

LEVEL I MEMORANDUM

DATE: April 27, 2012

TO: Chief Academic Officers, Montana University System

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

RE: Level I Approvals and Announcements

This memorandum is intended to inform you of the Level I changes in academic programs that have been approved in the Office of the Commissioner of Higher Education since the March 2012 meeting of the Board of Regents. It also includes announcements that may be of interest to the Board. Any comments regarding items below must be received by the Office of the Commissioner of Higher Education no later than **May 2, 2012**. If you have any questions, we would be happy to answer them with the help of our colleagues in academic affairs. Comments and questions should be directed to Summer Marston, Assistant to the Deputy Commissioners.

OCHE Approvals

Flathead Valley Community College:

- Information Technology/Web Technology AAS degree name change to Web Technology [ITEM #155-301+R0512](#) | [Request Form](#)

Montana State University-Bozeman:

- Elementary Education, Music Education, Technology Education [ITEM #155-2004+R0512](#) | [Request Form](#) | [Curriculum Proposal #1](#) | [Curriculum Proposal #2](#) | [Curriculum Proposal #3](#)
- Finance Minor [ITEM #155-2005+R0512](#) | [Request Form](#) | [Curriculum Proposal](#)

Terminations, Moratoriums, and Consolidations

Flathead Valley Community College:

- Intent to Terminate Administrative Assistant Certificate of Applied Science program [ITEM #155-303+R0512](#) | [Level I Request Form](#)

Campus Approval of Certificates

Flathead Valley Community College:

- Metal Arts Fabrication Certificate [ITEM #155-302+R0512](#) | [Request Form](#)

Montana State University-Bozeman:

- Professional Practice of Architecture Graduate Certificate [ITEM #155-2003+R0512](#) | [Request Form](#) | [Curriculum Proposal](#)

Montana State University -Great Falls COT:

- Healthcare Office Professional Certificate [ITEM #155-2901+R0512](#) | [Request Form](#)

May 24-25, 2012

ITEM 155-301+R0512

Information Technology/Web Technology AAS degree name change to Web Technology

THAT

Montana Board of regents authorizes Flathead Valley Community College to change the title of its Information Technology/Web Technology AAS degree to Web Technology.

EXPLANATION

In response to feedback from Information Technology/Web Technology Advisory Committee members, the college is changing the name of the AAS degree to Web Technology to more accurately reflect the program curriculum. The FVCC Board of Trustees approved the title change at its April 30, 2012 meeting.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 155-301+R0512 Meeting Date: May 24-25, 2012
Institution: FVCC CIP Code: 46.0503
Program Title: Information Technology/Web Technology AAS

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner for Academic and Student Affairs, by no later than five weeks prior to the final posting date for the next scheduled meeting of the Board. The Deputy Commissioner will review the proposal and respond to the proposing campus with any questions or concerns within one week, allowing the proposing campus one week to respond before the Item is posted for the BOR scheduled meeting.

X A. Level I (place an X for all that apply):

Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges. For Level I actions on degree programs or certificates, the process must begin when the proposing campus posts its intent on the MUS academic planning web site.

- 1. Re-titling existing majors, minors, options and certificates**
- 2. Adding new minors or certificates where there is a major** (Submit with completed Curriculum Proposals Form)
- 3. Adding new minors or certificates where there is an option in a major** (Submit with completed Curriculum Proposals Form)
- 4. Departmental mergers and name changes**
- 5. Program revisions** (Submit with completed Curriculum Proposals Form)
- 6. Distance or online delivery of previously authorized degree or certificate programs**
- 7. Placement of program into moratorium** (No Program Termination Checklist at this time – document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 8. Filing Notice of Intent to Terminate/Withdraw existing majors, minors, options, and certificates** (No Program Termination Checklist at this time)
- 9. Terminate/withdraw existing majors, minors, options, and certificates** (Submit with completed Program Termination Checklist and updated catalog copy)

Montana Board of Regents
LEVEL I REQUEST FORM

B. Level I with Level II documentation:

With Level II documentation circulated to all campus chief academic officers in advance, the Deputy Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Deputy Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Deputy Commissioner or designee will move the item to the Level II review process.

1. Options within an existing major or degree (*Submit with completed Curriculum Proposals Form*);

2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools with the exception of the Colleges of Technology where changes require Board action (*Submit with completed Curriculum Proposals Form*)

3. Consolidating existing programs and/or degrees (*Submit with completed Curriculum Proposals Form*)

C. Temporary Certificate or A.A.S. degree programs

Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and /or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Level I Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

D. Campus Certificates

Although certificate programs of 29 credits or fewer may be implemented by the individual campuses without approval by the board of regents, those certificates do need to be reported to the office of the commissioner of higher education and listed on the Montana University System's official degree and program inventory. These Level I proposals will be listed as information items at the next regular meeting of the board.

Specify Request:

In response to feedback from Information Technology/Web Technology Advisory Committee members, the college is changing the name of the AAS degree to Web Technology to more accurately reflect the program curriculum. The FVCC Board of Trustees approved the title change at its April 30, 2012 meeting.

May 24-25, 2012

ITEM 155-2004+R0512

Elementary Education, Music Education, Technology Education

THAT

The Board of Regents of Higher Education authorizes Montana State University-Bozeman to reduce the number of credits required for graduation from 128 to 120 for the following three programs: Elementary Education, Music Education and Technology Education.

