

L E V E L   I I  
M E M O R A N D U M

**DATE:** February 9, 2011

**TO:** Chief Academic Officers, Montana University System

**FROM:** Sylvia Moore, Deputy Commissioner for Academic & Student Affairs  
John Cech, Deputy Commissioner for Two-Year and Community College Education

**RE:** Level II Submission Items

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The campuses of the Montana University System have proposed new academic programs or changes under the Level II approval process authorized by the Montana Board of Regents. The Level II proposals are being sent to you for your review and approval. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, you need to raise those concerns at the Chief Academic Officer's conference call on **February 9**. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on **Friday, February 11**. That notification should be directed to Summer Marston, Assistant to the Deputy Commissioners. If Summer does not hear from you, in writing, by **noon on February 11**, OCHE will assume that the proposals have your approval.

**The Level II submissions are as follows:**

**Montana State University-Bozeman:**

- Certificate of Applied Science - Bookkeeping [ITEM #150-2004-R0311](#)
- Certificate of Applied Science – Medical Assistant [ITEM #150-2007-R0311](#)

**Montana State University-Northern:**

- B.S. Major and Minor in Criminal Justice [ITEM #150-2802-R0311](#) | *Letters of Support*

**The University of Montana-Missoula:**

- Masters of Arts in Chemistry [ITEM #150-1002-R0311](#)

**ITEM 150-2004+R0311**

**Certificate of Applied Science - Bookkeeping**

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**THAT**

The Board of Regents of Higher Education authorizes Montana State University-Bozeman to establish a Certificate of Applied Science - Bookkeeping

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**EXPLANATION**

MSU-Gallatin College Programs is proposing a one-year Bookkeeping Certificate of Applied Science (CAS) that will prepare students for entry level accounting-related positions that are utilized by a variety of businesses. Research of local business, government agencies, and non-profits has shown a high demand for employees trained in accounting related trades and that a Bookkeeping program would highly benefit the local business community. A bookkeeping program will provide meaningful employment with livable wages.

The structure of the program allows students to complete the required 34-credits by attending Fall, and Spring semesters, making this a program that students can expeditiously complete and enter the workforce in the quickest time possible.

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**ATTACHMENTS**

Curriculum proposal  
Level II request form

**Montana Board of Regents**  
**LEVEL II REQUEST FORM**

Item Number: **150-2004-R0311** Meeting Date: **March 2011**  
Institution: **MSU – Gallatin College Programs** CIP Code: **52.0302**  
Program Title: **Certificate of Applied Science – Bookkeeping**

Level II proposals require approval by the Board of Regents.

**Level II action requested (place an X for 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:**

MSU – Gallatin College Programs (GCP) is requesting Level II approval for a new Certificate of Applied Science (CAS) Bookkeeping program. This program will be operated by MSU – GCP.

## Curriculum Proposals

### 1. Overview

MSU-Gallatin College Programs is proposing a one-year Bookkeeping Certificate of Applied Science (CAS) that will prepare students for entry level accounting-related positions that are utilized by a variety of businesses. Research of local business, government agencies, and non-profits has shown a high demand for employees trained in accounting related trades and that a Bookkeeping program would highly benefit the local business community. A Bookkeeping program will provide meaningful employment with livable wages.

The structure of the program allows students to complete the required 31-credits by attending Fall, and Spring semesters, making this a program that students can expeditiously complete and enter the workforce in the quickest time possible.

### 2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

The Bookkeeping program is designed to provide students with the knowledge and skills necessary for employment in an accounting profession. Using the language of business, Bookkeepers assemble and analyze, process, and communicate essential information about financial operations. Upon completion of the Bookkeeping degree, students will be prepared to work in public, private, or governmental agencies as accounting clerks, accounting technicians, bookkeepers, accounting support personnel, or payroll assistants.

### 3. Need

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

The development of the Bookkeeping program is supported by the widespread business growth that has occurred in Gallatin County for many years. The Bookkeeping program has been designed to provide the necessary skills and experience for entry level accounting workers that every business hires. These employees manage accounts payable, accounts receivable, general bookkeeping, payroll processing, and a number of other functions in businesses of all sizes across the community. In many instances these workers function as office managers in small businesses.

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

The Bookkeeping Program is a nice complement to the Master of Professional Accountancy program in the College of Business at Montana State University. While the Master program has provided a strong cadre of certified Public Accountants to our region and beyond, the need exists in the business community for workers that are educated and skilled in basic accounting tasks. Graduates of the Bookkeeping program will be able to pursue job opportunities in any field as all businesses, non-profits, and government agencies hire employees with these skills.

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

A review of US Bureau of Labor employment data finds a very strong employment outlook for these positions. For the ten-year period from 2008-2018, there is projected to be a 10% increase in bookkeeping, accounting and auditing clerks in the United States. This will result in an additional 46,400 jobs nationwide.

The growth projections for the Bookkeeping positions in the state of Montana is even stronger with a 22% increase in these positions projected from 2006-2016. This would create an additional 520 job openings for a statewide employment of 16,800 positions. In 2009 the national median wage for these positions was \$33,400 while the Montana median wage was \$29,000. The Montana growth projections should apply to Gallatin County, which has had one of the highest levels of economic growth in the state in recent years.

Over the past few years Gallatin College employees have heard frequent expressions of interest in this program from local business, non-profit, and public agency representatives. To further evaluate the merits of starting this program the staff conducted interviews of the leaders of 12 local companies. These companies included CPA firms, service businesses, banks, public agencies and non-profit agencies, all of which hire these types of Bookkeepers. The interviews found that there was strong consensus that the Bookkeeping program would be very beneficial to the local workforce. It was expressed by nearly all respondents that this type of education would allow the employers to hire these more highly skilled workers without having to provide extensive on-the-job training. They also stated that this education would merit placement at a higher level on their pay scales. These interviews confirmed the findings in the 2006 Gallatin Valley Environmental Scanning Report which found that 40% of all businesses that were surveyed had expressed a strong desire for financial and accounting programs.

#### **4. Institutional and System Fit**

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

This will be the first program offered by MSU-GCP in the business trades. The Bookkeeping program will share some existing general education courses with other workforce programs and students may take some coursework through MSU–Great Falls online on a dual enrollment basis. Discussions have taken place with the MSU College of Business, and MSU Extended University, regarding the Bookkeeping program. All parties support the proposal and see the Bookkeeping program as a complementary fit with their programs as well as an existing local need.

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

No. The approval of the proposed program will not require any changes to existing programs at MSU-GCP or MSU-Bozeman.

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

There are no other business trades programs at MSU-GCP; however the Bookkeeping program does share two courses with the MSU College of Business Accounting program, which offers the possibility of shared resources for the common courses.

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

In alignment with the strategic plan of the Montana Board of Regents and the College! Now initiative, MSU-GCP is committed to increasing participation of students in post-secondary education in the Gallatin Valley and surrounding area, specifically in one and two-year programming, as well as increasing the number of students earning a post secondary credential. In addition, preparing students for, and placing them into, high-demand jobs is a goal for MSU-GCP. The program offered will provide opportunity to both traditional and non-traditional students.

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.*

With the approval of this proposal, area residents will have access to an Bookkeeping CAS that can be obtained locally with local access to practical experience. In addition, within the Gallatin region, we could find no significant increase in wages for a student with an Accounting AAS compared to a student who would hold a CAS. This makes a locally offered CAS Bookkeeping program a good fit for the Gallatin region.

Collaboration has occurred with MSU - Great Falls COT involving curriculum development and experience. MSU – GCP has explored future possibilities for dual enrollment with MSU – Great Falls COT to take advantage of available on-line course work to include a student application for consortium agreement. Program curriculum will follow the MUS initiative for common course numbering and inter-campus transferability.

This program is based on AAS and CAS Accounting Assistant and Bookkeeping programs around the state. However, as noted in the previously cited Department of Labor report, which states that both current and future demand for job growth in the business trades is predicted to increase, this increased demand in all areas of the state and the geographic separation between the campuses, makes additional business trade programs necessary to fill regional needs.

## 5. 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 program's curriculum and course descriptions are included in Appendix A.

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

Interest in the program is strong. The MSU-GCP Academic Advisor for Workforce Programs has received numerous inquiries about a Bookkeeping program over the past six months. The implementation plan calls for a program start in Fall 2011. The number of students admitted to the program is estimated at 15–20. A final estimate of program enrollments will be determined based on

a finalized program resource list and the identification of the dedicated classroom which are needed to determine program capacity.

## 6. 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–GCP will hire a 1 FTE Bookkeeping Program Director/Faculty. This tenure track faculty position should be no higher than the Level II (VTEM collective bargaining Agreement Article 10.1 sec. C) minimum salary \$37,782.00. The program director will teach 12 credits per semester with 3 credits equivalent release time used to perform administrative duties. Additional Adjunct Faculty will be hired as needed at a rate of \$700.00 per credit hour per semester. Existing faculty and adjunct faculty can be utilized to teach required general education classes.

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

The annual operating budget for the MSU-GCP Bookkeeping program is \$76,550. This includes the cost of the Program Director/Faculty including benefits, adjunct instructors, and the annual operating expenses. The annual expense is partially offset by an estimated \$57,915 in tuition revenue for the first year.

The start-up budget for the program includes classroom furnishings, equipment, supplies and curriculum development assistance in the amount of \$34,500.

The proposed general fund support for this program is within the MSU-Gallatin College Programs established FY 10-11 budgeted amount as amended in the BOR ITEM 147-2901-R0510 from the May 2010 Board of Regents Meeting.

## 7. Assessment

*How will the success of the program be measured?*

The proposed program will be assessed using the College's institutional outcomes assessment practices. These include assessing standard performance with the following metrics:

1. Graduation/completion rates
2. Student retention
3. Enrollments
4. Placement in the field
5. Employer Satisfaction with graduates

In addition, the program's student learning outcomes will be assessed to evaluate student success in obtaining the skills identified as goals of the program. The program's Business Trades Advisory Board will review the assessment measures on an annual basis. Student evaluations are another important assessment tool for faculty and program administration.

## 8. 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.*

The program was initiated due to community and industry demand. MSU–GCP established an industry advisory board in 2009, and through a series of meetings the committee prioritized the development of the Bookkeeping Program. Conversation among committee members indicated that a student who earned an Bookkeeping degree would have numerous employment opportunities in the Gallatin Valley and surrounding area, and that a program such as this would be a significant benefit to employers in the valley.

The proposal will be vetted by the MSU Dean’s Council, MSU Faculty Senate, the MUS Chief Academic Officers Committee, and the Board of Regents. Upon approval from the Montana Board of Regents, MSU–GCP will move forward with the program start-up plan.



MSU – Gallatin College Programs  
Certificate of Applied Science – Bookkeeping

## FALL SEMESTER

<u>Course No.</u>	<u>Title</u>	<u>Credits</u>
ACTG 101	Accounting Procedures I	3
COMM 135	Interpersonal Communications	3
CAPP 156	MS Excel	3
CAPP 120	Intro to Computers	3
M 108	Business Mathematics	4

Subtotal: 16

## SPRING SEMESTER

<u>Course No.</u>	<u>Title</u>	<u>Credits</u>
ACTG 102	Accounting Procedures II	3
ACTG 205	Computerized Accounting	3
ACTG 180	Payroll Accounting	3
ACTG 125	QuickBooks	3
WRIT 122	Intro to Business Writing	3

Subtotal: 15

Total Program Credits - 31

MSU—Gallatin College Programs  
Certificate of Applied Science—Bookkeeping

**FALL SEMESTER**

Course No.: ACTG 101

Course Title: Accounting Procedures I

Credits: 3

Course Description: Content of the course covers the complete accounting cycle including creating source documents, journalizing transactions, posting to ledgers, preparing worksheets and basic financial statements including the income statement and balance sheet, end-of-period closing activities, payroll and special journals for both service and merchandising businesses.

Course No.: COMM 135

Course Title: Interpersonal Communications

Credits: 3

Course Description: This course covers the basic elements of communication in the workplace environment, including listening, speaking, and reading. It also looks at the importance of nonverbal communication, ethics, and professional courtesy. It attempts to develop meaningful, effective, and sensitive means of relating to others. Varied group experiences and oral presentations provide students the opportunity to explore current topics.

Course No.: CAPP 156

Course Title: MS Excel

Credits: 3

Course Description: This course introduces students to business applications using spreadsheets. Emphasis will be placed on the essential functions of spreadsheet operation, as well as an introduction to some advanced spreadsheet features such as lookup functions and list management. This course covers expert level skills for the Microsoft Certified Application Specialist (MCAS) certification in Microsoft Excel.

Course No.: CAPP 120

Course Title: Intro to Computers

Credits: 3

Course Description: Using lecture and lab experience, this course introduces the technology and terminology of computer systems and demonstrates how computers have impacted individuals and society. The course also provides instruction in the basics of operating systems and word processing, spreadsheet, and database software.

Course No.: M 108

Course Title: Business Mathematics

Credits: 4

Course Description: Students in this course will examine the mathematics of business ownership and will demonstrate an understanding of business decisions. Concepts include marketing, payroll, cash flow, simple and compound interest, credit, promissory notes, insurance, financial statements, ratio analysis, depreciation, annuities, and inventory valuation.

