

MSU-Northern
2007-2008 PROGRAM YEAR

**THE MONTANA UNIVERSITY
SYSTEM CAMPUS REPORTS**

LIST OF THE PROGRAMS REVIEWED

Health Promotion, Bachelor of Science

Civil Engineering Technology, Bachelor of Science

Civil Engineering Technology, Associate of Applied Science

Civil Engineering Technology, minor

Industrial Technology (Teaching), Bachelor of Science

Industrial Technology (Non-Teaching), Bachelor of Science

Biology

Program Review for the Health Promotion Program

The following is a report compiled by the full-time faculty in Health Promotion (HP) to address performance indicators established for program review by MSU-Northern. This report includes the following areas: Students, Program Quality, Placement and Industry Demands, Resources, Relationship to Mission, and Future Planning. The department section of the campus Northwest Accreditation Report is attached as an appendix to this document for further information. The summary documentation for submission to the Montana University System Board of Regents (BOR) is also attached as an appendix.

The Health Promotion program was started in 2000 as a response to the need in industry for professionally trained graduates to provide fitness/wellness programming for communities, businesses and the health care industry. The curriculum for this program combines the Health and Physical Education (HPE) content with additional cross-discipline courses in Business and Technology. Since then, the degree has expanded to include preparation for graduate programs in administration and post-baccalaureate degrees in physical therapy and physicians' assistant certification.

Section 1: Students

Since its inception, the program has been popular and the number of students in the HP program has been consistent over the past 4-5 years. Currently, 40 students list health promotion as their major. There has been an ongoing effort to ensure all students in the program are correctly listed with the registrar's office, but some students are always missed. A key element of program numbers is retention; data for retention is available for the past 3 years. Further analysis needs to be conducted to determine reasons for students leaving the program as a large number of non-returning students fall into the "unknown" category. Fortunately, there have been a high number of students applying to the institution interested in health promotion to keep the program healthy. See Table 1: Students.

There has been a health promotion minor offered since the inception of the HP program. Students seeking this minor have been business or community service majors for the most part. This minor is an excellent compliment for either degree. Since many students do not declare a minor until filling out graduation papers, an accurate assessment of current students seeking the minor is unavailable. As all classes required for the minor are a subset of the major, there is no additional resource requirement for the minor, even with a low graduation rate. See Table 1: Students.

Table 1: Students

Number of majors	Current - 40	
Number of minors	unknown	AY graduation numbers 2007/08 - 4 2006/07 - 2 2005/06 - 0 2004/05 - 3
Number of graduates	2007/08 - 6 2006/07 - 8 2005/06 - 2 2004/05 - 7 2003/04 - 7	Average, last 5 years - 6 Minor average, last 5 years - 2.25 Total graduates: 37
Retention Rate	# students lost per AY 2007/08 - 6 2006/07 - 2 2005/06 - 8	Reasons 2007/08 - 1 Financial Aid Suspension; 5 unknown 2006/07 - 2 unknown 2005/06 - 5 Financial Aid Suspension; 3 unknown

Section 2: Quality

Program quality may be measured in several ways including alignment with national standards/guidelines, faculty preparation, employer satisfaction, student's mastery of the subject matter and student satisfaction. A discussion of each quality indicator follows.

National standards/guidelines. The health promotion program shares content courses with the HPE program, which follows several guidelines in curricular development. These include the state accreditation standards published by the Montana Office of Public Instruction (OPI), national standards from the National Association of Sport & Physical Education (NASPE), the American Association for Health Education (AAHE), and the Healthy People 2010 goals established by the U.S. Center for Disease Control and the U.S. Department of Health and Human Services. The HPE program is currently preparing for reaccreditation through OPI to insure alignment with state standards. As state standards are in alignment with NASPE and AAHE standards, accreditation by the state ensures alignment with national standards as well. Curriculum has also been designed to address the goals established by Healthy People 2010 with particular emphasis for the HP majors in several courses.

Faculty preparation. Tenure-track, full-time faculty and instructor-coaches are actively involved in state and national professional organizations. Faculty are members and active participants in OPI's Health Promotion Standards Review Committee, the National Athletic

Trainers' Association and its state affiliate, and the Montana Association for Health, Physical Education, Recreation and Dance (MAHPERD). Each instructor-coach is a member of their respective sports association. In addition, the only full-time member of the HP faculty is on the advisory board for the Wellness Councils of America (WELCOA), a national research and program advisory organization dedicated specifically to promoting the best practice in the health promotion industry. There is however, concern over the academic preparation of the instructor-coaches in the program. Most of them have only a bachelors' degree and some are not within the content area. This limits their ability to teach content and upper division courses for both programs. See Table 2: Academic Credentials of HPE-HP faculty/Instructor-coaches.

Due to the loss of the other full-time faculty member in the department as well as the large number of courses required at the upper division with no qualified coach-instructors, a variety of adjuncts have been employed. While most of the adjuncts have been used in the HPE program to cover methods courses, a few have been used in content courses for both programs. It is difficult to break out adjunct budget costs for just the HP program, but adjunct salaries for the program are significant based on the number of adjunct utilized over the past 5 years. Adjunct for activity classes are a "wash" as the classes are not offered if there are not enough students to cover the cost of the instructor. Adjunct for content courses may be greater due to required courses with few numbers. Content courses required in the HP major taught by adjunct in the past five years include: HPE 234, HPE 235, and HPE 376.

Faculty in the business program are under the purview of the COT dean, and are academically prepared and qualified based on COT requirements.

Table 2: Academic Credentials of HPE-HP faculty/Instructor-coaches

Institution granting degree	Doctorate	Masters	Bachelors
Montana State University-Billings			√
Montana State University-Bozeman	√		
Montana State University-Northern			√
University of Montana			√
University of Mary			√
University of Nebraska-Kearney		√	

Employer Satisfaction. Exit interviews of students completing their coop experience show high employer satisfaction. Several students have obtained full-time employment from their coop supervisors, especially with the cardiac rehab program at Northern MT Hospital. In general, coop supervisors report high levels of content knowledge along with good or excellent work habits and personal skills.

Mastery of Subject Matter. Currently, students graduating from the Health Promotion program must meet university and college standards of having a 2.25 and 2.5 GPA respectively. Further, students can no longer graduate with a D in their major or within the General Education requirements as established by BOR policy in 2005. While this is not the only way to insure mastery of the subject matter, this is a simple and consistent assessment measure.