EXPLANATION

Montana State University-Bozeman proposes to reduce the number of credits required for graduation from 128 to 120 for the following three programs: Bachelor of Elementary Education, Bachelor of Music Education and Bachelor of Technology Education. The course of study for these three programs has been modified to strengthen the rigor of the degree, but decrease students' time to graduation.

ATTACHMENTS

Level I Request Form
Curriculum Proposal

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 155-2004+R0512 Meeting Date: May 24-25, 2012
Institution: Montana State University CIP Code: 13.1202, 13.1312, 13.1309
Program Title: Elementary Education, Music Education, Technology Education

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Specify Request:

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Proposed Adjustments to the Elementary Education Curriculum Submitted by the Department of Education

Over the past 20 years, the Elementary Education major at MSU has been viewed as a sound program for the preparation of effective K-8 teachers to serve in Montana and beyond. The faculty in Curriculum & Instruction (C&I) have conducted a careful review of the current educational context and have found that today's new teachers need an additional set of skills in order to respond to increased demands in K-12 such as high-stakes testing and accountability, the need for more data-driven decision-making, and the need to meet the academic needs of an increasingly diverse set of learners.

The C&I faculty have identified a set of adjustments we would like to make to the curriculum in order to improve our preparation of new teachers. These adjustments will allow us to respond to the demands of federal policy changes and align our program with national standards including assessment literacy, STEM literacy, Common Core Standards, and data-driven decision-making. These modifications will also help us to increase the rigor and relevance of the Elementary Education major resulting in improved preparation for the next generation of new teachers.

The faculty proposes the following adjustments:

1. Increase the Science content and pedagogy in the program to 15 credits;
2. Increase the Math content and pedagogy in the program to 12 credits;
3. Increase the Literacy content and pedagogy in the program to 12 credits;
4. Increase preservice teachers' knowledge of STEM (Science, Technology, Engineering, Mathematics) The national STEM imperative expects K-8 teachers to engage children in becoming problem solvers, innovators, inventors and logical thinkers in STEM subjects even before they move into high school, college and careers. Research indicates that approximately 33% of girls and boys in fourth grade express negative attitudes toward science and by eighth grade almost half express negative attitudes (Trefil, 2008);
5. Increase preservice teachers' knowledge of new national Common Core Standards;
6. Increase preservice teachers' skills and knowledge in Classroom Management, School Law and Policy;
7. Increase preservice teachers' hours in structured field experiences and clinical practice (NCATE Blue Ribbon Report, 2010);
8. Increase student retention by providing early connections to faculty through courses and sponsored events (Cuseo, 2010; Seidman, 2005);
9. Develop a new model for integrating the Creative Arts in K-12 classrooms;
10. Increase K-8 teachers' ability to be effective Middle School teachers;
11. Reduce students' time to graduation by refining and honing course content to fit within 120 credits;
12. For Elementary Education majors, increase the minimum GPA required for admission to the Teacher Education Program to 2.75.

Items for review in this packet include:

1. Curriculum Overview
2. Curriculum by Semester
3. CORE 2.0 Proposals
 - a. EDU 222 IS
 - b. EDU 223 IS (This course is not required in the Elementary Education major but we include the proposal here as it is part of our course offerings for Secondary majors)
 - c. EDU 204 IA (currently EDU 291)
 - d. M133 Q
4. New Course Requests from the Math Department that will serve our majors (these were submitted previously by the Math Dept and included here to provide a comprehensive picture of the changes requested)
 - a. M 132
 - b. M 133
 - c. M 234
5. New Course Requests from the Department of Education
 - a. EDU 204 – Creative Arts and Lifelong Learning; currently being offered as a 291 and now requesting hard number
 - b. EDU 397 – Methods: K-8 Creative Arts
 - c. EDU 341 – Managing the Learning Environment
 - d. EDU 397 – Methods: K-8 Language Arts
6. Undergraduate Course Change
 - a. EDU 330 – Emergent Literacy; changing from 4 credits to 3 credits

**Elementary (K-8) Education Major
Proposed Curriculum Revision**

EDUCORE® – Discovering the Nature of the Disciplines 25 Credits

US	EDU 101US	Teaching & Learning	3
W	WRIT 101W	College Writing	3
Q	M 133Q	Geometry & Measurement for K-8 Teachers	3
D	EDU 211D	Multicultural Education	3
CS	TE 250CS	Technology & Society	3
IA	EDU 204IA	Creative Arts & Lifelong Learning	3
IH	HSTA 101 or 102IH or HSTR101 or 102IH	American History I or II or Western Civilization I or II	4
IS	EDU 222IS	Ed Psych and Child Development	3
IN		Met through courses below	-
R		Met through course below	-

PROFESSIONAL Content – Building a Strong Foundation 59 Credits

M 132		Numbers & Operations for K-8 Teachers	3
M 234		Advanced Topics in Mathematics for K-8 Teachers	3
BIOB100IN; BIOM103IN; or approved elective		Life Science	3
GEO 101; GEO103; GPHY111; or approved elective		Earth Science	3-4
PHSX 103IN; PHSX201IN; CHMY102; or approved elective		Physical Science	3-4
		Approved STEM elective	3
GPHY121; 141; ANTY101		Human Cultures	3
NASX 105, or 205, or 232		Native American Studies	3
PSCI 210		American Government	3
EDU 330		Emergent Literacy	3
EDU 331		Literature & Literacy for Children	3
EDU 370		Integrating Technology into Education	2
EDU 382		Assessment, Curriculum & Instruction	3
EDU 397		K-8 Health Enhancement	3
HDCF 356		Exceptional Children	3
EDU 341		Managing the Learning Environment	2
		Electives	11-13