Fall Semester Subtotal: 16 credits

**SPRING SEMESTER**

Course No.: ACTG 102

Course Title: Accounting Procedures II

Credits: 3

Course Description This course is a continuation of Accounting Procedures I. Additional topics covered include notes payable and notes receivable, valuation of receivables and uncollectible accounts, valuation of inventories, plant assets and depreciation, partnership accounting, corporate organization, capital stock, worksheets, taxes, dividends, and corporate bonds, statement of cash flows, and comparative financial statements.

Course No.: ACTG 205

Course Title: Computerized Accounting

Credits: 3

Course Description: Studies how computers are used in today's accounting environments through the use of an integrated accounting software package. Uses a hands-on approach to complete the accounting cycle for merchandise or service businesses as well as entries for voucher systems, departmentalized accounting, financial statement analysis, depreciation, inventory, and payroll.

Course No.: ACTG 180

Course Title: Payroll Accounting

Credits: 3

Course Description: Students will become knowledgeable in the payroll records required to comply with various federal and state laws affecting payroll. The Federal Fair Labor Standards Act and the Montana Wage/Hour laws are studied. Students will develop skills in actual payroll preparation. Activities include computing gross salaries, social security, federal and state income tax deductions, journalizing payroll transactions, posting to ledgers and preparation of federal and state payroll tax returns, and reports.

Course No.: ACTG 125

Course Title: QuickBooks

Credits: 3

Course Description: Studies QuickBooks, an accounting system for small-business owners and bookkeepers. Topics of this course include creating a company, setting up company lists, editing a preset chart of accounts, entering opening balances, entering sales and invoices, receiving payments and making deposits, handling expenses and bills, working with bank accounts, analyzing financial data, tracking and paying sales tax, managing inventory, and preparing payroll.

Course No.: WRIT 122

Course Title: Intro to Business Writing

Credits: 3

Course Description: introduces students to important types and strategies of business writing and provides opportunities to apply those types and strategies. This course provides instruction in the preparation of business memos, letters, reports, oral presentations, and computer-assisted writing in business contexts.

Spring Semester Subtotal: 15 credits

Total Program Credits: 31 credits

**ITEM 150-2007-R0311**

**Certificate of Applied Science – Medical Assistant**

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**THAT**

The Board of Regents of Higher Education authorizes Montana State University-Bozeman to establish a Certificate of Applied Science – Medical Assistant

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**EXPLANATION**

This program was proposed by the Gallatin College Programs (GCP) Health Care Advisory Board comprised of representatives from the Bozeman community. This program will prepare students for the workforce in response to the identified need of our growing health care provider community. The program will provide meaningful employment with livable wages.

The program complements the Biomedical Sciences curriculum that is currently being taught at a local high school. Discussions are underway with school officials to develop a career pathway for these programs.

The structure of the program allows students to complete the required 39-credits by attending Fall, Spring, and Summer semesters, making this a program that students can expeditiously complete and enter the workforce in the quickest time possible. A 2010 survey conducted by the American Association of Medical Assistants (AAMA) found that 62% of medical assisting practitioners hold a Certificate of Applied Science (CAS), while 11% only received on-the-job-training.

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**ATTACHMENTS**

Curriculum proposal  
Level II request form

**Montana Board of Regents**  
**LEVEL II REQUEST FORM**

Item Number: **150-2007-R0311** Meeting Date: **March 2011**  
Institution: **MSU – Gallatin College Programs** CIP Code: **51.0801**  
Program Title: **Certificate of Applied Science – Medical Assistant**

Level II proposals require approval by the Board of Regents.

**Level II action requested (place an X for 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:**

MSU – Gallatin College Programs (GCP) is requesting Level II approval for a new Certificate of Applied Science (CAS) Medical Assistant program. This program will be operated by in the MSU – GCP.

## Curriculum Proposals

### 1. Overview

This program was proposed by the Gallatin College Programs (GCP) Health Care Advisory Board comprised of representatives from Bozeman Deaconess Hospital, Livingston HealthCare, Belgrade Urgent Care, the Montana Office of Public Instruction (OPI), and the Gallatin Community Clinic. This program will prepare students for the workforce in response to the identified need of our growing health care provider community. The program will provide meaningful employment with livable wages.

The program complements the Biomedical Sciences curriculum that is currently being taught at a local high school. Discussions are underway with school officials to develop a career pathway for these programs.

The structure of the program allows students to complete the required 38-credits by attending Fall, Spring, and Summer semesters, making this a program that students can expeditiously complete and enter the workforce in the quickest time possible. A 2010 survey conducted by the American Association of Medical Assistants (AAMA) found that 62% of medical assisting practitioners hold a Certificate of Applied Science (CAS), while 11% only received on-the-job-training.

### 2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

Medical Assistants are specially trained to work in ambulatory medical settings such as physicians' offices, clinics, and surgical centers. Medical Assistants function as members of the health care delivery team and perform administrative duties and basic clinical procedures. The program will offer a curriculum standard set forth by the Commission on Accreditation of Allied Health (CAAHEP). Upon completion of a degree from an accredited program, students are eligible to sit for the certifying examination offered through the American Association of Medical Assistants (AAMA).

### 3. Need

#### A. *To what specific need is the institution responding in developing the proposed program?*

The Montana Department of Labor and Industry projects growth statewide in most medical trades sectors from 2006-2016. Specifically, it projects growth for Medical Assistants across the state from 760 positions in 2006, to 990 positions by 2016; a growth of 30%. The U.S. Bureau of Labor Statistics Occupational Employment Statistics Survey also projects a 34% growth in Medical Assistant positions at the national level.

The development of a Medical Assistant program is supported by the growth in the local health care industry. According to the Prospera Business Networks 2010 Economic Profile, health care is the fourth largest employment sector in Gallatin and Park Counties, with 3,843 employees in Gallatin County and 627 employees in Park County. The Montana Department of Labor and Industry reports the average wages in the local health care industry is \$716.00 per week. In Gallatin County, the largest private employer is Bozeman Deaconess Hospital, with over 1,000 employees. In Park County, the largest private employer is Livingston Healthcare, with over 250 employees.

The residents of Gallatin County and the surrounding region have lacked the opportunity to enroll in local one and two-year workforce programs for the past several decades. Gallatin County is one of the fastest growing counties in the state, and with this population growth the need for trained workers in the medical and health care fields remains strong.

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

Local industry representatives have expressed concern about the time and expense they incur training employees who have little to no knowledge or prior work experience in basic health care positions. These employees frequently spend longer periods of time in either temporary or low-paying entry-level positions while gaining basic related skills on the job. Employees who enter the workforce with prior training would be able to advance to higher-paying, more permanent positions at a faster rate. Discussions with the MSU-GCP Health Care Advisory Committee confirms that an MSU-GCP Medical Assistant program would have the potential to reduce the amount of time new employees must spend in on-the-job training, consequently moving more quickly into higher paying, more responsible, and more stable positions.

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

Demand for a Medical Assistant Program was estimated based on several surveys, one of which was submitted to the MSU–GCP Health Care Advisory Board. This survey included several possibilities for different Health Care related programs, with Medical Assistant ranking highest in priority. In addition, demand was also estimated based on a review of both state and national statistical information regarding job growth and wage potential for students seeking a Medical Assistant degree.

The demand for the program is also supported by the *2006 Gallatin Valley Environmental Scanning Report* survey of local area high school students; 528 students (30% of the total number of students surveyed) stated they would be interested in attending Health Service Programming. In the survey of Health Care providers, 9% noted hiring shortages, especially in entry level jobs. The *Environmental Scanning Report* stated: “With the aging population of Montana and labor statistics which identify a current need and significant projected growth for medical and healthcare occupations, it would be valuable to consider programs such as medical and lab technology, Certified Nurse’s Assistant, Personal Care Assistants, Medical Assistants, and Pharmacy Technology.”

#### **4. Institutional and System Fit**

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

This will be the first program offered by MSU-GCP in the health care trades. The Medical Assistant Program will share some existing general education courses with other workforce programs and students may take some coursework through MSU–Great Falls online on a dual enrollment basis. Discussions have taken place with the MSU Division of Health Sciences, the Montana Office of Public Instruction (OPI) Health Science education coordinator, and MSU Extended University, regarding the Medical Assistant program. All parties support the proposal and see the Medical Assistant program as a complimentary fit with their programs as well as an existing local need.

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

No. The approval of the proposed program will not require any changes to existing programs at MSU-GCP or MSU-Bozeman

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

There are no other health care trades programs at MSU-GCP. The Medical Assistant program is a health care program that fits nicely in the health care worker continuum between the entry level certified Nursing Assistant program (non-credit) offered through MSU Extended University and the MSU College of Nursing.

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

In alignment with the strategic plan of the Montana Board of Regents and the College!Now initiative, MSU-GCP is committed to increasing participation of students in post-secondary education in the Gallatin Valley and surrounding area, specifically in one and two-year programming, as well as increasing the number of students earning a post secondary credential. In addition, preparing students for and placing them into high-demand jobs is a goal for MSU-GCP. The program offered will provide opportunity to both traditional and non-traditional students.

- 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.*

No other institution in the MUS offers a CAS program for Medical Assistant; however there are a number of two-year Medical Assistant programs throughout the state. By approving this proposal, area residents will now have access to a Medical Assistant CAS that can be obtained locally with local access to clinical experience. In addition, within the Gallatin region, we could find no significant increase in wages for a student with a Medical Assistant AAS compared to a student who would hold a CAS. This makes a locally offered CAS Medical Assistant program a good fit for the Gallatin region.

Significant collaboration has occurred with MSU - Great Falls COT involving both curriculum and practicum development and experience. MSU – GCP has explored future possibilities for dual enrollment with MSU – Great Falls COT to take advantage of available on-line course work to include a student application for consortium agreement. Program curriculum will follow the MUS initiative for common course numbering and inter-campus transferability.

This program is based on AAS Medical Assistant programs around the state. However, as noted in the previously cited Department of Labor report, which states that both current and future demand for job growth in the health care industry is predicted to increase, this increased demand in all areas of the state and the geographic separation between the campuses, make additional Health Care programs necessary to fill regional needs.



## 5. 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 program's curriculum and course descriptions are included in Appendix A.

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

Interest in the program is strong. The MSU-GCP Academic Advisor for Workforce Programs has received numerous inquiries about a Medical Assistant program over the past six months. The implementation plan calls for a program start in Fall 2011. The number of students admitted to the program is estimated at 15–20. A final estimate of program enrollments will be determined based on a finalized equipment list and the identification of the dedicated classroom, which are needed to determine lab capacity.

## 6. 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–GCP will hire a 1 FTE Medical Assistant Program Director/Faculty. This tenure track faculty position should be no higher than the Level II (VTEM collective bargaining Agreement Article 10.1 sec. C) minimum salary \$37,782.00. The program director will teach 12 credits per semester with 3 credits equivalent release time used to perform administrative duties. Additional Adjunct Faculty will be hired as needed at a rate of \$700.00 per credit hour per semester. Existing faculty and adjunct faculty can be utilized to teach required general education classes.

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

The annual operating budget for the MSU-GCP Medical Assistant program is \$78,940. This includes the cost of the Program Director/Faculty including benefits, adjunct instructors, and the annual operating expenses. The annual expense is partially offset by an estimated \$57,915 in tuition revenue for the first year.

The start-up budget for the program includes equipment, supplies and curriculum development assistance in the amount of \$38,500. Gallatin College Program's staff will attempt to secure Carl Perkins funding for some of the equipment costs for this program.

The proposed general fund support for this program is within the established FY 10-11 budgeted amount as amended in the BOR ITEM 147-2901-R0510 from the May 2010 Board of Regents Meeting.

## 7. Assessment

*How will the success of the program be measured?*

The proposed program will be assessed using the College's institutional outcomes assessment practices. These include assessing standard performance with the following metrics:

1. Graduation/completion rates
2. Student retention
3. Enrollments
4. Placement in the field
5. Employer satisfaction with graduates

In addition, the program's student learning outcomes will be assessed to evaluate student success in obtaining the skills identified as goals of the program. The program's Health Care Advisory Board will review the assessment measures on an annual basis. Student evaluations are another important assessment tool for faculty and program administration.

## 8. 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.*

The program was initiated due to community and industry demand. MSU-GCP established a health care industry advisory board in 2009, and through a series of meetings the committee prioritized the development of the Medical Assistant Program. Conversation among committee members indicated that a student who earned a Medical Assistant degree would have numerous employment opportunities in the Gallatin Valley and surrounding area, and that a program such as this would be a significant benefit to employers in the valley.

The proposal will be vetted by the MSU Undergraduate Studies Committee, the MUS Chief Academic Officers Committee, and the Board of Regents. Upon approval from the Montana Board of Regents, MSU-GCP will move forward with the program start-up plan.

