations	3
Restricted Electives	9-12
	30

Senior Year	Credits
HDCF 425R --Family Law and Public Policy	3
HDCF 437 --Managing Work & Fam	3
HDCF 447 --Family Life Education	3
HDCF 455R --Admin of Human Svc Prog	3
HDCF 464 --Gend,Race Class & Div	3
HDCF 472 --Program Evaluation	4
HDCF 474 --Senior Seminar: Prof Issues	4
Restricted Electives	8
	30

Teaching Option

Family and consumer sciences students learn to work through credit and not-for-credit education systems to empower individuals and families across the lifespan to manage the challenges of living and working in a diverse, global society. The unique focus is on families, work, and their interrelationships. The curriculum at MSU is in synch with the National Standards for Family and Consumer Sciences Teachers and the National Standards for Family and Consumer Sciences Students. Therefore, students choosing this option will be well qualified to seek employment in a variety of educational settings including secondary public and private schools, extension, and public and private agencies. Students completing the program successfully will qualify for a Montana teaching license in Family and Consumer Sciences grades 5-12. Students are encouraged to complete the Certified Family Life Educator and Accredited Financial Counselor designations as well as a teaching minor in a second field while attending MSU to further increase their professional opportunities.

Additionally, the family and consumer sciences major prepares undergraduate students to pursue graduate degrees in a variety of areas including family and consumer sciences, curriculum and instruction, school counseling, and adult education.

Note: The family and consumer sciences teaching option requires 128 credits.

Freshman Year	Credits
DE 161 --Intro to Design	3
EDCI 102 --In School Experience	1
ENGL 121W --College Writing I	3
HDCF 138 --Surv Fam Finance & Cons Iss	3
HDCF 160 --Early Child-Adolescent Dev	3
HDHL 106 --Drug Health Issues for Ed	3
<i>Take at one of the following</i>	
MATH 105 --Algebra for College Students	3
MATH 151Q --Language of Math	3
or test into STAT 216	
Univ Core (US,IA,IH,IN,IS) and Electives	18
	32-35
Sophomore Year	Credits
EDCI 209 --Ed Psych & Human Dev Adol	3
HDCF 218 --Textiles and Fashion	3
HDCF 219 --Apparel Construction	3
HDCF 239 --Contemp Consumer Issues	3
HDCF 263 --Relationships and Family Sys	3
HDCF 338 --Personal & Family Finance I	3
HDFN 221CS --Human Nutrition	3
HDFN 226 --Culinary Fundamentals	3
HDFN 227 --Culinary Fundamentals Lab	2
HDHL 240 --Human Sexuality	3
STAT 216Q --Elementary Statistics	3
Restricted Elective	3
	35
Junior Year	Credits
EDCI 240 --Multicultural Education	3
EDCI 320 --Instruc Found of Computing	2
EDCI 360 --Foundations of Assessment	2
EDSD 301 --Paraprofessional Experience	1
EDSD 459 --Methods of Teaching FCS	3
HDCF 335 --Program Planning in FCS	3
HDCF 356 --Exceptional Children 0-21	3
HDCF 360 --Adult Devel and Aging	3
HDCF 437 --Managing Work & Family	3
HDCF 440 --Parenting	3
<i>Take one of the following:</i>	
HDCF 339 --Pers & Family Finance II	3
and HDCF 342 --FamFinancial Counseling	3
or HDCF 319 --Theories Help Relations	3
	29
Senior Year	Credits
EDSD 410 --Student Teaching	12
EDSD 413 --Professional Issues	2

HDCF 371 --Research Methods	3
HDCF 425R --Family Law and Public Policy	3
HDCF 429 --Small Business Operations	3
HDCF 447 --Family Life Education	3
HDCF 464 --Gend,Race,Class & Div	3
HDHL 410 --Human Response to Stress	3
	32

Restricted Electives	Credits
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HDCF 474 --Senior Seminar: Prof Issue	4
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Courses Leading to Area Expertise

Early Childhood:

HDCF 350 --Relations & Mgmt in ECE	3
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HDCF 352 --Curriculum in ECE	3
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HDCF 454 --Practicum in EC Teaching	3-5
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Food Science, Nutrition, Food Production

HDFN 321 --Nutrition in the Lifecycle	3-5
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HDFN 322 --Culinary Skills & Mgmt	3
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HDFN 323 --Culinary Mgmt Practicum	3
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Improved Teaching and Program Delivery

EDCI 223 --Basic Media Production	1
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EDCI 469 --Public School in American Society	2
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HDCF 357 --Exceptional Children Lab	1
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HDCF 472 --Program Evaluation	3
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HDPE 267 --Intro to Coaching	3
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TE 250 --Technology & Society	3
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FOOD AND NUTRITION MAJOR

The Department of Health and Human Development offers a major in the study of food and nutrition. Students who choose the nutrition science option intend to pursue a health profession or research-related career, for example, medicine, dentistry, industry, academia, etc. The sustainable food systems option can be designed in consultation with their advisor to prepare students for careers in food enterprise, policy, community nutrition, and/or public health.

Dietetics Option

The dietetics option at Montana State University-Bozeman is accredited as a Didactic Program in Dietetics by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA), a specialized accrediting body recognized by the Council on Higher Education Accreditation and the United States Department of Education, 120 Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-0040, x. 5400. A graduate will attain a verification statement upon completing the CADE-approved dietetics program curriculum in addition to a minimum of a "C-" or better in each required program course at graduation. A graduate is then

eligible to apply for an CADE-accredited supervised practice/dietetic internship or other post-baccalaureate experience. Upon completion of the post-graduate dietetic internship, students are eligible to take the national registration exam for dietitians. Once the individual has passed the exam, the individual is then a "registered dietitian." The dietetics option has a strong foundation in food and nutrition, food service management, and science components. Registered dietitians may find employment in health care facilities; industrial, school, and university food services; community nutrition services; private practice; sales for food service or health products; and other related fields.

Nutrition Science Option

The nutrition science option is designed to prepare a student for admission to medical (allopathic or osteopathic), dental, or graduate school with an emphasis on nutrition and biochemistry. A student can receive a verification statement if additional didactic program in dietetics course requirements are met. Although the nutrition science option provides a strong background for most professional schools, students must contact individual schools for specific post-baccalaureate entrance requirements. Information about degree requirements can be obtained from the Health and Human Development advising office, Hosaeus PE Complex.

Standards of Work

Any student receiving a grade below a "C-" (2.0) in any upper division required course will need to repeat the course. Students must attain a "C-" or better in any required prerequisite course to register for upper division food and nutrition courses.

Dietetics Option

Freshman Year

	Credits
<u>CHEM 131</u> --General Chemistry I	4
<u>CHEM 132</u> --General Chemistry II	4
<u>COM 110US</u> --Public Communication	3
<u>ENGL 121W</u> --College Writing I	3
<i>Take one of the following:</i>	
<u>HDCF 138</u> --Surv Family Finance & Cons Iss	3
<u>HDCF 239</u> --Contemporary Consumer Issues	3
<i>Take one of the following:</i>	
<u>MATH 103</u> --Intro to Algebra (or higher)	3
<u>MATH 150Q</u> --Liberal Arts Mathematics	3
<i>Take one of the following:</i>	
<u>HDCF 150IS</u> --Lifespan Human Development	3
<u>PSY 100IS</u> --Introductory Psychology	3
<i>Take one of the following:</i>	
<u>ANTH 101D</u> --Intro to Anthropology	3
<u>SOC 101IS</u> --Sociological Inquiry	3
University Core	4

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Sophomore Year

	Credits
<u>BIOL 102</u> --Molecular & Cellular Biology	4
<u>CHEM 215</u> --Elements of Organic Chemistry	5
<u>HDCF 338</u> --Personal and Family Finance I	3
<u>HDFN 221CS</u> --Human Nutrition	3
<u>HDFN 226</u> --Food Science I	3

HDFN 227 --Food Science I Lab	2
Univ Core and Electives	4

Take one of the following:

MB 101IN --Microbiology in Today's World	4
MB 201 --Infectious Diseases	3

Take one of the following:

STAT 216Q --Elementary Statistics	3
PSP 318 --Biometry	3

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Junior Year Credits

BCHM 340 --General Biochemistry	5
BIOL 208 --Anatomy & Physiology II	4
HDCF 319 --Theories & Skills for Help Relations	3
HDCF 371 --Research Methods	3
HDFN 321 --Life Cycle Nutrition	3
HDFN 322 --Culinary Skills & Mgmt	3
HDFN 323 --Culinary Mgmt Practicum	3
HDFN 351 --Nutrition and Society	3
HDFN 401 --Nutrition Assmt & Counseling	3

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Senior Year Credits

HDCF 429 --Small Business Operations in HHD	3
HDFN 400 --Seminar	1
HDFN 421 --Macronutrient Metabolism	3
HDFN 422 --Micronutrient Metabolism	3
HDFN 425 --Medical Nutritional Therapy I	3
HDFN 426 --Medical Nutritional Therapy II	3
HDFN 451R --Sustainable Food Sys	3
Univ Core and Electives	11

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See the Food and Nutrition major website at www.montana.edu/hhd for a suggested list of electives and additional courses specifically needed to attain the CADE-approved verification statement.

Nutrition Science Option

Freshman Year Credits

BIOL 101IN --Organism Function	4
BIOL 102 --Molecular and Cellular Biology	4
CHEM 131 --General Chemistry I	4
CHEM 132 --General Chemistry II	4
COM 110US --Public Communication	3
ENGL 121W --College Writing I	3
MATH 170Q --Survey of Calculus	4
STAT 216Q --Elem Statistics	3

29

Sophomore Year Credits

BIOL 207 --Human Anatomy & Phys I	5
CHEM 311 --Organic Chem I	4

CHEM 312 --Organic Chem II	4
HDFN 221CS --Human Nutrition	3
PHYS 205 --College Physics I	4
PHYS 206 --College Physics II	4
Univ Core and Electives	6

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Junior Year Credits

BCHM 340 --General Biochemistry	5
BIOL 208 --Anatomy & Physiology II	4
BIOL 301 --Genetics	3
HDCF 319 --Theories & Skills for Help Relations	3
HDCF 371 --Research Methods	3
HDFN 321 --Life Cycle Nutrition	3
HDFN 351 --Nutrition & Society	3
HDFN 401 --Nutrition Assmt & Counseling	3
MB 301 --Gen Microbiology	3

31

Senior Year Credits

BIOL 302 --Adv Cell Molecular Biology	3
HDFN 421 --Macronutrient Metabolism	3
HDFN 422 --Micronutrient Metabolism	3
HDFN 425 --Medical Nutritional Therapy I	3
HDFN 426 --Medical Nutritional Therapy II	3
Univ Core and Electives	15

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HEALTH AND HUMAN PERFORMANCE MAJOR

The undergraduate major in Health and Human Performance (HHP) at Montana State University is a general pre-health professional curriculum that prepares students for health-related graduate programs (e.g., physical therapy, occupational therapy, medical school, etc.), exercise science graduate programs (e.g., exercise physiology, health promotion, biomechanics), as well as entry-level occupations within the health and wellness industry. HHP majors can choose to focus their course work within one of the following curriculum options: exercise science or kinesiology. Students within the exercise science option intend to pursue a health-related graduate degree to meet their career aspirations, whereas students within the kinesiology option will pursue careers within the health and wellness industry that do not require a graduate degree.

Exercise Science Option

The exercise science option within the Health and Human Performance (HHP) major focuses on both clinical and performance-based understandings of human movement. The exercise science option emphasizes a cross-disciplinary understanding of human movement through non-departmental courses in biology, anatomy and physiology, chemistry, physics, math, and statistics. These courses then serve as the foundation for mechanical (e.g., biomechanics) and nutritional perspectives within the departmental courses. The exercise science option specifically allows students to customize their junior and senior year course work as needed for later application to

health-related graduate programs in physical therapy, occupational therapy, medical physician assistant, sports medicine, exercise science graduate programs (exercise physiology, health promotion, biomechanics), as well as medical school. Additional careers for exercise science students can include those within the health and fitness industry (e.g., those requiring ACSM Health-Fitness Instructors and/or Exercise Test Technologist certifications), corporate wellness programs, exercise rehabilitation programs (cardiac rehabilitation, gait laboratories, sport medicine facilities, older adult programs, etc.), as well as careers in the sport and rehabilitative medicine equipment industries. Regardless of a student's career goals, each student's course work will culminate in one of the following "capstone experience" courses: HDPE 465, Exercise Testing and Prescription; HDPE 489/490, Undergraduate Research; or a preapproved internship (HDPE 475/HHD476). Students must receive a grade of "C" or better in all upper division department core courses for graduation.

Freshman Year **Credits**

BIOL 102 --Molecular & Cell Biology	4
BIOL 207 --Anatomy & Physiology II	5
CHEM 131 --General Chemistry I	4
CHEM 132 --General Chemistry II	4
MATH 170Q --Survey of Calculus	4
Univ Core and Electives	9

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Sophomore Year **Credits**

BIOL 208 --Anatomy & Physiology II	4
HDFN 221CS --Human Nutrition	3
HDPE 222 --Foundations of Exercise Science	3

Take one of the following sequences:

PHYS 205 --College Physics I	4
PHYS 206 --College Physics II	4

(or)

PHYS 211 --General & Mod Physics I	4
PHYS 212 --General & Mod Physics II	4
PSY 100IS --Introductory Psychology	3
STAT 216Q --Elementary Statistics	3
STAT 217Q --Intermediate Statistical Concepts	3
Univ Core and Electives	3

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Junior Year **Credits**

HDCF 371 --Research Methods	3
HDPE 320 --Anatomical Kinesiology	4
HDPE 322 --Exercise Physiology	4
HDPE 323R --Biomechanics	4
Univ Core and Approved Electives	15

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Senior Year **Credits**

Take one of the following:

HDPE 465 --Exercise Testing & Prescription	4
HDPE 489 --Undergrad Research	2-6
HHD 476 --Internship	2-6
Univ Core and Approved Electives	24-28

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Kinesiology Option

The kinesiology option within the Health and Human Performance (HHP) major prepares graduate for careers requiring leadership in organizing, directing, and managing fitness and wellness programs in corporate and commercial settings. The overall goal of the kinesiology option is to develop basic knowledge, comprehension, and appreciation of a) historical and cultural perspectives of human movement, b) social and psychological influences of human movement, and c) physiological and biomechanical correlates of human performance. From this broad knowledge base, the program's inherent flexibility allows students to pursue a variety of areas related to physical activity and sport. This option also prepares students for professional certifications in fitness and conditioning through professional organizations such as the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). Finally, each student's course work will culminate in one of the following "capstone experience" courses: HDPE 465, Exercise Testing and Prescription; HDPE 489/490, Undergraduate Research; or a preapproved internship (HDPE 475/HHD476). Students must receive a grade of "C" or better in all upper division department core courses for graduation.

Freshman Year	Credits
BIOL 102 --Molecular & Cell Biology	4
CHEM 131 --General Chemistry I	4
MATH 160Q --Precalculus	4
<i>Take one of the following:</i>	
BIOL 207 --Anatomy & Physiology	5
HDPE 221 --Health Anatomy & Physiology	3
Univ Core and Electives	13
	30
Sophomore Year	Credits
HDFN 221CS --Human Nutrition	3
HDHL 221 --First Emergency Response	1
HDHL 222 --First Emergency Response Lab	1
HDPE 210 --Exercise Prog for Older Adults	3
HDPE 222 --Found of Exercise Science	3
HDPE 267 --Intro to Coaching	3
PHYS 205 --College Physics I	3
PSY 100IS --Introductory Psychology	3
STAT 216Q --Elementary Statistics	3
Univ Core and Electives	3
	28
Junior Year	Credits
HDCF 371 --Research Methods	3
HDPE 320 --Anatomical Kinesiology	4
HDPE 322 --Exercise Physiology	4
HDPE 323R --Biomechanics	4
Univ Core and Approved Electives	15
	30
Senior Year	Credits
<i>Take two of the following:</i>	
HDFN 411 --Nutr for Sport & Exercise	3
HDPE 425 --Health Psychology	3

<u>HDPE 436</u> --Principles of Strength & Cond	3
<i>Take one of the following:</i>	
<u>HDPE 465</u> --Exercise Testing & Prescription	4
<u>HDPE 475</u> --Senior Seminar	1
<u>HDPE 489/490</u> --Undergrad Research	2-6
<u>HHD 476</u> --Internship	2-6
Univ Core and Approved Electives	21-26
	32

HEALTH ENHANCEMENT: HEALTH AND PHYSICAL EDUCATION TEACHING K-12 BROADFIELD MAJOR

The Health Enhancement Teacher Preparation program is designed for students who want to become teachers of Health Enhancement (Health and Physical Education) in public schools. Upon completion of the degree, students are eligible for certification in teaching K-12 Health Enhancement, Physical Education, and/or Health Education in Montana and other states.

Health Enhancement is a comprehensive approach to combining the traditional areas of Health Education and Physical Education. It is a contemporary curriculum where healthy lifestyles and concepts are achieved through skillful movement with an emphasis on physical fitness, healthy lifestyle management skills, and understanding of the total self (physical, intellectual, emotional, and social). In addition to the traditional approach to teaching fundamental movement, skills, games, and dance, this curriculum emphasizes the overall health of the individual as a value in life and enhances critical thinking, decision-making and problem-solving skills of future teachers and their students. Courses within this curriculum represent a combination of content knowledge (health enhancement, health education, and physical education) along with a strong background in pedagogical content knowledge (teaching methods and curriculum). Students majoring in Health Enhancement develop a professional development portfolio based on national beginning teacher standards. The final semester consists of student teaching in two public school placements.

Criteria for selection and retention:

Admission to the Teacher Education Program. Any student who wishes to enter the Teacher Education Program must complete an "Application for the Teacher Education Program." These forms are available at www.montana.edu/ehhd/fpcert/index.html. The plan must be signed by the advisor and the forms turned into the Education Advising Center, 132 Reid Hall. Students should apply to the Teacher Education Program during the semester prior to the semester they will take their first methods class (EDEL 335).

The requirements for admission are 1) cumulative grade point average of at least 2.5; 2) A 2.5 grade point average in the teaching major, minor, and professional area with no grade below a "C" in any of these areas; 3) a 2.5 grade point average in the communication and quantitative areas of the University Core course requirements (9 credits minimum) with no grade lower than a "C" (courses designated core U, W, and Q); 4) approval of the advisor; and 5) no record of immoral conduct related to the teaching profession nor been judged guilty of a criminal offense as outlined by Section 20-4 110 of the Montana Code Annotated.

Application and approval for student teaching. Certain requirements must be met by all students desiring to student teach. These are 1) maintenance of the same standards required for admission into the program including satisfactory clearance on a federal criminal background check; 2) completion of all required courses; 3) certification of first aid and CPR; and 4) approval of advisor.

Student teaching is limited to seniors. Application must be made to the Director of Field Placement and Certification no later than the following times:

- Fall student teaching: by the end of the first week in December of the year prior to student teaching.
- Spring student teaching: by the end of the second week of April of the year prior to student teaching.

The Praxis II exam in the area of physical education must be successfully passed one semester prior to student teaching.

Recommendation and approval for licensure. The requirements for recommendation by Montana State University for licensure include completion of courses in the Teacher Education Program as outlined in the individual's approved plan; maintenance of the same standards as required for student teaching; and approval of the advisor and the Director of Field Placement and Certification.

Freshman Year **Credits**

COM 110US --Intro to Public Communication	3
ENGL 121W --College Writing I	3
HDCF 150IS --Lifespan Human Development	3
HDPE 102 --Paraprofessional Experience I	1
HDPE 222 --Found of Ex Science	3
HDPE 224 --Meth Tech Mov Exp	3
HDPE 251 --Teaching Fitness/Act	3
HDPE 267 --Introduction to Coaching	3
MATH 150Q --Finite Math	3
Univ Core and Electives	8

33

Sophomore Year **Credits**

EDCI 209 --Ed Psych and Adolescent Devel	3
EDCI 240D --Multicultural Education	3
HDFN 221CS --Human Nutrition	3
HDHL 230 --Drugs and Society	3
HDHL 240 --Human Sexuality	3
HDPE 202 --Paraprofessional Experience II	1
HDPE 221 --Health Anat & Phys	3
HDPE 252 --Teach Seq Skill Dev	3
HDPE 253 --Teach Game Conc	3
HDPE 304 --Tech Apps in Health Enhance	3
STAT 216Q --Elementary Statistics	3

31

Junior Year **Credits**

EDCI 360 --Foundations of Assessment	3
EDEL 335 --Teaching Elem Hlth Enhanc	3
EDSD 465 --Mid & Sec Hlth Enhanc Methods	3
HDCF 357 --Exceptional Children Lab	3
HDCF 371 --Research Methods	3
HDPE 302 --Paraprofessional Experience III	1
HDPE 314 --Hlth Enhance for Atypical Populations	3
HDPE 320 --Anatomical Kinesiology	4

<u>HDPE 390</u> --Curr Models in Hlth Enhanc	3
Univ Core and Electives	8

32

Senior Year

Credits

<u>EDEL 410</u> --Student Teaching	6
<u>EDSD 410</u> --Student Teaching	6
<u>EDSD 413</u> --Professional Issues	2
<u>HDHL 455</u> --The Ethic of Care	3
<u>HDPE 322</u> --Exercise Physiology	4
<u>HDPE 430R</u> --Instruct Design & Admin of HE Curr	3

Take one of the following:

<u>HDPE 425</u> --Health Psychology	3
<u>HDPE 445R</u> --Applied Sport Psychology	3

University Core and Electives	6
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32

Electives (select 9 credits from the following courses):

Credits

<u>HDFN 411</u> --Nutr for Sports & Exer	3
<u>HDHL 221</u> --First Emergency Response	1
<u>HDHL 222</u> --First Emergency Response	1
<u>HDPE 316</u> --Football Coaching Theory	2
<u>HDPE 317</u> --Basketball Coaching Theory	2
<u>HDPE 318</u> --Soccer Coach Theory	2
<u>HDPE 319</u> --Volleyball Coaching Theory	2
<u>HDPE 362</u> --Track & Field Theory	2
<u>HDPE 367</u> --Coaching Application	1-3
<u>HDPE 436</u> --Principles of Strength and Conditioning	3
<u>HDPE 467</u> --Advanced Concepts in Coaching	3

Free electives

A minimum of 128 credits is required for graduation; 42 of these credits must be in courses numbered 300 and above.

March 5-7, 2008

ITEM 136-2002-R0907: Authorization to Establish The Montana State University-Bozeman Energy Research Institute

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

EXPLANATION AND RATIONALE: The Montana State University-Bozeman Energy Research Institute will be the umbrella institute for an array of energy research and education programs at Montana State University-Bozeman. Over the past several years, MSU-Bozeman 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.

MSU-Bozeman 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, MSU-Bozeman 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-Bozeman, 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-Bozeman energy programs, including research programs and partnerships with DoE national laboratories and international collaboration.

MSU-Bozeman 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-Bozeman 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-Bozeman 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-Bozeman has expertise in water quality and pipeline issues (both water and other materials).

Educational Programs

Global Scientists

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

Research Experience in Carbon Sequestration (RECS)

This program brings 20-25 students at the graduate level and a few advanced undergraduates to MSU-Bozeman 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-Bozeman with internationally known faculty involvement.

Partnerships with DOE and DOE National Labs

MSU-Bozeman 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-Bozeman ZERT program is playing a role in risk assessment. Additionally, MSU-Bozeman 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-Bozeman 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-Bozeman'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-Bozeman 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-Bozeman Energy Research 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-Bozeman Energy Research 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 Research 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 Research 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 Research 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 Research Institute with significantly improved capacity to address the state's and the nation's energy needs leading to enhanced economic development for Montana.

January 10, 2008

ITEM 138-2703-R0108

Approval to Add a New Associate of Applied Science Degree in Construction Carpentry; 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 Construction Technology-Carpentry.

EXPLANATION:

The Construction-Carpentry program will provide graduates with skills required of a carpenter in a variety of building construction settings common in both rural and metropolitan areas. Students will earn a national certification after each level and the Associate of Applied Science degree. Upon successful completion of this program, students will be eligible for certification with the National Center for Construction Education and Research (NCCER) National Registry.

ATTACHMENT:

Program Proposal

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.:	138-2703-R0108	Date of Meeting:	January 10, 2008
Institution:	Montana State University Billings COT		
Program Title:	Associate of Applied Science Construction-Carpentry		

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 Level II approval from the Montana Board of Regents to offer an Associate of Applied Science in Construction-Carpentry. The AAS in Construction-Carpentry was granted temporary Level I approval status by the Board of Regents in November 2005.

Montana State University-Billings College of Technology
Associate of Applied Science Construction-Carpentry

Curriculum Proposal

1. Overview

The field of construction-carpentry offers high-wage and interesting careers within the architecture and construction career pathway. Construction-carpentry has been identified as an area of critical need of entry-level employees. Construction-carpenters are identified locally, statewide, and nationally as being in short supply now and with increasing demand anticipated.

Construction-carpentry has been one of Montana's fastest growing industries, consistently outpacing the state's overall employment growth. The development of a construction technology-carpentry program will provide significant opportunities for MSU Billings COT to meet critical local and regional workforce training needs.

Montana State University Billings College of Technology (MSU-B COT) Construction Technology-Carpentry program will add a technical, two-year degree to its existing programs in response to the need to develop educational pathways for Montana's high-demand careers in architecture and construction. 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, students will have earned an Associate of Applied Science degree in Construction Technology-Carpentry.

The degree program and plan of study were developed by members of the College of Technology Construction Technology-Carpentry Program Development Committee, through research of current successful programs, standards established by the National Center for Construction Education and Research (NCCER), and by obtaining, local and regional industry input from residential, commercial, and local and regional construction organizations such as the Montana Contractor's Association and the Billings Homebuilder's Association.

2. Need

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

MSU-B COT intends to provide a public, two-year associate of applied science degree in Construction Technology-Carpentry to meet the existing and growing education needs of this industry segment. Due to the large, and increasing, number of residential and commercial building projects in our city, this program is expected to prepare entry-level construction carpenters for Billings, the region and the state. Creation of this program was first considered in response to a request from members of the Billings residential and commercial construction industry to study the feasibility and need for this program.

Montana continues to face a significant workforce shortage crisis. Between 2001 and 2005, construction was the third fastest growing industry in Yellowstone County with a growth of over 1,045 new construction jobs (Swanson, 2007). Between 2000 and 2007, the labor force in Yellowstone County grew by 8,399 increasing demand for new home and commercial construction in the region (Swanson, 2007).

The Construction Technology-Carpentry Program will provide students with an opportunity to engage in both classroom work as well as application-based, hands-on learning. The program will be developed in accordance with the National Center for Construction and Education Research (NCCER) nationally accredited standards. This effort was coordinated with the Montana Contractor's Association, Billings Homebuilder's Association, and local and regional industry. In addition, the MSU-Billings COT worked with the UM-Missoula COT and MSU-Northern to develop a standardized NCCER-based Construction-carpentry program that is accredited by NCCER and is fully articulated.

The Associate of Applied Science Degree in Construction Technology-Carpentry will provide accessible, affordable, efficient, and practical learning opportunities for individuals in Billings and Montana. Given the current economic climate, this program has potential for improving the wage-earning potential of the industry's future workers, the local economy, and personal/professional growth in an educationally sound manner.

The Construction Technology-Carpentry Program AAS degree will support the significant workforce training needs of Montana which comprises 6.3% of the entire labor workforce (Montana Bureau of Labor and Statistics, "Montana Economy at a Glance," 2005). Most of the skilled, blue-collar workers important to the construction industry fall in the category of "precision production, craft, and repair occupations" in the Census Bureau's occupational classification system. According to the "Montana Economy at a Glance" report, 12 percent of Montana's civilian labor force had an occupation in this category, compared with 11 percent nationally. Local industry concern has been expressed about an impending shortage of these skilled workers.

According to Montana Department of Labor occupational forecasts between 2004 and 2014, Montana is projected to need 3,327 carpenters with projected annual openings totaling 507 and an annual mean salary of \$32,938 reported from 2004 (Montana Bureau of Labor and Statistics, <http://www.ourfactsyourfuture.org/cgi/databrowsing/?PAGEID=4>).