K-8 TEACHING METHODS – Developing Instructional Materials 36 Credits

EDU 395		Practicum: K-8 (After School Partnership)	3
EDU 438		Literacy Assessment, Diagnosis & Instruction	3
EDU 397		K-8 Language Arts Methods	3
EDU 397		K-8 Creative Arts Methods	3
EDU 397R		K-8 Social Studies Methods	3
EDU 397		K-8 Math Methods	3
EDU 397		K-8 Science Methods	3
EDU 395		Practicum: K-8 (Classroom)	3
EDU 495		Student Teaching	12
		Total Credits	120

**Elementary (K-8) Education Major
Curriculum by Semester**

Freshman Year (31-32 cr)

Fall		Spring	
EDU 101US Teaching & Learning	3	EDU 204 IA Creative Arts and Lifelong Learning	3
WRIT 101W College Writing	3	History Core IH	4
EDU 222IS Ed Psych and Child Develop	3	Human Cultures	3
Life Science	3	Earth Science	3-4
Math 132 Numbers & Ops for K-8 Teachers	3	Math 133Q Geo & Measurement for K-8 Teachers	3

Sophomore Year (29-30 cr)

Fall		Spring	
EDU 397 K-8 Health Enhancement	3	NAS Course	3
EDU 370 Integrating Tech into Education	2	EDU 331 Literature & Literacy for Children	3
TE250CS Technology & Society	3	Approved STEM Elective	3
Physical Science	3-4	PSCI 210 American Government	3
Math 234 Adv Topics Math K-8 Teachers	3	Elective	3

Junior Year (31-33 cr)

Fall		Spring	
EDU 382 Assessment, Curriculum & Instruction	3	EDU 438 Lit Assessment, Diagnosis & Instruction	3
HDCF 356 Exceptional Children	3	EDU 397 K-8 Creative Arts Methods	3
EDU 330 Emergent Literacy	3	EDU 397 K-8 Science Methods	3
EDU 211D Multicultural Education	3	EDU 341 Managing the Learning Environment	2
Electives	5-7	EDU 395 Practicum I (After School Partnership)	3

Senior Year (27 cr)

Fall		Spring	
EDU 397 K-8 Language Arts Methods	3	EDU 495 Student Teaching	12
EDU 397 K-8 Math Methods	3		
EDU 397 K-8 Social Studies Methods	3		
Elective	3		
Practicum II (Classroom)	3		

The Bachelor of Music Education (K-12 Broadfield) degree leads to certification to teach music at all levels of the public schools. In order to strengthen this degree and decrease students' time to degree completion, the Music Education K-12 Broadfield Teaching Option was reduced from 128 credits to 120 credits.

CORE 2.0		
US CORE		3
W CORE		3
Q CORE		3
IH CORE		3
IN CORE		3
CS CORE		3
D CORE EDU 211D	Multicultural Education	3
IS CORE EDU 222IS	Ed Psych and Child Development	3
IA CORE MUSI 307IA	World Music	3
R CORE MUSI 499R	Senior Project/Capstone	3
Total CORE		30

FOUNDATIONS		
MUSI 195/295/395/495	Applied Lessons	7
MUSI	Ensembles	7
MUSI 105/106/205/206	Music Theory	12
MUSI 140/141/240/241	Aural Perception	4
MUSI 135/136/230/232	Keyboard Skills	4
MUSI 301/302/303	Music History	9
MUSI 220	Computer Applications	2
MUSI123/130/131/132/134/135	Techniques	6
MUSI 440	Instrumentation	2
MUSI 442	Vocal Pedagogy	2
HDCF 356	Exceptional Needs	3
MUSE 383	Assessment	3
Total Foundations		61

PRACTICE		
MUSI 335/336/339	Conducting and Practicum	5
MUSE 395/397	Methods: K-8 General and Practicum	4
MUSE 497MI/437	Methods: Instrumental and Practicum	4
MUSE 497MC/439	Methods: Choral and Practicum	4
EDU 495	Student Teaching K-12	12
Total Practice		29

TOTAL CREDITS FOR BME DEGREE = 120

Courses removed from	required curriculum for BME degree	
HDCF 150 IS	Human Development -now covered in EDU222- no longer needs to be included in curriculum tabs	3
EDU 202	Early Field Experience - Students will have observation time required as a part of EDU 222 or EDU 223. Music education students will have additional observation hours required as a part of MUSE 383.	1
EDU 370	Educational Technology - Music education students will cover this content in MUSE 220, a required technology course for music education majors. In MUSE 220, students explore and gain experience with technology that is directly related to music and music education including music notation, marching band applications, music notation, musicianship software programs, and audio recording. They also develop skills in designing technology-rich curriculum and explore techniques for enhancing learning through the integration of technology.	2
EDU 408	Professional Issues - Music education students will cover this content in a variety of education courses as well as their three music methods courses - MUSE 397, MUSE 497MC, and MUSE 497MI. Eliminating EDU 408 aligns with the elementary education curriculum.	2

MSU’s Technology Education Program— Broadfield Teaching Option Program Revision to 120 credits