MSU – Gallatin College Programs  
Certificate of Applied Science – Medical Assistant

## FALL SEMESTER

<u>Course No.</u>	<u>Title</u>	<u>Credits</u>
AHMS 144	Medical Terminology	3
AH 140	Pharmacology	2
BIOH 112	Human Form and Function I	4
AHMA 201	Medical Assistant Clinical Procedures I	4
M 116	Mathematics for Health Careers	3

Subtotal: 16

## SPRING SEMESTER

<u>Course No.</u>	<u>Title</u>	<u>Credits</u>
COMM 120	Interpersonal Skills in the Workplace	1
WRIT 104	Workplace Communications	2
BIOH 113	Human Form and Function II	4
AHMA 203	Medical Assistant Clinical Procedures II	4
AHMS 201	Medical Science	3
AHMS 220	Medical Office Procedures	3

Subtotal: 17

## SUMMER SEMESTER

<u>Course No.</u>	<u>Title</u>	<u>Credits</u>
AHMA 280	Medical Assisting Exam Preparation	1
AHMA 298	Medical Assisting Externship	4

Subtotal: 5

Total Program Credits - 38

MSU—Gallatin College Programs  
Certificate of Applied Science—Medical Assistant

**FALL SEMESTER**

Course No.: AHMS 144

Course Title: Medical Terminology

Credits: 3

Course Description: Through the study of medical terminology the student will be introduced to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Utilizing a systems approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. In addition to medical terms, common abbreviations applicable to each system will be interpreted.

Course No.: AH 140

Course Title: Pharmacology

Credits: 2

Course Description: This course reflects the ever-changing science of pharmacology and responsibilities in administering pharmacological agents. The purpose of this course is to promote safe and effective drug therapy by providing essential information that accurately reflects current practice in drug therapy and facilitating the comprehension and application of knowledge related to drug therapy. Application requires the knowledge about the drug and the patient receiving it. General principles of drug administration, terminology, drug regulation, standard references and legal responsibilities are included as well as major drug classifications and therapeutic implications.

Course No.: BIOH 112

Course Title Human Form and Function II

Credits: 4

Course Description: This course will focus on the key elements of anatomy and physiology necessary for students in allied health professions, specifically those who will work the areas of community health, health enhancement education, health promotion, and kinesiology. The aim of this course is for students to demonstrate working knowledge of the muscular, skeletal, nervous, cardiovascular, and respiratory systems, and to demonstrate an understanding of the endocrine and digestive systems and body metabolism.

Course No.: AHMA 201

Course Title: Medical Assistant Clinical Procedures I

Credits: 4

Course Description: This course is designed to develop a basic knowledge of skills and practices of the allied healthcare professional assisting in a clinical setting including scope of practice. Units include universal precautions, patient preparation, preparing for and assisting with examinations, infection control, surgical asepsis, pharmacology, and drug administration.

Course No.: M 116

Course Title: Mathematics for Health Careers

Credits: 3

Course Description: This course prepares health science students for the mathematics required in their profession. Topics investigated include: inductive reasoning; logic; mathematical number systems; linear, quadratic, exponential, and logarithmic functions; graphing; probability; statistics; English, Apothecary and Metric systems and conversions; dosage calculations; and dimensional analysis. Utilizing these areas, the course also provides students with clinical applications.

Fall Semester Subtotal: 16 credits

### **SPRING SEMESTER**

Course No.: COMM 120

Course Title: Interpersonal Skills in the Workplace

Credits: 1

Course Description: This course covers the basic elements of communication in the business environment, including listening, speaking, and reading. It also looks at the importance of nonverbal communication, ethics, and professional courtesy. It discusses the importance of internal skills within the business and external skills with customers. Skills of the employment process are also included.

Course No.: WRIT 104

Course Title: Workplace Communications

Credits: 2

Course Description: This course reviews the basic elements of grammar and language arts skills in business writing. Emphasis is placed on writing business letters, memos, emails, and reports for a variety of business applications as well as giving oral presentations. Letters of application and resumes are also covered.

Course No.: BIOH 113

Course Title: Human Form and Function II

Credits: 4

Course Description: This is a continuation of BIOH 112, Human Form and Function I. Students are presented with a systematic exposure to the structural and functional workings of the cardiovascular, lymphatic, respiratory, digestive, excretory and reproductive systems. Laboratory included.

Course No.: AHMA 203

Course Title: Medical Assistant Clinical Procedures II

Credits: 4

Course Description: This course is designed to introduce students to additional skills and practices of the allied healthcare professional assisting in a clinical setting. Units include laboratory orientation, collecting and handling laboratory specimens, hematology, physical therapy, electrocardiography, emergencies, first aid, and nutrition.

Course No.: AHMS 201

Course Title: Medical Science

Credits: 3

Course Description: This course provides basic knowledge of the most common diseases, anomalies, treatments, and procedures needed to analyze healthcare documentation for various health science support functions including abstracting, coding, transcription, auditing, and reimbursement. Drug classification, diagnostic tests, pathology, laboratory, radiology, nuclear medicine, and ultrasound procedures also included.

Course No.: AHMS 220

Course Title: Medical Office Procedures

Credits: 3

Course Description: Students will utilize medical office software to perform basic administrative procedures in the medical office. These include: scheduling, managing patient accounts, and office documentation. An emphasis will be placed on professionalism, legal and ethical issues, and HIPAA standards.

Spring Semester Subtotal: 17 credits

### **SUMMER SEMESTER**

Course No.: AHMA 280

Course Title: Medical Assisting Exam Preparation

Credits: 1

Course Description: This course is designed for students completing the Medical Assisting Program. Current topics in Medical Assisting will be discussed and students will work on preparing for the AMT (American Medical Technologists) registration exam and/or AAMA (American Association of Medical Assistants) certification examination.

Course No.: AHMA 298

Course Title: Medical Assisting Externship

Credits: 4

Course Description: Students gain practical experience in clinical medical environments where they have an opportunity to perform various clinical and administrative procedures under supervision. Students are expected to use competencies required for the medical assistant.

Summer Semester Subtotal: 5 credits

Total Program Credits: 38 credits

March 3-4, 2011

**ITEM 150-2802-R0311**

**B.S. Major and Minor in Criminal Justice; Montana State University-Northern**

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**THAT**

The Montana State University-Northern requests that a new major (B.S. Degree) and minor be created in Criminal Justice.

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**EXPLANATION**

Currently no degree option exists at Montana State University-Northern for students interested in careers in Criminal Justice. This proposed new major would create job opportunities in the areas of law enforcement, probation and parole, institutional services in corrections, and law. The planned new minor provides students options in Community Leadership, Native American Studies, and Liberal Studies programs who seek careers in the non-profit and governmental sectors where a background in law enforcement and corrections is an asset. The proposed new major and minor would create options using entirely existing faculty and resources.

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**ATTACHMENTS**

Level II Documentation with appendices.

# Montana Board of Regents

## CURRICULUM PROPOSALS

### 1. Overview

Montana State University Northern is distinct in important ways: we are, first and foremost, a teaching institution; we are arguably the most vocationally focused 4-year university in the Montana University System; we have a low student/faculty ratio—15:1, according to Northern’s 2010 Mission Review. Because of this, we are more able than many to adapt to individual educational needs. Northern faculty are dedicated to assisting place-bound and non-traditional students in completing their Bachelor’s degrees. In addition to these factors, Northern is the only public 4-year university in the northern half of the state, serving the highest proportion of Native American students of all state-funded campuses (IPEDS 2006) while concurrently having a high proportion of students exhibiting financial need. Added to these distinctions, Montana State University-Northern joins the others campuses in the System in attempting to reach place-bound, working students through nontraditional approaches to instruction.

Over the past five-to-six years, Montana State University-Northern has consistently received requests from students and potential employers to offer a degree in Criminal Justice. Some of the most consistent requests have come from students completing degrees at local tribal colleges and from administrators at those colleges. In addition, students seeking careers in law enforcement, probation, and law are eager to have an option to major in the Criminal Justice degree, a choice that better prepares them for graduate school and/or a career in criminal justice. Potential students seeking a career in law enforcement, corrections, or related careers have indicated strong interest in pursuing a degree in Criminal Justice. Finally, many criminal justice professionals already employed in law enforcement and corrections seek completion of a Bachelor’s degree in their chosen field via alternative forms of study. It is in an effort to address this expressed need that we propose the following degree program.

### 2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

Montana State University-Northern seeks to offer a Bachelor of Science degree in Criminal Justice and a minor in Criminal Justice. The Bachelor of Science degree in Criminal Justice provides new opportunities for individuals seeking careers in law enforcement to have a balanced, social science approach to career readiness and advancement. This vocationally-focused program is to be offered through a hybrid weekend study/online delivery so that practicing law enforcement and corrections professionals can pursue the degree while maintaining full-time employment in the field. Individuals receiving a Bachelor of Science in Criminal Justice will be prepared for advancement in careers in local, state, and Federal law enforcement; probation, parole, and institutional services in Corrections. They also have a solid foundation for pursuing careers in law, court administration, and paralegal work. The Criminal Justice minor is a perfect option for Community Leadership, Native American Studies and Liberal Studies programs who seek careers in the non-profit and governmental sectors where a background in law enforcement and corrections issues is an asset.

### 3. Need

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

Until recently, Montana has had a dearth of Bachelor-degree level educational opportunities specific to law enforcement and corrections educational needs of those seeking careers in the field. Law



## Montana Board of Regents

### CURRICULUM PROPOSALS

enforcement agencies are forced to hire officers without background or training, and, once employed, completing a degree online is the only option for individuals in this demanding field. Several tribal colleges either have or are planning to offer an Associate's degree in Criminal Justice and are seeking a Bachelor degree option for their graduates. The Montana State University-Northern Bachelor of Science degree provides those individuals a means of completing their degree online. In addition, a Criminal Justice minor provides a much needed option for current Community Leadership, new Native American Studies and Psychology majors seeking a minor that strengthens their preparation to work in non-profit or governmental service.

The focus of the program will be to target three distinct populations. The first are tribal and community college graduates who have graduated and are interested in pursuing a major in criminal justice. Articulation agreements will be developed to ensure a smooth transition from their two-year college programs to Montana State University-Northern (see support letters, Appendix C). The second targeted group is high school graduates who have expressed an interest in a major or minor in the Criminal Justice field and would like to explore this professional career option. There will also be students who will change majors as they develop an awareness of the criminal justice major and minor offering at Montana State University-Northern. The third targeted group comprises current Criminal Justice career professionals who have acquired their employment without a professional designation in the field or have partial academic credit. These professionals will be served using an on-line or blended delivery format that will meet the needs of potential students with career and family obligations.

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

An earned Bachelor's degree in Criminal Justice provides students with both a liberal arts education and adequate preparation for entry-level employment in a variety of career paths in Montana. The *Occupational Outlook Handbook* (U.S. Department of Labor Bureau of Labor Statistics, 2010) projects the need for criminal justice (police and detectives, correctional officers, and private detectives and investigators) and related careers to have a "as fast as average" faster and "faster than average" than average growth through at least 2018. Some examples of job market areas which graduates with bachelor's degrees in Criminal Justice have entered include: front line police officers and detectives, criminal investigators, Fish, Wildlife and Game wardens, highway patrol officers, transit and railroad police, bailiffs, probation, parole, juvenile corrections, juvenile probation and parole, community corrections, Border Patrol, Homeland Security, social services, and community mental health including addictions prevention programs.

In consultation with their advisors, students will select electives based upon their career goals and interests which will enable them to pursue employment in a wide variety of organizations, agencies, and settings where knowledge of behavior and cognition is useful.

#### **C. What is the anticipated demand for the program? How was this determined?**

Based on discussions with administrators at the Montana Police Academy, the Montana Department of Corrections, Stone Child College, Fort Belknap College, Fort Peck Community College, Blackfeet Community College and local law enforcement, it is anticipated that 10-20 students would enroll in the Criminal Justice program (major and/or minor) each year. This estimate is supported by testimony of Northern's recruiters visiting local high schools, current students, and potential students at tribal

## Montana Board of Regents

### CURRICULUM PROPOSALS

colleges. In addition, students graduating from Canadian two-year colleges may express an interest in the major once seamless articulation agreements have been prepared and finalized.

**Table 1. Graduation rates of Criminal Justice majors in Montana University System Units**

Unit	2007	2008	2009
Dawson Community College	na	na	15
Flathead Valley Community College	na	na	27
Montana State University-Billings	31	16	22

Given the numerous potential applications of course work in the field of criminal justice, it is difficult to obtain a precise estimate of the market demand for skills developed in an undergraduate Criminal Justice program at Montana State University-Northern. This degree option is of great interest for high school seniors in the region served by Montana State University-Northern.

#### 4. Institutional and System Fit

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

The Bachelor of Science degree in Criminal Justice at Montana State University – Northern will offer criminal justice courses in the study of policing services, correctional systems, criminal law, juvenile justice, deviance and social control as it relates to victimology, abnormal psychology, addictive behaviors and cooperative field experiences. Students will select electives and career electives (i.e., Psychology, Community Leadership, Native American Studies, etc.) in consultation with their advisors based on the individual career goals and interests. Montana State University-Northern is collaborating with community colleges and tribal colleges in Montana to provide a smooth articulation from a 2-year degree in criminal justice to a major in criminal justice.