In a presentation to the Montana Workforce Conference held in Great Falls, Montana, on June 22, 2005, Bryon Roberts, Executive Director of the Montana Building Industry in Helena, Montana noted that "the construction industry in Montana is larger than mining, larger than timber and larger than the entire manufacturing center," with an increase of 2,800 net jobs in 2004. Jessica Counts in Montana Economy at a Glance (2007) reports Montana's economy is changing with over 1,100 new private businesses added in the State between 2005 and 2006. Counts reports specialty trade contracts as the second fastest expanding sector of Montana's economy and construction of buildings as the third fastest expanding sector (http://www.ourfactsyourfuture.org/admin/uploadedPublications/2033_July07_EAG_Article.pdf).

On June 22, 2005, there were approximately 400 job openings in the construction trades in Montana which represents 12% of the 3,400 open jobs posted on the www.jobs.mt.gov website. A well-trained workforce is critical for Montana business and industries to meet their production schedules. In particular, the Montana construction industry has felt the impact of the lack of trained workers in the construction industry and particularly in carpentry. Residential and commercial projects fall behind schedule resulting in a negative economic impact."

According to a report developed by Dr. Paul Pozin of the Bureau of Business and Economic Research at the University of Montana and presented to the Montana Board of Regents on September 22, 2005, 21.6% of all businesses surveyed in Montana stated they had a shortage with construction and healthcare topping the list. The construction industry in Montana represents 5.8% of Montana's Gross State Product and the industry's contribution to the economy exceeded 1.48 billion dollars in 2003. In Yellowstone County alone, there were over 1,029 permits for single-family, multi-family and modular housing units issued in 2004.

The U.S. Department of Labor reports 3,680 Montana employees in the construction field, not counting those that are self-employed. Based on the median income of this population this represents over \$123 million in local wages. Pairing this with non-employers in the construction field (self-employed) which included an additional 1,274 workers, and an

additional \$63 million in wages, there is an industry total of close to 5,000 workers generating \$186 million in wages in the local Yellowstone County area.

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

Graduates from the Construction Technology-Carpentry program are eligible for certification with the National Center for Construction Education and Research (NCCER). Graduates will fill a growing need in construction technology-carpentry, now and in the future.

The Job

Carpenters are involved in many different kinds of construction activity, from the building of highways and bridges, to the installation of kitchen cabinets. Carpenters construct, erect, install, and repair structures and fixtures made from wood and other materials. Depending on the type of work and the employer, carpenters may specialize in one or two activities or may be required to know how to perform many different tasks. Small home builders and remodeling companies may require carpenters to learn about all aspects of building a house—framing walls and partitions, putting in doors and windows, building stairs, installing cabinets and molding, and many other tasks. Large construction contractors or specialty contractors, however, may require their carpenters to perform only a few regular tasks, such as framing walls, constructing wooden forms for pouring concrete, or erecting scaffolding. Carpenters also build tunnel bracing, or brattices, in underground passageways and mines to control the circulation of air through the passageways and to worksites.

According to Larry Swanson, economist from the O’Conner Center for the Rocky Mountain West, Yellowstone County is expected to see significant decrease in the number of individuals between the ages of 18-49 over the next decade. This will lead to increased pressure on an already tight labor market which demonstrated unemployment rates below 2% in August, 2007 (Swanson, 2007).

In May 2004, median hourly earnings of carpenters were \$16.78. The middle 50 percent earned between \$12.91 and \$22.62. The lowest 10 percent earned less than \$10.36, and the highest 10 percent earned more than \$28.65. (U.S. Bureau of Labor and Statistics. Extracted from <http://www.bls.gov/oco/ocos202.htm> on September 12, 2007.)

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

The shortage of qualified construction carpenters creates a regional need to offer this program. The Montana Bureau of Labor and Statistics reports an average of 507 carpentry job openings per year through 2014. We fully anticipate full enrollment beginning with the first year of course offerings.

2006-2007:	18 Students enrolled
2007-2008:	27 Students enrolled
2008-2009:	32 Students projected
2009-2010:	40 Students projected
2010-2011	40 Students projected

With 20-25 graduates per year.

** It is important to note that many additional students will be trained via partnerships with local construction companies who may wish to enroll and pay for employees to enroll in the

construction core classes. Those students will be encouraged to enroll for credit so they can be advised to pursue the AAS degree upon completion of the construction training.

3. Institutional and System Fit

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

This program fits the MSU-B COT's mission very well, as it has been developed to enable the College to be responsive to a significant workforce need. In addition, the new program is highly complementary to the existing programs of Drafting/Design; Heating, Ventilation, Air Conditioning and Refrigeration; and Welding. Complementary courses have been developed for each of these degrees with the intent of capitalizing on common student learning outcomes and naturally occurring cross-disciplinary content.

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

Approval of this program will not require changes or adaptations to any existing programs at MSU Billings COT.

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

Carpenters learn their trade through formal and informal training programs. To become a skilled carpenter usually takes between 3 and 4 years of both classroom and on-the-job training. While there are a number of different ways to obtain this training, in general, the more formalized the process, the more skilled students will become, and the more in demand by employers. Using the approach most commonly found in industry, this program is built upon a foundation of construction-carpentry theory and then applied with sufficient repetition to reinforce concepts in practical settings. The program incorporates the application of theory to the application of skill through 2 building projects: 1st-year students build a modular house; 2nd year students build a site-based home sponsored by the Billings Homebuilders Association.

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

Goal #1: 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 program proposal for Construction Technology-carpentry.

Goal #2: 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 six colleges at MSU-Billings participate in a self-evaluation and external review process in an effort to ensure the highest standards of academic excellence and integrity.

Goal #3 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 Construction Technology-carpentry program began in 2005 at the request of local and regional residential and commercial builders.

Goal #4: 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 Construction Technology-carpentry program included plans to develop and deploy courses which study the latest building technologies and materials. To that end, MSU-B COT was successful in a bid to obtain a *Community Based Job Training Grant, implemented by the U. S. Department of Labor's Employment and Training Administration*. Monies awarded through this successful grant application support the development of curriculum and has provided funding to hire instructors.

Goal #5: 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 Construction Technology-carpentry 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 specific initiative of **Workforce Training & Equipment for High Demand Fields in Montana**.

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

The U.S. Department of Labor Employment Training Administration awarded the Montana State University-Billings College of Technology with a US-DOL CBJT grant to create more training opportunities to meet the high demand for highly skilled construction workers across Montana. The National Center for Construction Education and Research (NCCER) curriculum has been adopted by all programs: Montana State University-Billings College of Technology; University of Montana; Montana Tech College of Technology (Butte); MSU-Northern (Havre); University of Montana-Missoula College of Technology as well as affiliate partners across the state. Since the inception of the project, four additional partners have become involved in Montana BILT: Miles Community College in Miles City, Flathead Valley Community College in Kalispell, and University of Montana-Helena College of Technology, Dawson Community College.

Although it may be perceived that programmatic duplication exists among these programs, factors that support the existence of all include: Increasing demand for skilled construction carpenters has exceeded the number of available graduates in all programs; and local residential and commercial construction needs are met when these programs are permitted to tailor program student learning outcomes to specific local and regional practices.

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: Construction Technology-Carpentry**

This degree in will provide students with a foundation necessary to obtain employment in the construction industry with skills in residential and commercial construction. Students will learn skills in blueprint reading, computer aided drafting and design, construction layout, safety, residential construction, basic commercial and industrial construction, estimating, concrete and basic construction management. Students will apply these skills by performing a variety of hands-on building construction projects and field projects. They will also earn NCCER (National Center for Construction Education Research) Certification.

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

- Read blueprints
- Use computer technology for drafting and design
- Demonstrate use of construction safety
- Estimate materials and buildings costs for basic commercial, industrial and residential construction projects
- Lay out a building from a site plan
- Read plans and elevations
- Build concrete forms
- Frame a small building from the ground up
- Install doors and windows
- Install and finish simple drywall projects
- Frame with metal studs
- Describe the installation of electrical receptacles and light fixtures
- Install cabinetry
- Build simple stair systems
- Earn NCCER (National Center for Construction Education Research) Certification.

Required Course	Credits
CARP 120 Carpentry Basics and Rough-in Framing	5
CARP 130 Exterior Finishing, Stair Construction, and Metal Stud Framing	4
CARP 140 Introduction to Site Layout.....	3
CARP 150 Beginning Carpentry Practicum.....	3
CARP 152 Intermediate Carpentry Practicum.....	3
CARP 220 Interior Finishing	4
CARP 230 Advanced Roof, Floor, Wall, and Stair Systems	4
CARP 250 Advanced Carpentry Practicum.....	4
CARP 252 Capstone Carpentry Practicum	4
CMP 105 Introduction to Computers and Applications.....	3
COMT 109 Human Relations.....	3
CTBU 166 Principles of Applied Supervision	3
DRFT 108 Introduction to CAD.....	3
ENGL 145 Technical Communication	3
MATH 122 College Mathematics for Technology	3
TRID 110 Fundamentals of Construction Technology	2
TRID 112 Blueprint Reading for Construction	2
TRID 115 Using a Construction Calculator.....	1
TRID 120 Introduction to Concrete	2
TRID 130 Basic Rigging	1
TRID 131 Metal Building Construction	1

TRID 150 Environmental and Shop Practices	2
TRID 151 Welding	2
TRID 220 Advanced Concrete Working	3
Restricted Elective (see below).....	3

Suggested Plan of Study

First Semester	Credits
CARP 120	5
CARP 150	3
MATH 122.....	3
TRID 110.....	2
TRID 112.....	2
TRID 115.....	1
TRID 150.....	2
Total	18

Second Semester	
CMP 105	3
COMT 109	3
CARP 130	4
CARP 140	3
CARP 152	3
TRID 120.....	2
Total	18

Third Semester	
TRID 130.....	1
TRID 131.....	1
TRID 151.....	2
CTBU 166	3
DRFT 108	3
CARP 230	4
CARP 250	4
Total	18

Fourth Semester	
ENGL 145	3
TRID 220.....	3
CARP 220	4
CARP 252	4
Restricted Elective	3
Total	17

Total for degree..... 71

Restricted Electives	
CTBU 171 Introduction to Business	3
HVAC 110 Introduction to HVAC	4
TRID 125 Introduction to Flooring Installation	4
TRID 190 Introduction to Residential Wiring	3

Course Descriptions

CARP 120 Carpentry Basics and Rough-in Framing
5 cr. (2 lec/6 lab/wk) Corequisite: TRID 110 or instructor’s approval.

Introduces the carpentry trade, including history, career opportunities, and requirements. This course covers a variety of building materials, fasteners, and adhesives. It also covers installation procedures for windows and exterior doors. Skills required for framing a simple structure are studied and practiced.

CARP 130 Exterior Finishing, Stair Construction, and Metal Stud Framing

4 cr. (2 lec/4 lab/wk) Prerequisite: CARP 120 or instructor's approval.

Introduces students to materials and methods for sheathing, exterior siding, stairs, and roofing. Students will lay out and build a simple stair system as well as a metal stud wall with door and window openings.

CARP 140 Introduction to Site Layout

3 cr. (1 lec/4 lab/wk) Prerequisite: TRID 110 or instructor's approval.

Introduces the process of distance measurement as well as differential and trigonometric leveling for site layout. It covers the principles, equipment, and methods used to perform the site layout tasks that require making angular measurements. This course is designed to let students apply the blueprint reading skills learned so far to a practical exercise.

CARP 150 Beginning Carpentry Practicum

3 cr. (9 lab/wk) Prerequisites: CARP 120, TRID 112, and TRID 115 or instructor's approval.

Corequisite: CARP 130.

Provides hands-on experience in which the student applies, with minimal supervision, the basic skills and knowledge presented thus far in the NCCER Carpentry Program. This course is designed as a practical task-oriented application utilizing the skills covered in prerequisites as well as in parts of CARP 130.

CARP 152 Intermediate Carpentry Practicum

3 cr. (9 lab/wk) Prerequisites: CARP 120, CARP 150, TRID 110, TRID 112. Corequisite: CARP 130.

Provides hands-on experience in which the student applies with supervision the basic skills and knowledge presented thus far in the NCCER Carpentry Program. The course is designed as a practical task-oriented application utilizing the basic skills learned in CARP 120, TRID 110, TRID 112, and CARP 130. The course will emphasize basic application in the areas of exterior finishing and interior finishing.

CARP 220 Interior Finishing

4 cr. (2 lec/4 lab/wk) Prerequisites: CARP 120 and TRID 112 or instructor's approval.

Covers interior building materials. This course covers materials and installation techniques for interior trim, countertop, base cabinet, and wall cabinet. It also covers suspended ceiling materials, layout, and installation as well as wood and metal door installation.

CARP 230 Advanced Roof, Floor, Wall, and Stair Systems

4 cr. (2 lec/4 lab/wk) Prerequisites: CARP 130 and CARP 150 or instructor's approval.

Covers the installation methods and materials for various roofing systems. It covers a variety of flooring applications as well as interior wall construction for residential and commercial structures. It also covers advanced staircase construction.

CARP 250 Advanced Carpentry Practicum

4 cr. (12 lab/wk) Prerequisites: CARP 130, CARP 140, CARP 150, and CARP 220 or instructor's approval. Corequisite: CARP 230.

Provides students the opportunity to practice skills they have acquired in the entire carpentry program. It includes task-oriented projects in which students can apply many of the skills and knowledge that have been presented throughout the NCCER Carpentry Program. This course is designed as a practical task-oriented exercise utilizing a variety of skills covered in all the NCCER carpentry courses required for the AAS degree.

CARP 252 Capstone Carpentry Practicum

4 cr. (12 lab/wk) Prerequisites: CARP 120, CARP 130, CARP 140, CARP 150, CARP 152, CARP 230, and CARP 250, TRID 110, TRID 115. Corequisite: CARP 220.

Provides hands-on experience in which the student applies with MINIMAL supervision the skills and knowledge presented thus far in the NCCER Carpentry program. The course is designed as a practical task-oriented application utilizing the ADVANCED skills learned in CARP 220 and CARP 230. The course will

emphasize advanced application in the areas of exterior finishing and interior finishing.

COMT 109 Human Relations

3 cr. (3 lec/wk)

Offers a theoretical and practical understanding of communication processes in the working environment, self-awareness in that environment, and the individual's participation in these relationships. The course aims to develop the student's perception and expression skill to communicate successfully in a variety of work contexts.

CTBU 166 Principles of Applied Supervision

3cr. (3 lec/wk) Prerequisite: CMP 105 or consent of instructor.

Introduces students to supervision functions, principles, and contemporary issues in the modern workplace. Emphasis will be placed on practical applications and insights regarding supervisory applications, individual and group performance, workplace dynamics and change, and team-oriented environments. Students will explore key skills needed for effective supervision, supervisory challenges of the 21st century, and how supervisors operate in real situations.

CTBU 171 Introduction to Business

3 cr. (3 lec/wk)

Provides an overall picture of business operations. Specialized fields within business organizations are presented and analyzed. The role of business in today's society is examined and career opportunities in business are explored.

ENGL 145 Technical Communication

3 cr. (3 lec/wk) Prerequisite: ENGL 100, ENGL 102, or qualifying score on placement exam and CMP 105.

Introduces the student to the creation and evaluation of several kinds of written and oral technical communication.

MATH 122 College Mathematics for Technology

3 cr. (3 lec/wk) Prerequisite: MATH 103 or MATH 105 or appropriate placement score.

Applies math to problems drawn from diverse occupational fields. Provides college level study of measurement, algebra, geometry, and trigonometry as needed to solve mathematical applications in a trade or technical work environment.

TRID 110 Fundamentals of Construction Technology

2 cr. (1 lec/2 lab/wk)

Introduces basic concepts in using construction-related safety apparatus. It also covers proper safety procedures in the operation of hand and power tools. It reviews and applies construction-related math.

TRID 112 Blueprint Reading for Construction

2 cr. (2 lec/wk)

Concentrates on concepts associated with blueprint reading, sketching, and interpreting light commercial and residential drawings. It includes instruction in the recognition of construction materials, procedures, specifications, and methods of estimating construction costs from blueprints. This course also covers trade-specific symbols found on construction drawings.

TRID 115 Using a Construction Calculator

1 cr. (1 lec/wk)

Explains uses and needs for quality construction calculators. This course is designed to help students become proficient in solving common construction problems using the Construction Master Pro calculator.

TRID 120 Introduction to Concrete

2 cr. (1 lec/2 lab/wk) Prerequisite: TRID 110 or instructor's approval.

Provides students with basic skills and knowledge in the area of concrete and reinforcing materials. The course will also provide a limited opportunity for students to be involved in hands-on experience in the

forming, reinforcing, handling, and placing of concrete.

TRID 130 Basic Rigging

1 cr. (1 lec/wk)

Explains how ropes, chains, hoists, loaders, and cranes are used to move material and equipment from one location to another on a job site. It describes inspection techniques and load-handling safety practices as well as reviews American National Standards Institute (ANSI) hand signals.

TRID 131 Metal Building Construction

1 cr. (1 lec/wk)

Introduces the basic structural components, fastening methods, and assembly techniques for metal buildings. It provides an overview of the materials and procedures used in application of roofs, wall panels, windows, doors, and flashings relating to metal buildings.

TRID 150 Environmental and Shop Practices

2 cr. (1 lec/2 lab/wk)

Informs students on safety, hazardous materials and toxic waste. Students are given a working knowledge of tool use, measuring devices, fasteners, use of shop manuals, and hazardous waste precautions and handling procedures.

TRID 151 Welding

2 cr. (1 lec/2 lab/wk)

A theory and practical course designed to give students experience in oxyacetylene welding, cutting, and arc welding processes used in the trade and industrial field applications. Various types of welders and electrodes are used for practice on weld coupons.

TRID 190 Introduction to Residential Wiring

3 cr. (2 lec/2 lab/wk)

Introduces wiring methods and materials used in single- and two-family dwellings. It covers basic installation and replacement techniques for residential electrical components.

TRID 220 Advanced Concrete Working

3 cr. (1 lec/4 lab/wk) Prerequisite: TRID 120.

Provides basic knowledge of concrete materials and tools and provides hands-on experience in which the student applies with supervision those basic skills and knowledge presented in the area of concrete. The course is designed as a practical task-oriented application utilizing the basic skills learned in TRID 121 and TRID 220. The course will emphasize the advanced application in the area of concrete foundations, flatwork, forms, reinforcing, handling, and placing concrete.

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 Construction Technology-Carpentry**

	Summer 2005	Fall 2006	Spring 2007	Fall 2007	Spring 2008
Implementation	Advertise new program	Admit 1 st student cohort		Admit 2nd student cohort; returning second year students from 2007	Graduate 1st student cohort
# New Students		18	18	27	9

The one-year enrollment and matriculation patterns seen here reflect a commonly occurring phenomenon in high-demand, two-year professional-technical programs. After completing the first year of instruction, students are immediately employable in basic, entry-level carpentry-assistant positions. This program's first-year students were employed. Another phenomenon that occurs is after working in the field for some length of time, students return to their two-year program to complete their degree in order to move along the career pathway and obtain employment in positions with greater responsibility and higher pay scales.

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 for one tenure-track position. A second non-tenure track position was secured through the use of grant funding. At the conclusion of the grant, the 2nd faculty position will be moved to a permanent College personnel budget line.

- 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.

Start up costs associated with the implementation of this program were funded through a \$50,000 grant from the Montana Contractor's Association and Celebrate Billings. A federal grant from the US-Department of Labor Community Based Job Training was received and is currently being administered by the MSU-Billings College of Technology (\$1.98 million) and a State OCHE grant for 2 year new program development have been added to the financial resources garnered to support this program. Additional funding was received from external support from local and regional construction industries. Two local construction companies have pledged \$100,000 over five years to support student scholarships. Students in the program will building two homes. The first year students will construct a modular home and the second year students will construct a fully completed 3,000 square foot home on a 10,000 square foot lot near the College. Profits generated from home sales will be reinvested into the program and construction of future homes. For example, the class of

2007 generated a net profit from the sale of the modular home of \$17,000. Continuing costs will be funded through permanent budgets using revenue from tuition and student FTE reimbursement.

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. Classroom instruction is held on the College of Technology campus. Laboratory instruction for first year students will take place on the property of the School District No. 2 Career Center located adjacent to the COT where students will construct a modular home. During the spring of 2007, students from the 2007 Construction-Carpentry cohort constructed a modular home (materials paid for by the US-DOL grant) and sold the home to the highest bidder as per state guidelines. The proceeds from the sale of the Modular home (\$17,000) will be reinvested into the construction of the 2008 modular. The second year students in the Construction-Carpentry program will construct a full scale home near the COT in partnership with the Billings Homebuilder's Association who is financing the construction of the home. All other instruction and lab work will take place on the MSU-Billings COT campus.

Equipment

The lab component of the curriculum is taught at the COT, the modular home location at the Career Center, and on-site at the off-campus home construction site provided by the Billings Homebuilder's Association. All laboratory equipment includes a wide variety of equipment usage including: table saws, jointers, portable power tools, and other stationary power equipment used in the field. Start up costs associated with the implementation of this program were funded through a \$50,000 grant from the Montana Contractor's Association and Celebrate Billings, a US-Department of Labor CBJT grant and a State OCHE grant for 2 year new program development.

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

The success and effectiveness of the program will be measured based on the following factors: student enrollment, retention, national exam pass rates, employer satisfaction and through data gather from annual reports and the program review process.

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 reports are completed 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 Construction Technology-Carpentry Program Advisory Board (PAB), graduates and employers. A model was developed to identify the evaluative components, input sources, process, timeline, and outcomes 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—Indicators of Student Success

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. Pending Level II BoR approval of the Construction Technology-carpentry Program, that schedule will be updated. The results of our internal Construction Technology-carpentry program review will be prepared for submission to the Montana Board of Regents at the appropriate November BoR 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.

Student Exam Pass Rate: Successful completion of the Construction-Carpentry program provides graduates with skills required of a carpenter in a variety of building construction settings common in both rural and metropolitan areas. Upon successful completion of this program, students will be eligible for certification with the National Center for Construction Education and Research (NCCER) National Registry. Successful completion of all NCCER instructional outcomes and the Associate of Applied Science degree lead to a student's NCCER national certification.

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 medical coding and billing industry standards. Components of the evaluation model include the organization and administration of the program, curriculum, resources, and student/graduates.

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.

Spring of 2004

MSU-Billings College of Technology was contacted by residential and commercial construction companies in the Billings area with a request to provide Construction Technology-Carpentry educational opportunities.

A College of Technology Construction Technology-carpentry Program Development Committee made up of construction executives and College of Technology faculty and administrators was formed to investigate the viability of this proposal.

The Dean of the College of Technology brought the proposal to Celebrate Billings, a community based committee to support educational opportunities within the city. Celebrate Billings funded a startup costs of developing a proposed new program.

The College of Technology committee formed a subcommittee to create a proposed plan of study, a business plan, and a formal proposal which was submitted to the Provost.

Approval was given by the Provost to move forward to create curriculum and a full program proposal.

Spring Semester 2006

The curriculum was proposed and routed through the University curriculum approval process. Proposals for new curriculum begin at the faculty level (internal) and involve input from advisory committees (external) and/or accreditation agencies (external). In instances such as this where permanent faculty are not in place at the time of the proposal to create required documentation, the curriculum is developed by existing faculty, staff, advisory committee members and industry to create the initial submission.

Documentation was then submitted to the appropriate Program Curriculum Committee for final review.

The proposal was reviewed by the appropriate Department Chair, College Curriculum Committee, Dean of the College, MSU-Billings Undergraduate Curriculum Committee, Faculty Academic Senate, Provost and finally the Chancellor

Board of Regents request for approval of a Level I program proposal was submitted.

Spring 2006

Notification of BoR Level I program approval was received.
Student recruitment and program marketing began.

Fall 2006

Admitted 1st cohort of Construction Technology-Carpentry students.

January 10, 2008

ITEM 138-2704-R0108

Approval to Add a New Certificate of Applied Science Degree in Medical Coding and Insurance Billing; 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 Certificate of Applied Science Degree in Medical Coding and Insurance Billing.

EXPLANATION:

The Certificate of Applied Science in Medical Coding and Insurance Billing is designed to provide a recommended curriculum through which students may earn a two-semester certificate. Offered both in traditional classroom and on-line options, this certificate will educate students in the areas of medical procedure and diagnosis coding. After completing the certificate students will be prepared for immediate employment in either inpatient or outpatient medical setting as an integral part of the healthcare team in a medical office, dental office, hospital, clinic, insurance company or independent billing company.

ATTACHMENT:

Program Proposal

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.:	138-2704-R0108	Date of Meeting:	January 10, 2008
Institution:	Montana State University Billings COT		
Program Title:	Certificate of Applied Science Medical Coding and Insurance Billing		

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 Level II approval from the Montana Board of Regents to offer a Certificate of Applied Science in Medical Coding and Insurance Billing.

Montana State University-Billings College of Technology
Certificate of Applied Science Medical Coding and Insurance Billing

Curriculum Proposal

1. Overview

The field of medical coding and insurance billing offers high-wage and interesting careers within the healthcare career pathway. Health care has been identified as an area of critical need. Medical Coding and Insurance Billers are identified locally, statewide, and nationally as being in short supply now and with increasing demand anticipated. MSU-B COT was approached by members of the Billings medical community to develop and offer this program. Responsiveness and service to the community are central to the mission of the College of Technology.

Montana State University Billings College of Technology (MSU-B COT) Medical Coding and Insurance Billing program will add a technical, two-semester certificate of applied science degree to existing programs in response to the need to develop educational pathways for Montana's high-demand careers in healthcare sciences. 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 a Certificate of Applied Science degree in Medical Coding and Insurance Billing.

The certificate program and plan of study were developed by members of the College of Technology Medical Coding and Insurance Billing Program Development Committee, through research of current successful two-semester programs, by examining American Academy of Professional Coders (AAPC) or American Health Information Management Association (AHIMA) National Coding standards, and by obtaining, local and regional industry input.

2. Need

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

MSU-B COT intends to provide a public, two-semester certificate of applied science degree in Medical Coding and Insurance Billing to meet the existing and growing education needs of this industry segment. Due to the large, and increasing, number of medical facilities and related offices, this program is expected to prepare entry-level medical coders and insurance billers for Billings, the region and the state. Creation of this program was first considered in response to a request from members of the Billings medical community to study the feasibility and need for this program.

In the spring of 2004, MSU-Billings College of Technology was contacted by healthcare providers in the Billings area with a request to provide Medical Coding and Insurance Billing educational opportunities. A College of Technology Medical Coding and Insurance Billing Program Development Committee made up of healthcare administrators and College of Technology faculty and administrators was formed to investigate the viability of this proposal. The Dean of the College of Technology brought the proposal to Celebrate Billings, a community based committee to support educational opportunities within the city. Celebrate Billings funded a survey of health care providers to get input as to the programmatic direction the proposal should take.

The Certificate of Applied Science Medical Coding and Insurance Billing will provide accessible, affordable, efficient, and practical learning opportunities for individuals in Billings and Montana. Given the current economic climate, this program has potential for improving health care, the local economy, and personal/professional growth in an educationally sound manner.

Due to the rapid growth in the number of medical tests, treatments, and procedures that will be increasingly scrutinized by third-party payers, regulators, courts, and consumers, the US

Department of Labor, Bureau of Labor Statistics reported that employment of medical records and health information technicians is expected to grow much faster than the average through 2014. Expected overall percentage of growth was reported at 28.9%. (U.S. Department of Labor. Bureau of Labor Statistics Website, extracted on September 5, 2007 from <http://www.bls.gov/emp/emptabapp.htm>)

Job prospects should be very good. Also, technicians will be needed to enter patient information into computer databases to comply with Federal legislation mandating the use of electronic patient records.

Although employment growth in hospitals will not keep pace with growth in other health care industries, many new jobs will, nevertheless, be created. The majority of new jobs creation is expected in offices of physicians as a result of increasing demand for detailed records, especially in large group practices. Rapid growth also is expected in home health care services, outpatient care centers, and nursing and residential care facilities. Additional job openings will result from the need to replace technicians who retire or leave the occupation permanently.

Technicians with a strong background in medical coding will be in particularly high demand. Changing government regulations and the growth of managed care have increased the amount of paperwork involved in filing insurance claims. Additionally, health care facilities are having difficulty attracting qualified workers, primarily because of the lack of both formal training programs and sufficient resources to provide on-the-job training for coders. Job opportunities may be especially good for coders employed through temporary help agencies or by professional services firms. (U.S. Department of Labor. Bureau of Labor Statistics Website. <http://www.bls.gov/oco/ocos103.htm> Extracted September, 5, 2007).