Two technology education options are available at MSU. The Industrial Technology Option is tailored for those individuals who are pursuing a career in industry which requires a broad background in technology. This program has always required 120 credits for completion. The Broadfield Teaching Option is designed for in-depth study of Technology Education and prepares students to qualify for teaching licensure. **In order to strengthen this degree and decrease students’ time to degree completion, the Technology Education Broadfield Teaching Option was reduced from 128 credits to 120 credits.**

Freshman Year	Credit s	
CHMY 121IN--Intro Gen Chemistry	4	
COM 110US--Public Communication	3	
EDU 202--Early Field Experience	1	
WRIT 101W--College Writing I	3	
HDCF 150IS--Lifespan Human Devlpmt	3	
TE 101--Intro to Technology Ed	1	
EELE 101 Intro to Electrical Fundamentals	2	Replaces TE113 (2 cr)
DRFT 131 Technical Graphics I	4	Added 4 credit course
University Core and Electives	9	Reduced 2 credits
	30	
Sophomore Year		
TE 207--Materials and Processes	4	
EDU223 --Ed Psy & Adol Dev	3	
MATH 151Q Precalculus	4	
TE 230--2-D Comp Aided Draftng	3	
TE 250CS--Technology and Society	3	
PHSX 205 College Physics I	4	
University Core and Electives	9	Reduced 4 credits
	30	
Junior Year		
EDU 211D Multicultural Education	3	
TE 331--Audio & Video Communicatn	4	
EDU 382 Assessment, Curr, Instruction	3	
TE 410--Comp Aid & Industrial Machine & Manfc	4	TE 214 (3 cr) was deleted and the content was embedded in this course. TE 410 was increased from 3 to 4 credits.
<i>Take one of the following:</i>	3	
AGED 333--Const Tech	3	
ARCH 241--Build Const	3	
HDCF 356 Exceptional Needs	3	
University Core and Electives	7	Reduced 5 credits
	30	
Senior Year		
TE 353 Teaching Practicum	1	
TE 406 --Curr & Facilities Plan	3	
EDU 395--Practicum	3	Added 3 credits
TE 417 Manufacturing Technology	3	
EDU 497--Methods Teach Ag & Te	3	
University Core and Electives	3	Reduced 4 credits
Student Teaching Semester		
EDSD 410--Student Teaching	12	Added 2 credits
EDSD 413--Professional Issues	2	
	30	
TOTAL CREDITS	120	

Summary: Previously the program was 128 credits; 15 elective credits were deleted; 3 required credits were deleted; 10 credits were added. Revised program is now **120 credits**.

May 24-25, 2012

ITEM 155-2005+R0512

Finance Minor

THAT

The Board of Regents of Higher Education authorizes Montana State University-Bozeman to establish a Finance Minor

EXPLANATION

The Finance Minor is aimed at non-finance students for whom training in finance would be helpful, but for whom a second major is not an option. Every semester, students in accounting, engineering and economics take finance classes as electives. By providing a minor in finance, these students could be more competitive when applying for finance-related jobs or when applying for graduate school. Montana State University students will be served by providing structured education in the area of finance making them more competitive in the job market. Montana businesses will be served by providing them with MSU graduates better able to critically analyze complex business problems related to finance.

ATTACHMENTS

Level I Request Form
Curriculum Proposal

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 155-2005+R0512 Meeting Date: May 24-25, 2012
Institution: Montana State University CIP Code: 52.0801
Program Title: Finance Minor

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Specify Request:

Add Finance Minor to MSU's College of Business offerings to provide students with tools for financial decision-making and to enhance students' analytical approach to business problem solving. It is anticipated that students with a Finance Minor in addition to their degree would be more competitive in the job market or applying to graduate school. Students are currently taking these courses and the Finance Minor would provide explicit recognition of that coursework.

Montana Board of Regents
CURRICULUM PROPOSALS

1. Overview

Finance Minor: The Finance Option faculty in the College of Business (CoB) proposes establishment of a minor in finance.

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

The Finance Minor will be open to all MSU students regardless of major. Program objectives include the following:

- To provide the tools for financial decision making, including time value of money techniques, asset valuation, and capital budgeting analysis.
- To develop in students an analytical perspective in business problem solving.
- To provide flexibility to design one's own program of study in the minor through choice of electives.

3. Need

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

This program is aimed at non-finance students for whom training in finance would be helpful, but for whom a second major is out of the question. Every semester, students in accounting, engineering and economics take finance classes as electives. By providing a minor in finance, these students could be more competitive when applying for finance-related jobs or when applying for graduate school.

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

Montana State University students will be served by providing structured education in the area of finance making them more competitive in the job market. Montana businesses will be served by providing them with MSU graduates better able to critically analyze complex business problems related to finance.

For example, we envision an accounting student obtaining a Finance Minor focused on financial management and going to work as a Chief Financial Officer/Treasurer of a small Montana company. Or an economics major obtaining a Finance Minor focused on banking and working as a credit analyst at a Montana bank. Or an engineering major obtaining a Finance Minor focused on entrepreneurship and starting a company. In each of these examples, the Finance Minor benefits both the individual student and the Montana business environment.

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

We anticipate ten students per year given how many non-finance majors enroll in the 400-level finance courses, and our estimate of how many other students would be attracted to a formal minor.

Montana Board of Regents
CURRICULUM PROPOSALS

4. Institutional and System Fit

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

The proposed program is a Finance Minor, which is directly connected to the Finance Option Major within the MSU College of Business.