Students are required to complete a cooperative education experience as part of the degree requirement. This experience is an internship within a professional setting requiring students to utilize some, if not all, of their content in application to “real-world” settings. Evaluation of student and coop supervisor evaluations suggest students are able to apply their content knowledge in appropriate and productive ways. See Appendix A, Coop Evaluation Summaries. Suggestions from both students and coop supervisors have been considered in changes to the program curriculum that will be forwarded during the 2008-09 academic year.

Student Satisfaction. Most graduates of the HP program are either working in their field or are pursuing further education at the master’s or post-baccalaureate level. A recent survey of 27 graduates dating back to the program’s inception indicates a high level of overall satisfaction with the degree, but also offers some suggestions for improvement. These suggestions have been taken into consideration for curricular changes to be submitted during the 2008-09 academic year. See Appendix B, survey results.

Section 3: Placement & Industry Demands

Placement Rates. Of the 37 graduates since 2000, we were able to survey 27. Most report working within the field of health promotion, with six reporting unemployment or working outside the field. Twenty five students report working in MT with two working out of state. Five students reported continuing their education with graduate studies. Salaries range from \$16,000 to \$40,000. Unfortunately, the job market and salary ranges for graduates seeking jobs in MT have not matched the pace of the nation as a whole. See Appendix B, survey results.

Industry Demand and Forecasts. Health promotion as a field is at an exciting time. More and more, businesses and industries are recognizing the importance of managing not only rising health costs but other factors related to employee retention and productivity by managing the health of the workforce. Longitudinal research is appearing that demonstrates the cost savings of having a healthy workforce which transfers into a better

bottom line for companies and investors. Individuals working in health promotion or wellness programs are the ones directly impacting these factors. The health care industry as a whole continues to grow and health promotion will continue to grow with it.

Relationship with Industry. Partnerships that enhance the employment opportunities for our graduates include those with the MSU-N Employee Wellness Program, Northern Montana Hospital, Physical Therapy Down Under Fitness Center, and the Peak Fitness Center in Great Falls. These organizations and businesses have been invaluable placement sites for coop experiences. Further, they have all employed some of our graduates upon completion of their coop. The new Fitness Zoo facility in the mall is another potential site for coop placement as well as future employment.

As students have graduated and moved into the private sector, their employers have begun requesting additional graduates for employment with them. Several industry partners who have traditionally been on campus recruiting diesel and other COT grads are now also recruiting health promotion grads for positions as safety engineers/officers at job sites. It is projected this will continue to grow as these companies adopt health promotion programs to not only monitor safety but other aspects of employee wellness as well. Further, having grads in fitness/wellness centers around the state has expanded our potential sites for coop experiences; we now have verbal agreements to take students from the Peak Fitness Center in Kalispell, the Wave Fitness Center in Whitefish and the Summit Fitness Center in Kalispell.

Section 4: Resources

The Health Promotion program shares its resources with the HPE program and the two programs are a department area in the larger College of Education, Arts & Sciences, and Nursing which must divide scarce resources among all programs. With only one full-time faculty member for both programs, it is hard to have a large “voice” when everyone is clamoring for the same dollars.

The largest resource of any department is its faculty and staff. Currently, the program is operating with only one full-time faculty member and several part-time coaches. With only one full-time faculty member for both the Health Promotion Program and HPE, advising loads are significantly larger than other areas on campus and other curricular/academic responsibilities must be assumed by only one individual. A significant number of adjuncts have been utilized over the past 5 years, affecting the continuity of the program in terms of course offerings, philosophical direction and student assessment. In 2003, the administrative support structure for the program/gym facility was also revised and

currently the position is strictly for athletic department services. While phone calls for faculty and general information for students are readily facilitated by this individual, support for academic needs and knowledge of the programs to answer student questions is no longer available. Coupled with the decrease from three administrative support positions to one in the college as a whole, this has put additional responsibilities upon the faculty.

When the HPE program was reviewed in 2005, it was noted that equipment was showing wear/age and that replacements were soon needed. There have been no capital purchases in these past five years and equipment is in a further state of disrepair. Courses have either been moved to other locations within the community or have been dropped due to lack of equipment. The pool, a critical lab facility, has been closed indefinitely. Arrangements with the city pool for open/lap swimming for MSUN students does not accommodate other needs for an aquatics space – teaching practice, lessons, etc. During the summer of 2008, white boards and a smart board were mounted in the gym classroom. It is “undetermined” when the room will be completed with a projector, computer system and internet access.

The HPE/HP programs continue to have a positive working relationship with the athletics department in the sharing of equipment, but that has not carried over into use of the facility. Five years ago, one of the classrooms in the gym was taken over “temporarily” as office space for the Football coaching staff when their space on the lower level flooded. Since then, that space has been converted into additional locker rooms and now the classroom is permanently designated as office space. When a new faculty member, who has since left, was hired for the program he was unable to have an office in the facility as all offices have now been assumed by coaching personnel for the athletics’ department.

Section 5: Relationship to Mission

Relationship to MSU-Northern’s Mission Statement. The Health Promotion program is a viable, contributing academic resource for the region. Its graduates are well-prepared to enter positions within the discipline. The faculty continue to forge partnerships and professional relationships with entities within the service region as well as the state. Faculty are actively involved in professional activities that enhance the educational experiences of students and contribute to the discipline.

Relationship to the Core Educational Values.

- *Professional Competence:* Students are required to complete a coop experience as well as complete required course work with a 2.25 GPA to demonstrate entry level professional competency.

- *Technology:* Students are required to use a variety of technology within required coursework as well as a technology component within General Education.
- *Diversity:* Students work with diverse populations during the course of their academic preparation and are required to complete a cultural diversity component within General Education.
- *Life-Long Learning:* Life-long Learning is modeled by faculty in their use of current information and technology in courses. Students understand the need for specialization certification requirements for many positions (CPR, CSCS, ACSM) as well as constant updating in the health field.
- *Informed Citizenship:* Current issues in health and wellness are constantly being discussed in relation to the student and society as a whole. The connection between health promotion policies and areas such as scientific research, politics, the environment, and society as a whole are at the forefront of the curriculum.