Montana Department of Labor and Industry Labor Market Information statistics report there will be steady and continued growth of the medical coding and billing occupation in Yellowstone County. Between 2004 and 2014, at 41.4% increase in new positions will occur with a reported overall growth rate of 3.5%. (Montana Department of Labor and Industry Website, extracted on September 5, 2007 from

According to employment projections from the America's Career Info Net, medical records and health information technicians are one of the ten fastest growing occupations in Montana. This program will respond to the shortage of qualified medical coders in the region and in Montana.

This program also offers the opportunity for other trained health information management professionals to easily re-train for medical coding and insurance billing. After successful implementation as a traditional program, this plan of study will also be offered online for rural and place-bound students.

In addition, the College of Technology has other healthcare programs in place which students may want to pursue after they receive their certificate in Medical Coding and Insurance Billing. This approach to curriculum development and planning creates a healthcare sciences career pathway.

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

The Medical Coding and Insurance Billing program is designed to provide a recommended curriculum through which students may earn a two semester certificate. This new certificate will educate students in the areas of medical procedure and diagnosis coding, record auditing, and computerized medical billing and to prepare the student for employment in either the inpatient or outpatient medical setting as an integral part of the healthcare team in a medical office, dental office, hospital clinic, independent billing company or insurance company.

Graduates from the Medical Coding and Insurance Billing Certificate program are qualified to sit for the American Academy of Professional Coders (AAPC) or American Health Information Management Association (AHIMA) National Coding exams to receive professional certifications. Graduates will fill a growing need in healthcare, now and in the future.

Because some medical coders and insurance billers are self-employed and work from the home, the online program delivery option will be offered now that the implementation of the traditional certificate is complete. Online degree completion provides an opportunity for rural and place-bound individuals to earn a certificate in medical coding and insurance billing.

The Job

Medical coding is the transformation of handwritten or verbal descriptions of diseases, injuries and medical procedures into a numbered procedure code and/or numbered diagnosis code. Entry-level employees have the knowledge and skill to analyze health records and assign the appropriate code to each diagnosis and procedure according to national and international guidelines. Workers perform research and rely on their knowledge of medical terminology, anatomy and disease processes to determine the correct codes and sequences.

Workers prepare various health claims forms required by the insurance industry using medical billing software. Development of these skills involves practicing accurate interpretation of medical records, correctly documenting and coding information, and submission of forms to the insurance company for reimbursement. The emphasis is on the high level of responsibility required, and the attention to detail and accuracy needed to be a competent medical biller. Both theory and practice are required to meet the competencies identified as necessary for entry-level employment.

Salaries for medical coding and insurance billing positions range between \$20,000 and \$35,000 per year. This certificate of applied science offers incumbent healthcare workers the option of enhancing and upgrading their skills to enter a career pathway to higher paying positions.

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

The shortage of qualified medical coders creates a regional need to offer this program. The Montana Department of Labor & Industry estimates that there were approximately 564 positions for Medical Records and Health Information Technicians in Montana in 2002 and by 2012 projects a 45.6% increase to 821 positions. This certificate of applied science program will help fill the need for highly educated, skilled employees in this area of growth.

3. Institutional and System Fit

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

The curriculum for this plan of study is a combination of the COT Health Occupations pre-requisite semester, existing courses and four new program-specific courses (12 credits). This certificate will give MSU Billings COT students an option to continue their education in the Associate of Applied Science Degree in Medical Assistant or the Associate of Applied Science Degree in Medical Office Assistant. In addition, the students can further expand their educational and career pathways by earning an online Bachelor of Applied Science Degree in Healthcare Administration, articulated with MSU Billings' College of Allied Health Professions. This approach to curriculum development and planning creates a clearly delineated pathway to thematic concentration and other careers in healthcare sciences.

Students who first complete a Certificate of Applied Science in Medical Coding and Insurance Billing can receive an Associate of Applied Science Degree in Medical Assisting after completing an additional two semesters of study at the College of Technology. Conversely, students who complete an Associate of Applied Science Degree in Medical Assisting can take six (6) additional credits and earn a Certificate of Applied Science in Medical Coding and Insurance Billing. The Program Director of the Associate of Applied Science Degree in Medical Assisting has been consulted and is in full support of offering this certificate.

Synergy also exists between the Certificate of Applied Science in Medical Coding and Insurance Billing and the Associate of Applied Science Degree in Medical Administrative Assistant. As the COT Business Department revises their curriculum, members of the faculty have indicated they will incorporate Medical Coding courses into the Associate of Applied Science Degree in Medical Administrative Assistant.

As mentioned previously, by earning an Associate of Applied Science (AAS) degree from the COT; Satisfying the Academic Foundations requirements of Montana State University Billings; earning a minimum of 30 credits at Montana State University Billings, of which 21 credits must be upper division credits; and completing a thematic concentration of 30 credits including at least 15 credits from one discipline, students can earn a Bachelor of Applied Science Degree prepared in collaboration with a faculty advisor and approved by the Academic Dean responsible for the majority of the courses in the Thematic Concentration.

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

Approval of this program will not require changes or adaptations to any existing programs at MSU Billings COT.

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

Students successfully completing the Medical Coding and Insurance Billing program will have technical knowledge and skills to analyze health records and assign the appropriate code to each diagnosis and procedure according to national and international guidelines. They perform research and rely on their knowledge of medical terminology, anatomy, and disease processes to determine the correct codes and sequences.

The Medical Coding and Insurance Billing program differentiation exists between the COT's Medical Administrative Assistant and the Medical Assistant programs in specific ways. Medical coders and billers are required to analyze health records and assign the appropriate code to each diagnosis and procedure according to national and international guidelines. They perform research and rely on their knowledge of medical terminology, anatomy, and disease processes to determine the correct codes and sequences. Medical coders and

billers focus their work on specific aspects of medical office support—coding medical procedures and tests for billing— versus the general office support functions provided by medical administrative assistants. The focused and specific work of medical coders and billers is also differentiated from that of medical assistants due to the fact that coders and billers do not perform clinical duties like those of medical assistants.

- 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 program proposal for Medical Coding and Insurance Billing.

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 Medical Coding and Billing program began in 2004 at the request of local and regional medical and healthcare providers.

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 Medical Coding and Billing 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 which supported the development of curriculum and hired instructors.

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 medical coding and insurance billing 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 specific initiative of **Workforce Training & Equipment for High Demand Fields in Montana**.

To meet the state's two-year educational initiatives, the proposed MSU-B COT Certificate of Applied Science in Medical Coding and Insurance Billing program adds a specific and targeted professional-technical program to the existing complement of the associate and certificates 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 Health Sciences, MSU-B COT developed the new Medical Coding and Insurance Billing program proposal. Specifically, this two-semester certificate program was designed to increase educational pathways which match Montana's need for education and training for high demand healthcare science career fields.

MSU-B COT joins the Certificate of Applied Science in Medical Coding at Flathead Valley Community and MSU GF COT's Certificate of Applied Science in Medical Billing Specialist.

Although it may be perceived that programmatic duplication exists among these programs, factors that support the existence of all include: Increasing demand for skilled medical coders and billers has exceeded the number of available graduates in all three programs and local healthcare industry needs are met when these programs are permitted to tailor program student learning outcomes to specific local and regional practices. In addition, the program will serve place bound students desiring to increase their employability.

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 Certificate of Applied Science: Medical Coding and Insurance Billing

MISSION STATEMENT

The Nursing, Health, and Safety Occupations Medical Coding and Insurance Billing program provides excellence in academic programs and access to qualified students. The Medical Coding and Insurance Billing program provides instruction in the knowledge and skills needed to deliver entry level medical coding skills. The knowledge and skills acquired will enable success and achievement for students competing in an ever changing, technologically diverse environment and will provide preparation for regional, national, and global markets. We strive, by example, to instill in each student our philosophy, civic leadership skills, an interest in life-long learning, and a commitment to service. Serving a unique blend of urban and rural health educational needs in the Southeastern Yellowstone region of Montana, we will work with the community to promote intellectual and educational excellence.

VISION STATEMENT

The Nursing, Health, and Safety Occupations Medical Coding and Insurance Billing program envisions creating an inviting environment that serves students by being responsive, adaptive, and innovative through a proactive approach to present and future needs. The program foresees increased enrollment, expanded programs, use of advanced technology, and expanded alliance with our various customer bases as a bridge to becoming a leader in post-secondary two-year education.

The Medical Coding and Insurance Billing program is designed to provide a recommended curriculum through which students may earn a two semester Certificate of Applied Science. This Certificate will educate students in the areas of medical procedure and diagnosis coding. In addition, the Certificate will prepare the student for employment in either the inpatient or outpatient medical setting to work as an integral part of the healthcare team in a medical office, dental office, hospital, clinic, or independent billing company.

Medical coding is the transformation of handwritten or verbal descriptions of diseases, injuries and medical procedures into a numbered procedure code and/or numbered diagnosis code. The Medical Coding and Insurance Billing program prepares entry-level employees with the skills to analyze health records and assign the appropriate code to each diagnosis and procedure according to national and international

guidelines. They perform research and rely on their knowledge of medical terminology, anatomy and disease processes to determine the correct codes and sequences.

The program consists of class lecture, practical application of codes, auditing of records and experience with computerized medical and insurance billing software. Students will learn to prepare various health claim forms required by the insurance industry using medical billing software. This involves practicing accurate interpretation of medical records, correctly documenting and coding information, and submission of forms to the insurance company for reimbursement. The emphasis is on the high level of responsibility required and the attention to detail and accuracy needed to be a competent medical biller. Instruction will include theory and practice to meet the competencies identified as necessary for entry-level employment.

Upon completion of the program the students will be able to sit for the American Academy of Professional Coders (AAPC) or American Health Information Management Association (AHIMA) coding exam. Graduates will fill a growing need in healthcare, now and in the future.

Upon successful completion of this program will be able to:

- Transform handwritten or verbal descriptions of diseases, injuries, and symptoms into a numerical diagnosis code.
- Transform medical procedures into a numerical code.
- Calculate medical practice fees using the Medicare Relative Value System.
- Using medical billing software, prepare a variety of health claim forms required by the insurance industry. This would include Medicare and Medicaid.
- Practice a high degree of independent judgment and responsibility to insure accuracy of medical coding and billing.
- Prepare to sit for the AAPC or AHIMA coding exams.

Required courses	Credits
• CMP 105 Introduction to Computers and Applications.....	3
• CODE 110 CPT-4 Procedure Coding.....	3
• CODE 120 ICD-9 Diagnosis Coding.....	3
• CODE 140 Computerized Medical Billing.....	3
• CODE 150 Advanced Coding and Auditing.....	3
• COMT 109 Human Relations	3
• ENGL 140 Business Writing.....	3
• HLTH 101 Essentials of Anatomy and Physiology	3
• HLTH 150 Health Occupations Terminology I.....	3
• HLTH 255 Medical Law and Ethics	3
• MATH 105 Algebra for College Students	4
• Total Credits	34

• *Students should check the course descriptions for required prerequisites. Math and English requirements are usually determined by performance on placement tests or transfer credits.*

• **Suggested Plan of Study**

• **Fall SemesterCredits**

• CMP 105.....	3
• CODE 110	3
• CODE 120	3
• ENGL 140	3
• HLTH 150	3
• COMT 109	3
• Total	18

• **Spring Semester**

• CODE 140	3
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- CODE 150 3
- HLTH 101 3
- MATH 105..... 4
- HLTH 255 3
- **Total 16**

Course Descriptions

Medical Coding/Insurance Billing

CMP 105 Introduction to Computers and Applications

3 cr. (3 lec/wk)

Instructs students in fundamental computing skills. Concepts include the creation and manipulation of files, use of a common Operating System, a basic understanding of computer hardware, and a functional knowledge of common business applications such as: word processing, spreadsheets, Internet and email, and presentation software. The course is performed in a lab setting with access to computers and necessary software.

CODE 110 CPT-4 Procedure Coding

3 cr. (3 lec/wk) Prerequisite: Health Care Core prerequisites.

Develops the knowledge, skills, and abilities necessary for students to correlate a numerical code to a handwritten or typed procedure description generated by clinical staff in the health care setting for insurance purposes utilizing the principles of Current Procedural Terminology 4th edition (CPT-4). This course is required for the Medical Coding and Insurance Billing Certificate.

CODE 120 ICD-9 Diagnosis Coding

3 cr. (3 lec/wk) Prerequisite: Health Care Core prerequisites.

Develops the knowledge, skills, and abilities necessary for a student to correlate a numerical code to a handwritten or typed diagnosis description generated by clinical staff in the health care setting for insurance purposes utilizing published International Classification of Diseases, 9th Revision (ICD-9). Also emphasizes the standards for accuracy in medical coding. This course is required for the Medical Coding and Insurance Billing Certificate.

CODE 140 Computerized Medical Billing

3 cr. (3 lec/wk) Prerequisite: Health Care Core prerequisites.

Develops the knowledge, skills, and abilities necessary for a student to understand the theory and application of computerized medical and insurance billing software specifically designed for the medical practice. This course is required for the Medical Coding and Insurance Billing Certificate.

CODE 150 Advanced Coding and Auditing

3 cr. (3 lec/wk) Prerequisite: Health Care Core prerequisites.

Develops the knowledge, skills, and abilities necessary for students to correlate a numerical code to a handwritten or typed procedure description generated by clinical staff in the health care setting for insurance purposes utilizing the principles of CPT-4, ICD-CM, and HCPCS Coding. This course is required for the Medical Coding and Insurance Billing Certificate.

COMT 109 Human Relations

3 cr. (3 lec/wk)

Offers a theoretical and practical understanding of communication processes in the working environment, self-awareness in that environment, and the individual's participation in these relationships. The course aims to develop the student's perception and expression skill to communicate successfully in a variety of work contexts.

▽ ENGL 140 Business Writing

3 cr. (3 lec/wk) Prerequisite: Satisfactory completion of ENGL 100, 102, or qualifying score on the placement exam.

Provides instruction in the preparation of business memos, letters, reports, oral presentations, and computer assisted writing in business contexts.

HLTH 101 Essentials of Anatomy and Physiology

3 cr. (3 lec/wk)

Provides students with a basic understanding of human anatomy and physiology. Concepts of the body plan and homeostasis will be introduced. Students will also learn the basic structure, function, and interaction of the integumentary, skeletal, muscular, nervous, endocrine, blood, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

HLTH 150 Health Occupations Terminology I

3 cr. (3 lec/wk)

Introduces the student to the specialized language of the medical profession and builds a background vocabulary in this area using a word-building system which provides a solid foundation for understanding medical terms. Basic word-building concepts are taught with emphasis on spelling, pronunciation, and definitions.

HLTH 255 Medical Law and Ethics

3 cr. (3 lec/wk)

Addresses legal and ethical issues relevant to the healthcare field. Students will learn the importance of a professional code of ethics and the consequences of illegal or unethical behavior in health care. The course will also help the student distinguish among law, ethics, bioethics, etiquette, and protocol.

MATH 105 Algebra for College Students

4 cr. (4 lec/wk) Prerequisite: MATH 101 or equivalent.

Reviews elementary algebraic concepts and covers more advanced factoring, operations on rational expressions and radical expressions, quadratic equations, the rectangular coordinate system, and exponential and logarithmic functions. Credits apply toward graduation requirements but do not fulfill Academic Foundations requirements.

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

**MSU-Billings College of Technology
Certificate of Applied Science Medical Coding and Insurance Billing Implementation**

	Summer 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008
Implementation Step	Advertise new program	Admit 1 st student cohort	Graduate 1 st student cohort	Admit 2nd student cohort	Graduate 2nd student cohort
# New Students		40	22	28	

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 was used to hire a program faculty member/ coordinator who will teach courses, advise students, coordinate necessary programmatic laboratories and maintain equipment. In addition, our faculty member works with industry to refine the curriculum and develop partnerships with industry and secondary schools.

- 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.

A new Health Science Center is under construction and targeted for completion in early 2008. With this new construction, the Medical Coding and Insurance Billing program will have new classrooms and faculty offices.

Equipment

Equipment used in the Medical Coding and Insurance Billing program is limited to computer workstations, and coding and billing software. The office of Information Technology at MSU Billings has created a three-year computer upgrade rotation plan and this program has been placed in the upgrade rotation schedule.

6. Assessment.

How will the success of the program be measured?

The success and effectiveness of the program will be measured based on the following factors: student enrollment, retention, national exam pass rates, employer satisfaction and through data gather from annual reports and the program review process.

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 Medical Coding and Insurance Billing 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. Pending Level II BoR approval of the Medical Coding and Insurance Billing Program, that schedule will be updated. The results of our internal Medical Coding and Insurance Billing Program review will be prepared to submission to the Montana Board of Regents at the appropriate November BoR 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.

Student Exam Pass Rate: Graduates from the Medical Coding and Insurance Billing Certificate program are qualified to sit for the American Academy of Professional Coders (AAPC) or American Health Information Management Association(AHIMA) National Coding exams to receive professional certifications. Successful pass rates of one of these two (or both) of these exams will used an indicator of student success in meeting the student learning outcomes of this program.

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 medical coding and billing 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.

Spring of 2004

MSU-Billings College of Technology was contacted by healthcare providers in the Billings area with a request to provide Medical Coding and Insurance Billing educational opportunities.

A College of Technology Medical Coding and Insurance Billing Program Development Committee made up of healthcare administrators and College of Technology faculty and administrators was formed to investigate the viability of this proposal.

The Dean of the College of Technology brought the proposal to Celebrate Billings, a community based committee to support educational opportunities within the city. Celebrate Billings funded a survey of health care providers to get input as to the direction the educational proposal should go. The College of Technology committee formed a subcommittee to create a proposed plan of study, a business plan, and a formal proposal which was submitted to the Provost.

Approval was given by the Provost to move forward to create curriculum and a full program proposal.

Spring Semester 2005 and Fall Semester 2005

The curriculum was proposed and routed through the University curriculum approval process. Proposals for new curriculum begin at the faculty level (internal) and involve input from advisory committees (external) and/or accreditation agencies (external). In instances such as this where permanent faculty is not in place at the time of the proposal to create required documentation, the curriculum is developed by existing faculty, staff, advisory committee members and industry to create the initial submission.

Documentation was then submitted to the appropriate Program Curriculum Committee for final review.

The proposal was reviewed by the appropriate Department Chair, College Curriculum Committee, Dean of the College, MSU-Billings Undergraduate Curriculum Committee, Faculty Senate, Provost and finally the Chancellor

Board of Regents approval of a Level I program proposal was submitted.

Spring 2006

Notification of BoR Level I program approval was received. Student recruitment and program marketing began.

Fall 2006

Admitted 1st cohort of Medical Coding and Billing Insurance students.

M O N T A N A B O A R D O F R E G E N T S

LEVEL II REQUEST FORM

Item No.:	138-1001-R0108	Date of Meeting:	January 10-11, 2008
Institution:	The University of Montana		
Program Title:	B.S. in Geoscience		

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 – Missoula requests permission to establish a Bachelor's degree in Geosciences with suggested courses of study in 1) Earth History, Evolution, and Resources and 2) Water, Climate, and Environment. Currently offered B.S. options in Geology, Environmental Geology, and General Geology will be eliminated.

Overview: The Department of Geosciences at The University of Montana-Missoula has enjoyed a major diversification of its research and curricular offerings over the past five years, as a result of five new tenure-track hires and shifts in the research focus of some tenured faculty. Since its establishment in the late nineteenth century, the department has focused on research and curricular offerings in the field of traditional geology, including the nature of earth materials, evolution and fossils, Earth history over geologic timeframes, and the identification and assessment of economically important geologic resources. More recently, we have expanded our mission to include a major emphasis on water, climate change, and environmental issues associated with anthropogenic activities. To reflect these research and curricular changes, in 2005 we changed our name from the Department of Geology to the Department of Geosciences. In this request, we seek permission to establish a B.S. degree in Geosciences that will more accurately reflect the broadening of the department's mission while providing students with a curriculum designed to provide a solid foundation in two different courses of study: 1) Earth History, Evolution, and Resources; and 2) Water, Climate, and Environment.

Need: Geoscience is the analysis of phenomena that shape the Earth at different time and length scales. Relevant topics include geologic processes associated with evolution of the continents, ocean basins, atmosphere and biosphere; surficial processes that shape landscapes; the search for economic geologic deposits; the analysis of global and local climate change; and the study of pollutants and their interaction with the environment. Inherent in the field of Geoscience is analysis of the Earth's systems. That is, the solid Earth (the geosphere) and its evolution through time is inextricably linked to the evolution of the atmosphere, hydrosphere (oceans, surface and groundwater systems), and biosphere. The recognition that direct interactions and complex feedbacks exist among these different components of Earth's systems and that these interactions exert primary controls on Earth's evolution at different time and length scales has resulted in a more interdisciplinary approach within the Geosciences. Not only are geoscientists charged with exploring for geologic resources (oil, gas, water) and investigating the history of the Earth and its life forms through geologic time, but geoscientists also now are heavily involved with the analysis of landscape change over historic timeframes (years to centuries), the analysis and mitigation of anthropogenic pollutants, and the study of recent and ongoing climate change. In short, the traditional geological sciences have undergone a significant expansion in scope over the past decade or so.

The Department of Geosciences at The University of Montana-Missoula has adapted itself to keep pace with this expansion of the Geosciences by hiring five new tenure-track faculty with areas of expertise that include foci both in the more traditional 'deep time' areas of the Geosciences in addition to newer areas of focus on landscape evolution and climate change over short time-frames, river science, and water resources. To best position our undergraduate students for eventual employment in the Geoscience workforce, it is appropriate that we revise our undergraduate degree program accordingly. To that end, we propose the requested changes in our undergraduate degree titles and modifications in required coursework.

Institutional and System Fit: As reflected by the official adoption in 1865 of Montana's state seal and motto ('oro y plata', trans. 'gold and silver') the state has maintained an exceptionally close tie to the land and its resources. This close tie to the study of the Earth has been a central part of the university system since the awarding of its very first degree – a M.S. degree in Geology to Earle Douglass, discoverer of the famous Dinosaur National Monument locality. Since its founding in 1893, The University of Montana-Missoula has maintained a strong Geology/Geoscience program that has been at the forefront of understanding the Earth and its history – both ancient and recent, identifying economic geologic resources (petroleum, gas, coal, water), and analyzing the relatively recent effects of anthropogenic change on the environment. Importantly, as the geological sciences have evolved, the Department of

Geology/Geosciences has adapted to maintain its strong position as an active research department with a strong undergraduate and graduate program.

The proposed B.S. degree in Geosciences serves to advance directly several of the strategic goals of the institution. As articulated in the Core Values Statement for The University of Montana, the University seeks to engage in “Basic and applied research that contributes to knowledge and meets the needs of the State, region, nation, and world” and “involve all upper division undergraduates in research and creative activities by 2011.” The proposed undergraduate degree changes in the Geosciences will serve these goals by engaging students and faculty in research and classroom activities that focus on environmentally important issues, including the study of climate change, landscape evolution, riverine sciences, water resources, and analysis of anthropogenic pollutants and their mitigation, while at the same time maintaining a grounding in the fundamentals of the Geosciences field. Each of these topics now constitutes a significant portion of the undergraduate curriculum in the Department of Geosciences and the proposed degree changes will directly reflect the importance of these new areas of programmatic focus.

Degree Requirements:

BS in Geosciences

Required core courses:

GEOS 100	2 cr.	General Geology
GEOS 101	1 cr.	General Geology Laboratory
GEOS 200	3 cr.	Earth History & Evolution
GEOS 226	4 cr.	Earth Materials
GEOS 230	4 cr.	Field Methods & Interpretation

Also required are six additional 3 or 4 credit Geoscience courses, relevant to the student's interests, at the 300 or 400 level. The tables below suggest some courses to choose among depending student career interests. Courses may be combined from the two advising tracks, or chosen from other electives, but students should be aware of all prerequisites as listed in this catalog.

Course of study #1: Earth History, Evolution, and Resources

GEOS 306	4 cr.	Igneous & Metamorphic Petrology
GEOS 310	3 cr.	Invertebrate Paleontology
GEOS 311	3 cr.	Paleobiology
GEOS 327	4 cr.	Geochemistry
GEOS 330	3 cr.	Structural Geology
GEOS 429	6 cr.	Field Geology
GEOS 430	3 cr.	Global Tectonics
GEOS 432	4 cr.	Architecture of Sedimentary Deposits
GEOS 433	4 cr.	Sedimentary Petrology
GEOS 437	4 cr.	Seismology and Magnetism
GEOS 438	4 cr.	Gravity and Electromagnetics
GEOS 460	4 cr.	Process Geomorphology

Course of study #2: Water, Climate, and Environment

GEOS 320	3 cr.	Global Water
GEOS 327	4 cr.	Geochemistry
GEOS 330	3 cr.	Structural Geology
GEOS 382	3 cr.	Global Change
GEOS 395	3 cr.	Glacial and Alpine Processes
GEOS 432	4 cr.	Architecture of Sedimentary Deposits
GEOS 433	4 cr.	Sedimentary Petrology
GEOS 437	4 cr.	Seismology & Magnetism
GEOS 438	4 cr.	Gravity and Electromagnetics
GEOS 460	4 cr.	Process Geomorphology
GEOS 480	4 cr.	Hydrogeology

Thus, there are at least 32 credits required from Geosciences courses, 18-24 of those are upper division (numbered 300 or 400) credits.

Cognate sciences (at least 30 credits are required)

Required cognate science courses:

Physics 121 and 122 or 221 and 222 (10 credits)

Chemistry 151 and 152/154 or 161 and 162 (8 or 10 credits, respectively)

Math 150 and 158 or 152 and 153 (7 or 8 credits, respectively)

Three credits in Computer Science (modeling or programming), or GIS, or Statistics.

Additional cognate science courses must be completed such that the sum is a minimum of 30 credits. These may include additional courses in Chemistry, Computer Science, Math, and Physics above the listed minimum levels specified above. Biology 100 or above is also appropriate, but substitutions of other science courses must be approved by the student's Geoscience Department advisor.

Assessment: We propose to use a variety of means of assessing our undergraduate degree program from both formative and summative standpoints. Formative and summative assessments used to shape the program as it evolves include **1)** direct tracking of scholastic records of degree-seeking students; student persistence in the degree program from year-to-year; and student degree completion rates; **2)** Use of scaled survey and free-response questionnaires given to students at the completion of each Geoscience course. These surveys will be geared towards assessing student perceptions of the degree impact on their Geoscience skills, in addition to gaining feedback regarding the success of teaching effectiveness, laboratory design, pertinence and impact of assigned reading, etc.; and **3)** and faculty interviews with students following course completion to gauge effectiveness of instruction.

Summative evaluation of the entire degree program will take place every seven years in conjunction with mandatory departmental review and will include at a minimum: **1)** incorporation of all student-based formative evaluation data described above; **2)** interviews with faculty and senior undergraduate students to gauge curricular effectiveness; and **3)** deployment of a scaled survey for degree graduates to be issued upon degree completion and one year following degree completion. The main objective of these follow-up surveys will be to assess the actual professional benefits of each degree program.

Process leading to submission: The proposed undergraduate B.S. degrees described in this application were initially discussed by the Geoscience faculty during the 2005-06 academic year and beginning of the 2006-07 academic year as part of our internal review process. On November 16, 2006, the UM-M faculty voted unanimously to support the replacement of existing degrees with those proposed herein.

This proposal was reviewed and approved by the affected departments as follows:

Department Name: **Geosciences** Date: **Fall 2006**

In addition the deans of the following Schools/Colleges reviewed and approved the proposal:

Dean of: **Arts & Sciences** Date: **October 1, 2007**

The proposal was reviewed and approved by the Faculty Senate at the University of Montana Date: **December 2007**

[No outside consultants were employed for the development of this proposal.]

January 10-11, 2008

ITEM NO. 138-1002-R0108 **Approval to establish a dual B.S. degree in International Field Geosciences with University College Cork (Ireland) and Potsdam University (Germany)**

THAT: In accordance with Montana University System Policy, the Board of Regents of Higher Education authorizes The University of Montana – Missoula to establish a dual B.S. degree program in International Field Geosciences with University College Cork (Ireland) and Potsdam University (Germany).