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

The elective finance courses have enough slack to provide for our anticipated demand, particularly since potential candidates for the minor are currently taking the relevant courses.

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

The only closely related program at MSU is the Finance Option within the Bachelor of Science in Business degree. The proposed minor is a streamlined version of the bachelor's degree focusing on core finance content.

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

One priority of MSU, as a land grant university, is to sustain and enhance programs that (i) address issues of Montana's traditional industries and (ii) contribute to the state's need for well-educated citizens who can participate and lead in an increasingly knowledge-based, technology-dependent global economy. Finance is one of only a few disciplines that can be relevant at an extremely local level (e.g., to the hundreds of small businesses and community banks that populate our state) and at a truly global level (witness the worldwide financial markets and the enormous field of international finance as examples). The finance minor will serve to make the fundamental principles of finance more accessible to the entire MSU student body, beyond students who specifically enroll in finance or in another Business discipline. A student who graduates with a non-finance major and who works at a small business, or who starts a business, will be better equipped for success if well-grounded in principles of finance.

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.

Within the MUS, only MSU-Billings offers a Finance Minor. Since the proposed program targets only currently admitted MSU students, there is no duplication or competition within the system.

An interdisciplinary Financial Engineering degree involving MSU's Economics Department, College of Engineering, and College of Business is currently under discussion on campus. Should this major ultimately be approved, there would be a potential overlap of a couple of elective courses. The

Montana Board of Regents
CURRICULUM PROPOSALS

Financial Engineering degree would seek to combine advanced economic analysis, engineering quantitative and modeling skills, and more advanced finance topics. The Finance minor, focusing on core finance topics, would not overlap or replicate the Financial Engineering degree currently under discussion.

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.**

Students seeking the Finance Minor must complete the following courses:

BMIS 211, Introduction to Business Decision Support
ACTG 201, Principles of Financial Accounting
ACTG 202, Principles of Managerial Accounting
or ACTG 223, Principles of Accounting II
STATS 216, Introduction to Statistics or equivalent
BFIN 322, Business Finance
BFIN 352, Intermediate Finance

In addition, students must choose at least two of the following:

BFIN 421, Real Estate Finance
BFIN 451, Entrepreneurial Finance
BFIN 452, International Finance
BFIN 441, Financial Statement Analysis
BFIN 420, Investments I
BFIN 466, Investments II
BFIN 457, Financial Markets and Institutions
BFIN 458, Commercial Bank Management

All students are responsible for fulfilling the appropriate prerequisites for all courses.

Regents' policy 301.12 is not applicable.

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

Implementation of the Finance Minor will be relatively simple since all the required courses are already being taught. Once approval is obtained, and the Finance Minor is active, we plan a small, intra-campus advertising campaign to attract attention to the new opportunity. No other implementation activities are planned.

Montana Board of Regents
CURRICULUM PROPOSALS

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.

No additional faculty resources are required.

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

No other resources are required.

7. Assessment

How will the success of the program be measured?

Success of the minor will be measured by how many students obtain the Finance Minor within the first five years of its offering.

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.

Over the last several years, many students have approached the finance faculty asking about the possibility to obtain a Finance Minor. After several such student meetings in spring 2011, the finance faculty submitted a proposal to the College of Business leadership at the end of the spring semester. In the fall, the CoB Academic Programs Committee (formerly the CoB Curriculum Committee) examined the proposal, approved it, and put it up for a vote by the full CoB faculty. An announcement that the CoB faculty approved the new Finance Minor by written vote on October 24th, 2011.

May 24-25, 2012

ITEM 155-303+R0512

Administrative Assistant Certificate of Applied Science

THAT

Flathead Valley Community College notifies the Board of Regents of its intent to terminate the Administrative Assistant Certificate of Applied Science program.

EXPLANATION

The Board was notified that the Administrative Assistant Certificate of Applied Science program was placed in moratorium in March of 2009. The FVCC Board of Trustees approved termination of the certificate program at its April 2012 meeting.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 155-303+R0512

Meeting Date: May 24-25, 2012

Institution: Flathead Valley Community College

CIP Code: 46.0503

Program Title: Administrative Assistant Certificate of Applied Science

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner for Academic and Student Affairs, by no later than five weeks prior to the final posting date for the next scheduled meeting of the Board. The Deputy Commissioner will review the proposal and respond to the proposing campus with any questions or concerns within one week, allowing the proposing campus one week to respond before the Item is posted for the BOR scheduled meeting.

X A. Level I (place an X for all that apply):

Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges. For Level I actions on degree programs or certificates, the process must begin when the proposing campus posts its intent on the MUS academic planning web site.

- 1. Re-titling existing majors, minors, options and certificates**
- 2. Adding new minors or certificates where there is a major** (Submit with completed Curriculum Proposals Form)
- 3. Adding new minors or certificates where there is an option in a major** (Submit with completed Curriculum Proposals Form)
- 4. Departmental mergers and name changes**
- 5. Program revisions** (Submit with completed Curriculum Proposals Form)
- 6. Distance or online delivery of previously authorized degree or certificate programs**
- 7. Placement of program into moratorium** (No Program Termination Checklist at this time – document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 8. Filing Notice of Intent to Terminate/Withdraw existing majors, minors, options, and certificates** (No Program Termination Checklist at this time)
- 9. Terminate/withdraw existing majors, minors, options, and certificates** (Submit with completed Program Termination Checklist)

Montana Board of Regents
LEVEL I REQUEST FORM

B. Level I with Level II documentation:

With Level II documentation circulated to all campus chief academic officers in advance, the Deputy Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Deputy Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Deputy Commissioner or designee will move the item to the Level II review process.