Since the design of this bachelor's degree in Criminal Justice provides a broad coverage of the field, graduates from the program who choose not to continue toward advanced graduate study may find employment in a wide variety of organizations and agencies, as well in research settings where knowledge of criminal justice issues and human development is useful. Criminal Justice is a diverse field encompassing the scientific study of psychology, sociology and political science. Thus, not only does this degree prepare individuals for employment in applied settings (e.g., policing, juvenile justice environments, corrections, private detective & security agencies, border patrol, etc.) individuals are prepared to enter graduate studies in social science related fields.

It is important to remember that a major in Criminal Justice at Montana State University-Northern will be a general major designed to acquaint students with the basic information and methods related to the study of Criminal Justice. One objective of the program is to provide students with both classic and contemporary content in the discipline, including general knowledge of the principles underlying human deviant behavior, and social/psychological relationships. A second objective of the program is to familiarize students with social science based methods by which the knowledge underlying our understanding of human behavior is advanced; therefore, students gain essential skills in how to conduct social science research within the applied field of criminal justice.

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### CURRICULUM PROPOSALS

Upon completion of the program, a third objective of the program is to provide suitable options for individuals whether it is to further their academic and careers goals with graduate work in Criminal Justice or in related fields or to pursue criminal justice related careers in the public or private sectors. The degree program will support a variety of career and academic/professional goals individuals may pursue after completion of undergraduate studies depending upon their abilities, interests, and ambitions.

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

Changes to existing programs are not anticipated by the addition of the Criminal Justice Bachelor of Science degree program. A small number of current Liberal Studies students and Community Leadership students may choose a Criminal Justice major. However, the impact is anticipated to be minimal and the approval of the proposed program will not require changes to any existing program at Montana State University-Northern.

In fact, the addition of the Criminal Justice program will complement the Community Leadership program in preparing students for careers in public service. A number of the current Community Leadership majors and Liberal Studies majors have indicated that they would choose a Criminal Justice minor if it were an option.

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

As with most degree programs at Montana State University-Northern, the Bachelor in Criminal Justice degree is vocationally specific and designed to adapt to specific student career goals. The Criminal Justice program is housed within the Department of Education, Arts & Science and Nursing as a Social Science degree program. As indicated, it will be the second public-service oriented degree option within social sciences. As such, the Criminal Justice minor, and related course offerings, will provide opportunities to Community Leadership majors to broaden their expertise in law enforcement and corrections. Conversely, the existence of the Community Leadership program provides Criminal Justice majors an opportunity to connect with a broader range of public service while focusing on a law enforcement/corrections option.

The impact of the Criminal Justice degree for Montana State University-Northern is significant. Notwithstanding the universal popularity of the Criminal Justice major of itself, this degree option will provide more opportunities for articulation and collaborative agreements with the region's tribal colleges (Fort Peck Community College, Fort Belknap Community College, Stone Child College, and Blackfoot Community College) and two year colleges in Canada.

The most closely related current program at Northern to the Criminal Justice program is Community Leadership, which provides a generalist approach to leadership and community development in the services sector. The specific focus of Criminal Justice provides much-needed expertise and training in law enforcement and corrections.

## Montana Board of Regents

### CURRICULUM PROPOSALS

#### **D. How does the proposed program serve to advance the strategic goals of the institution?**

Montana State University-Northern's role and mission place emphasis on providing academic and career preparation for a large, rural service area which includes four Native American reservations and many small communities and towns of the northwestern region of the state. Montana State University-Northern focuses its primary efforts toward providing quality instructional programs where students develop the skills and competencies necessary to fulfill their career goals. In addition, it is the mission of Montana State University-Northern to provide an educational foundation to its students that promotes discipline mastery, critical inquiry and social responsibility within a culturally rich and intellectually stimulating environment.

The Bachelor of Science degree in Criminal Justice integrates the university's overarching goals with content knowledge and experiences which span the arts and sciences and, in the process, provides students with relevant, practical and professional skills. The Criminal Justice degree will prepare students to enter the work world with the ability to think critically and complexly about important issues, the ability to communicate ideas successfully, and to participate in the social science research process with the ability to critically analyze the processes. At the practical level, the faculty (as screened and hired) are aware of the real world graduates will enter once they exit the program; therefore, the program will emphasize explicit training in career options in order to help students join their communities as productive citizens.

Demographics and geographic setting have placed Montana State University-Northern in a unique position. A critical function of its purpose and mission demand that Montana State University-Northern facilitates the bridging of degrees from tribal and community colleges, and respond to the educational needs and career goals of our constituents-consumers. As the only four-year publicly supported institution of higher education in the vast North-central region of Montana, Montana State University-Northern is called upon to respond to the needs and desires of the region to provide the services of a comprehensive university. The Bachelor of Science degree in Criminal Justice will enhance the comprehensiveness of Montana State University-Northern ability to provide a course of study to significantly address the interrelated factors in the workplace throughout its service area.

The role and mission of Montana State University-Northern places emphasis on providing educational and career preparation for a large, rural service area. The University serves four Native American reservations and many small towns and cities of the northwestern region of the country. In addition, Montana State University-Northern focuses its primary efforts toward providing an appropriate array of quality instructional programs where students can develop the skills and competencies necessary to fulfill individual career objectives.

Stone Child College, Fort Belknap College and Blackfeet Community College have each expressed desire to enter into a 2+2 Criminal Justice Bachelor's degree completion program. We have begun talks that would result in articulation agreements for tribal college graduates in those programs transferring to Montana State University-Northern. In addition, Montana State University-Northern is holding conversations and developing articulation agreements with two-year colleges in Canada whose graduates may be interested in seeking the Criminal Justice major in Montana. Montana State University-Billings has established a Criminal Justice major and minor through their Department of Sociology, Political Studies, Native American Studies and Environmental Science. The anticipated

## Montana Board of Regents

### CURRICULUM PROPOSALS

differences are Northern's emphasis on degree completion through non-traditional, hybrid delivery, an emphasis on applied studies through articulation with tribal colleges, and collaboration with law enforcement and corrections systems.

The Bachelors degree in Criminal Justice would strengthen the mission of the University and the College of Education, Arts & Sciences, and Nursing by providing a significant and relevant addition to the program offerings of our institution. A degree in Criminal Justice enhances Montana State University-Northern's efforts to be responsive in meeting the educational needs and workplace demands in our region and the state. In addition, this degree affords an important educational opportunity to students who may be place-bound or with economic restraints on their choice for colleges or universities. Notwithstanding the benefit the Criminal Justice major would have for the region's students, it is anticipated that overall enrollment and retention will increase due to the high demand of the Criminal Justice major.

- 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.**

Criminal Justice is a degree that is considered a supplement offering at colleges and universities nationwide. In other states, it is a popular program of study for universities. However, a Criminal Justice degree is unavailable to the population served by Montana State University-Northern in North Central Montana. Given students' various familial and occupational commitments, many students are unable to relocate or commute the hundreds of miles weekly to attend classes at other institutions. Thus, the proposed Bachelor of Science degree in Criminal Justice fulfills a marketplace demand, meets the mission of Montana State University-Northern to be comprehensive, and should not be considered a duplication of programs on other college campuses in Montana.

Efforts were made to collaborate with institutions throughout Montana which offer Criminal Justice Programs. Northern has received written support from Dawson Community College and Flathead Valley Community College in support of the proposed Criminal Justice degree. Missoula College of Technology was contacted in efforts to initiate articulation discussions.

In addition to MUS institutions, contact was made with four tribal colleges, three of which indicated interest in developing 2+2 articulation agreements for their graduates to complete a Criminal Justice Bachelor's degree at Montana State University-Northern. Blackfeet Community College, which offers a long-standing Associates degree in Criminal Justice, is committed to developing strong collaborations with Montana State University Northern towards promoting a Bachelor of Science degree in Criminal Justice.

## Montana Board of Regents

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#### 5. 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 purpose of the Bachelor of Science degree in Criminal Justice is to prepare students for careers in local, state, and federal law enforcement; probation, parole, and institutional services in Corrections as well as establishing a foundation to pursue careers in law, court administration, and paralegal work. Upon completion of the Bachelor of Science Degree in Criminal Justice, a student will be able to:

1. Demonstrate a comprehensive understanding and knowledge of the criminal justice system, juvenile justice system, public administration/policy, criminal behavior, law, criminal justice issues, and criminology.
2. Demonstrate proficiencies in policing philosophies, including analyzing, understanding, and evaluating criminal evidence, investigation, and surveillance techniques;
3. Apply of law enforcement and corrections systems in the United States practical working environments, to include application of effective theories to solve problems and identifying and resolving ethical issues inherent in criminal justice;
4. Apply critical thinking skills and logic to analyze and solve complex problems in the criminal justice environment;
5. Articulate historical and current dilemmas in corrections, integrating relevant processes related to due process, criminal procedure, defendant's rights, victim's rights, and constitutional rights.
6. Cite effective practice, trends and anticipate impact of programs and services that are effective in combating crime.

See the Criminal Justice Major and minor requirements on the following page.

**Montana Board of Regents**  
**CURRICULUM PROPOSALS**

**Criminal Justice Major Requirements**

Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits
CJS	2XX	Introduction to Criminal Justice		3
CJS	2XX	Policing Systems		3
CJS	2XX	Correctional Systems		3
CJS	3XX	Criminal Law		3
CJS	3XX	Victimology		3
CJS	3XX	Administration of Juvenile Justice		3
CJS	4XX	Deviance & Social Control		3
CJS	4XX	Criminal Justice Co-Op		6
CMSV	350	Conflict Management		3
PSCI	210	Intro to American Government	3	3
PSCI	260	Intro to State & Local Government		3
PSYX	340	Abnormal Psychology		3
SOCI	211	Intro to Criminology		3
SOCI	3XX	Addictive Behavior		3
		Total Requirements in the Field		45
		Gen Ed Requirements		33
		Minor and electives		42
		Of which 12 hrs must be 300+		
		Total		120

**Criminal Justice Minor Requirements**

Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits
CJS	2XX	Intro to Criminal Justice		3
CJS	2XX	Policing Systems		3
CJS	2XX	Correctional Systems		3
or CJS	3XX	Victimology		
or CJS	3XX	Administration of Juvenile Justice		
CJS	4XX	Criminal Justice Co-Op		3
PSCI	210	Intro to American Government		3
PSCI	260	State and Local Government		3
PSYX	340	Abnormal Psychology		3
SOCI	3XX	Addictive Behavior		3
		Total		24

**Montana State University-Northern**

Additional information on the proposed curriculum for the Bachelor of Science degree in Criminal Justice can be found in Appendix A. Information on the proposed curriculum for the Criminal Justice minor can be located in Appendix B.

## Montana Board of Regents

### CURRICULUM PROPOSALS

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

Based upon expressed student interest and conversations with 2-year college representatives, the enrollment projections in Criminal Justice at Montana State University-Northern including freshman and transfer student data, enrollment estimates are presented for the next five years:

**Table 2: Estimated enrollment of majors/minors**

Students	Year 1	Year 2	Year 3	Year 4	Year 5
Full-time	5	10	15	15	15
Part-time	15	20	25	25	30
Total	20	30	40	40	45

*Impact on student services and support services.* There are no additional services required outside the established roles and performance guidelines for student services and support services. ITS will be asked to provide D2L support for the program as it is made available in an on-line or blended delivery format.

*Library.* Currently, the library has minimal holdings in Criminal Justice and will need to enhance holdings. The related disciplines of Psychology, Counseling, Sociology, associated Social Sciences and Education holdings to support the Criminal Justice program are adequate, and the library has adequate funding to increase book and journal holdings in Criminal Justice.

*Computer Services.* No additional expenditures necessary. Information Technology Service (ITS) and Northern's Learning Center will provide support for the on-line delivery component of the criminal justice major and minor.

*Telecommunications.* Numerous courses, including those in the program core, will be offered for an online (D2L) or blended delivery option to increase accessibility for this degree and to accommodate off-campus students' current work schedules and personal/familial responsibilities.

*Equipment.* No additional expenditures necessary

*Space/Capital Structures.* No additional expenditures necessary.

#### 6. 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.

It is anticipated that Montana State University-Northern will be able to develop the program with existing faculty, two of which have education and expertise in Criminal Justice. Montana State University-Northern will support the recruitment and training of experienced competent adjunct instructors for at least one-fourth of the coursework offered. It is anticipated that, once fully developed, one full-time position in conjunction with adjunct faculty will be added to meet the instructional needs of this program.



**Montana Board of Regents**  
**CURRICULUM PROPOSALS**

**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.**

Identifiable resources needed include some travel to bolster articulation and degree completion outreach, media support to market broadcast availability of program. All other resources needed to launch this degree program are already in place.