EXPLANATION: The University of Montana currently offers a Bachelor of Science degree in Geosciences with options in Geology, Environmental Geology, and General Geology. In two separate approval requests, we seek permission to change these degree options to a B.S. in Interdisciplinary Geosciences, designed to be as flexible as possible, and a B.S. in Geosciences with tracks in 1) Earth History, Evolution, and Resources and 2) Water, Climate and Environment. In this proposal request, we seek permission to add a third degree in International Field Geosciences, to be established as a dual degree with University College Cork in Ireland and Potsdam University in Germany. In addition to meeting the requirements of the proposed B.S. degree in Geosciences, the dual B.S. degree in International Field Geosciences will require a year abroad experience with time spent at both European partners and will focus specifically on field-based learning opportunities. Approximately \$1M in extramural funding for the establishment of this degree has been awarded by the Transatlantic Joint Degree Consortium Project. This amount includes \$408,000 to The University of Montana and €204,000 to each of the two European partner institutions for student and faculty mobilization overseas.

M O N T A N A B O A R D O F R E G E N T S

LEVEL II REQUEST FORM

Item No.:	138-1002-R0108	Date of Meeting:	January 10-11, 2008
Institution:	The University of Montana		
Program Title:	Dual B.S. degree in International Field Geosciences with University College Cork (Ireland) and University of Potsdam (Germany)		

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 – Missoula requests permission to establish a dual degree program in International Field Geosciences with University College Cork (Ireland) and Potsdam University (Germany) using an award from the Transatlantic Degree Consortia Project.

Overview: The University of Montana – Missoula seeks permission to establish a dual B.S. degree program in International Field Geosciences with University College Cork (Ireland) and Potsdam University (Germany). Undergraduate students who complete the dual degree requirements will receive their degree jointly from each of the three partner institutions. In addition to meeting the requirements for the non-dual degree in Geosciences from The University of Montana-Missoula, the dual degree will require a year abroad experience and will focus specifically on field-based learning. Approximately \$1M in extramural funding has been recommended by the Transatlantic Joint Degree Consortium Project to establish this new degree. This amount includes \$408,000 to The University of Montana and €204,000 to each of the two European partner institutions for student and faculty mobilization overseas.

Need: Geoscience is the analysis of phenomena that shape the Earth at different time and length scales. Relevant topics include geologic processes associated with evolution of the continents, ocean basins, atmosphere and biosphere; surficial processes that shape landscapes; the search for economic geologic deposits; the analysis of global and local climate change; and the study of pollutants and their interaction with the environment. For Geoscience students seeking to optimize skill sets required for these analyses, field-based learning is an extremely powerful tool. Substantial time in the field places students into direct contact with their study subject (Earth), while providing a very efficient and effective means to cultivate marketable Geoscience skills.

Most phenomena that Geoscientists study either are inherently global in scope (e.g. plate tectonics) or involve analyses and results that can be applied at more than one locality around the Earth (e.g., the study of heavy metals in groundwater). Because of this close connection to the Earth as a planet, professional Geoscientists are likely to be more successful if their formal education provides a venue for understanding the subtleties of other cultures and peoples from different backgrounds. With exposure to cultural differences and a broader understanding of global socio-political issues, Geoscience students are better able to contribute to decisions involving the environment and its evolution at governmental, industry, and scientific levels. Those students whose formal undergraduate curriculum involves a significant international component and emphasis on field-based study, combined with rigorous training in mathematics, physics, chemistry and computational skills, are likely to be more successful in terms of academic performance, scientific development, and societal leadership. They are also likely to be better equipped to operate well at a professional level in the increasingly globalizing socio-economic and scientific frameworks of the modern world.

We seek permission to utilize the superb natural field Geoscience laboratories available in the western United States and in Europe as the basis for a dual Bachelor of Science undergraduate degree that focuses on the documentation, interpretation, and synthesis of critical Geoscience issues in a field-based setting.

This degree requires one year of international study, with exchange students completing formal study at each of the other two partner institutions. Funding from the Transatlantic Degree Consortium Project will support a total of 48 mobilized students over the four-year duration of the grant period. In addition to these 48 students, others may engage in the exchange activities and seek to fulfill the degree requirements but will do so without financial support from the

Transatlantic Degree Consortium Project. We expect the demand for this degree program to grow as it becomes established, as returning students relate their international experiences to their peers, and as we work to leverage the program with existing resources. We intend to continue the program following the end of the four-year grant period.

Institutional and System Fit: The Department of Geosciences at The University of Montana-Missoula currently offers B.S. Degrees in Geology, Environmental Geology, and General Geology. In separate requests, we seek permission to change these degree options to a B.S. in Interdisciplinary Geosciences and a B.S. in Geosciences with one track in Earth History, Evolution, and Resources and a second track in Water, Climate and Environment. The proposed dual B.S. degree in International Field Geosciences for which we seek permission in this application will have identical requirements to the non-dual B.S. degree in Geosciences but with the important addition that students must spend one year abroad, with time spent in residence at each of the two partner institutions (Potsdam and Cork), and with the addition of a cultural and linguistic component that is not explicitly required in the non-dual Geosciences degree. A key requirement of the proposed dual degree B.S. in International Field Geosciences is that students must complete two formal field-based courses at their home institution and at least one field-based course during their year abroad.

In addition to the different set of curricular requirements, students seeking the B.S. degree in International Field Geosciences will be subject to a rigorous series of assessment procedures, described in detail below, prior to and following their international exchange experience.

The proposed B.S. degree in International Field Geosciences serves to advance directly several of the strategic goals of the institution. As described in the Mission Statement for The University of Montana, the University seeks “to accomplish its educational mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases.” A specific, formally articulated goal of the University is “to pursue aggressively the availability of opportunities for faculty, staff, and students to participate in international development projects, programs, and exchanges.” The proposed degree will accomplish these goals by combining rigorous training in Geosciences and allied sciences (math, physics, chemistry, computer science) with a linguistic and cultural component and in particular through the required year abroad experience. Through these requirements, the proposed degree will bring into sharper focus issues of global awareness for students seeking the degree. In addition, the regular presence of exchange students from University College Cork and Potsdam University will contribute to the establishment of a more globally aware student and faculty body within the Department of Geosciences at The University of Montana. An important additional layer of global awareness within each institution will be provided by exchange of up to 24 individual Geoscience faculty among The University of Montana, University College Cork, and Potsdam University that will be supported by funding from the Transatlantic Degree Consortium Project.

Along with its benefits for global awareness among student and faculty, the proposed B.S. degree in International Field Geosciences will contribute directly to two other important institutional-level strategic goals set forth by The University of Montana: 1) the expansion and diversification of study abroad opportunities and involvement of at least one-fourth of the undergraduate students in study abroad by 2009; and 2) increasing international student enrollments to 750 by the year 2009.

Because of its overseas exchange requirements, its specific cultural and linguistic requirements, and the fact that it will be jointly awarded by three accredited institutions of higher learning, the proposed dual B.S. degree in International Field Geosciences is substantially different than the proposed non-dual degree in Geoscience offered solely through The University of Montana-Missoula.

Degree Requirements: Following is a year-by-year break down of the requirements for UM-M students earning the dual B.S. degree in International Field Geosciences.

Required Core Coursework, Year #1 (UM-M):

GEOS 100	(2 cr)	General Geology
GEOS 101	(1 cr)	General Geology Laboratory
CHEM 151	(3 cr)	General Chemistry I
CHEM 152	(3 cr)	General Chemistry II
COMP 172	(3 cr)	Introduction to Computers
GERM 101	(4 cr)	German I ¹
GERM 102	(4 cr)	German II ¹
<i>Total</i>	<i>22 cr</i>	

Required Core Coursework, Year #2 (UM-M):

GEOS 200	(3 cr)	Earth History & Evolution
GEOS 226	(4 cr)	Earth Materials
GEOS 230	(4 cr)	Field Methods & Interpretation
MATH 152	(4 cr)	Calculus I ²
<u>or</u> MATH 158	(4 cr)	Applied Calculus ²
MATH 153	(4 cr)	Calculus II
<u>or</u> MATH 158	(4 cr)	Differential Equations
HIST 249	(3 cr)	Irish & Irish Americans ³
ENLT 322	(3 cr)	Irish Literature ⁴
<i>Total</i>	<i>29 cr</i>	

Required Core Coursework, Year #3 (overseas):

Option #1: Majority of time at Potsdam, minority of time at Cork

Required Coursework while in residence at Potsdam:

BW01	(3 cr)	Field course A - Norway
<u>and</u> BW02	(3 cr)	Field course B - Alps
<u>or</u> BP15	(6 cr)	Field course C – France
GERM	(6 cr)	German language and culture

Plus any three of the following required courses, in consultation with UM advisor:

¹ Fulfills language/symbolic systems portion of UM-M general education requirements.

² Fulfills mathematics portion of UM-M general education requirements.

³ Fulfills historical and cultural perspective of UM-M general education requirements.

⁴ Fulfills literary and artistic perspective of UM-M general education requirements.

BW04 (3 cr) Regional Geology
BW05 (3 cr) Paleoclimate & Quaternary Geology

BW06 (3 cr) Analysis of Geologic maps
BW07 (3 cr) Analytic Geochemistry
BW16 (3 cr) Natural Hazards
BW15 (3 cr) Tectonophysics & Rheology
BW11 (3 cr) Seismology
BW12 (3 cr) Seismics
BW13 (3 cr) Geoelectrics
BWP05 (3 cr) Sedimentary systems & stratigraphy
BWP06 (3 cr) Geomorphology
BWP16 (3 cr) Tectonics and geodynamics (6)

Optional courses:

BWP07 (3 cr) Basics in GIS (6)
or BWP08 (3 cr) Basics in Remote Sensing (6)
or BWP09 (3 cr) Numerical Methods (6)

Required Coursework while in residence at Cork:

GL2016 (2.5 cr) Easter Field Course – Scotland
or GL3019 (2.5 cr) Easter Field Course – Greece
or GL4008 (2.5 cr) Easter Field Course – Canary Islands

Plus any one of the following required courses, in consultation with UM advisor:

GL2011 (2.5 cr) Sedimentologic processes and petrology
GL2012 (2.5 cr) Igneous and Metamorphic Petrology
GL2015 (2.5 cr) Invertebrate Paleontology & Evol.
GL2018 (2.5 cr) Plate Tectonics & Global Geophys.
GL3010 (2.5 cr) Igneous petrogenesis & Geochem.
GL3011 (2.5 cr) Metamorphism & Geochronology
GL3012 (2.5 cr) Advanced Structural Geology
GL3013 (2.5 cr) Sedimentary Environments
GL3014 (2.5 cr) Stratigraphy & Geologic Maps
GL3017 (2.5 cr) Environmental Geology
GL3024 (2.5 cr) Terrestrial Ecosystems through time
GL4001 (2.5 cr) Micropaleontology & Palynology
GL4002 (2.5 cr) Petroleum Geology & Basin Analys.
GL4003 (2.5 cr) Appl. Geophys. & Computer Apps.
GL4004 (2.5 cr) Advanced Igneous Petrology
GL4005 (2.5 cr) Hydrogeology (5)

Total required, Option #1: 26 cr.

Required Core Coursework, Year #3 (overseas):

Option #2: Majority of time at Cork; minority of time at Potsdam:

Required Coursework while in residence at Cork:

GL2016	(2.5 cr)	Easter Field Course – Scotland
<u>or</u> GL3019	(2.5 cr)	Easter Field Course – Greece
<u>or</u> GL4008	(2.5 cr)	Easter Field Course – Canary Islands
GAEL	(5 cr)	Gaelic language and culture

Plus any four of the required UC-Cork courses listed above under option #1:

Required Coursework while in residence at Potsdam:

BW01	(3 cr)	Field course A - Norway
BW02	(3 cr)	Field course B - Alps
<u>or</u> BP15	(6 cr)	Field course C – France

Plus any one of the required University of Potsdam courses listed above under option #1:

Total Required, option #2: 26.5 cr.

Required Core Coursework, Year #4 (UM-M):

GEOS 429	(6 cr)	Field Geology
PHYS 121	(5 cr)	Physics I
<u>or</u> PHYS 221	(5 cr)	Physics I, calculus-based
PHYS 122	(5 cr)	Physics II
<u>or</u> PHYS 222	(5 cr)	Physics II, calculus-based

Plus any two of the following, in consultation with advisor:

GEOS 330	(3 cr)	Structural Geology
GEOS 305	(3 cr)	Science and Society ⁵
GEOS 306	(3 cr)	Igneous and Metamorphic Petrology
GEOS 310	(3 cr)	Invertebrate Paleontology
GEOS 432	(4 cr)	Architecture of Sedimentary Deposits
GEOS 433	(4 cr)	Sedimentary Petrology
GEOS 460	(3 cr)	Process Geomorphology
GEOS 430	(3 cr)	Global Tectonics
GEOS 480	(4 cr)	Hydrogeology
GEOS 320	(3 cr)	Global Water
GEOS 311	(3 cr)	Paleobiology
GEOS 327	(3 cr)	Geochemistry
GEOS 437	(4 cr)	Seismology and Magnetism
GEOS 438	(4 cr)	Gravity and Electromagnetics
GEOS 495	(3 cr)	Glacial and Alpine Processes
GEOS 382	(3 cr)	Global Change

Total Required 22-24 cr.

⁵ Fulfills ethical and human values perspective of UM-M general education requirements.

Additional Resources: No additional faculty or other resources are needed to establish and implement this degree. Student and faculty mobilization overseas for the first four years of the program will be supported by a \$1M grant from the Transatlantic Degree Consortium Project. This amount includes \$408,000 to The University of Montana and €204,000 to each of the two European partner institutions for student and faculty mobilization overseas.

Assessment: We propose to use a variety of means of assessing our program from both formative and summative standpoints. Both assessment types will involve the hiring of independent assessment specialists, one from the U.S. and the other from the E.U, and both of whom will be with the program from start to finish. Formative assessments used to shape the program as it evolves include **1)** direct tracking of the dual degree objectives listed above (numbers of mobilized students; numbers of peer-reviewed publications;

scholastic records of degree-seeking students; student persistence in the degree program from year-to-year; and student degree completion rates); **2)** Use of scaled survey and free-response questionnaires to mobilized students, given both prior to departure and upon return to their home country. These surveys will be geared towards assessing student perceptions of the degree impact on their Geoscience skills and their language and cultural training, in addition to gaining feedback regarding the success of the degree administrative and management services; **3)** Use of pre-mobilization and post-mobilization standardized exams, to be constructed jointly by the PIs and appropriate colleagues, and designed to test student proficiency in Geosciences, language training, and cultural competency; **4)** principal investigator interviews with students both prior to and after mobilization; and **5)** evaluator interviews with focus groups consisting of each class of mobilized students.

Upon return from the two EU host countries, UM will arrange for ACTFL Oral Proficiency Interviews (ACTFL ORI) to be utilized in order to test the level of proficiency achieved by UM mobilized students in the German language. The ACFTL OPI scores will be compared with those of non-mobilized UM and national results. The proficiency of mobilized students in Gaelic, for which ACFTL OPI as yet do not exist, will be determined through individual interviews conducted by faculty in the UCC Irish Modern Language Program prior to their return to the U.S.

Summative evaluation will be directed by the outside evaluators for the US and EU on each side and will include at a minimum: 1) incorporation of all student-based formative evaluation data described above; 2) interviews with principal investigators and other faculty participants; and 3) deployment of a scaled survey for degree graduates to be issued upon degree completion and one year following degree completion. The main objective of these follow-up surveys will be to assess the actual professional benefits of the degree.

Process leading to submission: The proposed dual BS degree in International Field Geosciences was initially discussed formally by the UM-M Geoscience faculty on November 16, 2006. In early May 2007, the UM-M faculty voted unanimously to support the creation of this degree, contingent upon funding from the Transatlantic Degree Consortium Project. Along with colleagues from University College Cork and Potsdam University, a proposal from the UM Department of Geosciences was submitted on May 26, 2007 to the U.S. Department of Education Fund for the Improvement of Secondary Education (FIPSE). Simultaneously, an

identical proposal was submitted by Irish and German Geoscience colleagues to the European Union education officials in Brussels. On July 16 2007, notification was received from the program director at FIPSE that the jointly-submitted grant proposal had been recommended for funding on both the US and EU sides. Actual funding grant paperwork was mailed from Washington on September 19. Student mobility utilizing support from the Transatlantic Degree Consortium Project cannot begin until the degree is approved and accredited.

This proposal was reviewed and approved by the affected departments as follows:

Department Name: Geosciences Date: November 16, 2006

The deans of the following Schools/Colleges reviewed & approved the proposal:

Dean of: Arts & Sciences Date: November 2007

The proposal was reviewed and approved by the Faculty Senate at the University of Montana Date: December 2007

[No outside consultants were employed for the development of this proposal.]

January 10-11, 2008

ITEM 138-1003-R0108 **Approval to establish a B.S. degree in Interdisciplinary Geosciences**

THAT: In accordance with Montana University System Policy, the Board of Regents of Higher Education authorizes The University of Montana – Missoula to establish a B.S. Degree in Interdisciplinary Geosciences

EXPLANATION: The Department of Geosciences at The University of Montana-Missoula currently offers Bachelor of Science degrees in Geology, Environmental Geology, and General Geology. These degree options no longer adequately reflect the breadth of faculty expertise within the department; nor do they adequately represent the subject material that is taught across the Geosciences undergraduate curriculum. In response to a major diversification in faculty expertise resulting from five new tenure-track hires within the last five years, the Department of Geosciences not only has changed its name from the Department of Geology, but it has expanded its research and curricular offerings to include programs in glaciology and snow science, fluvial geomorphology, geodynamics, crustal metamorphism, and landscape evolution. In the last five years, The Center for Riverine Science and Stream Renaturalization also was established within the Geosciences Department, reflecting the significant expansion in the department's research and teaching mission. As a result of its new curricular offerings and faculty-led research programs, the Department of Geosciences seeks permission to change its B.S. degrees and degree requirements to accurately reflect this increased departmental breadth. Specifically, we propose to replace our current B.S. degrees with a B.S. degree in Interdisciplinary Geosciences, designed to be as flexible as possible, and a B.S. degree in Geosciences with suggested courses of study in 1) Earth History, Evolution, and Resources; and 2) Water, Climate and Environment. This level II request focuses on the Interdisciplinary Geosciences B.S. degree.

M O N T A N A B O A R D O F R E G E N T S
LEVEL II REQUEST FORM

Item No.:	138-1003-R0108	Date of Meeting:	January 10-11, 2008
Institution:	The University of Montana		
Program Title:	B.S. in Interdisciplinary Geosciences		

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 – Missoula requests permission to establish a Bachelor's degree in Interdisciplinary Geosciences and eliminate currently offered B.S. options in Geology, Environmental Geology, and General Geology.

Overview: The Department of Geosciences at The University of Montana-Missoula has enjoyed a major diversification of its research and curricular offerings over the past five years as a result of five new tenure-track hires and shifts in the research focus of some tenured faculty. Since its establishment in the late nineteenth century, the department has focused on research and curricular offerings in the field of traditional geology, including the nature of earth materials, evolution and fossils, Earth history over geologic timeframes, and the identification and assessment of economically important geologic resources. More recently, we have expanded our mission to include a major emphasis on water, climate change, and environmental issues associated with anthropogenic activities. To reflect these research and curricular changes, in 2005 we changed our name from the Department of Geology to the Department of Geosciences. In this request, we seek permission to establish a B.S. degree in Interdisciplinary Geosciences that will more accurately reflect the broadening of the department's mission while affording the student considerable flexibility with respect to specific coursework.

Need: Geoscience is the analysis of phenomena that shape the Earth at different time and length scales. Relevant topics include geologic processes associated with evolution of the continents, ocean basins, atmosphere and biosphere; surficial processes that shape landscapes; the search for economic geological deposits; the analysis of global and local climate change; and the study of pollutants and their interaction with the environment. Inherent in the field of Geoscience is analysis of the Earth's systems. That is, the solid Earth (the geosphere) and its evolution through time is inextricably linked to the evolution of the atmosphere, hydrosphere (oceans, surface and groundwater systems), and biosphere. The recognition that direct interactions and complex feedbacks exist among these different components of Earth's systems and that these interactions exert primary controls on Earth's evolution at different time and length scales has resulted in a more interdisciplinary approach within the Geosciences. Not only are geoscientists charged with exploring for geologic resources (oil, gas, water) and investigating the history of the Earth and its life forms through geologic time, but also geoscientists now are heavily involved with the analysis of landscape change over historic timeframes (years to centuries), the analysis and mitigation of anthropogenic pollutants, and the study of recent and ongoing climate change. In short, the traditional geological sciences have undergone a significant expansion in scope over the past decade or so.

The Department of Geosciences at The University of Montana-Missoula has adapted itself to keep pace with this expansion of the Geosciences by hiring five new tenure-track faculty with areas of expertise that include foci both in the more traditional 'deep time' areas of the Geosciences in addition to newer areas of focus on landscape evolution and climate change over short time-frames, river science, and water resources. To best position our undergraduate students for eventual employment in the Geoscience workforce, it is appropriate that we revise our undergraduate degree program accordingly. To that end, we propose the requested changes in our undergraduate degree titles and modifications in required coursework.

Institutional and System Fit: As reflected by the official adoption in 1865 of Montana's state seal and motto ('oro y plata', trans. 'gold and silver') the state has maintained an exceptionally close tie to the land and its resources. This close tie to the study of the Earth has been a central part of the university system since the awarding of its very first degree – a M.S. degree in Geology to Earle Douglass, discoverer of the famous Dinosaur National Monument locality. Since its founding in 1893, The University of Montana-Missoula has maintained a strong Geology/Geoscience program that has been at the forefront of understanding the Earth and its ancient and recent history, identifying economic geologic resources (petroleum, gas, coal, water), and analyzing the relatively recent effects of anthropogenic change on the environment.

Importantly, as the geological sciences have evolved, the Department of Geology/Geosciences has adapted to maintain its strong position as an active research department with a strong undergraduate and graduate program.

The proposed B.S. degree in Interdisciplinary Geosciences serves to advance directly several of the strategic goals of the institution. As articulated in the Core Values Statement for The University of Montana, the University seeks to engage in “Basic and applied research that contributes to knowledge and meets the needs of the State, region, nation, and world” and “involve all upper division undergraduates in research and creative activities by 2011.” The proposed undergraduate degree changes in the Geosciences will serve these goals by engaging students and faculty in research and classroom activities that focus on environmentally important issues, including the study of climate change, landscape evolution, riverine sciences, water resources, and analysis of anthropogenic pollutants and their mitigation, while at the same time maintaining a grounding in the fundamentals of the Geosciences field. Each of these topics now constitutes a significant portion of the undergraduate curriculum in the Department of Geosciences and the proposed degree changes will directly reflect the importance of these new areas of programmatic focus.

Degree Requirements:

BS in Interdisciplinary Geosciences

Required core courses:

GEOS 100	2 cr.	General Geology
GEOS 101	1 cr.	General Geology Laboratory
GEOS 200	3 cr.	Earth History & Evolution
GEOS 226	4 cr.	Earth Materials
GEOS 230	4 cr.	Field Methods & Interpretation

Thirteen additional credits of Geoscience courses must be taken, relevant to student interests, at the 200, 300, or 400 level. Thus, a minimum of 27 credits from the Geosciences curriculum is required to earn this degree.

Required cognate classes, a total of 27 credits are required:

Chemistry 151 (3 credits)

Math 121 (4 credits)

Three credits in Computer Science (modeling or programming), or GIS, or Statistics.

Additional cognate science courses must be completed from the list below such that the sum is a minimum of 27 credits. Student curricular planning should include awareness of prerequisites as listed in this catalog.

MATH above 121

CS 131 or above

CHEM above 151

PHYSICS 121 or above

BIOL 100 or above

FOR 210N Introductory Soils

FOR 360 Range Management

FOR 380S Environmental Conservation

At the discretion of the academic advisor, certain courses in physical geography may also be acceptable.

Substitutions of other cognate courses must be approved by student's Geoscience Department advisor.

Assessment: We propose to use a variety of means of assessing our undergraduate degree program from both formative and summative standpoints. Formative and summative assessments used to shape the program as it evolves include **1)** direct tracking of scholastic records of degree-seeking students; student persistence in the degree program from year-to-year; and student degree completion rates; **2)** Use of scaled survey and free-response questionnaires given to students at the completion of each Geoscience course. These surveys will be geared towards assessing student perceptions of the degree's impact on their Geoscience skills, in addition to gaining feedback regarding the success of teaching effectiveness, laboratory design, pertinence and impact of assigned reading, etc.; and **3)** faculty interviews with students following course completion to gauge effectiveness of instruction.

Summative evaluation of the entire degree program will take place every seven years in conjunction with mandatory departmental review and will include at a minimum: **1)** incorporation of all student-based formative evaluation data described above; **2)** interviews with faculty and senior undergraduate students to gauge curricular effectiveness; and **3)** deployment of a scaled survey for degree graduates to be issued upon degree completion and one year following degree completion. The main objective of these follow-up surveys will be to assess the actual professional benefits of each degree program.

Process leading to submission: The proposed undergraduate B.S. degrees described in this application were initially discussed by the Geoscience faculty during the 2005-06 academic year and beginning of the 2006-07 academic year as part of our internal review process. On November 16, 2006, the UM-M faculty voted unanimously to support the replacement of existing degrees with those proposed herein.

This proposal was reviewed and approved by the affected departments as follows:

Department Name: Geosciences Date: November 16, 2006

In addition the deans of the following Schools/Colleges reviewed and approved the proposal:

Dean of: Arts & Sciences Date: November 2007

The proposal was reviewed and approved by the Faculty Senate at the University of Montana Date: December 2007

[No outside consultants were employed for the development of this proposal.]

January 10-11, 2008

ITEM NO. 138-1004-R0108 Approval to Establish a Department of Communicative Sciences and Disorders

THAT: In accordance with Montana University System Policy, the Board of Regents of Higher Education authorizes The University of Montana – Missoula to establish a Department of Communicative Sciences and Disorders.

EXPLANATION: The University of Montana – Missoula requested and received approval of a Bachelor of Arts degree in Communicative Disorders and a Master of Science degree in Speech-Language Pathology during FY 07. Authorization to establish a Department of Communicative Sciences and Disorders to house the new B.A. and M.S. is requested in order to complete the establishment of these new degrees.

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.: 138-1004-R0108 Date of Meeting: January 10-11, 2008

Institution: The University of Montana - Missoula

Program Title: Request to Establish a Department of Communicative Sciences and Disorders

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 – Missoula requested and received approval of a Bachelor of Arts degree in Communicative Disorders and a Master of Science degree in Speech-Language Pathology during FY 07. Implicit in those two requests was a request to establish a Department of Communicative Sciences and Disorders, however, we inadvertently neglected to check #5 on the submitted Level II form, in addition to #3. The first seven pages of the undergraduate and graduate program narratives are attached, with direct references to the establishment of a department highlighted.

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The University of Montana – Missoula
Proposal for the Establishment
of a
Department of Communicative Sciences and Disorders
Submitted: October 31, 2007

Description of Program

Overview

This document provides the narrative for two coupled level II requests: the Master of Science in Speech-Language Pathology and the Bachelor of Arts in Communicative Disorders. The ultimate goal is to provide the first professional degree (Master of Science in Speech-Language Pathology) as a means of abating the extreme shortage of certified professionals in this discipline in Montana. It is essential to respond to this shortage by establishing both a bachelor's degree and a master's degree, because one needs the latter in order to become a licensed practitioner of speech pathology services. A qualified pool of master's degree students will depend, in large part, upon an undergraduate degree, and their coupling will further ensure the program is cost-effective.

The Proposed Degrees

This proposal includes requests for permission to develop a bachelor's degree in Communicative Disorders and a master's degree in Speech-Language Pathology (SLP), both planned to be housed in a new Department of Communicative Sciences and Disorders in the School of Education. The bachelor's degree prepares graduates for advanced study in speech-language pathology and/or audiology, or to enter the profession as a clinical aide or assistant in one or both of those professions. The intent is for the master's degree program to be accredited by the American Speech-Language-Hearing Association (ASHA) and for graduates to be eligible for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).¹ Thus, they would be eligible for licensure in most states, including Montana.²

In 2005, the School of Education invited Dr. James Blair from Utah State University to serve as a consultant to investigate the feasibility of offering: 1) a doctor of audiology (AuD), 2) a master's in Speech-Language Pathology that would include pre-requisite courses without an SLP undergraduate degree, and 3) a combination of both a master's degree in SLP and an AuD. Dr. Blair, Chair of the Department of Communicative Studies and Deaf Education at Utah State, had previously served as a consultant to Idaho State University as they developed their AuD program. His final report at UM indicated that both the baccalaureate-level and master's-level SLP degrees were feasible.