1. Options within an existing major or degree (*Submit with completed Curriculum Proposals Form*);

2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools with the exception of the Colleges of Technology where changes require Board action (*Submit with completed Curriculum Proposals Form*)

3. Consolidating existing programs and/or degrees (*Submit with completed Curriculum Proposals Form*)

C. Temporary Certificate or A.A.S. degree programs

Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and /or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Level I Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

D. Campus Certificates

Although certificate programs of 29 credits or fewer may be implemented by the individual campuses without approval by the board of regents, those certificates do need to be reported to the office of the commissioner of higher education and listed on the Montana University System's official degree and program inventory. These Level I proposals will be listed as information items at the next regular meeting of the board.

Specify Request:

The Board was notified that the Administrative Assistant Certificate of Applied Science program was placed in moratorium in March of 2009. The FVCC Board of Trustees approved termination of the certificate program at its April 2012 meeting.

May 24 – 25, 2012

ITEM 155-302+R0512
Metal Arts Fabrication Certificate

THAT

Flathead Valley Community College Board of Trustees has approved a 29 credit Metal Arts Fabrication Certificate.

EXPLANATION

Flathead Valley Community College Welding and Art faculty collaborated to create a Metal Arts Fabrication Certificate that will provide an exploration of fine arts sculpture processes and how these processes relate to specific skilled trades and professional practices. The certificate will introduce students to an artistic use of metal and will provide additional job opportunities for them.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 155-302+R0512

Meeting Date: May 24-25, 2012

Institution: FVCC

CIP Code: 46.0503

Program Title: Metal Arts Fabrication Certificate

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner for Academic and Student Affairs, by no later than five weeks prior to the final posting date for the next scheduled meeting of the Board. The Deputy Commissioner will review the proposal and respond to the proposing campus with any questions or concerns within one week, allowing the proposing campus one week to respond before the Item is posted for the BOR scheduled meeting.

 A. Level I (place an X for all that apply):

Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges. For Level I actions on degree programs or certificates, the process must begin when the proposing campus posts its intent on the MUS academic planning web site.

- 1. Re-titling existing majors, minors, options and certificates**
- 2. Adding new minors or certificates where there is a major** (Submit with completed Curriculum Proposals Form)
- 3. Adding new minors or certificates where there is an option in a major** (Submit with completed Curriculum Proposals Form)
- 4. Departmental mergers and name changes**
- 5. Program revisions** (Submit with completed Curriculum Proposals Form)
- 6. Distance or online delivery of previously authorized degree or certificate programs**
- 7. Placement of program into moratorium** (No Program Termination Checklist at this time – document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 8. Filing Notice of Intent to Terminate/Withdraw existing majors, minors, options, and certificates** (No Program Termination Checklist at this time)
- 9. Terminate/withdraw existing majors, minors, options, and certificates** (Submit with completed Program Termination Checklist and updated catalog copy)

Montana Board of Regents
LEVEL I REQUEST FORM

 B. Level I with Level II documentation:

With Level II documentation circulated to all campus chief academic officers in advance, the Deputy Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Deputy Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Deputy Commissioner or designee will move the item to the Level II review process.

- 1. Options within an existing major or degree** (*Submit with completed Curriculum Proposals Form*);
- 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools with the exception of the Colleges of Technology where changes require Board action** (*Submit with completed Curriculum Proposals Form*)
- 3. Consolidating existing programs and/or degrees** (*Submit with completed Curriculum Proposals Form*)

 C. Temporary Certificate or A.A.S. degree programs

Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and /or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Level I Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

 X D. Campus Certificates

Although certificate programs of 29 credits or fewer may be implemented by the individual campuses without approval by the board of regents, those certificates do need to be reported to the office of the commissioner of higher education and listed on the Montana University System's official degree and program inventory. These Level I proposals will be listed as information items at the next regular meeting of the board.

Specify Request:

Flathead Valley Community College Welding and Art faculty collaborated to create a Metal Arts Fabrication Certificate that will provide an exploration of fine arts sculpture processes and how these processes relate to specific skilled trades and professional practices. The certificate will introduce students to an artistic use of metal and will provide additional job opportunities for them.

May 24-25, 2012

ITEM 155-2003+R0512
Professional Practice of Architecture Graduate Certificate

THAT

The Board of Regents of Higher Education authorizes Montana State University-Bozeman to establish a Professional Practice of Architecture Graduate Certificate

EXPLANATION

The proposed 15 credit graduate-level certificate will primarily serve professionals working in management positions or positions of ever increasing responsibility within the field of architecture. The Professional Practice of Architecture Graduate Certificate will consist of the existing 9 credit Professional Masters of Science and Engineering Management (PMSEM) Business Core Course, and two new 3 credit courses that the School of Architecture will develop and teach. A new 3 credit Philosophy of Professional Practice course will present an overview of the craft of professional practice taking a holistic view of an organization, understanding the beneficial impact architects can have on the built environment, the type of work they do and might perform, methodologies they follow, business models they create, internal and external constraints, and their deliverables. A new 3 credit capstone course, Synthesis of Architectural Practice, will be based on solving real-world case studies involving complex challenges and introducing new business strategies requiring students to research, develop and present business models, financial models, business rules, and success factors.