Section 6: Future Planning

Several issues for future planning have been highlighted throughout this program review. In addition, topics were highlighted in the program section of the Northwest Report. Some of these ideas/plans need to be discussed with the faculty, chair, dean and Provost to determine feasibility and priority of implementation. Others need to be acted upon within this academic year for implementation in AY 2009/10. As the Health Promotion Program and the HPE program are so closely tied together by courses and resources, many of the recommendations are for both programs.

Based on program review, comments from students, coop supervisors, graduates and employers several curricular changes need to be made. Additional coursework in computer operating systems, especially the Microsoft products, needs to be considered. HPE 416 Personal Training will be added as well as a new course: HPE 4XX Health Promotion Program Implementation & Assessment. HPE 302 Theory and Practice of Health Promotion will be revised to coordinate with this new course to avoid redundancy and to include additional topics such as the insurance industry, HIPPA regulations, and OSHA requirements and safety topics.

It has been suggested that a “program fee” similar to the one enacted for the nursing program be implemented for the HPE and HP programs to offset the increased cost of technology needed to support the program. This will need to be further explored, but quickly to meet BOR deadlines.

AY 2008/09 Actions.

- Complete and submit curricular updates to the academic senate for approval.
- Explore the implementation of a “program fee” through BOR approval.
- Assist in the hiring of a full-time faculty member for the HPE program.
- Establish an advisory board of industry members, former students and others to offer suggestions/guidance for future program review/updates.

Future Planning.

- Implement common outcome objectives for coop experience.
- Develop written advising plan for pre-PT students.
- Offer some coursework on-line.
- Plan for over-site/input for coach-instructor hiring and instructor evaluations.
- Formalize and standardize program and student assessment.
- Develop rotation plan for replacement/acquisition of equipment for programs.
- Explore/develop grant funding opportunities.
- Explore ways to get non-returning, unknown students back into the program for degree completion.

Summary & Recommendation

The Health Promotion major is a viable program with an average of six graduates/year with increasing numbers each year. The minor is a sub-set of the major that requires no additional resources. The program is of high quality, meets the needs of the region and falls within the Mission of the institution.

Based upon the program review for the Health Promotion major and minor, it is recommended that the programs be continued and additional resources/support be allocated to assist in continued growth and development.

APPENDIX A: Coop Experience Summaries

Coop
 Experience
 Summaries
 2002-2007

Employers	Employer Comments		Student Comments	
	General	Adequately prepared?	relevant coursework	additional coursework
Northern MT Hospital	continue to learn more about disease processes & affect of exercise on disease work on self-confidence work on time-management; punctuality	good background in exercise very self-motivated was fit and able to work out with patients - very helpful	HPE 358, HPE 357, HPE 274, HPE 235, BIOL 241 HPE 370, HPE 233, HPE 423 HPE 305, BUS 300, BUS 335, BUS 380	course in disease processes; exercise planning class medications; nutrition; disease processes
MSUN Employee Wellness	separate personal & job issues improve self-confidence, assertiveness, stress management		HPE 376, all HPE classes BUS 120, BUS 335, ACCT 261, BUS 300	learn more about business aspects of program add more computer classes - Microsoft products
MSUN Athletics	time management balance personal/work life focus on details - follow through	great student, well prepared great first-hand experience	HPE 370, HPE 357, HPE 358, HPE 234, HPE 416, HPE 305, BIOL 241	certification in personal training or strength & conditioning
PT Down Under	improve self-confidence, assertiveness		BUS 332, HPE 358, HPE 302, speech & English	certification in different specialty areas

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	marketing		HPE 416, HPE 357, BUS 271	courses in personal training and strength & conditioning
Others: Havre HS, NMHC, NMT Pharmacy, dentist, RB Health Agency	continue to learn, increase knowledge base better communication, asking questions research & follow up	true professional in working with clients	all business classes	geriatric health issues disease processes & drug awareness insurance industry

APPENDIX B: HP Graduates Survey Results

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2007 Graduate Survey											
Name	Related F/T	Related P/T	Not Related	Seeking	Not Seeking	Military	Cont. Educ.	Salary	Employer	Employer Address	Job Title
Blatt, India	1				1			30,000	Youth & Children Initiative	Rocky Boy Health Board	Program Coord.
Engstrom-Saisbury, Kaitlynn	1							35-40K	Summit fitness Center	Kalispell, MT	Community Wellness Coord
Heggem, Jenna	1								Galusha, Higgins, Galusha	Havre, MT	
Henderson, Julie			1					25-30K	Office Solutions	Missoula, MT	Maintenance contracts
Herrera, Clinton											
Thorpe, Kelly	1							20-25K	Roses Stewart	Prince Albert, SK, CA	Pharmacy Tech
Tryon, Mike	1						1	25-30K	MSU-Billings Sailish-Kootenai CC	Pablo, MT	Graduate School Fitness Center director
Krauss, LaRae	1								Fitness down under	Havre, MT	Fitness aide and pt asst.
VanDyke, Michelle	1							20-25K	MT Tech	Butte, MT	Asst. Basketball coach

2006 Graduate Survey											
Anez, Julie	1				1				NM Pharmacy	Havre, MT	
Schnittgen, Michael			1					+40,000	BNSF Railroad	Havre, MT	Conductor

2005 Graduate Survey											
Detrick, Kino			1						MSU-Northern	Havre, MT	Grounds

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												Supervisor
Garner, BreAnna												
Hartwell, Ryan							1			MSU-Northern		HPE program
Johnson, Aaron							1			MSU-Billings		Graduate Program
LaBrie, Cory	1									N MT Hospital	Havre, MT	Cardiac Rehab
Owens, Kevin			1							self-employed	N. Hampton, VA	
Stilger, Summer	1									Fitness Down Under	Havre, MT	

2004 Graduate Survey												
Crawford, Travis	1				1					CMR	Great Falls	Teacher
Gardipee, Ramona	1				1					Diabetes Program	Rocky Boy	
Hamman, Melissa			1	1				16,500		Starwest Satellite	Bozeman, MT	Payroll
Kucera, Margaret	1						1					
Loch, Justin	1							25-30K			Belt, MT	Exercise specialist
Nally, Kyndra												
Pulst, Kristie												
Quick, Warren			1		1					BNSF Railroad	Havre, MT	Conductor
Sasaki, Emi	1				1					Hill County Ext. Office	Havre, MT	4H coordinator
Wynegar, Robert	1				1					Granite Construction	Palm Springs, CA	Safety 2005