Bachelor's Degree

Students desiring to complete the baccalaureate degree in Communicative Disorders will follow a pattern similar to that followed by candidates in teacher education insofar as they will be

¹ <http://www.asha.org/about/membership-certification/>

² http://mt.gov/dli/bsd/license/bsd_boards/slp_board/licenses/slp/lic_summary.asp

required to become admitted to the professional program in order to complete the curriculum necessary for the bachelor's degree. Thus, they will spend their first two years of study completing general education and program core requirements in order to demonstrate competence at the level requisite for admission into the professional program in Communication Disorders.

As is the case for students in most programs, lower-division core requirements for the major will be met in several departments across campus. It is anticipated that the Communicative Disorders program could enroll as many as 50-60 students annually, with approximately 30-35 lower division students dispersed among courses in the following areas: general psychology, analysis of behavior, human anatomy, human physiology, interpersonal communication, and sign language. Courses currently taught at The University of Montana that would fulfill these expectations would include the following (Syllabi available in Appendix A):

- COMM 110S Introduction to Interpersonal Communication
- COMM 131 American Sign Language I
- COMM 132 American Sign Language II
- SCI 201N Anatomy and Physiology I (at COT)
- SCI 202N Anatomy and Physiology II (at COT)
- PSYC 100S Introduction to Psychology (at COT)

The above list does not include an analysis of behavior course. This expectation could be met with PSYC 260S, Fundamentals of Learning; however, if that course is not available, two other options for a new course in this subject exist, as faculty expertise is present both within the School of Education and at the College of Technology. (Letters of support from Communication Studies and the College of Technology can be found in Appendix B.) The impact on enrollments in general education courses will depend on the degree to which the Communicative Disorders program attracts new undergraduate students to the University.

Admission to junior level classes will require a cumulative GPA of 3.0 or higher, as well as successful completion of required prerequisite courses. To continue in the program, admitted students must maintain a cumulative GPA of 3.0 or better and meet minimum grade expectations in Communicative Disorders classes each semester. The highly-technical information associated with a program of this nature, in addition to the master's degree requirement for licensure and the aforementioned GPA standards, is likely to result in lower enrollment in upper-division courses. Present estimates there range from 20-25 students. A careful review of similar programs available in this region (most notably the University of Wyoming, Idaho State University, and Portland State University) suggests an established program at UM should ultimately produce 15 bachelor's degree graduates per year.

Upper-division Communicative Disorders professional requirements would include courses that fulfill the preparation expected for admission to an accredited graduate program, as developed in detail by the new faculty we seek to hire who would bring this specialization to our campus. Blair's report, coupled with the standards of the American Speech-Language-Hearing Association (ASHA), examinations of other university programs, and a comprehensive review by licensed professionals in the field have all indicated the primary sources of knowledge will emerge from the study of biological sciences, physical sciences, social/behavioral sciences, mathematics, human communication processes, communication disorders, and both written and oral language. The bachelor's degree curriculum and included courses will be evaluated by ASCRC and the Faculty Senate prior to implementation.

The following is a typical list of course requirements for an undergraduate program in Communicative Disorders:

Bachelor's Degree Professional Program Curriculum	Credits
Orientation and Observation of Clinical Practice	1
Language, Speech, and Hearing Development	3
Fundamentals of Anatomy for Speech and Language	3
Disorders of Articulation	3
Acoustics and Anatomy and Physiology of the Ear	3
Phonetics/Developmental Phonology	3
Clinical Processes and Behavior	2
Basic Audiology and Acoustic Immittance	3
Speech Science	3
Language Science	3
Neural Bases of Speech and Language	2
Language Assessment and Intervention for Preschool Children with Disabilities	4
Aural Rehabilitation (Children)	<u>3</u>
Total	36 credits

All of the aforementioned courses in the program are new and will need to be evaluated by ASCRC and Faculty Senate before implementation. Syllabi examples are provided in Appendix C for the following selected courses on the list: Orientation and Observation in Communicative Disorders and Deaf Education; Language, Speech, and Hearing Development; Disorders of Articulation; Acoustics and Anatomy of the Ear; and Speech Science. Additionally, sample undergraduate programs of study at Idaho State University, East Carolina University, the University of South Dakota, Utah State University, Eastern Washington University, Portland State University and the University of Rhode Island are provided in Appendix D.

Natural content linkages would emerge among these proposed SLP courses and two program areas that currently exist in the Department of Curriculum and Instruction: Special Education and Literacy Studies. Designing the aforementioned courses to address all three areas—especially with regard to language assessment and intervention, clinical practice, and behavior analysis and modification—would allow the School of Education to expand options for students by building on the strengths of existing programs and faculty. Moreover, it would enable the two departments to provide great depth simultaneously via specialization and collaborative synergy.

The Bachelor's Degree Professional Program Curriculum shown above is foundational to several professional endeavors. Traditionally, it would serve students intending to pursue graduate degrees in either speech-language pathology or audiology (not planned for UM at this time). Two clinical instructors (described under Resources, page 12) would share primary responsibility for these courses.

The proposed baccalaureate degree program in Communicative Disorders is necessary and primarily designed to provide both the prerequisite curriculum and the candidate pool for the M.S. in SLP, which carries the professional license. That said, offering a stand-alone baccalaureate degree program is not a reasonable alternative, because that would not prepare licensed professionals for the state and region. Competition for the graduate program will be available to students from other campuses, as well; consequently, it is likely that some of the

bachelor's degree students may, either not be successful in being among the 15 or 20 admitted to the M.S. each year or choose other related degree pursuits along their academic journeys. Therefore, it is important to envision smooth transitions for career options for Communicative Disorders students who find themselves in that situation; the School of Education is well-poised to do so.

With a program designed to educate the next generation of teachers who oversee learning for children world-wide, the School of Education offers the perfect applied human science focus as an academic home to this program. Best of all, the School of Education mission is consistent with program goals for the Speech-Language Pathology program, thereby providing context for some additional options for Communicative Disorders graduates who are not successful in being admitted to a graduate program. One possibility for the Communicative Disorders undergraduate program would be to construct a pre-professional curriculum that matches closely with the pre-education curriculum currently completed by prospective elementary teachers. Assuming that students who have chosen Communicative Disorders are also interested in working with young children, a shift to elementary education would appear a viable option whereby they might find similar professional satisfaction. Beyond that, students in the SLP program would also likely have gained knowledge well-suited to the special education endorsement, an area in which there is also great demand in the state, region, and nation. Through advising, students could be directed toward general education courses that would fill elementary education requirements. Additionally, some of their SLP upper-division, professional-level coursework could substitute for special education's clinical experiences and be applied to future endeavors in exceptionalities and behavior management required of elementary teacher candidates.

Beyond elementary education and special education, there are other academic options for transitioning SLP students. Another possible advising approach would be to encourage Communicative Disorders undergraduates to complete the minor in Human and Family Development, which offers several focal areas including Early Intervention, Early Childhood, and School Age developmental levels. At the other end of life's spectrum, gerontology is also a focus area in Human and Family Development that could provide an interdisciplinary link for Communicative Disorders students. With greater longevity, the shift of the baby boom to retirement age, and medical technology that increases survival rates for stroke victims, there is an anticipated increased demand for services in helping stroke victims regain their speech. Finally, these students might also do well to complete a Social Work minor. Students with a Communicative Disorders degree and a Human and Family Development minor or Social Work minor would appear to be well-prepared candidates for the Master of Social Work (MSW) program in addition to being qualified for professional employment in a variety of service settings or agencies providing assistance to individuals and families across the life span.

Master's Degree

Given the proposed number of faculty, admitting 15-20 students per year into the master's program should be appropriate. Admissions to master's degree programs in Speech-Language Pathology are extremely competitive. ASHA tracks application, admission, and acceptance rates for member institutions, and the table below reflects the 2002-2003 data for master's degree programs in Speech-Language Pathology among four institutions in this region. On average, these institutions had a 36 percent admission rate, and a 92 percent acceptance rate.

Institution	Applications	Admissions	Acceptances
Eastern Washington University	62	23	15
Portland State University	90	20	20
Utah State University	74	41	41
University of Wyoming	43	12	12
Average	67	24	22

Two years of graduate study are generally required for master's degree completion for students whose undergraduate major was in Communicative Disorders. Some institutions allow admitted students without the foundation at the baccalaureate program to complete prerequisites concurrent with their graduate degrees, and in this case, three years of study are generally required for degree completion. Numerous institutions offer prerequisite courses for non-matriculated students, an option particularly advantageous in Montana where teachers or others who already possess an undergraduate degree in another discipline could facilitate their transition into a graduate-level Speech-Language Pathology program. Offering some or all of these prerequisite courses online, as some institutions do, might further enable the new department to make the program accessible to students across the state.

The program of study for the master's degree in Speech-Language Pathology requires both coursework and practicum opportunities. Initially, these tend to be overseen on campus under direct supervision, then shifted to various off-campus settings with continued closely-maintained supervision by faculty, and finally held in more distant sites where students could be supervised by others in the profession (specifically, by ASHA-certified practitioners).

The following classes constitute a typical master's degree program:

Master's Degree Speech-Language Program Curriculum

Courses	Credits
Introduction to Education and Psychological Research	3
Language Assessment and Intervention for School Aged Children and Adolescents	3
Adult Disorders of Motor Speech	3
Disorders of Fluency—Stuttering	3
Communicative Disorders Related to Orofacial Anomalies	3
Disphagia	3
Neuropathologies of Speech and Language	3
Disorders of Phonation	3
Augmentative and Alternative Communication*	3
Bilingual/Bicultural Services	2
Professional Practice in Speech-Language Pathology	2
Advanced Clinical Practicum in Speech-Language Pathology I	1-3
Advanced Clinical Practicum in Speech-Language Pathology II	1-3

Internship in Public Schools in Speech-Language Pathology I	1-4
Internship in Public Schools in Speech-Language Pathology II	1-4
Externship in Speech-Language Pathology	1-6
Thesis	<u>1-7</u>
Total (Minimum-Maximum)	41-58 credits

*This course could be taught by a member of the Department of Curriculum Instruction's Special Education faculty.

All but two courses are new (exceptions are Thesis and Introduction to Education, and Psychological Research) and will be delineated in detail by the expert faculty we seek to hire. Subsequently, each course will be evaluated by the Graduate Council and Faculty Senate before implementation. Sample syllabi from Utah State University are provided in Appendix E for the following courses: Disorders of Fluency – Stuttering; Language Assessment and Intervention; and Disorders of Phonation. Further, sample master's curricula in Speech-Language Pathology for Idaho State University, the University of South Dakota, Utah State University, Eastern Washington University, Portland State University, Northern Arizona University, and the University of Rhode Island are provided in Appendix F. As is the case with all accredited curricula, the new program would follow established outcomes (and corresponding student benchmarks) recommended by the American Speech-Language-Hearing Association for certification of Speech-Language Pathology, whose knowledge and skills outcomes appear in Appendix G.

Timeline for Implementation

FY 07	Hire Department Chair and Administrative Assistant to begin Summer, 2007.
Fall 07	Formal application to ASHA for candidacy status evaluation. <ul style="list-style-type: none"> • Current ASHA Council on Academic Accreditation standards state this must be done 18 months in advance of when students are expected to enroll; however, the Council is conducting a comprehensive review of the Candidacy program at this time in an effort to streamline the content and number of its reporting steps. Conversations with Council personnel suggest the group has been flexible regarding this deadline with other institutions, and that they are considering reducing this timeline to 12 months in advance of enrollment application. • The Candidacy application requires both campus and state authorization to offer the graduate degree for which Candidacy is sought. • Develop detailed curricular proposals (bachelor's and master's) for institutional governance review; timing to coincide with campus deadlines in late September.
FY 08	Department Chair will work with campus structure and personnel to: <ul style="list-style-type: none"> • Recruit and hire additional faculty; • Oversee remodeling of clinical facility, purchase equipment, and expand library holdings; • Recruit and selection entering master's degree students;

- Recruit undergraduate majors;
 - Establish clinical experiences/sites; and
 - Prepare and submit ASHA Candidacy application and progress reports.
- Fall 08 First bachelor's (estimated 15 year one; 50-60 at full capacity) and master's students (15-20) enroll.
- Fall 10 First master's degree students graduate.*
- Completed application for ASHA accreditation due (no later than 24 months after the enrollment of the first cohort of graduate students).
- Spring 12 First class of bachelor's degree students graduates.

*Assumes students possess an undergraduate SLP degree when admitted.

January 10-11, 2008

ITEM NO. 138-1005-R0108 Approval to Change Names of Certificates at The UM-Missoula College of Technology to Certificates of Applied Science

THAT: In accordance with Montana University System Policy, the Board of Regents of Higher Education authorizes The University of Montana – Missoula College of Technology to change said Certificates into Certificates of Applied Science.

EXPLANATION: The University of Montana – Missoula College of Technology, in compliance with the Montana Board of Regents policy and after the approval of both curriculum committees and the Faculty Senate of The University of Montana, seeks to change the following certificate programs into certificates of Applied Science in the programs of Applied Computing and Electronics Department, the Business Technology Department, and the Industrial Technology Department.

- Building Maintenance
- Carpentry
- Computer System Technician
- Culinary Arts
- Customer Relations
- Heavy Equipment Operation
- Medical Reception
- Pharmacy Technology
- Recreational Power Equipment
- Sales and Marketing
- Welding Technology

M O N T A N A B O A R D O F R E G E N T S

LEVEL II REQUEST FORM

Item No.:	138-1005-R0108	Date of Meeting:	January 10-11, 2007
Institution:	The University of Montana College of Technology		
Program Title:	Certificates of Applied Science—Combined List Provided		

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 College of Technology requests the certificate programs identified in the following list be changed to Certificates of Applied Science programs. These programs of the Applied Computing and Electronics Department, the Business Technology Department, and the Industrial Technology Department. These requests have been approved by the appropriate curriculum committees and Faculty Senate at The University of Montana. This also represents compliance with Montana Board of Regents policy.

Building Maintenance – Certificate	Building Maintenance - Certificate of Applied Science
Carpentry - Certificate	Carpentry - Certificate of Applied Science
Computer System Technician - Certificate	Computer System Technician - Certificate of Applied Science

Culinary Arts - Certificate	Culinary Arts - Certificate of Applied Science
Customer Relations-Certificate	Customer Relations - Certificate of Applied Science
Heavy Equipment Operation - Certificate	Heavy Equipment Operation - Certificate of Applied Science
Medical Reception-Certificate	Medical Reception-Certificate of Applied Science
Pharmacy Technology - Certificate	Pharmacy Technology - Certificate of Applied Science
Recreational Power Equipment - Certificate	Recreational Power Equipment - Certificate of Applied Science
Sales and Marketing - Certificate	Sales and Marketing - Certificate of Applied Science
Welding Technology - Certificate	Welding Technology - Certificate of Applied Science

STATE OF MONTANA

PROPOSAL

TO INITIATE A NEW, EXPANDED, COOPERATIVE, OR OFF-CAMPUS INSTRUCTIONAL PROGRAM

Submitted by:

THE UNIVERSITY OF MONTANA, MISSOULA

College of Technology
Name of College, School, or Division

Departments with Certificate Programs
Name of Department(s) or Area

A NEW, EXPANDED, COOPERATIVE, OR OFF-CAMPUS INSTRUCTIONAL PROGRAM LEADING TO:

Certificates of Applied Science

Applied Computing and Electronics,
Business Technology,
Industrial Technology

Certificate, Associate, Bachelor's,
Master's. or Doctoral Degree
(give complete name of degree)

Academic Specialty or Area

Proposed Starting Date

THE DEVELOPMENT OF THIS PROPOSAL HAS BEEN APPROVED BY:

Department Chair/Division Head Date _____
Dean of College or School Date

Graduate Dean Date _____
VP Administration and Finance Date

Provost/VP Academic Affairs Date _____
President Date

January 10-11, 2008

ITEM NO. 138-1501-R0108 **Approval to establish an Electrical Engineering Department at Montana Tech of The University of Montana**

THAT: The Board of Regents of Higher Education authorizes Montana Tech of The University of Montana to establish an Electrical Engineering Department.

EXPLANATION: At the June 2006 meeting, the Board of Regents authorized Montana Tech of The University of Montana to offer Bachelor of Science and Master of Science degrees in Electrical Engineering (ITEM No. 130-1503-R0306). Formation of an Electrical Engineering Department would provide the structure to grow the programs to healthy and sustainable levels. Housing the Electrical Engineering programs within their own department would also be consistent with Montana Tech's current program-management structure.

MONTANA BOARD OF REGENTS
LEVEL II REQUEST FORM

Item No.:	138-1501-R0108	Date of Meeting:	January 10-11, 2008
Institution:	Montana Tech of The University of Montana		
Program Title:	Creation of Electrical Engineering Department		

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 Tech of The University of Montana requests permission to create an Electrical Engineering Department. This department will provide oversight and support to the faculty and students of the recently approved Electrical Engineering Degrees (Bachelor & Masters) at Montana Tech.

1. Overview

At their June 2006 meeting, the Board of Regents (BOR) authorized Montana Tech of The University of Montana to offer a Bachelor of Science degree (BS) and a Master of Science degree (MS) in Electrical Engineering (ITEM 130-1503-R0306). Since then, Montana Tech has initiated these two programs. Currently, the programs are housed in the General Engineering Department. Montana Tech requests permission to create an Electrical Engineering Department to house the programs.

2. Need

The Electrical Engineering program is currently housed in the General Engineering Department. Formation of an Electrical Engineering Department will provide a management structure consistent with Montana Tech's campus-wide program-management structure and enable a sustainable environment for the programs.

Since the BS in Electrical Engineering (BSEE) and MS in Electrical Engineering (MSEE) programs were approved by the BOR, the two programs have witnessed healthy enrollments. The BSEE program currently has 43 students, including 19 freshmen. The MSEE graduate program has 6 students. Also, the Electrical Engineering faculty has very healthy funded research programs (four externally-funded current projects at over \$2 million with more proposals pending).

Formation of an Electrical Engineering Department would provide the structure to grow the programs to healthy and sustainable levels. The Electrical Engineering faculty and department head could make curriculum, fiscal, recruiting, foundation, and management decisions that focus upon the benefits of the Electrical Engineering program/students. Currently, Electrical Engineering management decisions must fit within the General Engineering Department priorities. These priorities are not always consistent with the Electrical Engineering's priorities.

3. Institutional and System Fit

All engineering programs in the School of Mines and Engineering at Montana Tech are housed within a discipline-dedicated department except for Electrical Engineering. Housing the Electrical Engineering programs within their own department would be consistent with Montana Tech's current program-management structure.

4. Program Details

The faculty of the proposed Electrical Engineering department are:
Dr. Dan Trudnowski (Department Head);
Dr. John Morrison;
Dr. Dale Harrell;
Ms. Debbie Harvey.

The Electrical Engineering Department will be housed in the School of Mines and Engineering.

5. Resources

The only additional resource required is a department-head stipend. Remaining resources will be reallocated from the current General Engineering Department budget.

6. Assessment

The four faculty of the proposed Electrical Engineering Department assessed and discussed the creation of the department over the course of the past year. The faculty are all supportive of the creation of the department and feel it is best for the Electrical Engineering programs. This management structure (stand alone Electrical Engineering Department) also is in-line with current practices required by Montana Tech's regional accrediting body (Northwest Commission on Colleges and Universities) as well as the discipline-specific accrediting bodies within the Engineering Accreditation Commission of ABET.

The Engineering Accreditation Commission of ABET sent an evaluation team to Montana Tech in September 2007 for an initial evaluation of the new Electrical Engineering programs. The visit went very well with no concerns identified by the visitation team. Montana Tech has yet to receive the official evaluation report from ABET, but we anticipate that the Electrical Engineering program will be accredited for the three year period prior to the next scheduled full-visit by ABET in 2010.

7. Process Leading to Submission

The four faculty of the proposed Electrical Engineering Department submitted a request to the Dean of The School of Mines and Engineering to create the department. The proposal was presented to the faculty of the General Engineering Department in August, 2007. The proposal was then presented to and approved by the faculty of The School of Mines and Engineering in September, 2007. The proposal will be submitted to the entire faculty at the next scheduled faculty meeting in December, 2007.

January 10-11, 2008

ITEM 138-401-R0108

Approval to Offer an Associate of Applied Science Degree in Equine Studies; Miles Community College

THAT:

Miles Community College requests to offer an Associate of Applied Science Degree in Equine Studies.

EXPLANATION:

The College is working with UM – Western to offer a 2 + 2 Associate of Science program to articulate into Western’s BS in Natural Horsemanship. Currently UM – Western has a waiting list for their program, but by the third year there are seats available. Miles Community College would help fill their seats during the third and fourth years of their program.

During the development of the AS transfer curriculum, the local advisory committee for Equine Studies determined a stand-alone AAS degree also needed to be offered for students who did not want to pursue a four-year degree. In addition, it would assure that there were enough students between both programs to warrant a full-time instructor. The AAS would provide students with employable skills to use in a variety of jobs in the equine industry including but not limited to horse trainer, farrier, stable manager, producer, or feed salesperson.

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.:	138-401-R0108	Date of Meeting:	January 10 & 11, 2008
Institution:	Miles Community College		
Program Title:	Associate of Applied Science in Equine Studies		

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:

Miles Community College (MCC) seeks approval to award the Associate of Applied Science degree in Equine Studies.

Miles Community College is working in collaboration with UM-Western to provide a 2 + 2 transfer degree into their BS of Natural Horsemanship. In partnership with this 2 + 2 AS degree, Miles Community College would also like to offer a two year Associate of Applied Science degree as well. This degree will allow students to complete a variety of courses in equine management that will prepare them for employment in the equine industry. Employment opportunities include: a horse trainer, farrier, stable manager, rancher or a plethora of careers that are developing in the equine field. The AAS degree varies from the AS transfer degree in that it provides students with hands-on experience that recognizes the needs of area ranches, guiding services and hoof care businesses. The addition of the AAS in partnership with the AS degree will ensure strong enrollment in the equine transfer courses.

MONTANA BOARD OF REGENTS
NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

Institution: Miles Community College

Program Title: Associate of Applied Science in Equine Studies

1. **Overview: (Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.)**

The proposed Associate of Applied Science degree in Equine Studies will provide students with the knowledge and hands-on experience necessary to become highly employable in the equine industry. Equine students will be qualified to work as a trainer, farrier, stable manager, producer, or feed salesperson. Students will learn all aspects of horsemanship, ranch activities, non-evasive training techniques, hoof trim and care, as well as equine science.

2. **Need:**

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

The equine industry is a very large and important part of our national, state and local economies. Specifically in our region horses are raised for use in agriculture, sport, entertainment and recreation. In an economic study completed by Deloitte Consulting LLP for the American Horse Council Foundation in 2005, they summarized that the equine industry is highly-diverse and provides significant economic impact at the impact rate of \$102 billion.

Highlights of the study stated that there are 9.2 million horses in the United States, with 4.6 million Americans involved as horse owners or service providers. The horse industry employs 453,612 full-time equivalent jobs.

Duane Johnson, superintendent at the Montana Agricultural Northwestern Research Center has found a 6.5% annual growth rate in the Pacific Northwest equine industry. There are over 130,000 registered horses in the state of Montana alone with thousands of horses not registered with a breed association.

This program supports the growth of the equine industry, by providing a well-trained employee base to fill the jobs that serve this industry.

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

Students interested in becoming a part of the equine industry will have an opportunity to complete a program that prepares them to work with and train ranch horses, as well as serve in other auxiliary functions to the industry. This program is unique in the state and designed specifically for our region as students will train horses to complete common ranch tasks such as roping and cow handling. They will also learn complete horse care, nutrition, equine science and basic farrier skills. Those with a strong interest in horseshoeing may complete additional electives that will certify them as a farrier.

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

A program will be considered full with 12 – 15 students per instructor. We anticipate the

program to be full upon approval by the Board of Regents when marketing can take place.

Community members approached the college with the concept of an equine program. From this suggestion, two courses were instituted during the 2006 – 2007 academic term. During the fall semester 12 students enrolled in a “Western Horsemanship” class as an elective course. That spring, a “Starting the Young Horse” class was instituted with 13 students enrolled. It was during this spring semester, that Miles Community College approached UM Western with the concept of a 2 + 2 program with their institution.

The Miles Community College Endowment Board voted to fund a position for one year to hire a person to develop the Equine Studies program and work with the advisory committee and the UM – Western on articulated coursework. Without any advertising, the program has six potential students based solely on word of mouth discussions by advisory committee members. These students are currently completing an Introduction to Equine Studies course. Should this program be approved by the Montana Board of Regents, Miles Community College is sure all spots in the program would be filled by the 2008-2009 academic year.

3. Institutional and System Fit:

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

Currently Miles Community College has an Agriculture certificate as well as an AS in Agribusiness that is a 2 + 2 program with Montana State University. The Equine Studies degree would enhance the agriculture related offerings we have on this campus. It will also allow for the sharing of faculty resources between the two programs.

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

The approval of the AAS in Equine Studies will not require changes to any existing programs.

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

The agriculture certificate and Agribusiness degree at Miles Community College have components of animal science, soil resources, plant science and natural resource conservation as well as business courses. The Equine Studies degree will focus solely on animal science and nutrition, with an emphasis on working specifically with horses. While our Agriculture degrees are broader, the Equine Studies degree will be very specific.

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

The mission of Miles Community College is to promote student success and lifelong learning through accessible, quality programs and community partnerships. The seven strategic initiatives include:

1. Foster quality leadership.
2. Provide a quality student experience.
3. Provide quality academic programs.
4. Cultivate quality community relationships.
5. Recruit and retain students.
6. Nurture a healthy College environment.

7. Actively seek sustainable funding.

This program has the rigor to provide a quality academic program, while at the same time the hands-on curriculum provides relevance to the students and insures their quality student experience. As this program was proposed by our community and highly supported by our advisory group of 15 individuals who work in the industry, we have enhanced our community partnerships and relationships.

As with all colleges in Montana, we must meet the needs of our region as well as find programs that will foster interest from students outside of our state for recruitment and retention. This program has shown it has a strong local interest, but will also serve students from other states that are looking for this type of educational experience.

- 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.**

As mentioned, we are working with the UM – Western to establish a 2 + 2 articulation into their BS in Natural Horsemanship. The AAS degree proposed here would not be the transfer degree. Rather, this will be a stand-alone program that provides employable skills for students after two years. Those students planning to complete a four-year degree will enter into the AS in Equine Studies which is the transfer program that will be articulated with UM – Western.

The AAS in Equine Studies proposed by Miles Community College differentiates from other AAS degrees in Montana because it adds the working ranch horse component as well as skills that would allow students to become farriers or work for guiding services. No other AAS degrees in the state have this focus.

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.**

Following is the proposed Equine Studies degree program as suggested by the Advisory Committee. The math required is satisfied by BU110 (Business Math), written communications are satisfied with CA105 (Technical Writing), and the human relations component is embedded in the Horse Conformation and Equine Sales and Marketing classes.

EQUINE STUDIES AAS DEGREE
Total credits 60

Freshman Fall Semester			Freshman Spring Semester		
EQ155L	Intro to Basic Horsemanship	3	EQ102 EQ102L	Horse Conformation (embedded oral communications)	2 2
SC101 SC101L	Principles of Biology	3 1	EQ130 EQ130L	Hoof Care Science Hoof Care Science Lab	1 1
EQ101	Introduction to Equine Studies	4	EQ252L	Horsemanship 1: Building a Relationship	3
BU110	Business Mathematics	3	EQ165L	Livestock Handling & Ranch Roping	3
CA105	Technical Writing	3	BU108	Vocational Bookkeeping	3
	Total Credits	17		Total Credits	15

Sophomore Fall Semester			Sophomore Spring Semester		
EQ254L	Horsemanship 2: Harmony with Your Horse	3	EQ203	Equine Science II	4
EQ202	Equine Science I	4	EQ255L	Horsemanship 3	3
EQ201	Basic Horse Care & Nutrition	4	EQ256L	Starting the Young Horse	3
EQ253L	Intro to Colt Starting	3	EQ232	Equine Sales and Marketing (human relations component)	3
				Elective	1
	Total Credits	14		Total Credits	14

ELECTIVES

EQ150L	Driving the Harness or Work Horse	1 credit
EQ151L	Packing the Horse or Mule	1 credit
EQ241P	Equine Internship	3 credits
EQ 205	Hoof Care – Trimming and Shoeing	1 credit
EQ 205L	Your Horse (Pre-req. EQ 130 & 130L)	3 credits
EQ 250 L	Professional Hoof Care for Farrier Certificate (Pre-req. EQ 205 & 205L)	2 credits

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

The program will enroll 15 students in the 2008 – 2009 academic year, and an additional 15 students in the second year for a total of 30 students in the program. The College will allow no more than 20 students per instructor for safety purposes. Therefore, if interest in the program surpasses our current facilities, the College will have to determine the cost effectiveness of two instructors, as well as the addition of physical space.