The intent of the certificate program is to provide a quality, graduate-level certificate program that will further promote and enhance the life-long learning of professionals servicing the architectural profession. This program will provide these professionals with the opportunity to obtain Graduate credit from Montana State University that is relevant to their chosen field and Continuing Education credit that is necessary to maintain licensure. In addition, successfully completed courses and achieved certificate will be listed on transcripts; thus providing students with evidence of completed coursework that may be applied to a graduate degree, such as PMSEM.

ATTACHMENTS

Level I Request Form
Curriculum Proposal

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 155-2003+R0512 Meeting Date: May 24-25, 2012
Institution: Montana State University CIP Code: 04.9999
Program Title: Professional Practice of Architecture Graduate Certificate

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner for Academic and Student Affairs, by no later than five weeks prior to the final posting date for the next scheduled meeting of the Board. The Deputy Commissioner will review the proposal and respond to the proposing campus with any questions or concerns within one week, allowing the proposing campus one week to respond before the Item is posted for the BOR scheduled meeting.

X A. Level I (place an X for all that apply):

Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges. For Level I actions on degree programs or certificates, the process must begin when the proposing campus posts its intent on the MUS academic planning web site.

1. Re-titling existing majors, minors, options and certificates
2. Adding new minors or certificates where there is a major (Submit with completed Curriculum Proposals Form)
3. Adding new minors or certificates where there is an option in a major (Submit with completed Curriculum Proposals Form)
4. Departmental mergers and name changes
5. Program revisions (Submit with completed Curriculum Proposals Form)
6. Distance or online delivery of previously authorized degree or certificate programs
7. Placement of program into moratorium (No Program Termination Checklist at this time – document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
8. Filing Notice of Intent to Terminate/Withdraw existing majors, minors, options, and certificates (No Program Termination Checklist at this time)
9. Terminate/withdraw existing majors, minors, options, and certificates (Submit with completed Program Termination Checklist and updated catalog copy)

Montana Board of Regents
LEVEL I REQUEST FORM

B. Level I with Level II documentation:

With Level II documentation circulated to all campus chief academic officers in advance, the Deputy Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Deputy Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Deputy Commissioner or designee will move the item to the Level II review process.

1. Options within an existing major or degree (*Submit with completed Curriculum Proposals Form*);

2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools with the exception of the Colleges of Technology where changes require Board action (*Submit with completed Curriculum Proposals Form*)

3. Consolidating existing programs and/or degrees (*Submit with completed Curriculum Proposals Form*)

C. Temporary Certificate or A.A.S. degree programs

Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and /or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Level I Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

D. Campus Certificates

Although certificate programs of 29 credits or fewer may be implemented by the individual campuses without approval by the board of regents, those certificates do need to be reported to the office of the commissioner of higher education and listed on the Montana University System's official degree and program inventory. These Level I proposals will be listed as information items at the next regular meeting of the board.

Specify Request:

The development and proposal of this 15 credit graduate-level Professional Practice of Architecture Certificate program is in response to long-running requests to the School of Architecture for on-going education programs. Requests for this type of education have been received from the School of Architecture's alumni, local and regional architects, and other working professionals in allied fields such as engineering and construction. The School of Architecture seeks to establish a Professional Practice of Architecture Certificate

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LEVEL I REQUEST FORM

offered by the School of Architecture as a hybrid program, online with a final face-to-face presentation, and self-sustaining budget through Extended University.

The intent of the certificate program is to provide a quality, graduate-level certificate program that will further promote and enhance the life-long learning of professionals servicing the architectural profession. This program will provide these professionals with the opportunity to obtain Graduate credit from Montana State University that is relevant to their chosen field and Continuing Education credit that is necessary to maintain licensure. In addition, successfully completed courses and achieved certificate will be listed on transcripts; thus providing students with evidence of completed coursework that may be applied to a graduate degree, such as PMSEM.

Montana Board of Regents
CURRICULUM PROPOSALS

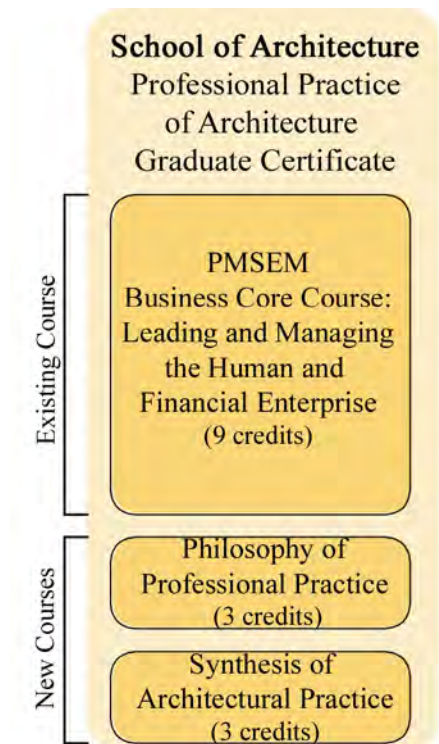
1. Overview

Professional Practice of Architecture Graduate Certificate

New graduate certificate program proposed by the School of Architecture in collaboration with the Professional Master of Science and Engineering Management (PMSEM) program.