2003 Graduate Survey												
Lyndi Hostetter			1					+40,000			Gilbert, AZ	Service Manager Preschool teacher
Jennifer Leonard	1				1			24,000		NM Hospital	Havre, MT	RN

APPENDIX C: HP Program Summary of Northwest Report

I. HEALTH PROMOTION

II. PURPOSE

Montana State University-Northern College of Education and Graduate Studies

Mission Statement

The Montana State University-Northern College of Education and Graduate Programs mission is firmly grounded in a vision of and commitment to learning environments in which all learners have access to educational opportunities, choices, and experiences that enable them to achieve at the peak of their potential. The professional education programs are designed for delivery through innovative and efficacious systems that provide professional development and excellent educational experiences to diverse populations in a geographically and economically challenged region. To this end, we provide a variety of rich, intentional, and meaningful experiences designed to support candidates' development of appropriate dispositions, knowledge, skills, traits and habits for their fields. Through this educational experience, graduate and undergraduate teacher and counselor candidates prepare to impact students' lives and learning and to take leadership roles in classrooms, schools, and beyond.

Program Purposes

Our graduate and undergraduate professional education programs are developed to meet two over-arching purposes. These are:

- Preparing candidates to meet the challenges presented by ever-changing educational environments within societal contexts; and
- Preparing candidates to lead Education toward its promise of opportunity and equity.

III. DESCRIPTION

A program unique to MSU-Northern is the Health Promotion degree. Other institutions have a health promotion degree that focuses on clinical settings requiring an advanced degree and/or a strong foundation in the sciences. The degree offered through the MSU-N College of Education, Arts & Sciences and Nursing is more practical and applicable in nature. It focuses on preparing individuals who are able to work in a variety of settings at entry-level management positions. This is accomplished with a combination of courses

heavy on health education, complimented with courses in business. Students are required to do an internship with a health promotion entity to apply theory to practice, similar to a student teaching experience. As the HPE faculty who teach and direct the program are within the Education department, the major is offered as a BS degree within the College of Education, Arts and Sciences and Nursing.

There are few courses that are designed strictly for the Health Promotion major. Most content courses are taken by both the HPE and Health Promotion students. Health Promotion students take the same business courses required for the various business degrees. The “duality” of the program makes it efficient and economical for the faculty and institution.

The program was first introduced in the fall of 2000. The following spring, two students who were originally HPE majors with business minors added a double major with the health promotion degree and graduated the first year the program was available. The following two years saw additional students transfer into the program and graduate. The 2003-04 class was the first class of students who began the program as freshmen; there were seven graduates that year. Recent data (Fall 2006) show a five year graduation average of 4.2 students/year, but this data is skewed as highlighted above. Most recent data (Fall 2006) show 26 students enrolled in the program.

The minor shows fewer than 1 graduate/year from the Fall 2006 data. This is an underutilized minor, but as no additional courses are required from the major it is not a financial cost to the institution to continue to offer it. Further, with expanded interest nationally and regionally on public and community health, insurance coverage and related areas, additional interest may be generated with students majoring in community service and business.

The Health Promotion Program curriculum is closely aligned with Montana (MT) Health Enhancement Standards for K-12 education, National Association of Physical Education (NASPE) standards, American Association of Health Education (AAHE) standards and Healthy People 2010 guidelines published by the Center for Disease Control and Department of Health and Human Services. The Health Promotion program prepares students to have the ability to assist each individual in the development of attitudes, skills and knowledge of human movement and health enhancement that will result in a lifetime of participation in physical activity and the adoption of a wellness lifestyle. This goal is achieved by capitalizing on the natural enjoyment of movement by children; this applies to the poorly skilled, the handicapped, the “average” skilled or motivated, as well as the highly skilled or elite individual at any age.

The department has two full-time faculty members both with doctorates; one has been at MSU-Northern for 18 years and the other was hired fall 2006. The five (5) head sport coaches as well as the head athletic trainer also have teaching assignments within the department (total credits/year 69). Not all coaches have masters' degrees or degrees in HPE. Additional adjunct are hired as needed (approximately 25 credits/year) from a pool of assistant sport coaches as well as retired K-12 teachers and others with specific qualifications (CPR/water safety instructor certification). For the past three years, the only person able to do program advising has been the long-time faculty member. Currently, this faculty member has an advising load of approximately 65 students between the HPE and Health Promotion programs, and has had numbers as high as 85 student advisees. This is one of the largest advising loads on campus. It is expected that a transition of about ½ of these students to the new program faculty member will occur during this academic year (2006-07).

HPE/Health Promotion is considered a part of the education department and is not a stand-alone program. Faculty members attend all department meetings, and serve on senate committees representing the education department. Administrative support is supplied by the College as well as the secretary in the gym where one faculty office is located and most courses are taught.

The HPE/HP programs have one dedicated classroom in the gym. The gym also has a pool, weight room, aerobics center and locker room facilities. Academics get priority in scheduling the facility, but works closely with the athletic and intramural programs to avoid time conflicts. Cooperative planning has created opportunities for students to utilize athletic and intramural events as "field experiences" as well as for the sharing of equipment (i.e. volleyball nets, softball equipment). There is a storage closet in the gym dedicated to just academics. Facilities on campus include a golf course, tennis courts and open space for flag football, etc. Within the community there are several facilities that are willing to host courses either for free or reduced rental rates; these include the golf course, the racquetball club, the archery lanes, city softball fields, and the city pool if necessary.

The HPE/HP programs serve all education majors by teaching HPE 235 Principles of Health & Wellness. This course meets accreditation standards requiring candidates have knowledge of drug, alcohol, tobacco and HIV/AIDS education as per the MT Board of Public Education. Further, several programs (including education and HP) require First Aid and CPR certifications. This course is offered through the HPE/HP program. The program also enhances student life on campus by offering a variety of one credit activity courses; students from all majors in both colleges participate in these courses for exercise, fitness,

skill development and fun. Offerings range from swimming to dance to traditional team sports to unique offerings such as trap shooting and archery.

IV. SIGNIFICANT CHANGES

There have been many significant changes for the HPE/HP programs since the last accreditation visit. Some have been internally driven by faculty, others have been due to changes in accreditation requirements, and others have been due to changes within the institution as a whole.