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.**

One additional faculty position will be required for this program. Miles Community College will absorb the costs of this person in their general budget.

- 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 the need.**

Currently the College is using the rodeo arena for these classes. There is also an enclosed arena that a member of the community is allowing the college to use free of charge. The College will be looking at a campaign fund to build an indoor arena facility to be used by the Equine Studies and Agriculture programs as well as the Rodeo team for practices.

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

The success of this program will be measured by the number of students that complete the program, as well as their placement in the equine industry. Qualitative studies on the employer's satisfaction with these students will also be considered.

All coursework will be required to meet the rigor set forth by the Academic Standards committee as well as through the general education assessment tools instituted by the College.

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.

Community members and the Ag Advisory Committee discussed the need for an Equine Studies program at Miles Community College. The Agriculture instructor, Jack Larson, located an adjunct faculty person who would be willing to teach one class per semester at the college to test the interest of this type of program with our students. The classes were instituted in the fall of 2006. Enrollment in these courses was sufficient enough that the College started looking into a complete program.

It was in the spring of 2007 that Miles Community College visited with UM – Western about the possibility of a 2 + 2 program into their BS in Natural Horsemanship. Western was interested, and representatives from Miles Community College came back and started putting together a transfer program.

The Equine Advisory committee was instituted to look at the proposed curriculum. It was through these discussions with the committee and the students who had previously been enrolled in our equine test courses, that it was determined the College also needed a complimentary AAS degree. Individual course proposals for the program started going through the Academic Standards Committee at Miles Community College in May of 2007. The development of the AAS degree and each course proposed within the degree has continued to be discussed and approved through the Academic Standards committee.

The Miles Community College Endowment Board gave money to the college to hire a faculty member in the Equine Studies area for the 2007 – 2008 academic year. Josh Bilbrey has been charged to continue the development of the classes and the program through the input of students and the advisory committee. Mr. Bilbrey also works closely with the Dean of Academic Affairs to assure quality programming.

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.

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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.

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3. 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.

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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

TO: Montana Board of Regents

FROM: Roger Barber
Deputy Commissioner for Academic & Student Affairs

RE: An Update on the Model Nursing Curriculum

DATE: March 5, 2008

The model nursing curriculum, developed in response to the Legislative performance audit on transfer practices in the Montana University System, has been a topic of continuing discussion with the Board of Regents for several years. That model was initially approved by the Board in May 2005, modified in May 2006, and “tweaked” one more time in May 2007. Although this report probably could have been delayed until May 2008, the information is important enough that the Board should know about it as soon as possible.

Important background information on the model nursing curriculum can be found at the following website:

<http://mus.edu/che/arsa/Nursing/>

Members of the Board of Regents, and colleagues in the Montana University System, may want to read that material first, before continuing with this memorandum.

Nursing programs in the Montana University System are required to report to two regulatory boards: the Montana Board of Regents and the Montana State Board of Nursing. Representatives from the State Board of Nursing participated in every discussion concerning the model nursing curriculum, but based on their interpretation of that Board’s regulatory authority, they were reluctant to give an early opinion on the model until it was brought to them by an actual nursing program.

That has happened. The State Board of Nursing has approved the model nursing curriculum for Practical Nursing programs at MSU-Great Falls College of Technology and Flathead Valley Community College, and Practical Nursing/Registered Nursing programs at Montana Tech of The University of Montana and MSU-Billings College of Technology. The latter programs, with both PN and RN nursing preparation, were difficult for the State Board of Nursing, however, and some of its unease and uncertainty were also reflected in recent reviews of PN/RN programs at the UM-Helena College of Technology and the UM-Missoula College of Technology.

In an effort to clear the air, the State Board of Nursing hosted a meeting in early January 2008, and invited all of the nursing directors from throughout the State to discuss the model nursing curriculum. At that meeting, representatives of the Board and the executive director of the Board, Barb Swehla, explained that one State Board rule, in particular, causes some concern. That rule requires practical nursing students to be trained, all through their nursing coursework, in the scope and practice of practical nurses. When it looks at the model nursing curriculum, with its integrated, 2 + 1 curriculum for PN and RN nurses, the State Board of Nursing is not certain that the nursing coursework, in the third and fourth semesters, satisfies that requirement. If that curriculum is taught at the RN level, and students who choose to step out of the program to take the PN licensure exam are only required to take a “scope of practice” course to prepare for licensure, then the model curriculum does not satisfy the nursing board’s expectations.

After extensive discussions, the nursing directors and the State Board of Nursing representatives agreed that there are two solutions to the problem, and those solutions are common enough throughout the United States that they even have a name:

- 1) the model nursing curriculum could be offered as part of a ***Bi-Level Nursing program***. Under that model,
 - the program would have one application process, for admission to the nursing curriculum in semester 3;
 - the nursing coursework in semesters 3 and 4 would be taught at both the PN and RN “scope of practice” level;
 - the nursing coursework in semesters 5 and 6 would be taught at the RN “scope of practice” level only;
 - students would have the right to “opt out” of the program at the end of semester 4 and sit for licensure as a PN nurse, or they could simply continue on for another year and sit for licensure as an RN nurse.

- 2) the model nursing curriculum could be offered as part of a ***2 + 1 Nursing program***. Under that model,
 - the program would have two application processes; the first one would occur at the beginning of semester 3;
 - the nursing coursework in semesters 3 and 4 would be taught at the PN “scope of practice” level only;
 - students would be required to sit for licensure for the PN nursing;
 - the second application process would occur at the beginning of semester 5, and only licensed PN nurses would be eligible to apply;
 - the nursing coursework in semesters 5 and 6 would be taught at the RN “scope of practice” level.

The 2 + 1 Nursing program is particularly attractive for some of the nursing programs throughout the State, primarily because they would like to provide PN nurses for their service area. In fact, they have promised their healthcare providers that that is one of the

goals of the nursing program. Because it has two application periods and two applicant pools, the 2 + 1 model also opens the RN portion of the program up to licensed practical nurses who are already working, but who would like to upgrade their training and become registered nurses. The Bi-Level nursing program does not provide that window of entry to PN nurses, since all of the students in the nursing cohort have the right to stay in the program and complete the last two semesters of RN coursework.

Because of the January discussion, the nursing programs throughout the Montana University System now have some direction from the State Board of Nursing concerning the model nursing curriculum. That “interpretation” will have to be endorsed by the entire State Board of Nursing, and that hasn’t happened yet. But once it does, MUS nursing programs will have to decide how they want to offer the curriculum to satisfy both 1) the expectations of transferability held by the Board of Regents; and 2) the expectations of appropriate “scope of practice” preparation held by the State Board of Nursing.

At this writing,

- the nursing program at Montana Tech of The University of Montana intends to eliminate its practical nursing program and focus on registered nursing, using the model curriculum.
- the nursing program at Montana State University-Northern has decided to adopt the model nursing curriculum for its registered nursing program, and that decision is before the Board of Regents at this meeting, as part of the Level I memorandum.
- the nursing program at Montana State University-Billings College of Technology is leaning toward a 2 + 1 nursing model. That program is already using the model nursing curriculum.
- the nursing program at The University of Montana-Helena College of Technology is leaning toward a 2 + 1 nursing model. It will almost certainly make the conversion in January 2009.
- the nursing program at The University of Montana-Missoula College of Technology is undecided, although its initial plans were based on a 2 + 1 model since it had promised Missoula healthcare providers that it would continue to train PN nurses and provide career advancement for licenses PN nurses.
- the nursing program at Miles Community College has no immediate plans to adopt the model nursing curriculum until it has more evidence, in the form of licensure pass rates, to evaluate its effectiveness.

Everyone at the January 2008 discussion agreed that assessment of the model nursing curriculum was essential. The model is so new, and its implementation is so recent, that assessment data is sketchy at this point. Only one program, Flathead Valley Community College, has generated a cohort of students from the model who have sat for PN licensure. The pass rate was 100 percent.

TO: Montana Board of Regents

FROM: Roger Barber
Deputy Commissioner for Academic & Student Affairs

RE: Policy 301.12 and Out-of-Compliance Programs

DATE: March 5 – 7, 2008

In September 2007, the Montana Board of Regents received a list of Associate of Applied Science and Certificate of Applied Science degree programs that did not conform to the guidelines set out in Policy 301.12, Undergraduate Degree Requirements: Associate Degrees and Certificates of Applied Science. The Board of Regents approved an action item, at its September 2007 meeting, that required all programs on that list to either 1) conform to the policy expectations by the March 2008 meeting; or 2) be placed on moratorium, at the May 2008 meeting, until they are brought into compliance.

That September 2007 program list is attached to this memorandum as a reference for your review at this meeting. The following information will help you read through that memorandum:

- if a program has a line drawn through it, that program has been revised and is now in compliance with Policy 301.12.
- if a program has an asterisk ** behind it, that program has been terminated or is in the process of being terminated.
- if a program has a question mark ? behind it, the institution that offers that program has asked for an exception to Policy 301.12, and those exception requests are before the Board of Regents at this meeting for action.

All other programs are still out-of-compliance with Policy 301.12, as of this meeting, and may well be placed on moratorium at the May 2008 meeting of the Board.

TO: Montana Board of Regents
FROM: Roger Barber
Deputy Commissioner for Academic & Student Affairs
RE: Policy 301.12 and Out-of-Compliance Programs
DATE: August 22, 2007

Board of Regents' Policy 301.12, Section I.C.4.(a), states that an Associate of Applied Science degree should be "a program of study (60 – 72 credits) requiring at least four semesters to complete, but no more than two academic years, including a summer session between the academic years if necessary."

The following Associate of Applied Science degrees have too many credits:

- 1) Respiratory Care, MSU-Great Falls College of Technology. ?
- 2) ~~Automotive Technology, Miles Community College.~~

The following Associate of Applied Science degrees cannot be completed in two years and a summer session:

- 1) Radiologic Technology, MSU-Billings College of Technology. ?
- 2) Radiologic Technology, Flathead Valley Community College. ?
- 3) Radiologic Technology, MSU-Great Falls College of Technology. ?
- 4) Respiratory Care, MSU-Great Falls College of Technology. ?
- 5) Radiologic Technology, UM-Missoula College of Technology. ?

Board of Regents' Policy 301.12, Section I.C.4.(b), states that an Associate of Applied Science degree should have "an occupational emphasis, achieved through a minimum of 2/3rds of the total credits in the degree devoted to technical course work in the discipline specific to the occupational goal."

The following Associate of Applied Science degrees do not have that occupational emphasis:

- 1) ~~Medical Information Technology, UM-Missoula College of Technology.~~
- 2) ~~Paralegal Studies, UM-Missoula College of Technology.~~
- 3) Computer Information Systems, MSU-Northern.

- 4) Design Drafting, MSU-Northern.
- 5) Graphic Design, MSU-Northern.
- 6) ~~Electrical Technology, MSU-Northern.~~
- 7) Equine Studies, Psychology option, UM-Western.
- 8) Equine Studies, Equine Science option, UM-Western.
- 9) Natural Horsemanship, Psychology option, UM-Western.
- 10) Natural Horsemanship, Natural Horsemanship Science option, UM-Western.

Board of Regents' Policy 301.12, Section I.C.2.(a) says that a Certificate of Applied Science shall be "a short program of study (30 – 45 total credits) with the expectation that the certificate can be completed in, at most, one calendar year."

The following Certificates of Applied Science do not satisfy that criteria:

- 1) Farm and Ranch Business Management, Dawson Community College.
- 2) Diesel Technology, UM-Helena College of Technology. **
- 3) ~~Pharmacy Technology, UM-Missoula College of Technology.~~
- 4) ~~Automotive Technology, MSU-Northern.~~

Board of Regents' Policy 301.12, Section I.C.2.(b) states that a Certificate of Applied Science shall include "general education coursework that meets accreditation requirements and comprises no more than 1/3rd of the total credits in the certificate program."

The following Certificates of Applied Science do not meet that requirement:

- 1) Correctional Officer, Dawson Community College.
- 2) ~~Medical Billing Specialist, MSU-Great Falls College of Technology.~~
- 3) Agribusiness, Miles Community College.
- 4) ~~Automotive Technology, Miles Community College.~~
- 5) Building Technology, Miles Community College.
- 6) ~~Heavy Equipment Operator, Miles Community College.~~
- 7) Health Information Technology, Coding option, Miles Community College.
- 8) Health Information Technology, Medical Transcription option, Miles Community College.
- 9) Office Information Technology, Miles Community College. **
- 10) ~~Drafting, Montana Tech of The University of Montana.~~
- 11) ~~Automotive Technology, MSU-Northern.~~
- 12) ~~Building Maintenance Engineering, UM-Missoula College of Technology.~~

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- 13) ~~Culinary Arts, UM Missoula College of Technology.~~
- 14) ~~Customer Relations, UM Missoula College of Technology.~~
- 15) ~~Heavy Equipment Operator, UM Missoula College of Technology.~~
- 16) ~~Pharmacy Technology, UM Missoula College of Technology.~~
- 17) ~~Sales and Marketing, UM Missoula College of Technology.~~

**Board of Regents Informational Briefing
Retroactive Master of Architecture Degree
Montana State University-Bozeman**

Montana State University-Bozeman will grant Master of Architecture degrees to all graduates of the School of Architecture who have met the requirements for the Master of Architecture degree through the award of the Bachelor of Architecture degree prior to 2002.

History

In June 1997, the Board of Regents authorized the School of Architecture to offer a four year Bachelor of Arts in Environmental Design and a one-year Master of Architecture (M.Arch) degree in place of its five-year Bachelor of Architecture (B.Arch) degree. The transition from the B.Arch degree program to the M.Arch degree program was completed December 2001. No curricular changes were made in the transition from the Bachelor of Architecture to the Master of Architecture degree program. The only change was in the degree nomenclature—from a B.Arch to an M.Arch.

In July 1997, the National Architectural Accrediting Board (NAAB) granted accreditation for the Master of Architecture degree based upon the curricular materials and student work presented during the Spring 1997 NAAB site visit. All of the student work and curricular materials shown were based upon the five-year Bachelor of Architecture program.

Because no curricular changes were made during the change from a B.Arch to an M.Arch degree, students that graduated in Fall Semester 1997 received a Bachelor of Architecture degree while those students graduating in Spring Semester 1998 received a Master of Architecture degree for the same program of study and credit requirement.

Internal and NAAB Review

The School of Architecture Administration and faculty voted unanimously in support of awarding the retroactive Master of Architecture degree to its Bachelor of Architecture graduates. In addition it has the endorsement of the Dean of the College of Arts and Architecture and the President and Provost have also endorsed this proposal.

Both the Master of Architecture and the Bachelor of Architecture degrees are first professional degrees in the architectural profession and are seen as equivalent when graduates undertake the Architectural Registration Examination administered by the National Council for Architectural Registration Board (NCARB).

The National Architectural Accreditation Board has been consulted on this process and informed us that the award of degrees is determined by the granting institution and system. Many other Schools of Architecture have undertaken the granting of retroactive Master of Architecture degrees including but not limited to Tulane University,

Norwich Academy, Yale University, Harvard University, Columbia University and Princeton University.

Process

Bachelor of Architecture graduates wishing to receive the retro-active Master of Architecture degree would be required to successfully complete a one-credit graduate elective during the semester in which the M.Arch degree would be granted. This one-credit course would be offered each semester beginning Summer 2008.

This Master of Architecture degree would not replace any previous degrees. As such, graduates with a Bachelor of Architecture degree would receive the Master of Architecture degree as well.

The granting of a retro-active Master of Architecture degree will not alter the professional registration status or eligibility of any past B.Arch graduates of the MSU School of Architecture.

MEMORANDUM

DATE: March 5 – 7, 2008
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 November 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.

The University of Montana-Missoula:

- The University of Montana asked for permission to change the name of its option in the Ph.D. program in Anthropology from Cultural Heritage Studies and Historical Anthropology to Cultural Heritage Studies and Applied Anthropology. *ITEM 138-1001+R0308*
- The University of Montana requested authority to change the name of the Department of Chemistry to the Department of Chemistry and Biochemistry. *ITEM 138-1002+R0308*
- The University of Montana-Missoula filed a Notice of Intent to terminate its Bachelor of Science degree in Geology, with options in Environmental Geology, General Geology and Geology. The degrees have been reworked and will be replaced by Bachelor of Science degrees in Geosciences. *ITEM 138-1003+R0308*

Montana Tech of The University of Montana:

- Montana Tech of The University of Montana asked for authority to change the name of its option in Business Information Systems, in the Bachelor of Science degree in Business & Information Technology, to Accounting. *ITEM 138-1501+R0308*

- Montana Tech of The University of Montana requested permission to offer a minor in Health Care Informatics. [ITEM 138-1502+R0308](#)

The University of Montana-Helena College of Technology:

- The University of Montana-Helena College of Technology filed a Notice of Intent to terminate its Certificate in General Diesel Technology at the September 2007 Board of Regents' meeting. All of the steps in the termination process have been completed, and the certificate is, therefore, eliminated. [ITEM 136-1902+R0907](#)

Montana State University-Bozeman:

- Montana State University-Bozeman filed a Notice of Intent to terminate its Bachelor of Science degree in Health Promotion. As part of the curriculum reorganization in the Department of Health and Human Development, the Health Promotion major will be incorporated into the Community Health major. [ITEM 138-2010+R0308](#)
- Montana State University-Bozeman asked for authority to change the name of the Option in Political Science, in the Bachelor of Arts degree in Political Science, to Policy and Analysis. [ITEM 138-2011+R0308](#)
- Montana State University-Bozeman requested permission to change the name of three (3) options in its Modern Language and Literatures program. The requested changes are as follows: change the French option to French and Francophone Studies; change the German option to German Studies; and change the Spanish option to Hispanic Studies. [ITEM 138-2012+R0308](#)
- Montana State University-Bozeman asked for permission to revise the Bachelor of Science degree in Bioengineering, which was originally developed as a dual-degree program in partnership with Istanbul Technical University, so the program could also be available to Montana State University-Bozeman students. [ITEM 138-2013+R0308](#)
- Montana State University-Bozeman requested authority to change the name of its Master of Science degree in Applied Psychology to a Master of Science degree in Psychological Science. [ITEM 138-2014+R0308](#)
- Montana State University-Bozeman asked for permission to create two options in its existing Bachelor of Science degree program in Computer Science. I.E., a Professional option and an Interdisciplinary option. [ITEM 138-2015+R0308](#)

- Montana State University-Bozeman filed a Notice of Intent to terminate its Bachelor of Science degree program in Health & Human Development, with its six (6) options in Community Health Education, Exercise Science, Family & Consumer Sciences, Food & Nutrition, Health Enhancement K-12, and Pre-Physical Therapy. All of the program offerings have been extensively reworked, and those changes are on the action agenda for the Board of Regents. ITEM 138-2016+R0308

Montana State University-Northern:

- Montana State University-Northern requested permission to revise its course work for the Associate of Science degree in Nursing so it follows the model nursing curriculum approved by the Montana Board of Regents in May 2005. The State Board of Nursing has already approved the curriculum changes for MSU-Northern. ITEM 138-2801+R0308
- Montana State University-Northern asked for authority to deliver its Bachelor of Science degree in Business Technology to Medicine Hat College in Canada. ITEM 138-2802+R0308
- Montana State University-Northern asked for permission to change the name of its Bachelor of Science degree in Business Technology to a Bachelor of Science degree in Business Administration. ITEM 138-2803+R0308

Montana State University-Great Falls College of Technology:

- Montana State University-Great Falls College of Technology requested authority to also offer its Certificate of Applied Science in Welding Technology in Great Falls. The certificate program was originally requested as a program offering in Bozeman. ITEM 138-2851+R0308
- Montana State University-Great Falls College of Technology requested permission to offer its Associate of Applied Science degree in Design Drafting in Bozeman. ITEM 138-2852+R0308
- Montana State University-Great Falls College of Technology asked for authority to change the name of its Associate of Applied Science degree in Accounting and Business Technology, with an Option in Accounting, to an Associate of Applied Science degree in Accounting. ITEM 138-2853+R0308
- Montana State University-Great Falls College of Technology asked for permission to change its Associate of Applied Science degree, with an option in Medical Transcription, to an Associate of Applied Science degree in Medical Transcription. ITEM 138-2854+R0308

Miles Community College:

- Miles Community College filed a Notice of Intent to terminate its Certificate of Applied Science credential and Associate of Applied Science degree in Office Information Technology. *ITEM 138-402+R0308*

Flathead Valley Community College:

- Flathead Valley Community College asked for permission to offer its Certificate of Applied Science in Medical Transcription as an online program. *ITEM 138-301+R0308*

Announcements:

Moratoriums:

Montana State University-Northern notified the Office of the Commissioner of Higher Education that it has placed three academic programs on moratorium. Those programs are: the Associate of Applied Science degree in Water Quality Technology – Environmental Health; the Associate of Applied Science degree in Engineering Technology with an Option in Electronics Technology; and the Bachelor of Applied Science degree.

Montana State University-Great Falls College of Technology notified the Office of the Commissioner of Higher Education that it has put its Certificate of Applied Science in Creative Arts Enterprises in moratorium.

Flathead Valley Community College asked the Office of the Commissioner of Higher Education to remove the moratorium on the Associate of Applied Science degree in Substance Abuse Counseling. The program was placed in moratorium in January 2007.

Out-of-State Institutions:

Adams State College in Alamosa, Colorado, notified the Office of the Commissioner of Higher Education about its plans to offer a one-semester graduate course in reading instruction, via distance technology, in Montana. Adams State College 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.:	138-1001+R0308	Date of Meeting:	March 5-7, 2008
Institution:	The University of Montana - Missoula		
Program Title:	PhD in Anthropology: Change in Name from Cultural Heritage Studies and Historical Anthropology		

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

Item No.: 138-1001+R0308	Institution: The University of Montana - Missoula
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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:

The University of Montana-Missoula seeks permission to change the name of the Ph.D. in Anthropology from “Cultural Heritage Studies and Historical Anthropology” to “Cultural Heritage Studies and Applied Anthropology” to better reflect the strengths and specialties of the department and further improve the success of the program.

M O N T A N A B O A R D O F R E G E N T S
LEVEL I REQUEST FORM

Item No.:	138-1002+R0308	Date of Meeting:	March 5-7, 2008
Institution:	The University of Montana-Missoula		
Program Title:	Name Change from Chemistry to Chemistry and Biochemistry		

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

Item No.: 138-1002+R0308	Institution: The University of Montana - Missoula
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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:

The University of Montana-Missoula requests permission to change the name of the Department of Chemistry to the Department of Chemistry and Biochemistry. The new name better represents the composition of faculty in the department and the nature of the department's research and scholarship. At least half of the faculty are currently engaged in the study of substances that are biochemical in nature. Furthermore, the future of chemistry will increasingly be characterized by integration with other disciplines, particularly biology.

MONTANA BOARD OF REGENTS
LEVEL I REQUEST FORM

Item No.:	138-1003+R0308	Date of Meeting:	March 5-7, 2008
Institution:	The University of Montana - Missoula		
Program Title:	Geosciences; Elimination of B.S. Options in Geology, Environmental Geology, and General Geology		

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

Item No.: 138-1003+R0308	Institution: The University of Montana - Missoula
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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:

The University of Montana-Missoula requests permission to eliminate the B.S. option in Geology, Environmental Geology, and General Geology. Replacing these degree options is a new B.S. program in Geosciences that includes three separate B.S. degrees: 1) a B.S. degree in Geosciences; 2) a B.S. degree in Interdisciplinary Geosciences; and 3) a dual B.S. degree in International Field Geosciences. Separate Level II applications for each of the new proposed B.S. degrees has been submitted.

M O N T A N A B O A R D O F R E G E N T S

LEVEL I REQUEST FORM

Item No.:	138-1501+R0308	Date of Meeting:	March 5-7, 2008
Institution:	Montana Tech of The University of Montana		
Program Title:	Change name of Business Information Systems option to Accounting		

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:

Montana Tech's Department of Business and Information Technology (BIT) requests permission to change the name of its Business Information Systems (BIS) option to "Accounting."

Montana Tech's BIT Department offers a Bachelor of Science Degree in Business and Information Technology (BIT). There are currently three options within the BIT Degree: Management, Entrepreneurship, and Business Information Systems. The BIS option is an accounting-based option that offers students enough coursework to properly prepare for the Uniform Certified Public Accounting (CPA) exam. Historically, Montana Tech has two or three students that sit for the CPA exam. The option has the following concentration requirements:

Required Courses: (18 total credits)		Elective Courses (students must complete five of the following courses/15 credits)	
2146	Principles of Accounting I	4016	Tax Accounting I
2156	Principles of Accounting II	4026	Tax Accounting II
3036	Cost Accounting I	4146	Auditing I
3046	Cost Accounting II	4156	Auditing II
3146	Intermediate Accounting I	4216	Advanced Accounting
3156	Intermediate Accounting II	4226	Fund Accounting
3206	Accounting Information Syst.	4286	CPA Review

This issue was addressed at a Fall 2007 meeting of Montana Tech's Business Department Industrial Advisory Board meeting. The board members unanimously supported this proposal. All of the members expressed a belief that it would be beneficial for students to have an option titled "Accounting" rather than "Business Information Systems" as they were seeking employment. Additionally, one board member who graduated with the Business Information System option stated that she was denied the opportunity to apply for certain scholarships that were available for accounting students since she was not in an "accounting program."

Additionally, two members of the Montana Tech Business Department met and discussed this issue with Dr. Mike Harrington, the Associate Dean of the University of Montana School of Business and Dr. Terry Heron, the Chair of the Department of Accounting and Finance at the University of Montana. Both of these individuals offered their individual support for the proposal and neither of these individuals expressed any reservation with the proposed name change to "Accounting."

M O N T A N A B O A R D O F R E G E N T S

LEVEL I REQUEST FORM

Item No.:	138-1502+R0308	Date of Meeting:	March 5-7, 2008
Institution:	Montana Tech of The University of Montana		
Program Title:	Healthcare Informatics Minor		

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:

Montana Tech of The University of Montana requests permission to offer a Minor in Health Care Informatics to other degree programs at Montana Tech. The Health Care Informatics department was first authorized to grant Associate and Baccalaureate degrees in 2002. The department's mission is to "give our students an educational experience that provides them with the knowledge, skills and tools needed to be effective members and/or leaders in multidisciplinary groups responsible for the design and development, implementation, evaluation and management of healthcare information systems." The healthcare field is one of the fastest growing fields and is already experiencing shortages of qualified individuals in all areas of healthcare management. These include healthcare delivery, healthcare finance, healthcare information systems, the pharmaceutical industry, health services research, government, and education. A Health Care Informatics Minor would allow students in other degree programs to expand the areas of potential employment.

The minor would be awarded after the completion of the student's Baccalaureate degree in their chosen field and with the completion of a minimum of 18 credits of Health Care Informatics courses. The coursework for the minor would consist of the following courses:

	Credits
HCI Core Classes (students must complete all courses)	
HCI 1016 Introduction to Health Care Informatics	3
HCI 1206 Medical Data and Terminologies	3
HCI 3106 Health Care Delivery in the US I	3
HCI Elective Classes (students must complete nine credits)	
HCI 2106 Health Care Ethics and Regulations	3
HCI 2256 Data, Information, and Knowledge	2
HCI 3126 Health Care Delivery in the US II	3
HCI 3206 Information Systems Security	3
HCI 3406 Electronic Health Record in Medical Practice	3
HCI 4106 Projects and Systems Management	4
HCI 4206 Public Health Informatics (currently Issues in Health Care Informatics)	3
HCI 4946 Health Care Seminar	2

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-2010+R0308	Date of Meeting:	March 5-7, 2008
Institution:	Montana State University-Bozeman		
Program Title:	Termination Of Health Promotion Major		

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.: 138-2010+R0308	Institution: Montana State University-Bozeman
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Specify Request:

The Department of Health and Human Development has restructured its entire undergraduate curriculum to make its offerings more up-to-date and visible to current and prospective students. To this end, the department will eliminate its major in Health Promotion beginning fall 2008. In the 2008-10 catalog, this major will be incorporated into the Community Health major.