**Needed and Available Resources**

Resources	Available	Start-up	Start-up Costs
Capital outlay	X		
Physical facilities	X		
Equipment			
Personnel: Faculty—to be implemented using existing faculty and adjunct faculty	X		
Resources: Travel and media		X	\$ 5000
TOTAL Start Up/Continuing costs			\$ 5000

**7. Assessment**

**How will the success of the program be measured?**

Success in the program will be measured by the numbers of currently employed professionals seeking a Criminal Justice degree completion per year, numbers of tribal college graduates transferring to the Criminal Justice degree program per year, overall numbers of majors and minors in the criminal justice program per year and after five years, the number of Criminal Justice graduates per year. Additionally, graduate and employer satisfaction survey results will be used to measure success and make program improvements.

**Program Quality**

Program assessment will be based upon the prescribed Montana State University-Northern assessment process and develop a time schedule for program assessment. This should be aligned with the Office of the Commissioner for Higher Education (OCHE) as the program receives approval. In addition, faculty will be supported and encouraged to engage in scholarship and professional activities that inform their practice. It is anticipated that 6 -10 students will graduate at three years and 10-15 students will graduate at five years following implementation of the Criminal Justice program. Outcome expectations and assessment of the program will follow the guidelines established by Montana State University-Northern’s program review standards aligned with standards promoted by the National Criminal Justice Association. All programs are systematically reviewed by the University as directed by the Office of the Commissioner of Higher Education. Appropriateness of curriculum is continually assessed and evaluated through the professional activities of faculty and their professional membership and participation in national organizations.

**Program Characteristics and Performance Goals**

*Student preparation.* Montana University System entrance requirements apply to all students. To be admitted, students must either be graduates of an accredited community college with an Associates of Arts or Science degree or have obtained at least 60 hours from an accredited college or university with a

## Montana Board of Regents

### CURRICULUM PROPOSALS

GPA of 2.0 on a 4.0 scale, and satisfy the requirements discussed under Admissions Standards' of the 2010-2011 Montana State University Northern Catalog.

*End-of-instruction level.* Along with successful completion of the required program of study, students must meet graduation requirements established by Montana State University-Northern and achieve performance goals detailed under "Program Details" on page 9 of this document.

*Faculty characteristics.* Faculty must meet the same requirements as current faculty teaching at Montana State University-Northern. Adjunct faculty must meet the same standards as full-time faculty.

*Enrollment projections.* It is anticipated that there will be 45 students enrolled in the Criminal Justice program at the end of five years.

#### **Program Outcomes**

*Student/Alumni satisfaction.* All graduates of Montana State University - Northern are surveyed about employment upon graduation. The first survey takes place upon exit from the program of study and asks about their employment status. A five year graduate follow up survey will be implemented spring 2011 to track each student's employment record. In addition, the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) are utilized on campus to assess and improve the college experience for all students. This assessment tool measures student satisfaction and priorities for the campus to consider implementing and is part of the campus's assessment plan.

*Employer satisfaction.* An employer survey is administered by Career Services and the College as part of the University's evaluation plan.

#### **8. 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.**

Initial discussions to add a criminal justice program to Montana State University-Northern began in 2005. Faculty visited with the Montana Law Enforcement Academy Administrator and with the Montana Department of Corrections Director. They also contacted local law enforcement and corrections programs to determine level of need. In the course of discussions, the expressed need for a Criminal Justice Bachelor's degree program was obvious. It also became apparent that an alternative form of delivery was needed for potential students who were already employed in law enforcement and corrections. At the time, the existing faculty did not have the resources or, in some cases, the technical expertise, to deliver the program in that format.

Over the course of the next few years, Montana State University-Northern staff and faculty integrated questions concerning interest in a Criminal Justice program into recruiting visits to high schools and tribal colleges. The Montana State University-Northern recruiters found that, of all majors Northern does not yet offer, criminal justice is the one most commonly requested. Likewise, Criminal Justice is consistently requested by Stone Child College and Fort Belknap graduates seeking to matriculate to a 4-year college. In addition, Montana State University-Northern administrators are in full support of this Criminal Justice major initiative.

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During Fall 2009, "Introduction to Criminal Justice" was offered as a course for the first time through an online format. Even though the course was not extensively advertised, 11 Northern students enthusiastically enrolled for the course. The course is being offered a second time Spring 2011, being added only a few weeks before classes began. Even a last-minute addition of the course without advertising produced 12 eager students. Most recently, conversations have been held with Stone Child College, Fort Belknap College, Blackfeet Community College, Dawson Community College and a two-year college system in Canada who expressed optimism about our major and minor in Criminal Justice and their interest in partnering to ensure a seamless integrated program. They are especially excited when they realize the program will be delivered in a unique and focused manner that supports their current professional and family obligations. Additionally, our state government partners are interested in continuing conversations to ensure viable and important cooperative placement opportunities for Criminal Justice program majors.

Over the past year, Northern has been focusing even more on its role as the university with the highest proportional Native American enrollment in the state outside the tribal colleges. The three areas of greatest demand coming from students matriculating from tribal colleges are Community Leadership, Native American studies, and Criminal Justice. With the Community Leadership major well established and a Native American studies major being proposed, the only area of focus remaining to meet these needs is Criminal Justice.

With consistent requests for a Criminal Justice Bachelor's degree from tribal colleges, high school students and degree completers employed in corrections and law enforcement, the demand for the Criminal Justice major is clear. As a teaching university that emphasizes student success, degree completion, and occupationally specific applied career preparation, Montana State University-Northern is well positioned to offer a unique, student centered, hybrid approach to career preparation in criminal justice.

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**APPENDIX A – PROGRAM**

**B A C H E L O R ’ S D E G R E E I N C R I M I N A L J U S T I C E  
PROGRAM/DEGREE REVISION FORM**

NEW  X  DROPPED \_\_\_\_\_ MAJOR REVISION \_\_\_\_\_ FOR INFORMATION ONLY \_\_\_\_\_

College  Ed, Arts, Sci & Nursing  Program Area  Criminal Justice (Soc Sci)  Date  4-8-10

Submitter  C Smeby & K Williams  Dean \_\_\_\_\_ Date \_\_\_\_\_

Signature

Signature (indicates "college" level approval)

**Please provide a brief explanation & rationale for the proposed revision(s).**

**Please provide in the space below a “before and after” picture of the program with the changes in the program noted. Attach appropriate Course Revision Forms. Please indicate changes by shading the appropriate cells.**

**PROPOSAL TITLE**  Bachelor of Science in Criminal Justice

**Criminal Justice Major Requirements**

Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits
CJS	2XX	Introduction to Criminal Justice		3
CJS	2XX	Policing Systems		3
CJS	2XX	Correctional Systems		3
CJS	3XX	Criminal Law		3
CJS	3XX	Victimology		3
CJS	3XX	Administration of Juvenile Justice		3
CJS	4XX	Deviance & Social Control		3
CJS	4XX	Criminal Justice Co-Op		6
CMSV	350	Conflict Management		3
PSCI	210	Intro to American Government	3	3
PSCI	260	Intro to State & Local Government		3
PSYX	340	Abnormal Psychology		3
SOCI	211	Intro to Criminology		3
SOCI	3XX	Addictive Behavior		3
		Total Requirements in the Field		45
		Gen Ed Requirements		33
		Minor and electives		42
		Of which 12 hrs must be 300+		
		<b>Total</b>		<b>120</b>

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**APPENDIX B – CRIMINAL JUSTICE MINOR REQUIREMENTS**

**Criminal Justice Major Requirements**

Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits
CJS	2XX	Intro to Criminal Justice		3
CJS	2XX	Policing Systems		3
CJS or CJS or CJS	2XX 3XX 3XX	Correctional Systems Victimology Administration of Juvenile Justice		3
CJS	4XX	Criminal Justice Co-Op		3
PSCI	210	Intro to American Government		3
PSCI	260	State and Local Government		3
PSYX	340	Abnormal Psychology		3
SOCI	3XX	Addictive Behavior		3
		<b>Total</b>		24

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**1. Overview**

Montana State University Northern is distinct in important ways: we are, first and foremost, a teaching institution; we are arguably the most vocationally focused 4-year university in the Montana University System; we have a low student/faculty ratio—15:1, according to Northern’s 2010 Mission Review. Because of this, we are more able than many to adapt to individual educational needs. Northern faculty are dedicated to assisting place-bound and non-traditional students in completing their Bachelor’s degrees. In addition to these factors, Northern is the only public 4-year university in the northern half of the state, serving the highest proportion of Native American students of all state-funded campuses (IPEDS 2006) while concurrently having a high proportion of students exhibiting financial need. Added to these distinctions, Montana State University-Northern joins the others campuses in the System in attempting to reach place-bound, working students through nontraditional approaches to instruction.

Over the past five-to-six years, Montana State University-Northern has consistently received requests from students and potential employers to offer a degree in Criminal Justice. Some of the most consistent requests have come from students completing degrees at local tribal colleges and from administrators at those colleges. In addition, students seeking careers in law enforcement, probation, and law are eager to have an option to major in the Criminal Justice degree, a choice that better prepares them for graduate school and/or a career in criminal justice. Potential students seeking a career in law enforcement, corrections, or related careers have indicated strong interest in pursuing a degree in Criminal Justice. Finally, many criminal justice professionals already employed in law enforcement and corrections seek completion of a Bachelor’s degree in their chosen field via alternative forms of study. It is in an effort to address this expressed need that we propose the following degree program.

**2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.**

Montana State University-Northern seeks to offer a Bachelor of Science degree in Criminal Justice and a minor in Criminal Justice. The Bachelor of Science degree in Criminal Justice provides new opportunities for individuals seeking careers in law enforcement to have a balanced, social science approach to career readiness and advancement. This vocationally-focused program is to be offered through a hybrid weekend study/online delivery so that practicing law enforcement and corrections professionals can pursue the degree while maintaining full-time employment in the field. Individuals receiving a Bachelor of Science in Criminal Justice will be prepared for advancement in careers in local, state, and Federal law enforcement; probation, parole, and institutional services in Corrections. They also have a solid foundation for pursuing careers in law, court administration, and paralegal work. The Criminal Justice minor is a perfect option for Community Leadership, Native American Studies and Liberal Studies programs who seek careers in the non-profit and governmental sectors where a background in law enforcement and corrections issues is an asset.

**3. Need**

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

Until recently, Montana has had a dearth of Bachelor-degree level educational opportunities specific to law enforcement and corrections educational needs of those seeking careers in the field. Law enforcement agencies are forced to hire officers without background or training, and, once employed,

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completing a degree online is the only option for individuals in this demanding field. Several tribal colleges either have or are planning to offer an Associate's degree in Criminal Justice and are seeking a Bachelor degree option for their graduates. The Montana State University-Northern Bachelor of Science degree provides those individuals a means of completing their degree online. In addition, a Criminal Justice minor provides a much needed option for current Community Leadership, new Native American Studies and Psychology majors seeking a minor that strengthens their preparation to work in non-profit or governmental service.

The focus of the program will be to target three distinct populations. The first are tribal and community college graduates who have graduated and are interested in pursuing a major in criminal justice. Articulation agreements will be developed to ensure a smooth transition from their two-year college programs to Montana State University-Northern (see support letters, Appendix C). The second targeted group is high school graduates who have expressed an interest in a major or minor in the Criminal Justice field and would like to explore this professional career option. There will also be students who will change majors as they develop an awareness of the criminal justice major and minor offering at Montana State University-Northern. The third targeted group comprises current Criminal Justice career professionals who have acquired their employment without a professional designation in the field or have partial academic credit. These professionals will be served using an on-line or blended delivery format that will meet the needs of potential students with career and family obligations.

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

An earned Bachelor's degree in Criminal Justice provides students with both a liberal arts education and adequate preparation for entry-level employment in a variety of career paths in Montana. The Occupational Outlook Handbook (U.S. Department of Labor Bureau of Labor Statistics, 2010) projects the need for criminal justice (police and detectives, correctional officers, and private detectives and investigators) and related careers to have a "as fast as average" faster and "faster than average" than average growth through at least 2018. Some examples of job market areas which graduates with bachelor's degrees in Criminal Justice have entered include: front line police officers and detectives, criminal investigators, Fish, Wildlife and Game wardens, highway patrol officers, transit and railroad police, bailiffs, probation, parole, juvenile corrections, juvenile probation and parole, community corrections, Border Patrol, Homeland Security, social services, and community mental health including addictions prevention programs.

In consultation with their advisors, students will select electives based upon their career goals and interests which will enable them to pursue employment in a wide variety of organizations, agencies, and settings where knowledge of behavior and cognition is useful.

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

Based on discussions with administrators at the Montana Police Academy, the Montana Department of Corrections, Stone Child College, Fort Belknap College, Fort Peck Community College, Blackfeet Community College and local law enforcement, it is anticipated that 10-20 students would enroll in the Criminal Justice program (major and/or minor) each year. This estimate is supported by testimony of Northern's recruiters visiting local high schools, current students, and potential students at tribal colleges. In addition, students graduating from Canadian two-year colleges may express an interest in

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the major once seamless articulation agreements have been prepared and finalized.

**Table 1. Graduation rates of Criminal Justice majors in Montana University System Units**

<b>Unit</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Dawson Community College	na	na	15
Flathead Valley Community College	na	na	27
Montana State University-Billings	31	16	22

Given the numerous potential applications of course work in the field of criminal justice, it is difficult to obtain a precise estimate of the market demand for skills developed in an undergraduate Criminal Justice program at Montana State University-Northern. This degree option is of great interest for high school seniors in the region served by Montana State University-Northern.