The new degree in Health Promotion was proposed by the HPE faculty and was approved by the Montana Board of Regents. The first year the program appeared in the MSU-Northern catalog was 2001. This degree is a non-teaching degree. Several students who were HPE majors switched to the non-teaching option at that time. Initially there was a drop in the HPE numbers, but the number of majors has recovered even with increases in the Health Promotion degree.

In 2003, MSU-Northern was granted initial accreditation by NCATE. Prior to accreditation, significant changes were made to all aspects of the education program. One change was improved coordination in the sequencing and planning of instruction which created pre- and co-requisites for courses in HPE with courses in Education. At this time, the Health Promotion degree began offering a course specific to the degree rather than combining methods courses since the education majors were required to have field experiences attached to methods courses the HP majors were not qualified for.

Three years ago a long-time faculty member resigned. He had served as the Director of HPEA as well as a faculty member. He was replaced by a full-time Athletic Director and a term-contract instructor for HPE. At the same time, a re-alignment of the institution occurred, merging the College of Education with the Colleges of Arts & Sciences and Nursing. The chair of the college has taken over the coordination of the HPE/HP program along with the other education programs. This has not been an easy transition due to the nature of the coaches' contracts (dual appointments in Athletics and Education). The previous director was their supervisor for both education and athletics; as such, he was able to assign/supervise their teaching responsibilities as well as their coaching. Currently, the new athletic director has no authority over their teaching responsibilities and they do not have a clear understanding nor buy-in to the chair's roll as their supervisor for academics. Further, during the past 3 years, several coaches have been hired who do not have a background in HPE nor do they have a master's degree. This has created difficulties and concerns in teaching assignments for the programs.

During the 2004-2005 year, all course fees were evaluated and updated. “Pass-through” fees were adjusted to reflect current costs and other fees were increased to reflect needs of the program. These fees still remain minimal when compared to other programs both at MSU-Northern and across the state.

The HPE program has traditionally (+20 years) offered its “core” of courses for endorsement during a rotating summer schedule. In the spring of 2000, program faculty revised the schedule to allow students to better predict when courses would be offered; further, the courses were compacted into two summers rather than three. The purpose was two-fold: one, to allow current teachers to return for an additional endorsement, and two, to allow current students the opportunity to “catch up” or “get ahead” to finish their degree in a timely manner. This rotation of courses worked fairly well with the exception of courses that have anatomy and physiology as a prerequisite (program faculty have no control over when or if that course was offered in the summer). During the spring of 2005, the interim dean of the College limited the program faculty’s ability to offer the courses in the sequence developed. The schedule was not honored and entry-level courses were not offered. This has severely limited students’ ability to plan their programs to include summer semester.

The general education core for all students was updated beginning the fall of 2005. The Health Promotion program reflects this change. Students meet the MT “Indian Education for All Act” by taking MT History within the gen. ed. core. Further, the Board of Regents instituted a new policy relating to general education. Prior to fall 2005, a candidate could graduate with a D in a general education course (not a program requirement) as long as their overall GPA was a 2.5. The new BOR policy states that the only D’s allowed are those for “true electives;” candidates must earn a C- or better in all coursework, including general education courses.

The College of Education, Arts and Sciences, and Nursing has hired (Fall 2006) a permanent dean after a 2-year search. This position is a reflection of the latest administrative configuration, created in December, 2003. Prior to that time, HPE/HP was part of the College of Education, headed by a chair/dean. MSU-Northern has had 4 CEO’s and 3 Provosts since the last accreditation visit and each administration has had a different “vision” of how the institution should be structured.

The College also hired a full time associate professor in Health and Physical Education beginning fall 2006. His background is in K-12 Physical Education, specializing in adaptive physical education. His hiring fills the open position that had been covered for the past

three years by a term-contract instructor. This appointment should greatly relieve the advising burden of the other full-time faculty member as well as enrich curriculum and program review.

Another change is an update in Board of Regent policy related to transfer students. Specific time lines have been established for when a student is notified of acceptance of credits and the application of credits toward a program. It is unclear at this time what impact this policy will have on advising in the HPE/HP programs.

V. ANALYSIS and APPRAISAL

Program

Faculty have expressed concerns about several components of the program. First is the concern over the dual appointment of athletic coaches as instructors in the program. A better understanding of the needs of both programs and some type of resolution to the problem needs to begin soon.

Second is the location of the new faculty member's office. For whatever reason, when the term-contract instructor moved out of the "PE Faculty's Office" an administrator for the gym facility was moved into that space; there are no other office spaces available in the gym so the new faculty member is in another building. This does not allow for easy collaboration/mentoring between the two full-time members of the program. This situation has been deemed "temporary", but there is no plan or time-line to indicate when it will be resolved.

The HPE/HP program does not get its own allocation of capital fees, but is considered part of the education program. Combined with the focus of the campus on technology, it has become difficult for the HPE faculty to acquire "big ticket" equipment items needed for the program. These items range from a new skeleton to scooter boards and playground balls. Further, the Heart Rate Monitors acquired for the program through the PT3 grant are becoming outdated or are dying and will soon need to be replaced as well. Increased national focus on accountability and assessment has not bypassed HPE/HP; need for assessment tools such as the computer program SPSS affect this program as well as all education programs. Currently the cost of this program is prohibitive to the institution. Assistance with grant writing to acquire needed equipment and technology for this and other programs should become a priority of the college and the institution.

The continuation of the summer program for HPE/HP must be evaluated. There needs to be a commitment from administration to grow the program through advertising and support for low-enrolled courses for at least one cycle of the program. Continued collaboration with the business department faculty to assist students in their program planning must also be a priority.

Continuing evolution of the field of Health Promotion has already indicated needed changes in the program. First is the increased need for students to master the Microsoft Office products such as Excel, Publisher and Access. Another is to meet the needs of students interested in graduate programs in physical and occupational therapy and cardiac rehabilitation through greater emphasis on the sciences.

Faculty have expressed concern over the way field experiences are designed and monitored. Currently students register for HPE 479 Co-operative Education. This program is supervised by another department; course outcome objectives are not determined by the Health Promotion Program faculty but rather through an interview process with the co-op supervisor, the employer and the student. This does not allow for consistency in outcomes evaluation. Options will be explored during this academic year for future changes to the co-op/internship requirement.