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-2011+R0308	Date of Meeting:	March 5-7, 2008
Institution:	Montana State University-Bozeman		
Program Title:	BA In Political Science: Option Name Change		

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.: 138-2011+R0308	Institution: Montana State University-Bozeman
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Specify Request:

Montana State University-Bozeman requests approval to change the name of the Political Science option to Policy and Analysis within the BA in Political Science. The Political Science major currently has two options with different curricular requirements: 1) Political Science Option; and 2) International Relations Option. The proposal is to change the name of the first to "Policy and Analysis" to be more descriptive and clearly differentiate it from the IR option.

We are requesting the change to more accurately reflect the two tracks within the curriculum that reflect student demand, faculty strengths, and research emphasis. Students will continue to choose to emphasize their interest in American institutions and policy study (Policy and Analysis option) or to place emphasis on international theory and institutions (International Relations Option); that interest will be more accurately reflected in the option indicated on their transcripts. The change does not represent a significant change of course offerings.

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-2012+R0308	Date of Meeting:	March 5-7, 2008
Institution:	Montana State University-Bozeman		
Program Title:	BA In Modern Languages And Literatures: Option Name Changes		

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.: 138-2012+R308

Institution: Montana State University-Bozeman

Specify Request:

Montana State University-Bozeman requests the following changes to the option names in the BA in Modern Languages and Literatures. This request represents a move toward greater specificity in the curricular names, which reflect foci that extend well beyond language acquisition in all three programs. These changes reflect the department's active participation in national and international shifts away from a language-based model, with a primary focus on literature, to an area studies paradigm. While foreign-language acquisition and intercultural competency will continue to form the basis of the undergraduate experience, the acquisition of knowledge of history, art history, linguistics, new media, and economic relations will be increasingly incorporated into the study of literature as fundamental to the discipline. This new paradigm will also enable the faculty to participate more fully in Film Studies, Women's Studies, and other interdisciplinary programs at MSU. Finally, the change in name will help maximize faculty resources within Modern Languages and in cross-disciplinary endeavors. The name changes better reflect the current curricula, which have evolved slowly over several decades. The new names do not reflect major changes in the current structure of those curricula.

Current Option

French

German

Spanish

Proposed Option

French and Francophone Studies

German Studies

Hispanic Studies

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-2013+R0308	Date of Meeting:	March 5-7, 2008
Institution:	Montana State University-Bozeman		
Program Title:	Increased Access Of Bioengineering Major--Notification		

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.: 138-2013+R308	Institution: Montana State University-Bozeman
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Specify Request:

At its November 2006 meeting, the Montana Board of Regents approved MSU's proposal to offer a BS in Bioengineering. Authorization to offer this major was requested in support of efforts to develop a dual degree program in partnership with Istanbul Technical University (ITU). Part of the discussion at that meeting was about plans for MSU to eventually make this major available to its regular student body. In response to student interest in this major, the Department of Chemical and Biological Engineering and the College of Engineering are pleased to announce that, beginning with the 2008-2010 MSU catalog, the BS in Bioengineering will be made available to all interested MSU students. The curriculum has been modified to align with MSU's standard structure; elements particular to the needs of ITU students (which are taught at ITU) have been removed. This is the result of gradual changes in faculty and modest resource reallocations; it requires no additional infusion of resources.

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-2014+R0308	Date of Meeting:	March 5- 7, 2008
Institution:	Montana State University-Bozeman		
Program Title:	MS In Psychological Science		

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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Item No.: 138-2014+R0308	Institution: Montana State University-Bozeman
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Specify Request:

Montana State University-Bozeman requests a change in the name of the graduate program in Psychology from MS in Applied Psychology to MS in Psychological Science.

This change will bring the name of our program in line with the content and goals of our program and will eliminate confusion among potential applicants. Historically, our graduate program in psychology had an applied focus, specifically in industrial/organizational psychology. However, there has been a shift in the expertise of new faculty hires, and as of 2003 all new hires have research-based—not applied—areas of expertise.

In addition, the name “Applied Psychology,” is somewhat misleading, as it suggests that our program offers clinical training, which we do not. Instead, the program is research-based: Our primary goal is to train students in psychological science, including research methodology and analysis. Most of our graduates are accepted into top-tier, research-based Ph.D. programs. Changing the name of the program to M.S. in Psychological Science more accurately reflects the content and goals of our graduate program. Please note that we are not making any additional changes to the curriculum or training of our graduate students. This name change simply better describes our program. As such, we are not asking for any additional resources or funding to accompany this name change.

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-2015+R0308	Date of Meeting:	March 5-7, 2008
Institution:	Montana State University-Bozeman		
Program Title:	New Options In Computer Science Major		

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.: 138-2015+R308	Institution: Montana State University-Bozeman
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Specify Request:

Montana State University-Bozeman requests the creation of two new options within the existing Bachelor of Science in Computer Science: the Professional Option and the Interdisciplinary Option. Students selecting the CS major would choose between these two options. The Professional Option represents a modification of the existing CS major whereas the Interdisciplinary option allows students to pursue an interest area outside the department and link it to their CS training through their capstone experience.

LEVEL II BOARD OF REGENTS ITEMS: Curriculum Proposals

1. Overview. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

The Computer Science Department at Montana State University – Bozeman is seeking to offer two options for a bachelor’s degree in place of the current one-size-fits-all bachelor’s degree. The two options are the professional option and the interdisciplinary option. Both options give students more choices than the current single major does. The professional option is intended for students who wish to delve more deeply into computer science and technical electives. Of the two options, it is the one that is more similar to the currently offered CS major; it represents only a slightly modified curriculum. The interdisciplinary option is intended for students who wish to complement their computer science knowledge with a second area outside the realm of computer science.

2. Need

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

This purpose of this proposal is to improve upon the existing computer science major to help make students more marketable and to be better prepared for graduate school. A study by IBM indicates that between 2010 and 2020 there will be a worldwide shortage of 32 million technically specialized professionals in the U.S., Europe, Japan, China and India. Our existing curricular requirements were largely put together in the early 1990s – since that time the use of computers has permeated society in new and unexpected ways. The new degree options will still provide students with the fundamentals of computer science, but the two options cater to the simple fact that there is no longer a one-size-fits-all path through a computer science curriculum. Additionally, we hope that the added flexibility will make the degree more appealing to women and Native Americans, two groups that are underrepresented in our current program.

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

Computer Science majors will be well-served by this program because they will have a greater ability to tailor a computer science degree to their career goals. For example, a student who wants to pursue a computer related career in the area of biology could pursue the interdisciplinary option with a concentration in biology classes. As another example, a student who wants to pursue a computer related career in the area of systems programming could pursue the professional option with a concentration of technical electives in the area of systems programming.

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

ITEM 138-2015+R0308: Curriculum Proposal

Any student who currently pursues a computer science degree will likely pursue one of these two computer science options. Furthermore, due to the added flexibility, it is likely that a few additional students might be attracted to pursue a major in computer science. Please see the response to 4b for more detailed information.

3. Institutional and System Fit

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

The professional and interdisciplinary options for a computer science major will replace the one-size-fits-all existing computer science major.

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

No.

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

Not applicable.

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

The Montana State University Five Year Vision Document states that academic offerings should be increasingly interdisciplinary. The interdisciplinary option aligns well with this vision as it requires students to complement their studies with an outside minor. The minor area must be related back to computer science through a senior capstone experience.

By giving students more flexibility, both the professional option and the interdisciplinary option should help to make a computer science degree more appealing and more relevant in today's world. In particular, we hope that the added flexibility will make the degree more appealing to women and Native Americans, two groups that are underrepresented in our current 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.

Not applicable.

ITEM 138-2015+R0308: Curriculum Proposal

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 2008–2010 curriculum tabs for computer science is attached. A second document, entitled 2008-2010 Computer Science Degree Detailed Requirements provides even more detailed information.

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

All students who commence the computer science program in Fall 2008 or later will be required to select either the professional option or interdisciplinary option. Students who entered the program before that time, will be able to change to one of these options, if they so desire. They will also have the option, as always, of completing the curriculum in the catalog under which they entered the institution. Based on Fall 2007 numbers as of September 2, 2007, the top enrollments we have in a freshman, sophomore, junior and senior level class are 133 students for CS 160, 40 students for CS 215, 37 students for CS 324, and 33 students for CS 436.

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.

- 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.

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

- Exit Interviews. Dr. Carolyn Plumb, Director of Educational Innovation and Strategic Projects within the College of Engineering, will help design and conduct exit interviews with graduating seniors in the College of Engineering. We hope to see an increase in satisfaction with the degree requirements.
- ABET visit. In the Fall of 2009, our program will be evaluated by ABET.
- Numbers of students, including gender and ethnicity, majoring in computer science. We hope that the new options will produce higher numbers of computer science majors. (However, there are many other factors that can also influence this number such as economic cycles, etc.)

ITEM 138-2015+R0308: Curriculum Proposal

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.

- Faculty. The CS faculty members recognize that our current degree requirements are somewhat awkward and overly prescriptive. Since July 2007, we have been working on the requirements for the two new options. First, discussions were held and an initial draft was circulated. Working together, the faculty members have discussed the new requirements in person, by e-mail, at the annual faculty retreat in August, and at faculty meetings. The CS faculty is unanimous in its support of this proposal.
- Potential Employers. The new curricular structure has been shown to individuals at Microsoft, Intel, Hewlett-Packard and RightNow Technologies. All of these individuals thought that the new options will produce more marketable graduates.
- Students. Current students in our curriculum were e-mailed a synopsis of the new set of requirements and asked for feedback. Three days later, 16 students had responded. 2 of these students stated that if given the choice, they would select the existing degree requirements. 4 of these students stated that they would select the new professional option. 10 students stated that they would select the new interdisciplinary option. Student comments regarding the two new degree options are
 - I think this is a great idea because it gives people an easier option to gain a broader education.
 - I find the new CS curriculum much better than an old one. I would switch to the new curriculum for sure.
 - For people like me, who are a jack of many trades, one career with intensive knowledge is difficult to achieve. I like the idea of the interdisciplinary degree, and I'm sure many others will as well.
 - The interdisciplinary option would fit my double major (Math) and minor (Japanese) perfectly.
- ABET. The next accreditation visit will take place in Fall 2009 and both options have been designed to meet the ABET requirements that will be in effect at that time.
- Other universities. There has been much interest in the computer science educational community for new and more flexible degree requirements. For example, the "threads" idea at Georgia Tech that allows students to choose pathways through the CS curriculum has generated much publicity and accolade. Although our faculty is too small to implement the threads approach, the new options being proposed are a large step in this direction.
- The proposal was reviewed and endorsed by the Undergraduate Studies Committee of MSU.

ITEM 138-2015+R0308: Curriculum Proposal

Department of Computer Science

A computer science degree is highly marketable. Between 2010 and 2020, one study projects that there will be a shortfall of 32 million technically specialized professionals in the U.S., Europe, Japan, China and India.

Our curriculum is designed with considerable flexibility, due to the numerous types of computer science jobs that exist. The bachelor's degree provides every student with a strong fundamental understanding of the field. Students may then select from exciting computer science electives such as artificial intelligence, computational biology, computer graphics, computer networks, databases, embedded systems, numerical computation, operating systems, software engineering and special topics courses. Students who complete a bachelor's degree will find themselves both highly marketable and well-prepared for graduate school.

The department also offers graduate programs leading to the M.S. and Ph.D. degrees in Computer Science.

The bachelor's degree is accredited by the Computing Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 - telephone: 410-347-7700.

Professional Option

The professional option allows a student to delve more deeply into both computer science and related technical areas. The compilers course, CS 450, serves as the capstone for this option.

Interdisciplinary Option

Many opportunities and challenges lie at the intersection of technology and other fields. The interdisciplinary option allows a student to pursue a minor of choice such as business or Japanese. During a student's senior year, the minor area must be connected back to computer science through a senior project. Undergraduate Research / Creative Activity Instruction, CS 489, and Undergraduate Research / Creative Activity, CS 490, serve as the capstone for this option.

Curricula in Computer Science

- Professional Option
 - Interdisciplinary Option
 - Minor (Non-Teaching)
-

ITEM 138-2015+R0308: Curriculum Proposal**PROFESSIONAL OPTION**

Freshman Year	F	S
CS 160 – Intro to CS	4	
CS 221 – Advanced Programming		4
Math 181 – Calculus I	4	
Math 182 – Calculus II		4
Engl 121 – College Writing	3	
University Seminar Core		3
University Core	3	3
	14	14

Sophomore Year	F	S
CS 201 – Program Design with C		3
CS 215 – Social and Ethical Issues	3	
CS 222 – Discrete Math	3	
CS 223 – Data Structures and Alg.		4
Math 221 – Discrete Math	3	
Engl 223 – Technical Writing		3
Science Electives	3	3
University Core	3	3
	15	16

Junior Year	F	S
CS 330 – Computer Organization	4	
CS 350 – Theory of Computation		3
CS 351 – Software Engineering	3	
CS 355 – Programming Paradigms		3
ENGR 310R – Engineering Design	3	
CS Electives	3	6
CS or Related Electives	3	3
	16	15

Senior Year	F	S
CS 450C - Compilers		4
CS 499 – CS Program Assessment		0
Science or Math Electives	4	3
Probability or Statistics Elective	3	
CS Electives	6	4
CS or Related Electives	3	3
	16	14

A minimum of 120 credits is required for graduation; 42 of these credits must be in courses numbered 300 and above.

ITEM 138-2015+R0308: Curriculum Proposal**INTERDISCIPLINARY OPTION**

Freshman Year	F	S
CS 160 – Intro to CS	4	
CS 221 – Advanced Programming		4
Math 181 – Calculus I	4	
Math 182 – Calculus II		4
Engl 121 – College Writing	3	
University Seminar Core		3
University Core	3	3
	14	14

Sophomore Year	F	S
CS 201 – Program Design with C		3
CS 215 – Social and Ethical Issues	3	
CS 222 – Discrete Math	3	
CS 223 – Data Structures and Alg.		4
Math 221 – Discrete Math	3	
Engl 223 – Technical Writing		3
Science Electives	3	3
University Core	3	3
	15	16

Junior Year	F	S
CS 330 – Computer Organization	4	
CS 350 – Theory of Computation		3
CS 351 – Software Engineering	3	
CS 355 – Programming Paradigms		3
ENGR 310R – Engineering Design	3	
CS Electives	3	6
Minor Electives	3	3
	16	15

Senior Year	F	S
CS 489R – Undergrad Research Inst	1	
CS 490R – Undergrad Research		3
CS 499 – CS Program Assessment		0
Science or Math Electives	4	3
Probability or Statistics Elective	3	
CS Electives	4	6
Minor Electives	3	3
	15	15

A minimum of 120 credits is required for graduation; 42 of these credits must be in courses numbered 300 and above.

NON-TEACHING MINOR

The department offers a minor in computer science for students who wish to receive formal acknowledgement for taking a core of computer science courses. The minor is designed to strengthen the students' opportunities for industrial employment or for admission to graduate school.

	Credits
CS 160 – Intro to CS	4
CS 201 – Program Design with C	3
CS 221 – Advanced Programming	4
CS 222 – Discrete Mathematics	3
CS 223 – Data Structures and Algorithms	4
Upper Division CS Credits	9
Total	27

2008-2010 Computer Science Degree Detailed Requirements

Professional Option (120 credits)

I. Computer Science (69 credits)

Required Fundamentals (38 credits – all courses required)

- 4 - CS 160, Intro to CS
- 3 - CS 201, Program Design with C
- 3 - CS 215, Social and Ethical Issues
- 4 - CS 221, Advanced Programming
- 4 - CS 223, Data Structures and Algorithms
- 4 - CS 330, Computer Organization
- 3 - CS 350, Theory of Computation
- 3 - CS 351, Software Engineering
- 3 - CS 355, Programming Paradigms
- 4 - CS 450, Compilers
- 0 - CS 499, Computer Science Program Assessment
- 3 - ENGR 310R, Engineering Design

CS Electives (19 credits – choose from below)

- 3 - CS 304, Multimedia
- 3 - CS 324, Programming Strategies
- 3 - CS 392, Numerical Computation for Scientists and Engineers
- 3 - CS 418, Operating Systems
- 3 - CS 422, Intro to Simulation
- 4 - CS 425, Computer Graphics
- 3 - CS 430, Image Processing
- 2 - CS 432, Computational Biology
- 3 - CS 435, Database
- 3 - CS 436, Artificial Intelligence
- 4 - CS 440, Computer Networks
- 3 - CS 445, Embedded Systems
- 4 - CS 451, Software Engineering II
- 3 - CS 460R, Senior Design Project I
- 3 - CS 461R, Senior Design Project II
- 3 - CS 480, Special Topics

ITEM 138-2015+R0308: Curriculum Proposal

CS or Related Electives (12 credits – choose from below)

- Unused credits or courses from the above section
- 3 – CS 150 (only if taken before CS 160 was taken)
- Variable – CS 270, Independent Study
- 3 – CS 280, Special Topics
- Variable – CS 289, Undergraduate Research / Creative Activity Instruction
- Variable – CS 290, Undergraduate Research / Creative Activity Instruction
- 1 – CS 400, Seminar
- Variable – CS 470, Independent Study
- 1 – CS 474, Undergraduate Consultation
- Variable – CS 476, Internship
- Variable – CS 489, Undergraduate Research / Creative Activity Instruction
- Variable – CS 490, Undergraduate Research / Creative Activity Instruction
- 3 – EE 261, Intro to Logic Circuits
- 1 – EE 262, Logic Circuits Lab
- 4 – EE 367, Logic Design
- 4 – EE 371, Microprocessor Hardware and Software System
- 3 – EE 414, Intro to VLSI Design
- 4 - EE 465, Real Time Microcontroller Applications
- 3 - EE 466, Computer Architecture and System Organization
- 1 - EE 467, Advanced Embedded Systems Lab
- 3 - EE 475, Hardware and Software Engineering for Embedded Systems
- 3 - Phil 231, Introduction to Logic
- 3 - Stat 420, Probability
- Or an advisor approved course

ITEM 138-2015+R0308: Curriculum Proposal

II. Math and Science (30 credits minimum)

Math (17 credits)

- 3 - CS 222, Discrete Math
- 4 – Math 181, Calculus I
- 4 – Math 182, Calculus II
- 3 – Math 221, Matrix Theory (see Note)
- 3 – 2xx or higher probability or statistics course such as I&ME 354 or STAT 216 (see Note)

Note: Math 221 and the probability/stats requirement can be replaced by the all or nothing substitution of Math 224 and Math 225 (8 credits)

Science (6 - 8 credits)

Take two courses from the following to satisfy both the university IN and CS requirements. One of the courses must have an accompanying 1+ credit lab.
(<http://www.montana.edu/wwwcat/requirements/reqs4.html#Substitutions>):

ARNR 240, BCHM 122, BIOL 101, BIOL 102, BIOL 207, BIOL 208, BIOL 213, BIOL 214, BIOL 215, BIOL 251, CHEM 131, CHEM 132, CHEM 141, CHEM 142, CHEM 215, ESCI 111, ESCS 112, GEOL 102, GEOL 204, GEOL 210, LRES 201, MBEH 210, PHYS 211, PHYS 212, PHYS 213, PHYS 213, PHYS 221, PHYS 222, PSPP 101, PSPP 102

Additional Science or Math (enough credits so that this section sums to 30)

- Note: The Math courses must be at least 200 level
- Note: Stat courses may also be used
- Note: Any science course except for the following may be used: PHYS 103, PHYS 205, PHYS 206 and CHEM 121.

III. University Core and Other Liberal Arts (21 credits)

(Q, CS, IN, R already satisfied)

- 3 – W, Engl 121, College Writing
- 3 – US course
- 3 – D course
- 3 – IA or RA course
- 3 – IH or RH course
- 3 – IS or RS course
- 3 – Engl 223, Technical Writing

ITEM 138-2015+R0308: Curriculum Proposal

Interdisciplinary Option (120 credits)

I. Computer Science (57 credits, 12 less than before)

Required Fundamentals (34 credits, 4 less than before, CS 450 is no longer required)

Upper Division CS Electives (19 credits, same as before)

Note: CS 450 can now be used in this category

CS and Related Electives (0 credits, 12 less than before)

Additional Required CS Courses (4 credits, 4 more than before)

1 – CS 489R, Undergraduate Research / Creative Activity Instruction

3 – CS 490R, Undergraduate Research / Creative Activity

II. Math and Science (30 credits, same as before)

III. University Core and Other Liberal Arts (21 credits, same as before)

IV. Minor (Variable, 12 or more)

Select a minor in a field of choice outside of CS.

If the minor requires less than 12 additional credits to what you have already taken in the preceding three sections, take additional credits from the minor rubric at the 200 level or higher so that this section contains at least 12 credits.

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-2016+R0308	Date of Meeting:	March 5-7, 2008
Institution:	Montana State University-Bozeman		
Program Title:	Termination Of Multiple HHD Majors And Options		

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.: 138-2016+R308	Institution: Montana State University-Bozeman
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Specify Request:

The Department of Health and Human Development has restructured its entire undergraduate curriculum to make its offerings more up-to-date and visible to current and prospective students. To this end, the department will eliminate its major and options in Health and Human Development beginning fall 2008. In the 2008-10 catalog, five majors will take the place of the major and related options/programs as advertised in prior catalogs. Those majors will be as follows:

- Early Childhood Education and Child Services
- Family and Consumer Sciences
- Food and Nutrition
- Health and Human Performance
- Health Enhancement K-12

Early Childhood Education and Child Services was a program under the Family and Consumer Sciences option; it will now be a separate major

Family and Consumer Sciences was an option with four programs: Consumer Science, Early Childhood Education, Family and Consumer Sciences Education/Extension, Family Science; it will now be a separate major with two options: teaching and nonteaching

Food and Nutrition was an option with two programs: dietetics and nutrition science; it will now be a separate major with two options: dietetics and nutrition science

Health and Human Performance is the combination of Exercise Science and Pre-Physical Therapy options; it will be a separate major with two options: Exercise Science and Kinesiology

Health Enhancement K-12 was an option and will now be a separate major

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-2801+R0308	Date of Meeting:	March 5-7, 2008
Institution:	Montana State University-Northern		
Program Title:	Associate Of Science In Nursing		

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.

Item No.: 138-2801+R0308	Institution: Montana State University-Northern
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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:

Montana State University-Northern Department of Nursing submits a request for approval to adopt the common nursing curriculum for two year nursing programs approved by the Office of the Commissioner of Higher Education. The MSU-Northern nursing faculty believe this curriculum provides nursing students with increased ease of transferring credits among nursing programs in the state of Montana and feel that having completed the 24 credits of general education/core requirements before being admitted to the nursing program will benefit the students. This proposal includes a copy of the curriculum.

MONTANA STATE UNIVERSITY-NORTHERN
DEPARTMENT OF NURSING
CURRICULUM FOR 72 CREDIT ASN
AUGUST, 2007

SEMESTER ONE		SEMESTER TWO	
Course	Credits Didactic/ Clinical/Lab	Course	Credits Didactic/ Clinical/Lab
		<i>(Apply for admission to Nursing Program during Semester Two)</i>	
Anatomy & Physiology I	3/0/1 = 4	Anatomy & Physiology II	3/0/1 = 4
Freshman English	3/0/0 = 3	Inorganic Chemistry w/Lab	3/0/1 = 4
College Algebra	3/0/0 = 3	Introduction to Nursing	1/0/0 = 1
Nutrition	2/0/0 = 2	General Psychology	3/0/0 = 3
Total	11/0/1 = 12	Total	10/0/2 = 12

NOTE: Admission to Nursing Program required before taking Semester Three coursework

SEMESTER THREE		SEMESTER FOUR	
Pharmacology	3/0/0 = 3	Core Concepts of Adult Nursing	4/3/0 = 7
Fundamentals of Nursing	4/0/3 = 7	Core Concepts of Maternal/Child Nursing	2/1/0 = 3
Gerontology	1/1/0 = 2	Core Concepts of Mental Health Nursing	2/0/0 = 2
Total	8/1/3 = 12	Total	8/4/0 = 12
<i>(**Transition to Registered Nursing for LPN's transferring into program)</i>	3/0/0		
SEMESTER FIVE		SEMESTER SIX	
Complex Care Needs— Maternal/Child Client	2/1/0 = 3	Intro Sociology	3/0/0 = 3
Complex Care Needs— Mental Health Client	1/1/0 = 2	Complex Care Needs—Adult Client	2/2/0 = 4
Pathophysiology	3/0/0 = 3	Advanced Clinical Skills	0/0/1 = 1
Microbiology	3/0/1 = 4	Managing Client Care	2/2/0 = 4
Total	9/2/1 = 12	Total	7/4/1 = 12

Clinical credits are 3:1
Lab credits are 2:1

72 credit ASN

- 30 credits cognates; 42 credits Nursing
- 53 credits didactic, 11 credits clinical, 8 credits lab

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-2802+R0308	Date of Meeting:	March 5-7, 2008
Institution:	Montana State University-Northern		
Program Title:	Authorization To Deliver A Bachelor Of Science Degree In Business Technology To Medicine Hat College		

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

Item No.: 138-2802+R308	Institution: Montana State University-Northern
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that all other campuses receive program information well in advance of submission.

Specify Request:

Montana State University-Northern seeks approval to deliver its Bachelor of Science degree in Business Technology to Medicine Hat College. Medicine Hat College approached MSU-Northern with the opportunity to deliver the bachelor of science degree on its campus, and has offered office and classroom space at no cost to Northern. Medicine Hat College students will gain an additional semester of general education classes that will bridge to our programs and will provide students easy access to an accredited four-year US degree. MSU-Northern plans to deliver the program using its faculty through hybrid (onsite and online) methods and hiring additional Medicine Hat College faculty as adjunct professors. The program will be delivered as a trial two-year cohort program and will be reevaluated by both institutions after completion of the trial period.

Level 1 Request for Authorization for MSU-Northern to Deliver a Bachelor of Science Degree in Business Technology at Medicine Hat College

Background

During a recent visit to Medicine Hat College the opportunity to deliver the upper division courses of our business degree on their campus became available.

Medicine Hat College has approached MSU-Northern with the opportunity to deliver MSU-Northern's Bachelor of Science degree in Business Technology on their campus. They have graciously offered office and classroom space at no cost to Northern. This is a benefit to Medicine Hat College because their students will gain an additional semester of general education classes to bridge to our programs and their students will have easy access to an accredited four-year US degree. We plan to deliver the program using our faculty through hybrid (onsite and online) methods and hiring some of Medicine Hat's faculty as adjunct professors.

Implementation Plan

In order to make this new Canadian Initiative work we request the approval of the Montana Board of Regents to do the following things:

- Offer MSU-Northern's existing Business degree in Canada on the campus of Medicine Hat College.
- Develop an all inclusive market sensitive tuition (without any additional fees) to better match the way Canadian schools charge for education.

This program will be delivered as a trial two-year cohort program and will be reevaluated by both institutions after the two years have been completed. It will run with a minimum of 20 students and will be capped at 35.

Medicine Hat College has asked that we have our approvals and promotional material in place by the middle of March so they can help promote the program to their current students before they finish their semester.

International students on the MHC campus will be allowed to take the program as MHC is authorized to grant them a student VISA. They will not be required to get an I-20 in the U.S. because they will not be crossing the border to get their degree. The current plan will start Fall semester of 2008. A report on the first year of activity will be delivered to the Board following the 2008-09 academic year.

Implementation Resources

Since there will be no charges for facilities or services the primary costs will be for instruction, travel, housing, and marketing.

The following breakdown projects the costs for 20 Canadian students taking a typical 3 credit course. This represents the worst case scenario as the profit margin will get better if more international students take the class since they pay a higher tuition fee.

Revenue Projections

Canadian Student Scenario

\$150/credit x 3 credits = \$450/student
20 Canadian students x \$450 = \$9,000

International Student Scenario

\$360/credit x 3 credits = \$1080/student
20 International students x \$1080 = \$21,600

Expense Projections

Northern Faculty Scenario

Hire a Northern Faculty to teach the course = \$2,437
8 trips to MHC \$152/trip = \$1,216
16 days per diem \$23/day = \$368
8 nights in a hotel \$135/night = \$1,080
Total = \$5,101.