#### **4. Institutional and System Fit**

##### **A. What is the connection between the proposed program and existing programs at the institution?**

The Bachelor of Science degree in Criminal Justice at Montana State University – Northern will offer criminal justice courses in the study of policing services, correctional systems, criminal law, juvenile justice, deviance and social control as it relates to victimology, abnormal psychology, addictive behaviors and cooperative field experiences. Students will select electives and career electives (i.e., Psychology, Community Leadership, Native American Studies, etc.) in consultation with their advisors based on the individual career goals and interests. Montana State University-Northern is collaborating with community colleges and tribal colleges in Montana to provide a smooth articulation from a 2-year degree in criminal justice to a major in criminal justice.

Since the design of this bachelor’s degree in Criminal Justice provides a broad coverage of the field, graduates from the program who choose not to continue toward advanced graduate study may find employment in a wide variety of organizations and agencies, as well in research settings where knowledge of criminal justice issues and human development is useful. Criminal Justice is a diverse field encompassing the scientific study of psychology, sociology and political science. Thus, not only does this degree prepare individuals for employment in applied settings (e.g., policing, juvenile justice environments, corrections, private detective & security agencies, border patrol, etc.) individuals are prepared to enter graduate studies in social science related fields.

It is important to remember that a major in Criminal Justice at Montana State University-Northern will be a general major designed to acquaint students with the basic information and methods related to the study of Criminal Justice. One objective of the program is to provide students with both classic and contemporary content in the discipline, including general knowledge of the principles underlying human deviant behavior, and social/psychological relationships. A second objective of the program is to familiarize students with social science based methods by which the knowledge underlying our understanding of human behavior is advanced; therefore, students gain essential skills in how to conduct social science research within the applied field of criminal justice.

Upon completion of the program, a third objective of the program is to provide suitable options for individuals whether it is to further their academic and careers goals with graduate work in Criminal



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Justice or in related fields or to pursue criminal justice related careers in the public or private sectors. The degree program will support a variety of career and academic/professional goals individuals may pursue after completion of undergraduate studies depending upon their abilities, interests, and ambitions.

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

Changes to existing programs are not anticipated by the addition of the Criminal Justice Bachelor of Science degree program. A small number of current Liberal Studies students and Community Leadership students may choose a Criminal Justice major. However, the impact is anticipated to be minimal and the approval of the proposed program will not require changes to any existing program at Montana State University-Northern.

In fact, the addition of the Criminal Justice program will complement the Community Leadership program in preparing students for careers in public service. A number of the current Community Leadership majors and Liberal Studies majors have indicated that they would choose a Criminal Justice minor if it were an option.

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

As with most degree programs at Montana State University-Northern, the Bachelor in Criminal Justice degree is vocationally specific and designed to adapt to specific student career goals. The Criminal Justice program is housed within the Department of Education, Arts & Science and Nursing as a Social Science degree program. As indicated, it will be the second public-service oriented degree option within social sciences. As such, the Criminal Justice minor, and related course offerings, will provide opportunities to Community Leadership majors to broaden their expertise in law enforcement and corrections. Conversely, the existence of the Community Leadership program provides Criminal Justice majors an opportunity to connect with a broader range of public service while focusing on a law enforcement/corrections option.

The impact of the Criminal Justice degree for Montana State University-Northern is significant. Notwithstanding the universal popularity of the Criminal Justice major of itself, this degree option will provide more opportunities for articulation and collaborative agreements with the region's tribal colleges (Fort Peck Community College, Fort Belknap Community College, Stone Child College, and Blackfoot Community College) and two year colleges in Canada.

The most closely related current program at Northern to the Criminal Justice program is Community Leadership, which provides a generalist approach to leadership and community development in the services sector. The specific focus of Criminal Justice provides much-needed expertise and training in law enforcement and corrections.

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

Montana State University-Northern's role and mission place emphasis on providing academic and career preparation for a large, rural service area which includes four Native American reservations and many small communities and towns of the northwestern region of the state. Montana State

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University-Northern focuses its primary efforts toward providing quality instructional programs where students develop the skills and competencies necessary to fulfill their career goals. In addition, it is the mission of Montana State University-Northern to provide an educational foundation to its students that promotes discipline mastery, critical inquiry and social responsibility within a culturally rich and intellectually stimulating environment.

The Bachelor of Science degree in Criminal Justice integrates the university's overarching goals with content knowledge and experiences which span the arts and sciences and, in the process, provides students with relevant, practical and professional skills. The Criminal Justice degree will prepare students to enter the work world with the ability to think critically and complexly about important issues, the ability to communicate ideas successfully, and to participate in the social science research process with the ability to critically analyze the processes. At the practical level, the faculty (as screened and hired) are aware of the real world graduates will enter once they exit the program; therefore, the program will emphasize explicit training in career options in order to help students join their communities as productive citizens.

Demographics and geographic setting have placed Montana State University-Northern in a unique position. A critical function of its purpose and mission demand that Montana State University-Northern facilitates the bridging of degrees from tribal and community colleges, and respond to the educational needs and career goals of our constituents-consumers. As the only four-year publicly supported institution of higher education in the vast North-central region of Montana, Montana State University-Northern is called upon to respond to the needs and desires of the region to provide the services of a comprehensive university. The Bachelor of Science degree in Criminal Justice will enhance the comprehensiveness of Montana State University-Northern ability to provide a course of study to significantly address the interrelated factors in the workplace throughout its service area.

The role and mission of Montana State University-Northern places emphasis on providing educational and career preparation for a large, rural service area. The University serves four Native American reservations and many small towns and cities of the northwestern region of the country. In addition, Montana State University-Northern focuses its primary efforts toward providing an appropriate array of quality instructional programs where students can develop the skills and competencies necessary to fulfill individual career objectives.

Stone Child College, Fort Belknap College and Blackfeet Community College have each expressed desire to enter into a 2+2 Criminal Justice Bachelor's degree completion program. We have begun talks that would result in articulation agreements for tribal college graduates in those programs transferring to Montana State University-Northern. In addition, Montana State University-Northern is holding conversations and developing articulation agreements with two-year colleges in Canada whose graduates may be interested in seeking the Criminal Justice major in Montana. Montana State University-Billings has established a Criminal Justice major and minor through their Department of Sociology, Political Studies, Native American Studies and Environmental Science. The anticipated differences are Northern's emphasis on degree completion through non-traditional, hybrid delivery, an emphasis on applied studies through articulation with tribal colleges, and collaboration with law enforcement and corrections systems.

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The Bachelors degree in Criminal Justice would strengthen the mission of the University and the College of Education, Arts & Sciences, and Nursing by providing a significant and relevant addition to the program offerings of our institution. A degree in Criminal Justice enhances Montana State University-Northern's efforts to be responsive in meeting the educational needs and workplace demands in our region and the state. In addition, this degree affords an important educational opportunity to students who may be place-bound or with economic restraints on their choice for colleges or universities. Notwithstanding the benefit the Criminal Justice major would have for the region's students, it is anticipated that overall enrollment and retention will increase due to the high demand of the Criminal Justice major.

- 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.**

Criminal Justice is a degree that is considered a supplement offering at colleges and universities nationwide. In other states, it is a popular program of study for universities. However, a Criminal Justice degree is unavailable to the population served by Montana State University-Northern in North Central Montana. Given students' various familial and occupational commitments, many students are unable to relocate or commute the hundreds of miles weekly to attend classes at other institutions. Thus, the proposed Bachelor of Science degree in Criminal Justice fulfills a marketplace demand, meets the mission of Montana State University-Northern to be comprehensive, and should not be considered a duplication of programs on other college campuses in Montana.

Efforts were made to collaborate with institutions throughout Montana which offer Criminal Justice Programs. Northern has received written support from Dawson Community College and Flathead Valley Community College in support of the proposed Criminal Justice degree. Missoula College of Technology was contacted in efforts to initiate articulation discussions. Montana State University-Billings declined our efforts to collaborate.

In addition to MUS institutions, contact was made with four tribal colleges, three of which indicated interest in developing 2+2 articulation agreements for their graduates to complete a Criminal Justice Bachelor's degree at Montana State University-Northern. Blackfeet Community College, which offers a long-standing Associates degree in Criminal Justice, is committed to developing strong collaborations with Montana State University Northern towards promoting a Bachelor of Science degree in Criminal Justice.

## 5. 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 purpose of the Bachelor of Science degree in Criminal Justice is to prepare students for careers in local, state, and federal law enforcement; probation, parole, and institutional services in Corrections

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as well as establishing a foundation to pursue careers in law, court administration, and paralegal work.

Upon completion of the Bachelor of Science Degree in Criminal Justice, a student will be able to:

1. Demonstrate a comprehensive understanding and knowledge of the criminal justice system, juvenile justice system, public administration/policy, criminal behavior, law, criminal justice issues, and criminology.
2. Demonstrate proficiencies in policing philosophies, including analyzing, understanding, and evaluating criminal evidence, investigation, and surveillance techniques;
3. Apply of law enforcement and corrections systems in the United States practical working environments, to include application of effective theories to solve problems and identifying and resolving ethical issues inherent in criminal justice;
4. Apply critical thinking skills and logic to analyze and solve complex problems in the criminal justice environment;
5. Articulate historical and current dilemmas in corrections, integrating relevant processes related to due process, criminal procedure, defendant's rights, victim's rights, and constitutional rights.
6. Cite effective practice, trends and anticipate impact of programs and services that are effective in combating crime.

See the Criminal Justice Major and minor requirements on the following page.

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**Criminal Justice Major Requirements**

Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits
CJS	2XX	Introduction to Criminal Justice		3
CJS	2XX	Policing Systems		3
CJS	2XX	Correctional Systems		3
CJS	3XX	Criminal Law		3
CJS	3XX	Victimology		3
CJS	3XX	Administration of Juvenile Justice		3
CJS	4XX	Deviance & Social Control		3
CJS	4XX	Criminal Justice Co-Op		6
CMSV	350	Conflict Management		3
PSCI	210	Intro to American Government	3	3
PSCI	260	Intro to State & Local Government		3
PSYX	340	Abnormal Psychology		3
SOCI	211	Intro to Criminology		3
SOCI	3XX	Addictive Behavior		3
		Total Requirements in the Field		45
		Gen Ed Requirements		33
		Minor and electives		42
		Of which 12 hrs must be 300+		
		Total		120

**Criminal Justice Minor Requirements**

Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits
CJS	2XX	Intro to Criminal Justice		3
CJS	2XX	Policing Systems		3
CJS	2XX	Correctional Systems		3
or CJS or CJS	3XX	Victimology		
	3XX	Administration of Juvenile Justice		
CJS	4XX	Criminal Justice Co-Op		3
PSCI	210	Intro to American Government		3
PSCI	260	State and Local Government		3
PSYX	340	Abnormal Psychology		3
SOCI	3XX	Addictive Behavior		3
		Total		24

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Additional information on the proposed curriculum for the Bachelor of Science degree in Criminal Justice can be found in Appendix A. Information on the proposed curriculum for the Criminal Justice minor can be located in Appendix B.

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

Based upon expressed student interest and conversations with 2-year college representatives, the enrollment projections in Criminal Justice at Montana State University-Northern including freshman and transfer student data, enrollment estimates are presented for the next five years:

**Table 2: Estimated enrollment of majors/minors**

Students	Year 1	Year 2	Year 3	Year 4	Year 5
Full-time	5	10	15	15	15
Part-time	15	20	25	25	30
Total	20	30	40	40	45

*Impact on student services and support services.* There are no additional services required outside the established roles and performance guidelines for student services and support services. ITS will be asked to provide D2L support for the program as it is made available in an on-line or blended delivery format.

*Library.* Currently, the library has minimal holdings in Criminal Justice and will need to enhance holdings. The related disciplines of Psychology, Counseling, Sociology, associated Social Sciences and Education holdings to support the Criminal Justice program are adequate, and the library has adequate funding to increase book and journal holdings in Criminal Justice.

*Computer Services.* No additional expenditures necessary. Information Technology Service (ITS) and Northern's Learning Center will provide support for the on-line delivery component of the criminal justice major and minor.

*Telecommunications.* Numerous courses, including those in the program core, will be offered for an online (D2L) or blended delivery option to increase accessibility for this degree and to accommodate off-campus students' current work schedules and personal/familial responsibilities.

*Equipment.* No additional expenditures necessary

*Space/Capital Structures.* No additional expenditures necessary.

**6. Resources**

**A. Will additional faculty resources be required to implement this program? If yes, please describe the need and**

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**indicate the plan for meeting this need.**

It is anticipated that Montana State University-Northern will be able to develop the program with existing faculty, two of which have education and expertise in Criminal Justice. Montana State University-Northern will support the recruitment and training of experienced competent adjunct instructors for at least one-fourth of the coursework offered. It is anticipated that, once fully developed, one full-time position in conjunction with adjunct faculty will be added to meet the instructional needs of this program.