Continued attention to changes in BOR policy related to transferability and General Education will be required.

Informal follow-up with recent graduates has given faculty insight into some needed changes in the program (i.e. increased knowledge of Office products), but a more systematic evaluation process needs to be implemented and supported by the college. Further, an employer survey would also assist with program development, but again needs college level support for implementation.

A formal Advisory Board needs to be developed from a pool of statewide experts and employers to assist the health promotion program faculty with future curricular decisions.

Candidates

Program faculty review candidates' progress within the major through a variety of both formal and informal means including test results, course grades, papers, student presentations and interactions with students. Students must graduate with a 2.5 GPA.

Program Name(s): Civil Engineering Technology

**Programs fall into the category described in Section E. of Policy 303.3:
See Directions Page for additional information to complete this section.
Use blue fields to add text.**

Yes **Graduation and Majors for Last Seven Years**

Major (for fall of the year indicated)	2002	2003	2004	2005	2006	2007	2008
Civil Engineer Tech Associates	1	3	1	3	2	0	1
Civil Engineer Tech Bachelors	32	36	21	12	19	18	18

Graduates (for academic yr. ending in May)	2002	2003	2004	2005	2006	2007	2008
Civil Engineering Technology							
Associate	4	2	10	2	2	0	1
Bachelors	6	6	10	7	5	5	
Minor	1	1	1	1	0	2	

No Add information here

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

Enrollments in the program have gradually increased following the year of moratorium imposed on the program in 2005, growing from 1 that year to 8 etc.

Incoming Students Initial Majors

	02	03	04	05	06	07
Eng Tech: Civil Engineer Tech	10	6	2	1	8	6

Recommendations:

- 1 - Continue the program on the Havre Campus with a targeted recruiting plan to encourage growth**
- 2 - Make a determination as to the need for a CET program for military personnel in Great Falls**
 - a - determine the desired course schedule/timing - several issues have been discussed, but no decision has been made. (Evening, weekend, short time frame, block scheduling, etc.)**
 - b - In the event a degree completion or entire four-year degree program is desired at GFCOT, a plan for implementation with schedule of courses should be developed, committed to, and published.**
- 3- When the program reaches an ongoing enrollment of about 50 students then adjust the program to offer areas of emphasis in the program.**

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Rationale for the Civil Engineering Technology (CET) programs:

The following lists the positive reasons to support the CET program:

- * Northern's Civil Engineering Technology Program is the only such program in the state.
- * The CET Program prepares students to work as either an Engineering Technician (Associates Degree) or to pursue registration as a Professional Engineer (PE) (Bachelor's Degree).
- * Students graduating from this program have been successful in finding employment (2007 graduating class starting salary was slightly above \$50,000/yr). Upon graduation students have had no problems finding employment in the field.
- * The program has done well preparing students for the Fundamentals of Engineering (FE) Exam, the initial exam for students to become registered as a Professional Engineer. The pass rate for Northern student's on the FE has consistently been above the national average for similar programs (every year 2006, 2007, and 2008). The graduating class of Spring 2007 had a 100% pass rate on the FE exam.
- * We have been notified that a recent graduate of the CET program has been accepted in the Master's Degree program in Civil Engineering at the University of Idaho. Upon acceptance has only coursework deficiency was one course; Differential Equations, a 300 or 400 level Math course that is not required in the CET program and was not available at the time the student was at Northern.
- * The CET program has upgraded the accreditation of the program. In the last year the CET program has received accreditation with no areas of concern. Prior to this the program was accredited with concerns in three areas. The CET program is accredited by the Accreditation Board of Engineering and Technology (ABET).

Additional justification pertaining to the graduate and enrollment numbers in the CET Program

The following is additional information that needs to be considered when evaluating graduate and enrollment numbers in the CET Program:

- * The numbers for majors state above do not include some students that are double majors. Currently there are three students that are double majors (2 in Drafting/CET, and 1 in Business/CET). If we include these double majors we would have 21 majors.
- * Moretorium - In 2004 the Provost placed a restriction on the program where the University did not allow any students to enroll in the 4-year Bachelor's degree program. When this restriction was put into place students were told that the program would stay in existence for two more years. The result of this was that all first and second year students withdrew from the program. This can be seen with the drop in enrollment numbers. The restriction was later removed in spring 2006. The removal of the restriction was late spring and had little positive impact in the for incoming students in Fall 2006 (three incoming students). The current impact of this restriction is that there are only one student in their final year of study (Senior) and two students in their second to last year of study (Juniors). Realizing this condition we have 18 students in their first and second year of study and three students in their last two years of study.

The drop in graduates over the last three years is a result of the restriction placed on the program and the time it takes for the restriction to work through the system.

Additional Justification for the Recommendations presented

Recommendation 1 - - Continue the program on the Havre Campus with a targeted recruiting plan to encourage growth

From limited discussion with high school councilors around the state there is limited to no recognition as to the existence of the CET program. There needs to be a conscious effort to inform the High School councilors and students of the program. Program faculty has made presentations to two high schools in the region, Havre High School, and CM Russell High School in Great Falls in the last two years. Additional contact has been made through programs where high school students have visited Northern. Resources need to be allocated to allow more contact. The proposed contact should be to all high schools along the highline on an annual basis and to all high schools within a three state region on a biannual or triennial basis.

Recommendation 2 - Make a determination as to the need for a CET program for military personnel in Great Falls.

In 2006 the Northern's CET program has been offered in Great Falls. For the last two years we have had six students studying in the program. One reason the program has been placed in Great Falls was because of the interest at the Malmstrom Air Force Base. The service men have not enrolled into the program. A more concerted effort to develop the program that meets the needs of the service personnel needs to be created. This program could include night courses, weekend courses, block scheduling, or others. The program may need to develop a hybrid method of presentation because the service men could be called to a higher level of active duty in a short period of time. Some resources need to be allocated to such an effort.

Recommendation 3 - When the program reaches an ongoing enrollment of about 50 students then adjust the program to offer areas of emphasis in the program.