MHC Faculty Scenario

Hire a MHC Professor to teach the course = \$6,000

Promotional Expenses (spread out over the entire program)

Recruiting trips to Medicine Hat \$800
Print a promotional brochure \$1,000
Several Newspaper ads \$2,000

Office Expenses (spread out over the entire program)

Fax, Scanner/Printer \$200
Computer \$1000
Administrative support person MHC \$10,000/year
Faculty Coordinator \$13,000/year

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-2803+R0308	Date of Meeting:	March 5-7, 2008
Institution:	Montana State University-Northern		
Program Title:	Re-Title Bachelor Of Science Degree In Business Technology To Bachelor Of Science Degree In Business Administration		

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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that all other campuses receive program information well in advance of submission.

Item No.: 138-2803+R0308	Institution: Montana State University-Northern
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Specify Request:

Montana State University-Northern seeks approval to re-title the Bachelor of Science degree in Business Technology to a Bachelor of Science degree in Business Administration. The change will more accurately reflect the degree curriculum and will better suit the needs of partnership institutions.

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-2851+R0308	Date of Meeting:	March 5-7, 2008
Institution:	Montana State University-Great Falls COT		
Program Title:	Welding Technology		

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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;
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Item No.: 138-2851+R0308	Institution: Montana State University-Great Falls COT
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Specify Request:

MSU-Great Falls College of Technology requests approval from the Montana Board of Regents and the Montana University System to offer the College's Certificate of Applied Science program in Welding Technology in Great Falls. In preparation for the completion of the new Construction and Industrial Trades facility on the Great Falls campus the College is advancing this request. The College currently has an approved Welding Technology CAS program in Bozeman (through the Bozeman COT) and would like approval to offer it in Great Falls.

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-2852+R0308	Date of Meeting:	March 5-7, 2008
Institution:	Montana State University-Great Falls COT		
Program Title:	Design Drafting		

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.

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- 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
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- 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.: 138-2852+R308	Institution: Montana State University-Great Falls COT
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Specify Request:

MSU-Great Falls College of Technology requests approval from the Montana Board of Regents and the Montana University System to offer the College's Associate of Applied Science Degree in Design Drafting to the Gallatin Valley through its extension in Bozeman (the Bozeman COT). The College has received significant response from the community for this program, both from area employers and prospective students. The College currently has an approved Design Drafting program in Great Falls and would like approval to offer it in Bozeman.

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-2853+R0308	Date of Meeting:	March 5-7, 2008
Institution:	Montana State University-Great Falls COT		
Program Title:	Associated of Applied Science in Accounting		

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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Item No.: 138-2853+R308	Institution: Montana State University-Great Falls COT
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Specify Request:

MSU-Great Falls College of Technology requests approval from the Montana Board of Regents and the Montana University System to change the name of its Associate of Applied Science in Accounting and Business Technology, with an option in Accounting, to an Associate of Applied Science in Accounting.

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-2854+R0308	Date of Meeting:	March 5-7, 2008
Institution:	Montana State University-Great Falls COT		
Program Title:	Associated of Applied Science in Medical Transcription		

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.: 138-2854+R0308	Institution: Montana State University-Great Falls COT
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Specify Request:

MSU-Great Falls College of Technology requests approval from the Montana Board of Regents and the Montana University System to change the name of its Associate of Applied Science in Office Technology with a specialty in Medical Transcription, to an Associate of Applied Science in Medical Transcription.

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-402+R0308	Date of Meeting:	March 5-7
Institution:	Miles Community College		
Program Title:	Termination Of Certificate and AAS in Office Information Technology		

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.: 138-402+R308	Institution: Miles Community College
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Specify Request:

Miles Community College seeks approval to terminate its Certificate and Associate of Applied Science degree in Office Information Technology as it is listed in the 2006-2008 catalog. On the Degree Inventory list for Miles Community College these programs are listed as Executive Administrative Assistant and Executive Secretary. At some point prior to the current administration, these names must have been changed without notification to the Office of the Commissioner of Higher Education.

The Office Information Technology or Executive Administrative Assistant program currently has no students enrolled, and has had low enrollment during the past five years. Please see the attached termination checklist for more detailed information.

MONTANA BOARD OF REGENTS

LEVEL I REQUEST FORM

Item No.:	138-301+R0308	Date of Meeting:	March 5 - 7, 2008
Institution:	Flathead Valley Community College		
Program Title:	Medical Transcription Certificate Of Applied Science		

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.: 138-301+R308	Institution: Flathead Valley Community College
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Specify Request:

Flathead Valley Community College requests approval to offer the previously authorized Medical Transcription Certificate of Applied Science fully online.

March 5 – 7, 2008

ITEM 138-105-R0308

Revision to Policy 301.16, Writing Proficiency, to Include International Baccalaureate Criterion

THAT:

The Board of Regents of Higher Education approves additional language in Policy 301.16, Writing Proficiency, to establish International Baccalaureate criterion as one of the recognized ways to demonstrate writing proficiency under the Policy.

EXPLANATION:

International Baccalaureate programs in Montana's high schools are a new. . .and rare. . .phenomenon. Flathead High School is the only institution in Montana that currently has such a program. But it is a remarkable endeavor, and students who complete the coursework typically receive college credit for their efforts. In fact, Montana State University-Bozeman grants sophomore standing to high school students who complete the entire curriculum.

The revision to this policy simply establishes another way to demonstrate writing proficiency, this time focusing on the International Baccalaureate program and its standards.

While the International Baccalaureate program is unusual in Montana, and doesn't impact a large number of students, it is much more common in other states. At least one other high school in Montana is also considering implementation of the program at this time.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS

Policy 301.16 – Writing Proficiency

Revised December 7, 2007; Issued December 10, 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; or
- 4** on the International Baccalaureate Language A1 Exam.

B. The writing proficiency standard will be phased in:

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; or
- 4** on the International Baccalaureate Language A1 Exam.

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. The Montana Board of Regents has approved additional guidelines to assist students who have been provisionally admitted to a four-degree program under this policy. The most important guideline requires students to change their admission status from provisional to full very early in their academic career; and if they don't they cannot continue to work on a four-year degree. Those guidelines are entitled [Operational Rules for the Provisional Admissions Status Created by Montana Board of Regents](#).

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. The Montana University System will 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. Editorial changes made December 7, 2007.

STAFF AND COMPENSATION
University of Montana Western
Swysgood Technology Center Great Room
Thursday, March 6, 2008

4:30 PM Convene.

CONSENT

Staff Items

- a. OCHE. ITEM 138-100-R0308
- b. MSU-Bozeman. ITEM 138-2000-R0308
- c. MSU-Billings. ITEM 138-2700-R0308
- d. MSU-Northern. ITEM 138-2800-R0308
- e. Professor Emeritus of Pharmaceutical Sciences: Todd G. Cochran;
UM-Missoula. ITEM 138-1005-R0308
- f. Professor Emeritus of Physics: George Tuthill; MSU-Bozeman.
ITEM 138-2001-R0308
- g. Professor Emeritus of Music: Gary Behm; MSU-Billings.
ITEM 138-2701-R0308
- h. Professor Emeritus of Business: Thomas D. Hinthorne; MSU-Billings.
ITEM 138-2702-R0308
- i. Professor Emeritus of General Education: Susan G. Baack; MSU-
Billings. ITEM 138-2703-R0308
- j. Professor Emeritus of Administration: Curt Kochner; MSU-Billings.
ITEM 138-2704-R0308
- k. Professor Emeritus of Geology: Thomas Zwick; MSU-Billings.
ITEM 138-2705-R0308
- l. Professor Emeritus of Special Education: Linda Christensen; MSU-
Billings. ITEM 138-2706-R0308

Labor Agreements / Other

- a. Teamsters – UM Motor Pool. ITEM 138-109-R0308

5:25 PM PUBLIC COMMENT.

5:30 PM ADJOURN or on completion of business.

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

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:							

II. CHANGES

A. Administrators/Professionals/Coaches

NONE

TOTALS

III. ONE TIME BONUS ONLY

A. Administrators/Professionals/Coaches

NONE

TOTALS

C. Post-Retirement

NAME (Last, First)	TITLE/RANK	Dept.	SALARY (Based on .33FTE) (AY unless noted)	TERM OF HIRE
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NONE

III. 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)
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A. Administrators/Professionals/Coaches

Brown, Lynette BA	Assoc Asst to Comm. and Assoc Sec to Board of Regents	OCHE	January 14, 2008	
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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)eplace & Date/Hire	% Change	Actual FTE	Effective (Indicate if temp)	Reason	Special Conditions	Tenure (Change Only)
			From:	To:	From:	To:							
I. NEW HIRES													
A. Administrators/Professionals/Coaches													
NONE													
B. Faculty													
NONE													
II. CHANGES													
A. Administrators/Professionals/Coaches													
Spalding, Leslie	FR: Interim Head Women's Golf Coach TO: Head Women's Golf Coach	Athletics	42,852	42,852				0.00%		11/1/07			
True, Michael	FR: Rodeo Head Coach TO: No Change	Athletics	56,000	57,680				3.00%		10/1/07			
TOTALS			98,852	100,532				1.70%					

III. 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)
Brittany Basye	Women's Head Golf Coach	Athletics	10/31/2007	

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)

ITEM 138-2700-R0308 Staff; Montana State University Billings

March 5-7, 2008

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. 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)
Nelson, Jeff	Head Coach Women's Golf	Intercollegiate Athletics	10/3/2007	

LEGEND

TENURE:

NT = Nontenurable
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 138-2800-R0308, Staff; MSU-Northern

March 5-7, 2008

NAME (Last, First)	Title/Rank	Dept.	SALARY BASE (Based on 1.0 FTE, FY unless noted)		Effective
			From:	To:	

(1) END OF EMPLOYMENT

(A) NON-ACADEMIC EXECUTIVES, ADMINISTRATORS & PROFESSIONALS

Capdeville, Alex Ph.D.	Chancellor Associate Professor of Education	Chancellor	133,126		12/31/2007
Jensen, Charles V. MBA, CPA	Vice Chancellor for Finance/Administration/Student Affairs	Finance/ Student Affairs	104,849		3/1/2008

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)

Professor Cochran has always maintained an extraordinary teaching load in our basic science curriculum, but he also contributes annually to graduate and pharmacy practice courses. He has been recognized for his teaching effectiveness where he consistently receives high marks. His tireless work on Use and Abuse of Drugs, which is taught in all three semesters, demonstrates his commitment to students outside of the College of Health Professions and Biomedical Sciences. As coordinator of the Spring Semester Pharmaceutical Sciences Laboratory, he has dedicated countless hours to modernizing this course over the years. Some of the innovative

changes were presented at the Annual Meeting of the American Association of Colleges of Pharmacy. He has been a regular contributor to the HCOP/REACH programs at UM and the Nursing Program at Montana State University. Todd was the primary mentor for several graduate students and served on a number of thesis and dissertation committees during his tenure.

Professor Cochran has published 30 articles in a range of journals including *Journal of American Chemical Society*, *Journal of Organic Chemistry*, *Journal of Medicinal Chemistry*, and *Journal of Pharmaceutical Sciences*. For his sabbatical appointment in 1997-1998, he accepted a Visiting Scientist position in the Department of Pharmaceutics at the University of Washington. During this time, he explored his interests in drug metabolism and pharmacogenetics. His current scholarly interests are in curricular outcomes and educational assessment. He has actively participated in national organizations and contributed to conferences in his areas of expertise.

During his time at UM, Professor Cochran served on many committees and task forces within the Department, School, College and University. He was The University of Montana's delegate to the last two United States Pharmacopeial Conventions in 2000 and 2005. He has served in various roles for the American Association of Colleges of Pharmacy and other national education organizations.

March 5-7, 2008

ITEM 138-2001-R0308

Authorization to Confer the Title of Professor Emeritus of Physics upon George Tuthill; Montana State University-Bozeman

THAT:

Upon the occasion of the retirement of George Tuthill from the faculty of Montana State University, the Board of Regents wishes to express its appreciation for his service to the University, the Montana University System, and the people of the State of Montana.

EXPLANATION:

George Tuthill received his baccalaureate degree from Williams College in 1967, and his doctoral degree from the Massachusetts Institute of Technology, completing the Ph.D. program in Physics in 1975. After postdoctoral research at the Massachusetts Institute of Technology, he joined the Montana State University College of Letters and Science faculty as an Assistant Professor in 1976. During his 31 years at MSU, Professor Tuthill made outstanding contributions to teaching, research, and service as a faculty member, as well as serving for two years (2004-6) as Associate Dean and one year (2006-7) as Interim Dean of the College of Letters and Science.

Professor Tuthill's research was initially in the area of theoretical condensed matter physics, more specifically in statistical mechanics and cooperative phenomena, especially involving electrically and magnetically active materials (e.g., ferroelectrics and ferromagnetics, piezoelectrics). His work has been computational and theoretical in character, but generally was carried out in close collaboration with experimentalists. Over his career, this resulted in 53 publications in the most prestigious refereed journals in the field.

Professor Tuthill's broad interest in excellence in teaching was well known in the Physics Department, across the campus, and in fact across the entire nation. He devoted increasing time and effort to science education and outreach beginning in the 1990's, and in particular to creating new opportunities for K-12 teachers of science to engage in content-focused professional development. Since 1995 Professor Tuthill was Principal Investigator and Co-Director of the National Teachers Enhancement Network (NTEN), a program of online teacher professional development

courses. NTEN was initiated with a series of sizable NSF grants and has recorded over 10,000 enrollments since its inception. An outgrowth of NTEN is MSU's Master of Science in Science Education (MSSE), which now graduates roughly 50 students each year. Professor Tuthill participated in the MSSE as a student advisor, and as a member of the faculty steering committee for the program. He was the advisor of six students earning the M.S.S.E. degree at MSU.

He also developed a national reputation for supporting the education and public outreach components of NASA space science missions, including the MESSENGER mission to the planet Mercury, and New Horizons, on its way to Pluto.

More locally, he taught courses all across the physics curriculum, with outstanding results and strong appreciation by the students fortunate enough to encounter him in the classroom. He received the Phi Kappa Phi Distinguished Teaching Award in 1985, as well as Chamber of Commerce Teaching awards in 1991 and 1999. He served as major advisor to five Ph.D. students in Physics.

Professor Tuthill provided exemplary service across campus, with a consistent focus on the needs of the students throughout the institution, not merely within the Physics Department. He served on numerous campus committees, and played a particularly significant role in the MSU Honors Program, where he was a member of the Advisory Committee from 1985-1987 and again 1990-1992.

For these and other contributions, the Board of Regents of Higher Education is pleased to confer George Tuthill the rank of Professor Emeritus of Physics at Montana State University and wishes him well for many years in the future.

March 5-7, 2008

ITEM 138-2701-R0308

Authorization to Confer the Title of Professor Emeritus of Music Upon Dr. Gary Behm; Montana State University Billings

THAT:

Upon the occasion of the retirement of Professor Gary Behm from the faculty of Montana State University-Billings, the faculty wishes to express its appreciation for his years of dedicated and valued service to the University, the Department of Music, the College of Arts and Sciences, and the State of Montana by recommending that the rank of Professor Emeritus be conferred upon him by the Board of Regents of the Montana University System.

EXPLANATION:

Upon his retirement May 7, 2008, the faculty of the Department of Music unanimously requests emeritus status for Professor Gary Behm. Professor Gary Behm has completed a distinguished academic career of 29 years at Montana State University-Billings. During his tenure, Professor Behm served as an Assistant, Associate and a full Professor. Dr. Behm served his department as Chair for 27 years.

Professor Behm received his Bachelor of Music degree from University of Iowa, his M.A. from University of Iowa and his Doctor of Musical Arts from the University of Southern Mississippi. He has honored his profession through the many public performances as a Clarinet Recitalist both on our campus and throughout the United States. Throughout his career he has taught many rigorous courses in Music at Montana State University-Billings in the disciplines of Theory, Aural Skills, Band, Jazz, Instrumentation and Arranging, Conducting, Form and Analysis, Woodwind Performance, Woodwind Pedagogy and Pep Band.

He has served the University through his participation on five departmental and university committees including: Graduate Committee, Graduate Faculty Committee, Academic Standards Committee, DRTC Committee and URTC Committee.

Professor Gary Behm has made significant contributions to the students and faculty in the Department of Music, the College of Arts and Sciences and to the Montana community. Montana State University-Billings wishes to honor Professor Behm for his outstanding contributions to higher education and his discipline. We congratulate him upon his retirement and wish him the very best for the future.

ITEM 138-2702-R0308

Authorization to Confer the Title of Professor Emeritus of Management upon Thomas D. Hinthorne; Montana State University Billings

THAT:

Upon the occasion of the retirement of Professor Thomas D. Hinthorne from the faculty of Montana State University, the faculty wishes to express its appreciation for his years of dedicated and valued service to the University, the College of Business, and the State of Montana by recommending that the rank of Professor Emeritus be conferred upon him by the Board of Regents of the Montana University System.

EXPLANATION:

Upon his retirement on May 15, 2008, the faculty of the College of Business has unanimously requested emeritus status for Professor Hinthorne. During his tenure, Professor Hinthorne served as an Associate and a Full Professor. As Director of the Small Business Institute program for 12 years, he guided teams of senior students as they developed business plans for regional clients and entered business plan competitions. Since 1993, he has guided the development of about 250 student business plans.

Professor Hinthorne received his BS degree in forest engineering from Oregon State University and his MBA and PhD in business from the University of Oregon. He came to Montana State University in 1993 after serving seven years as an Assistant Professor at Idaho State University and four years as an Adjunct Professor at Simon Fraser University in British Columbia, Canada. Prior to his 26-year teaching career, Professor Hinthorne spent 20 years in the forest products industry, including 15 years as Manager of Raw Materials Planning for a Canadian multinational forest products firm. He has been a superb teacher, researcher, and service provider to the University, the College of Business, and the business community in Montana. He has taught undergraduate business students and executive and graduate MBA students. He has published basic, applied, and pedagogical research and made presentations across the US and in Canada.

In 1997 and 2007, the Associated Students at MSU-B recognized Professor Hinthorne as the Outstanding Faculty Member in the College of Business. In addition, the faculty has variously awarded his teaching, research, and service. For five years, he has been a member of the board of directors of the North American Case Research Association, co-editor of the annual meeting proceedings, and a reviewer for the *Case Research Journal*.

Professor Hinthorne has made significant contributions to the students and faculty in the College of Business and to the Montana business community. We congratulate him upon his retirement and wish him the very best for the future.

March 5-7, 2008

ITEM 138-2703-R0308 **Authorization to Confer the Title of Professor Emeritus of General Education upon Ms. Susan G. Baack; Montana State University Billings**

THAT: Upon her retirement, Ms. Baack has completed an outstanding teaching career including 16 years at Montana State University Billings, formerly Eastern Montana College.

EXPLANATION: Ms. Susan Baack helped create the General Education department at the MSU Billings College of Technology. Over the years she hired, trained, and mentored many instructors in her department. She served in leadership positions, first as department chair and in her final two years, as team leader for the Transfer and Learner Support Center of Excellence.

She was integral in assisting the institution in its transition from a vocational-technical center to a college by crafting rigorous, appropriate curricula; and at the end of her career, served as a Liaison/Coach for program areas preparing for accreditation.

She performed as an exemplary faculty member in the development and delivery of communications curriculum, achieving promotions to the highest level allowed by the VTEM contract.

She helped codify the common practices that make the COT operate as she chaired the vital COT Policies and Procedures Committee.

She served the University and Billings on dozens of committees, especially favoring the MSU Billings Foundation, scholarship committees, the YWCA, and community clean-up efforts.

She developed the COT recycling program.

She received the ASMSU Outstanding Teacher Award in 1999.

She broke new ground by being the first COT faculty member to utilize a sabbatical.

The faculty of Montana State University Billings College of Technology wishes to honor Ms. Susan G. Baack for her distinguished service to the students, faculty, and staff of MSU Billings. This recommendation is accompanied by sincere thanks to Ms. Baack for her inspirational leadership during her tenure as an instructor on both campuses in the departments of English, Communication and Theater, and General Education.

ITEM 138-2704-R0308

Authorization to Confer the Title of Professor Emeritus of Administration upon Mr. Curt Kochner; Montana State University Billings

THAT:

Upon the occasion of the retirement of Curt Kochner from the Office of the Vice Chancellor for Student Affairs at Montana State University Billings, the students, faculty, and staff wish to express their deep appreciation for his years of dedicated and valued service to the University by recommending the rank of Administrator Emeritus upon him by the Board of Regents of the Montana University System.

EXPLANATION:

Curt Kochner earned a Bachelor of Arts degree in Sociology from Lakeland College in Sheboygan, Wisconsin in 1970, and continued on to earn his Master's degree in Student Personnel Work in Higher Education from Idaho State University in Pocatello, Idaho in 1974. His extensive work in student affairs included serving as a Residence Hall Director, Director of Housing, and Campus Center Director in Wisconsin, and Director of Student Activities in Illinois. Thus he brought expertise to his various Student Affairs roles at Montana State University Billings.

Curt came to Eastern Montana College in 1984 to serve as the Director of Student Union and Activities, where he was responsible for all operations of the Student Union, including the remodeling in 1985-86. In 1990 he was named the Director of Student Life and Housing of Montana State University Billings and was responsible for the operations and combined budgets of all of those offices, in addition to the Student Handbook and Code of Student Conduct. In 1996, Curt also participated in the creation of the Advising Center to serve all new and transfer students at MSU Billings, and served as the center's first director. He organized and taught the AS 101-Survival Strategies class, designed to promote academic success of students, and served on the Chancellor's cabinet. Curt also provided leadership in the development of the Academic Support Center at MSU Billings in 2001, a center to provide services to help ensure student success. From 2002 until he retired in 2006, he served MSU Billings as Vice Chancellor for Student Affairs, continuing to mentor students to help them achieve academic success. He was an active member of various national student affairs organizations, and has contributed his knowledge through various professional presentations throughout the years. Curt's ultimate legacy portrays his commitment to student leadership development. Many students that Curt mentored became leaders in education, business, and the health profession. Curt

developed the MSUB Student Leadership Retreat and taught many courses on leadership theory.

With this recommendation MSU Billings congratulates Curt Kochner on his retirement and thanks him for his 22 years of invaluable service to students, staff, and faculty. He has touched the lives of many students and has always focused on student success.

March 5-7, 2008

ITEM 138-2705-R0308

Authorization to Confer the Title of Professor Emeritus of Geology upon Dr. Thomas Zwick; Montana State University Billings

THAT:

Upon the occasion of the retirement of Professor Thomas Zwick from the faculty of Montana State University-Billings, the faculty wishes to express its appreciation for his years of dedicated and valued service to the University, the Department of Biological and Physical Sciences, the College of Arts and Sciences, and the State of Montana by recommending that the rank of Professor Emeritus be conferred upon him by the Board of Regents of the Montana University System.

EXPLANATION:

Upon his retirement June 30, 2007, the faculty of the Department of Biological and Physical Sciences unanimously requested emeritus status for Professor Thomas Zwick. Professor Zwick has completed a distinguished academic career of 35 years at Montana State University-Billings. During his tenure, he served as an Assistant, Associate and a full Professor. Dr. Zwick served his department as Chair for four years.

Professor Zwick received his BS degree in Geology-Geography from Wisconsin State University, his M.A. from Colorado College and his Ed.D. from the University of Northern Colorado. He has honored his profession through the publication of 10 scholarly publications in the physical sciences, presented papers/presentations at 26 professional meetings and prepared 24 consultations for governmental and private entities. Throughout his career he has taught approximately 30 rigorous courses in the Physical Sciences at Montana State University-Billings in the disciplines of Earth Science, Geography, General Education Physics, and Science Education courses.

He has served the University through his participation on five departmental and university committees including: Graduate Committee, Graduate Faculty Committee, Academic Standards Committee, DRTC Committee and URTC Committee.

Dr. Zwick held membership in 21 local and national professional associations including; National Association of

Geology Teachers (North Central Section President), American Geological Institute, Montana Geological Society, Geologic Society of America, Montana Education Association and the National School Boards Association. Dr. Zwick served as a Geology, Hydrology and Environmental Impact Consultant throughout Montana and prepared over 20 reports for governmental and private entities. Dr. Zwick was awarded \$208,100.00 in research grants over the course of his tenure with Montana State University-Billings; including \$37,000 from the Bureau of Indian Affairs, \$50,000 from the U.S. Department of Energy, and \$36,010 for a Federal Title II grant. Dr. Zwick was awarded the Burlington Northern Foundation Award for Community Services and the American Federation of Mineralogical Societies "For Outstanding Contributions to the Earth Sciences" awards.

Professor Thomas Zwick has made significant contributions to the students and faculty in the Department of Biological and Physical Sciences, the College of Arts and Sciences and to the Montana community. Montana State University-Billings wishes to honor Professor Zwick for his outstanding contributions to higher education and his discipline. We congratulate him upon his retirement and wish him the very best for the future.

March 5-7, 2008

ITEM 138-2706-R0308

Authorization to Confer the Title of Professor Emeritus of Special Education Upon Professor Linda Christensen; Montana State University Billings

THAT:

Upon the occasion of the retirement of Professor Linda Christensen from the faculty of Montana State University Billings, the faculty wishes to express its appreciation for her years of dedicated and valued service to the University, the College of Education, and the State of Montana by recommending that the rank of Professor Emeritus be conferred upon her by the Board of Regents of the Montana University System.

EXPLANATION:

Upon her retirement on May 10, 2008, the faculty of the College of Education has unanimously requested emeritus status for Professor Linda Christensen. Professor Linda Christensen has completed a distinguished teaching career of thirty years, including twenty-nine years at Montana State University Billings, formerly Eastern Montana College, serving as an Associate and a Full Professor. She has published numerous articles, book chapters, and presented papers in the fields of Teacher Education, Rural Special Education, and Psychological Aspects of Chronic Illness at scholarly conferences held in Montana and throughout the United States. Professor Linda Christensen is an active member of extensive professional organizations, including the Council for Children with Behavior Disorders, Council for Exceptional Children, Montana Council for Comprehensive System of Personnel Development, and the Montana Higher Education Consortium.

Professor Linda Christensen received her B. A. degree in psychology and elementary education from Macalester College, St. Paul, Minnesota, her M.Ed. in special education – emotional disturbance from the University of Arizona, and her Ph.D. in special education – teacher training from the University of North Carolina, Chapel Hill. She has been a superb educator, researcher, and service provider to the University, the College of Education, and the special education community, receiving the Faculty Achievement Award for Outstanding Community Service, the Shannon Weatherly Faculty Scholarship Award, and the Outstanding Educator Award from the Council for Exceptional Children. Professor Christensen has also received recognition through

grants and fellowships for the U.S. Department of Education, Special Education and Reading, the Billings Clinic Foundation, EMC Foundation, and the Yellowstone County AIDS Coalition. She has developed, presented and advocated for the “Kids on the Block – Teaching Students without Disabilities about Disabilities” program.

Professor Christensen has served Montana State University Billings as a Department Chair (two terms), and as a member of numerous committees including Student Scholarship, Teacher Education, Faculty Searches, Academic Standards, Graduate Faculty, and Comprehensive System of Personnel Development. She is highly respected and esteemed by a host of previous and current undergraduate and graduate students, consistently serving students as their professor, academic advisor, and professional mentor.

Professor Linda Christensen has made significant contributions to the students and faculty in the College of Education, to Montana State University Billings, and to the Montana and national special education community. We congratulate her upon her retirement and wish her the very best for the future.

March 5-6, 2008

ITEM 138-109-R0308 Approval of Labor Agreement

THAT: The Montana Board of Regents approves the labor agreement between the Montana University System and Teamsters Local 2 for mechanical and maintenance employees at the University of Montana motor pool.

EXPLANATION: See attached "memo and agreement" from Kevin McRae, director of labor relations and human resources.

ATTACHMENTS: Memo and Agreement

Memo

To: Board of Regents
From: Kevin McRae
Director of Labor Relations and Human Resources
Date: February 12, 2008
Re: Item 138-109-R0308

I recommend approval of the following labor agreement. The agreement covers mechanical and maintenance positions in the University of Montana motor pool.

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 will increase by 6% in 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).
- One equipment mechanic and one fleet coordinator receive retention-based strategic pay adjustments consistent with the guidelines of the MUS Staff compensation plan.