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

Identifiable resources needed include some travel to bolster articulation and degree completion outreach, media support to market broadcast availability of program. All other resources needed to launch this degree program are already in place.

**Needed and Available Resources**

Resources	Available	Start-up	Start-up Costs
Capital outlay	X		
Physical facilities	X		
Equipment			
Personnel: Faculty—to be implemented using existing faculty and adjunct faculty	X		
Resources: Travel and media		X	\$ 5000
TOTAL Start Up/Continuing costs			\$ 5000

**7. Assessment**

**How will the success of the program be measured?**

Success in the program will be measured by the numbers of currently employed professionals seeking a Criminal Justice degree completion per year, numbers of tribal college graduates transferring to the Criminal Justice degree program per year, overall numbers of majors and minors in the criminal justice program per year and after five years, the number of Criminal Justice graduates per year. Additionally, graduate and employer satisfaction survey results will be used to measure success and make program improvements.

**Program Quality**

Program assessment will be based upon the prescribed Montana State University-Northern assessment process and develop a time schedule for program assessment. This should be aligned with the Office of the Commissioner for Higher Education (OCHE) as the program receives approval. In addition, faculty will be supported and encouraged to engage in scholarship and professional activities that inform their practice. It is anticipated that 6 -10 students will graduate at three years and 10-15 students will graduate at five years following implementation of the Criminal Justice program. Outcome expectations and assessment of the program will follow the guidelines established by Montana State University-Northern's program review standards aligned with standards promoted by the National Criminal Justice Association. All programs are systematically reviewed by the University as directed by the Office of the Commissioner of Higher Education. Appropriateness of curriculum is continually assessed and evaluated through the

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professional activities of faculty and their professional membership and participation in national organizations.

**Program Characteristics and Performance Goals**

*Student preparation.* Montana University System entrance requirements apply to all students. To be admitted, students must either be graduates of an accredited community college with an Associates of Arts or Science degree or have obtained at least 60 hours from an accredited college or university with a GPA of 2.0 on a 4.0 scale, and satisfy the requirements discussed under Admissions Standards' of the 2010-2011 Montana State University Northern Catalog.

*End-of-instruction level.* Along with successful completion of the required program of study, students must meet graduation requirements established by Montana State University-Northern and achieve performance goals detailed under "Program Details" on page 9 of this document.

*Faculty characteristics.* Faculty must meet the same requirements as current faculty teaching at Montana State University-Northern. Adjunct faculty must meet the same standards as full-time faculty.

*Enrollment projections.* It is anticipated that there will be 45 students enrolled in the Criminal Justice program at the end of five years.

**Program Outcomes**

*Student/Alumni satisfaction.* All graduates of Montana State University - Northern are surveyed about employment upon graduation. The first survey takes place upon exit from the program of study and asks about their employment status. A five year graduate follow up survey will be implemented spring 2011 to track each student's employment record. In addition, the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) are utilized on campus to assess and improve the college experience for all students. This assessment tool measures student satisfaction and priorities for the campus to consider implementing and is part of the campus's assessment plan.

*Employer satisfaction.* An employer survey is administered by Career Services and the College as part of the University's evaluation plan.

**8. 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.**

Initial discussions to add a criminal justice program to Montana State University-Northern began in 2005. Faculty visited with the Montana Law Enforcement Academy Administrator and with the Montana Department of Corrections Director. They also contacted local law enforcement and corrections programs to determine level of need. In the course of discussions, the expressed need for a Criminal Justice Bachelor's degree program was obvious. It also became apparent that an alternative form of delivery was needed for potential students who were already employed in law enforcement and corrections. At the time, the existing faculty did not have the resources or, in some cases, the technical expertise, to deliver the program in that format.



**Montana Board of Regents**  
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Over the course of the next few years, Montana State University-Northern staff and faculty integrated questions concerning interest in a Criminal Justice program into recruiting visits to high schools and tribal colleges. The Montana State University-Northern recruiters found that, of all majors Northern does not yet offer, criminal justice is the one most commonly requested. Likewise, Criminal Justice is consistently requested by Stone Child College and Fort Belknap graduates seeking to matriculate to a 4-year college. In addition, Montana State University-Northern administrators are in full support of this Criminal Justice major initiative.

During Fall 2009, "Introduction to Criminal Justice" was offered as a course for the first time through an online format. Even though the course was not extensively advertised, 11 Northern students enthusiastically enrolled for the course. The course is being offered a second time Spring 2011, being added only a few weeks before classes began. Even a last-minute addition of the course without advertising produced 12 eager students. Most recently, conversations have been held with Stone Child College, Fort Belknap College, Blackfeet Community College, Dawson Community College and a two-year college system in Canada who expressed optimism about our major and minor in Criminal Justice and their interest in partnering to ensure a seamless integrated program. They are especially excited when they realize the program will be delivered in a unique and focused manner that supports their current professional and family obligations. Additionally, our state government partners are interested in continuing conversations to ensure viable and important cooperative placement opportunities for Criminal Justice program majors.

Over the past year, Northern has been focusing even more on its role as the university with the highest proportional Native American enrollment in the state outside the tribal colleges. The three areas of greatest demand coming from students matriculating from tribal colleges are Community Leadership, Native American studies, and Criminal Justice. With the Community Leadership major well established and a Native American studies major being proposed, the only area of focus remaining to meet these needs is Criminal Justice.

With consistent requests for a Criminal Justice Bachelor's degree from tribal colleges, high school students and degree completers employed in corrections and law enforcement, the demand for the Criminal Justice major is clear. As a teaching university that emphasizes student success, degree completion, and occupationally specific applied career preparation, Montana State University-Northern is well positioned to offer a unique, student centered, hybrid approach to career preparation in criminal justice.

**Montana Board of Regents**

**CURRICULUM PROPOSALS**

**Appendix A**

Program Curriculum

B A C H E L O R ' S D E G R E E I N C R I M I N A L J U S T I C E

**PROGRAM/DEGREE REVISION FORM**

NEW  X  DROPPED \_\_\_\_\_ MAJOR REVISION \_\_\_\_\_ FOR INFORMATION ONLY \_\_\_\_\_

College  Ed, Arts, Sci & Nursing  Program Area  Criminal Justice (Soc Sci)  Date  4-8-10

Submitter  C Smeby & K Williams  Dean \_\_\_\_\_ Date \_\_\_\_\_

Signature

Signature (indicates "college" level approval)

**Please provide a brief explanation & rationale for the proposed revision(s).**

**Please provide in the space below a “before and after” picture of the program with the changes in the program noted. Attach appropriate Course Revision Forms. Please indicate changes by shading the appropriate cells.**

**PROPOSAL TITLE**  Bachelor of Science in Criminal Justice

Criminal Justice Major Requirements

Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits
CJS	2XX	Introduction to Criminal Justice		3
CJS	2XX	Policing Systems		3
CJS	2XX	Correctional Systems		3
CJS	3XX	Criminal Law		3
CJS	3XX	Victimology		3
CJS	3XX	Administration of Juvenile Justice		3
CJS	4XX	Deviance & Social Control		3
CJS	4XX	Criminal Justice Co-Op		6
CMSV	350	Conflict Management		3
PSCI	210	Intro to American Government	3	3
PSCI	260	Intro to State & Local Government		3
PSYX	340	Abnormal Psychology		3
SOCI	211	Intro to Criminology		3
SOCI	3XX	Addictive Behavior		3
		Total Requirements in the Field		45
		Gen Ed Requirements		33
		Minor and electives		42
		Of which 12 hrs must be 300+		
		<b>Total</b>		<b>120</b>

**Montana Board of Regents**  
**CURRICULUM PROPOSALS**

**Appendix B**

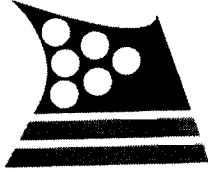
Criminal Justice Minor Requirements

Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits
CJS	2XX	Intro to Criminal Justice		3
CJS	2XX	Policing Systems		3
CJS or CJS or CJS	2XX 3XX 3XX	Correctional Systems Victimology Administration of Juvenile Justice		3
CJS	4XX	Criminal Justice Co-Op		3
PSCI	210	Intro to American Government		3
PSCI	260	State and Local Government		3
PSYX	340	Abnormal Psychology		3
SOCI	3XX	Addictive Behavior		3
		<b>Total</b>		<b>24</b>

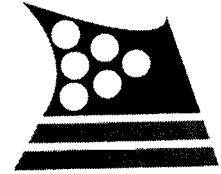
Montana State University-Northern

## Appendix C

### Support Letters



**Blackfeet Community College**  
Box 819 – Browning, Montana 59417  
Administration 406-338-5441 – Academic Affairs 406-338-5411  
Vocational Education 406-338-5111 – Student Services 406-338-5421  
1-800-549-7457 – Fax 406-338-3272



***Remember Our Past...Build Our Future***

December 2, 2010

Dr. Rosalyn Templeton  
Provost and Academic Vice Chancellor  
MSU-Northern  
PO Box 7751  
Havre, Montana 59501

Dear Dr. Templeton,

On behalf of the Blackfeet Community College's Human Services Criminal Justice Program we offer our support for MSU – Northern's endeavor to establish a bachelor's degree program in Criminal Justice. The following reasons are conducive to supporting it: (1) The students of Blackfeet Community College are predominately non – traditional students who have established homes in this area which would makes it a financial hardship for them to seek a degree on an on campus site, however they could accomplish it without causing undue stress to them through distance learning. (2) Blackfeet Community College is located in the heart of Blackfeet Indian Reservation where the crime rate is one of the highest in the State and the need to employ skilled individuals in the crime area is extreme. There is a job market for graduates of Criminal Justice! MSU – Northern would be assisting us to solve the problem.

If I can be of any further assistance, please contact me at [julene\\_kennerly@bfcc.org](mailto:julene_kennerly@bfcc.org) , telephone number 406 338 5411, ext. 2212.

Sincerely,

Julene P. Kennerly  
Dean of Academics  
Blackfeet Community College



**Dawson**  
Community College

300 College Drive • Box 421 Glendive, Montana 59330-9976

November 30, 2010

406 377-3396 • Fax: 406 377-8132 • Toll Free: 1-800-821-8320 • [www.dawson.edu](http://www.dawson.edu)

Professor Curtis Smeby  
MSU-Northern  
PO Box 7751  
Havre, Montana 59501

Dear Professor Smeby,

The Criminal Justice Program at Dawson Community College would like to offer this letter in support of Montana State University-Northern's efforts to establish a bachelor's degree in Criminal Justice. More specifically, having access to a baccalaureate degree in Criminal Justice that is available for distance education students is needed within the state of Montana.

I have visited with a number of potential students over the past few years and it is my belief that there are many individuals within the state of Montana who desire to complete a college degree, however work and/or location constraints limit their ability to pursue their Criminal Justice degree. This is further evidenced by the steady growth that the Criminal Justice Program here at DCC has experienced in the number of students opting to complete their coursework online and through alternative distance education options. Being able to continue their studies beyond the associate's degree would be very beneficial to these individuals and is something several of them have expressed an interest in when I've advised them about their degree options in Criminal Justice.

Dawson and MSU-N have already discussed a potential 2+2 articulation agreement as well as ways in which we could partner together to support student transfer into a bachelor's degree. I have traditional as well as non-traditional students who would benefit from such an arrangement, especially if it can be provided in a blended or online delivery format as has been proposed by MSU-N.

Please don't hesitate to contact me if you have additional questions or need additional support. Good luck with MSU-Northern's pursuit of this degree.

Respectfully,

Holly Dersheim-Bruce, M.A.

Division Director, Career & Technical Education/Academic Transfer Divisions  
Criminal Justice/Law Enforcement Program Director  
Dawson Community College  
300 College Drive; PO Box 421  
Glendive MT 59330  
Office: 406-377-9432  
FAX: 406-377-8132  
[www.dawson.edu](http://www.dawson.edu)

CC: Jackie Schultz, Dean of Instruction



*Improving Lives  
Through Learning*

# Flathead Valley Community College

777 Grandview Drive, Kalispell, MT 59901 • 406/756/3822 • Fax 406/756/3815  
fvccinfo@fvcc.edu • www.fvcc.edu

November 4, 2010

Dr. Rosalyn Templeton, Provost  
MSU-Northern  
P.O. Box 7751  
Havre, MT 59501

Dear Rosalyn:

MSU-Northern's proposed BS degree in Criminal Justice would provide a good completion option for Flathead Valley Community College Criminal Justice transfer students as well as professionals currently working in criminal justice fields. The non-traditional, hybrid, weekend/online format would be attractive to place-bound students in our service area. FVCC counselors indicate that the majority of our criminal justice students are interested in a law enforcement focus. MSU-Northern's proposed degree would meet their needs.

FVCC would work with MSU Northern to articulate course equivalencies with a focus on seamless transfer allowing FVCC Criminal Justice graduates to complete a Bachelor's degree within 60-65 semester credits. While online completion programs are available, this proposed degree would also have the hybrid and weekend formats for students who prefer face-to-face instruction.

We look forward to working with you and support your proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Kathy Hughes".