The CET program needs to develop a little more breadth in its program. The current program is a single set of classes that meets accreditation standards but leaves students with little choice of developing an emphasis in one or more areas of Civil Engineering. It is recommended that in the future when enrollment can support it, the program develop areas of emphasis in Civil Engineering Technology. These areas of emphasis could be in structures, construction, water resources, geotechnical, surveying, and others. These areas of emphasis can be added to the curriculum with little additional resources. The additional classes can be added and taught in particular semesters on an even/odd year format which would allow juniors and seniors the ability to choose an area of emphasis. This sort of program could be instituted presently but with so few students in the upper grade levels it could be more difficult to get adequate FTEs in the courses. Once the program reaches about 50 students then it would appear that there would be enough students to offer students more options. The increase in the breadth of coursework offering would be a positive program development.

Program Name(s)

Civil Engineering Technology

A d d e n d u m

Note: Duplicate this page for program(s) reviewed.

Civil Engineering Technology

The principle objectives for the Civil Engineering Technology Program are to:

- Encourage students to master the knowledge, techniques, skills and modern tools used in the Civil Engineering profession;
- Improve students' ability to apply current knowledge and adapt to emerging applications of mathematics, science, engineering and technology;
- Have students demonstrate the ability to conduct, analyze and interpret experiments and apply experimental results to improve processes;
- Encourage students to apply creativity in design of systems, components or processes as appropriate;
- Improve students' ability to function effectively in teams;
- Provide students with the tools to identify, analyze and solve technical problems;
- Improve students' ability to communicate effectively;
- Have students recognize the need for, and encourage students to gain lifelong learning;
- Encourage students to understand professional, ethical, and social responsibility;
- Have students gain a respect for diversity and knowledge of contemporary professional, societal and global issues; and
- Encourage students to embrace the principals of quality, timeliness, and continuous improvement.

Current Description of the Program

The Civil Engineering Technology program offers a Bachelor of Science (BS) degree, an Associates of Applied Science (AAS) degree, and a certificate of Land Surveying Technology. The BS degree is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-401 telephone (401) 347-7700. The program prepares students to become proficient in the civil engineering profession. Students electing to receive a two-year AAS degree are prepared to enter the workforce with skills generally performed by an engineering technician. These students will be trained in drafting/CAD, and surveying skills, perform basic engineering calculations, and have an understanding of basic civil engineering concepts of force, and stress. Students receiving a BS degree are trained in the field of civil engineering. The value of the ABET accreditation is that students in their last semester prior to graduation are permitted to sit for their Fundamentals of Engineering (FE) Examination. This is the first exam of a dual examination system that allows an engineer to become a registered professional engineer. Students that successfully complete this exam enter the work force as an Engineer-in-Training. Most employers in this profession consider this as a benefit for their professional employees.

The Civil Engineering Technology program has one full-time faculty member that is a registered professional engineer. There is a second full time temporary faculty member that is a registered professional who also teaches courses; one adjunct professionally-registered engineer also assists with the teaching load.

Significant Changes to the Program

In the spring of 2005 the administration placed the bachelor's degree program into moratorium. This action was taken due to the difficulty in hiring the vacant faculty position along with low enrollments in the courses and low graduation rates. The administration notified the students that the BS degree program was to be discontinued by spring of 2007. As a result of the moratorium, some students planning to graduate in 2008 and 2009 transferred out of the program. The AAS program was not to be affected by this decision. The moratorium eliminated new students enrolling in the BS program in the fall of 2005. As a result of a successful search, and in an attempt to enhance degrees with a math and science emphasis for MSUN, the BS degree in CET was removed from moratorium.

In June 2006, the BOR approved the recommendation for MSUN to offer a BS degree program in Civil Engineering Technology in Great Falls. These two significant changes have resulted in recent fluctuations of enrollment in the program. The full impacts of the actions taken in the spring of 2005 are being realized currently in the small numbers of students at the Havre campus in the sophomore, junior, and senior classes this year. This trend appears to be changing in that the new freshman class beginning in the fall of 2006 shows indications that program is gaining students. The program in Great Falls appears to show some promise with four students already enrolled in sophomore level courses and active interest shown by industry and military leaders in the Great Falls region.

Program Name(s): Industrial Technology (Teaching & Non-Teaching)

**Programs fall into the category described in Section E. of Policy 303.3:
See Directions Page for additional information to complete this section.
Use blue fields to add text.**

Yes Add information here

IT program data:

IT Program Enrollments

		03	04	05	06	07
B36	Sec Ed: Industrial Technology	6	4	2	4	7
B37	Industrial Technology (non-teaching)	7	14	7	5	6

GRADUATES, BY PROGRAM

5-Year Average

Program Area 03-04 04-05 05-06 06-07 07-08 Average, Last 5 Years

Industrial Technology

Industrial Technology 0 0 1 2 1 0.80

Secondary Education 2 4 4 1 2 2.60

No Add information here

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

Recommend that the IT programs, both teaching and non-teaching options, be revised to reflect a National Association of Industrial Technology (NAIT) model which more accurately meets the needs of twenty-first century students and employers. The NAIT model will include a focused IT core with options available in Architectural Design, Industrial Electronics, and Metals/Manufacturing. In addition, a teacher endorsement program for established K-12 teachers will be developed to provide much needed Endorsed Industrial Technology teachers to the school districts throughout Montana.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The current incarnation of the MSU-Northern Industrial Technology degree has no specific focus, In addition, there are several programs which are included in the NAIT model with inadequate enrollments to sustain the programs as they now exist. After discussions with program faculty in the Design Drafting, Electronics Engineering Technology, and Welding programs, a design for a degree including a focused core of courses with area specific concentrations was developed. This new IT degree will replace four existing degree programs at Northern and provide a more marketable approach to Industrial Technology Education.

Program Name(s)

Industrial Technology (Teaching)

Industrial Technology (Non-Teaching)

A d d e n d u m

Note: Duplicate this page for program(s) reviewed.

Industrial Technology

This is a dual-track degree for those seeking employment in the technical fields of industry or for those pursuing educator licensure in Industrial Technology Education. Students will enroll in either the Industrial Technology track with a major in Industrial Technology and a minor in a field of his/her choice or enroll in the Secondary Education degree which prepares the graduate for educator licensure. The teacher education student takes the necessary education courses in lieu of a minor.