Kathy Hughes  
Vice President of Instruction

**ITEM 150-1002-R0311**

**Approval to establish a Master of Arts in Chemistry**

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**THAT**

In accordance with Montana University System Policy, the Board of Regents of Higher Education authorizes The University of Montana—Missoula to establish a Masters of Arts in Chemistry.

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**EXPLANATION**

Chemistry is a discipline that offers several professional options to its graduates. The current focus for the graduate degrees in Chemistry is a research career either in academics or government. We have found that approximately a third of students who commence a research degree decide that original research is not the career option they wish to pursue and terminate the research aspect of their careers to pursue other professional goals. These students are of good academic standing and maintain an interest in retaining Chemistry as an aspect of their chosen career path. A research Master's is not an appropriate nor necessarily useful degree and a research thesis not a possibility. The current unsatisfactory solution is to replace the research thesis with a "professional paper" of any topic of the students choosing without a mechanism for distinguishing between the research and non-research degree options. The U.S. professional society of chemists is the American Chemical Society, and this institution maintains statistics on careers in Chemistry as well as providing standards for Chemistry education. Of 328 institutions of higher education in the United States and Canada that offer a Ph.D. in Chemistry, 28 offer an M.A. in Chemistry in addition to an M.S in Chemistry, and a further two offer an M.A. in Science. There is precedence for chemistry departments to offer both M.A. and M.S. degree programs to differentiate the professional and human-relations career orientations within the discipline from the research and academic orientations.

The M.A., and its options, will allow students to continue their careers and to utilize the graduate knowledge and coursework in chemistry for work in non-research professional areas that require emphasis in chemistry. Students desiring to work in a Chemistry-oriented field (e.g. education, technical marketing, laboratory management, scientific journalism, or public policy) will be better served by an M.A. degree, because of its very nature, than the current M.S. degree. The M.A. degree program with restructured options will help to fill this need for a professional coursework-biased degree for those choosing careers in teaching, marketing, management, scientific journalism, or public policy.

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**ATTACHMENTS**

Level II Request Form  
Curriculum Proposal



## Montana Board of Regents

### LEVEL II REQUEST FORM

Item Number: **150-1002-R0311**

Meeting Date: **March 3-4, 2011**

Institution: **The University of Montana-Missoula**

CIP Code: **40.05**

Program Title: **Establish M.A. in Chemistry**

Level II proposals require approval by the Board of Regents.

**Level II action requested (place an X for 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 Masters of Arts program in Chemistry in order to split out the current MS in Chemistry with Professional Paper focus into a degree that is distinct from the Research (Thesis) M.S. in Chemistry. Functionally this is a renaming of the M.S. in Chemistry – Professional Paper option with only limited and modest reworking of requirements.

**Montana Board of Regents**  
**CURRICULUM PROPOSALS**

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**1. Overview**

Currently, graduate degrees in Chemistry focus on research careers either in academics or government, but approximately one-third of students who work toward a research degree ultimately terminate the research aspect in order to pursue other Chemistry-related professional goals. The M.A. and its options will allow students to choose chemistry-related careers in non-research professional areas.

**2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.**

This proposal is to create a Master of Arts (M.A.) Degree in Chemistry. This M.A. degree is a renaming of the current M.S. professional paper option in Chemistry. It is proposed that the current MS. Research Thesis degree in Chemistry be retained unaltered. This renaming of the current M.S. – Professional Paper option and incorporating very modest course and structural requirements will articulate and clarify the non-research Master's degree in Chemistry and emphasize non-research professional orientations. It is envisioned that the new degree and slightly modified options will strengthen both Masters programs and better serve students.

**3. Need**

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

The Department of Chemistry and Biochemistry at the University of Montana currently offers two graduate degrees – the Ph.D. in Chemistry and the M.S. in Chemistry. Both degrees have a strong focus on basic research. Within the M.S. program students have the option to select a “thesis” or a “professional paper” option. There is a consistent body of students that, after one to two years of study find for either personal or professional reasons, that a research-oriented degree is not for them. These students are in good academic standing but have not completed a sufficient body of research to be able to write and defend a research thesis. The Department of Chemistry and Biochemistry at the University of Montana – Missoula has accommodated these students by allowing them to write a “professional paper” in any area of their choosing. This option is unsatisfactory for all students as it is indistinguishable from the research masters and does not reflect the intended change in career direction of the student away from basic research.

Establishing an M.A. would allow students interested in non-research areas of chemistry to obtain a degree with a more professional orientation to non-research positions in fields such as education, technical marketing, laboratory management, scientific journalism, or public policy.

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

The M.A., and its options, will allow students to be better prepared for work in professional areas that require or prefer advanced knowledge and training in chemistry but do not require strong basic research credentials. This degree will also be eligible for job classifications requiring or preferring graduate level training in chemistry.

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

The proposed degree will be offered as part of the existing graduate programs in Chemistry. Historically, the Department of Chemistry and Biochemistry has graduated a total of five to ten M.S. and Ph.D. students per year. In the 2008-2009 academic year, the Department graduated three M.S.

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students and seven Ph.D. students. We anticipate the initial demand for the proposed degree to continue at the historical pace with which we have been granting the ad hoc M.S. with professional paper, namely one to three students per year. These M.A. graduates will not significantly affect the overall numbers of graduate students or graduates from the Department. However, tailoring this graduate degree for a non-research emphasis also has the potential to attract additional students for whom basic research is not a career goal but who still wish to pursue further education in Chemistry. Students desiring to pursue purely educational or management career tracks would be encouraged to apply to the other appropriate programs on campus as it is proposed that the M.A. in Chemistry retain a strong core Chemistry component of coursework, as well as up to nine credits of research to reflect the technical nature of the discipline.

#### **4. Institutional and System Fit**

##### **A. What is the connection between the proposed program and existing programs at the institution?**

As noted above, this proposal will create a M.A. degree that will complement an existing M.S. degree. The need for such a program within the Chemistry Department is recurring for students in good standing for whom a research thesis is overly burdensome or inconsistent with their career direction. These students often take employment elsewhere and occasionally may not ever receive any degree despite being in good academic standing. This renamed Master's degree also provides opportunity for students to receive advanced graduate training in Chemistry without the strong focus on basic research training.

The program will better articulate the academic and professional fields falling under the scope of the discipline. Faculty members of the departmental Graduate Education Committee will work with students to determine the best course of study, depending on the students' career plans and specific interests.

Students will be advised that the M.A. in chemistry with selected courses in a professional focus area is not a substitute for, nor equivalent to, an advanced degree in the professional focus area. Students may choose to also complete an advanced degree in the second professional discipline (e.g. Education, Business, Journalism, etc.).

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

No changes to any existing programs at The University of Montana, other than slight changes to course requirements and eligibilities corresponding to the new degree, will be required.

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

The defining differences between the M.A. program and the existing MS program in Chemistry are listed below. In summary - to reflect the non-basic research emphasis, fewer research credits are permitted to qualify for total course credits and total credit load is 36 for a Masters of Arts compared with 30 for a Master's of Science. The latter is consistent with current requirements for the M.S. professional paper option.

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<b>Current M.S.-Professional Paper Option</b>	<b>Proposed M.A.</b>
Pass 3 Proficiency Exams	Pass 3 Proficiency Exams
Coursework	Coursework
36 Credits	36 Credits – maximum nine research credits
501, 640, 650 (2), 630	501, 640, 650 (2), 630
≥ 20 Credits in Chemistry	≥ 20 Credits in Chemistry
≥ 18 Credits in letter-grade courses	≥ 18 Credits in letter-grade courses
≥9 of the 18 in 500 level courses	≥9 of the 18 in 500 level courses
Up to 9 transfer credits	Up to 9 transfer credits
	Up to 9 credits in non-Chemistry focus area including education, business etc. to be approved by students committee and the Chemistry Graduate Education Committee.
Advisory Committee of 3 members, 2 from Chem	Advisory Committee of 3 members, 2 from Chem
Seminar in second Spring Semester	Seminar in second Spring Semester
Professional Paper proposal 3 <sup>rd</sup> Semester	Professional Paper proposal 3 <sup>rd</sup> semester
Professional Paper (EDTP)	Professional Paper (EDTP)
Public Presentation and Defense of Professional Paper, private defense and examination by advisory committee	Public Presentation of Professional Paper (professional emphasis in non-research area) and Private Oral Comprehensive Exam by Committee

M.S. Thesis option(unchanged)

<b>Current M.S.-Thesis Option</b>	<b>Proposed M.S.</b>
Pass 3 Proficiency Exams	Pass 3 Proficiency Exams
Coursework	Coursework
30 Credits	30 Credits
501, 640, 650 (2), 630	501, 640, 650 (2), 630
≥ 20 Credits in Chemistry	≥ 20 Credits in Chemistry
≥ 18 Credits in letter-grade courses	≥ 18 Credits in letter-grade courses
≥9 of the 18 in 500 level courses	≥9 of the 18 in 500 level courses
Up to 9 transfer credits	Up to 9 transfer credits
Advisory Committee of 3 members, 2 from Chem	Advisory Committee of 3 members, 2 from Chem
Seminar in second Spring Semester	Seminar in second Spring Semester
Thesis proposal 3 <sup>rd</sup> Semester	Thesis proposal 3 <sup>rd</sup> semester
Thesis (EDTP)	Thesis (EDTP)
Public Presentation and Defense of Thesis, private defense and examination by thesis committee	Public Presentation and Defense of Thesis, private defense and examination by thesis committee

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

The initiation of a Masters of Arts in Chemistry has the potential to increase graduate graduation rates for students in good standing who have undertaken professional employment prior to completion of the substantial basic research component of the Masters of Science degree. This offering also formalizes a diversified graduate offering in Chemistry that moves away from the traditional pure research focus of the Ph.D. and M.S. degree.

**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.**

No new courses will be added to the Department of Chemistry and Biochemistry's curriculum as a result of the creation of a Master of Arts degree. There will be virtually no impact on similar programs offered at Montana State University.

**5. 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.**

<b>Current M.S.-Professional Paper Option</b>	<b>Proposed M.A.</b>
Pass 3 Proficiency Exams	Pass 3 Proficiency Exams
Coursework	Coursework
36 Credits	36 Credits – maximum nine research credits
501, 640, 650 (2), 630	501, 640, 650 (2), 630
≥ 20 Credits in Chemistry	≥ 20 Credits in Chemistry
≥ 18 Credits in letter-grade courses	≥ 18 Credits in letter-grade courses
≥9 of the 18 in 500 level courses	≥9 of the 18 in 500 level courses
Up to 9 transfer credits	Up to 9 transfer credits
	Up to 9 credits in non-Chemistry focus area including education, business etc. to be approved by students committee and the Chemistry Graduate Education Committee.
Advisory Committee of 3 members, 2 from Chem	Advisory Committee of 3 members, 2 from Chem
Seminar in second Spring Semester	Seminar in second Spring Semester
Professional Paper proposal 3 <sup>rd</sup> Semester	Professional Paper proposal 3 <sup>rd</sup> semester
Professional Paper (EDTP)	Professional Paper (EDTP)
Public Presentation and Defense of Professional Paper, private defense and examination by advisory committee	Public Presentation of Professional Paper (professional emphasis in non-research area) and Private Oral Comprehensive Exam by Committee

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In order to strengthen their preparation in the area of their professional focus, students will have the option to include up to nine non-Chemistry course credits in areas that are consistent with their professional focus. These courses will be selected by the student in consultation with faculty in relevant departments and will be approved by the Graduate Education Committee on a case-by-case basis.

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

Because the proposed changes to our degree programs represent only a renaming and modest restructuring of an existing degree, a phased implementation will not be required. In the immediate-term, we expect that current levels of enrollment in the M.A. degree will be approximately 1-3 students per year. This may grow as the changes become publicized through the UM Graduate Catalog and our own departmental media (website, newsletter).

**6. 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.**

Our current faculty resources are completely adequate to accommodate and implement this proposal. There will be no additional faculty or staff requirements.

**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.**

There will be no additional space or curriculum needs in order to implement this proposal.

**7. Assessment**

**How will the success of the program be measured?**

The success of the proposed changes to our graduate degree programs will be measured through the tracking of statistics concerning changes in enrollments and matriculation for each degree and option.

**8. 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.**

This proposal originated in the Department of Chemistry and Biochemistry. The faculty created a subcommittee to articulate and develop the proposal, which was presented to the faculty for review and revision. The proposal was then approved by consensus. The Chair of Chemistry and Biochemistry and the Dean of the College of Arts and Sciences then reviewed the proposal and signed the documents necessary to submit it to the Provost's Office and the Faculty Senate.

This proposal was reviewed and approved by the affected departments as follows:

Department Name: **Chemistry and Biochemistry**

Date: **September 2010**

**Montana Board of Regents**

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In addition the deans of the following Schools/Colleges reviewed and approved the proposal:

Dean of: **The College of Arts and Sciences**

Date: **September 2010**

Dean of **Libraries**

Date: **September 2010**

The proposal was reviewed and approved by the **Faculty Senate at the University of Montana**

Date: **December 2010**

[No outside consultants were employed for the development of this proposal.]