Current Description of the Program

During the first two years of the program emphasis is placed on developing the wide variety of technical skills and knowledge necessary to be successfully employed in the field. A strong emphasis is placed on hands on lab work. Technical skills are developed and assessed in the following areas:

- **Woodworking and Construction**
- **Welding and Manufacturing**
- **Communications and Design Drafting**
- **Energy and Transportation**

Upon successful completion of these areas of study the student will have demonstrated the ability to:

- **Utilize tools, materials, and machines in a safe and efficient manner;**
- **Complete projects that demonstrate skill in the use of equipment;**
- **Set up and perform minor maintenance on equipment;**
- **Perform work to an indicated level of accuracy;**
- **Select materials appropriate for the assigned task;**
- **Apply technological concepts to specific tasks; and**
- **Relate specific tasks to related technological concepts.**

During the junior and senior years, students focus on a selected minor with an emphasis on management or completion of the secondary education teacher licensure requirements. Those selecting the non-teaching option will also develop skills in Computer Aided Manufacturing.

Significant Changes in the Program

The Industrial Technology Program was approved by the BOR in several years ago. The courses included in the program as submitted, did not closely match the then current course names at the college. This was initially accommodated by using a dual numbering system which caused confusion for both the students and faculty. Four years ago the degree requirements were thoroughly revised so all courses in the program

now have a single name/number. In addition, program content was examined against national standards, and program content was modified as necessary so as to be based on external as well as internal criteria.

Analysis & Appraisal

The program courses have been significantly revised to meet industry and public schools system needs. Although revision is a constant process, no major revisions in course content are anticipated in the next few years. The program as a whole, however, needs to be better integrated into the College of Technology and program enrollments and graduation rates continue to be low. Faculty have been examining combining several of the colleges programs into a single Industrial Technology degree with concentrations in specific areas.

The program budget has been adequate to maintain the current equipment; however, much of the equipment, especially in the machining area, is outdated and needs to be replaced to keep current with modern technology. All graduates seeking employment in the field have been successfully employed. Although initial enrollment in the program was satisfactory (25 majors), enrollment has been declining the past two years. Currently, the number of graduates does not meet the employment demand nor BOR graduation rate mandates (see Exhibit 2-41, Graduation Rates, per degree program, Over the Past 13 Years). As program faculty has left, they have not been replaced. As a short term solution, one temporary faculty member has been hired for the current academic year to teach some of the program courses. As noted above, faculty are examining a long term solution that would involve integrating some of the department programs into a single Industrial Technology degree.

The primary focus for student evaluation is on lab performance. The program faculty are primarily involved in assessing the first two years of the program. The Department of Education assesses the second two years for those students taking the education option. For those students selecting the non-teaching option, the program faculty in the selected minor perform the assessment in that area.

Program Name(s): **Biology**

Programs fall into the category described in Section E. of Policy 303.3:
See Directions Page for additional information to complete this section.
Use blue fields to add text.

Yes Add information here [redacted]
Major (for fall of the year indicated) 2002 2003 2004 2005 2006 2007
Biology 28 26 42 35 32 43

Graduates (for academic year ending May) 2003 2004 2005 2006 2007 2008
Biology, B.S. 3 5 6 3 5 4

No Add information here [redacted]

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

The recommendation is for the biology program to be retained.

Rationale or justification for the decision based on the program review process established at the campus.
(Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.)

The decision for retaining the biology program as it provides a program that supports students who transfer to the University of Montana for the pharmacy program as well as those students who transfer to other institutions to pursue more narrowly focused biology degrees. More importantly, students who graduate from MSU-Northern can find employment in area governmental agencies, local businesses or can pursue additional education through graduate school. The core courses used in the biology program are also those that support the general science - secondary education program.

Program Name(s)

Biology

A d d e n d u m

Note: Duplicate this page for program(s) reviewed.

The Biology program was developed to provide students enrolled in the program with an introduction to the major areas of biology—primarily plants and animals. In addition to the fundamental concepts the program attempts to expand the breadth of knowledge of living organisms along with technical and analytical skills used in the field of biology, while reflecting on ethical values that link science and society. Undergraduate research is emphasized in the biology program in an effort to reinforce independent learning and allowing students to develop talents in critical thinking and problem solving while refining advanced laboratory and field skills in observation and data collection.

Description of the Biology Program

The biology program provides students with a comprehensive background in the life sciences. In addition, students develop skills in laboratory procedures and the use of analytical equipment as well as to become familiar with the protocol for developing ideas, conducting research and evaluating data. The biology program aspires to introduce students to the cellular structure and function and integration of the living organisms within the various ecosystems and the interrelatedness of organisms in these ecosystems. Biology students also must have a good working knowledge of chemistry, physics, and statistics. The capstone course of the program is the undergraduate research class. This course provides an opportunity for the students to identify research and develop a proposal for an experiment which provide an opportunity for them to utilize their writing, communication and content knowledge. The biology program is designed to prepare students for employment or if they choose to continue their studies in graduate school in any specialty area of biology.

Significant Changes to the Program

In the past five years the major significant change is the retirement of two full-time faculty. There are currently five full-time instructors who teach science courses; however, four of the instructors teach in other areas of science, not just in biology. Therefore, in order to provide all the biology courses for the program, many of the classes (especially the upper division classes) are offered on a rotating basis, every other year or every two years. The consistency of this has not completely developed, thus in order for students to meet the requirements for the program, they must take some classes by independent study or must find adequate substitutions for those classes. This procedure does tend to put an additional burden on the faculty as they must agree to do the independent studies. The decrease in faculty also provides an opportunity for the remaining faculty to reevaluate the program to identify courses that may need to be cut while still providing students with the best biology program possible.

Analysis and Appraisal

Over the past five years, the number of biology graduates remains somewhat steady with the average number of over the past five years has been 4.4 graduates; the highest number of graduates in biology over the past five years has been 6 graduates. One of the ways the faculty is attempting to increase the number of students involved in the first two years of the biology program is to work with the University of Montana to develop a transfer agreement that would guarantee a student that if they take two years of

specific coursework that coursework would fulfill the coursework required for a pre-pharmacy program. The biology program supports the mission of MSUN and provides many local agencies with employees with good biology education. The biology program also serves to prepare students for graduate programs whether in medicine, wildlife biology, pharmacy or other areas of advanced study. The goals of the biology faculty are to review the biology core curriculum and eliminate course work that does not strengthen the program and to develop a rotating schedule of classes that provides students with the capability of knowing when classes are to be offered so they are able to plan their schedules accordingly to fulfill their degree program.