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

The proposed 15 credit graduate-level certificate will primarily serve professionals working in management positions or positions of ever increasing responsibility within the field of architecture. The Professional Practice of Architecture Graduate Certificate will consist of the existing 9 credit PMSEM Business Core Course, and two new 3 credit courses that the School of Architecture will develop and teach. The existing 9 credit PMSEM Business Core Course: Leading and Managing the Human and Financial Enterprise focuses on leading people, leading the financial enterprise, and leading new product development. A new 3 credit Philosophy of Professional Practice course will present an overview of the craft of professional practice taking a holistic view of an organization, understanding the beneficial impact architects can have on the built environment, the type of work they do and might perform, methodologies they follow, business models they create, internal and external constraints, and their deliverables. A new 3 credit capstone course, Synthesis of Architectural Practice, will be based on solving real-world case studies involving complex challenges and introducing new business strategies requiring students to research, develop and present business models, financial models, business rules, and success factors.



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3. Need

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

The development and proposal of this 15 credit graduate-level Professional Practice of Architecture Certificate program is in response to long-running requests to the School of Architecture for on-going education programs. Requests for this type of education have been received from the School of Architecture's alumni, local and regional architects, and other working professionals in allied fields such as engineering and construction. The School of Architecture seeks to establish a Professional Practice of Architecture Certificate offered by the School of Architecture as a hybrid program, online with a final face-to-face presentation, and self-sustaining budget through Extended University.

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

The intent of the certificate program is to provide a quality, graduate-level certificate program that will further promote and enhance the life-long learning of professionals servicing the architectural profession. This program will provide these professionals with the opportunity to obtain Graduate credit from Montana State University that is relevant to their chosen field and Continuing Education credit that is necessary to maintain licensure. In addition, successfully completed courses and achieved certificate will be listed on transcripts; thus providing students with evidence of completed coursework that may be applied to a graduate degree, such as PMSEM.

The purpose of this program is to build the next generation of leaders in the professional practice of architecture. The certificate program is intended to develop transformational strategies that will enable an architect or architectural office to create and meet strategic goals responsive to the contemporary and emerging social, cultural, environmental, legal, and economic milieu.

Graduates of this program will have acquired the essentials of contemporary accounting and finance with an emphasis on specific strategies for architectural marketing, office management, human resources, contracts, the law, liability, and entrepreneurship, as well as an exploration of alternative models and philosophies of professional practice.

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

The anticipated demand for this program is 9-12 students during the first year and 12-15 students in subsequent years. The proposed certificate program offering directly aligns with the educational needs of the School of Architecture alumni and the architectural profession as evidenced in the responses received through Industry and Alumni surveys conducted during February 2011. In the Industry Survey over 60% of the respondents indicated that 1-5 employees in their organization would benefit from this certificate program. The School of Architecture Advisory Council has been involved in reviewing and providing feedback and supporting the program.

The target audience for the proposed professional certificate program is working professionals in the architecture industry who are striving for professional excellence in their respective field. The envisioned professional certificate program will serve Montanans primarily; however, by utilizing distance learning

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methodology, the program has the potential to serve the broader Pacific Northwest region (Washington, Oregon, Idaho, Wyoming, Colorado, Utah, North, and South Dakota). The School of Architecture alumni base alone includes more than 1,000 people.

See Survey Appendix for more information.

4. Institutional and System Fit

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

Discussions with Susan Dana, Interim Dean of the College of Business, the PMSEM Steering Committee, and PMSEM Instructors including: Dr. Laura Black, Dr. Scott Bryant, Mr. Craig Ehlert, Dr. Frank Kerins and Bruce Zignego led to the discovery that aspects of our original Professional Practice of Architecture program may be overlapping with the 9 credit PMSEM Business Core Course: Leading and Managing the Human and Financial Enterprise.

As a result of these discussions, the School of Architecture is proposing to create a certificate program utilizing the 9 credit PMSEM course as a component of the Professional Practice of Architecture Certificate program rather than creating a set of redundant courses. Cost effectiveness and greater shared enrollment numbers are inherent in this approach and will contribute to the success of both the proposed certificate program and the PMSEM program. This program has the support of Steven Juroszek, Interim Director of the School of Architecture, Joseph Fedock, Interim Dean of the College of Arts and Architecture, the School of Architecture Curriculum Committee, Susan Dana, Interim Dean of the College of Business, the PMSEM Steering Committee, and PMSEM Instructors.

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

No. However, if the program is successful, then it is the desire of the School of Architecture to expand our collaboration with the PMSEM team.

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

Both PMSEM and the proposed Professional Practice of Architecture Certificate are primarily targeted to serve professionals working in management positions or positions of ever increasing responsibility within their profession. What differentiates the Professional Practice in Architecture certificate from the PMSEM degree is the architectural focus of the two new courses, Philosophy of Professional Practice and Synthesis of Architectural Practice. The initial 9-credit course in PMSEM is an ideal foundation course for scientists, engineers and architects. But the subsequent courses of PMSEM focus on science and engineering professionals, while the Professional Practice of Architecture certificate will focus on architectural professionals and the architectural industry.

Montana Board of Regents
CURRICULUM PROPOSALS

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

The School of Architecture at Montana State University has been exploring potential 15 credit 'Certificate Programs' that will utilize the educational excellence of Montana State University to further serve its constituency.

The School of Architecture is committed to stewardship, visualization, and craft. The stewardship of communities implies identifying and implementing strategies that sustain and enhance those qualities that are valued from the past and desired for the future. Visualization is the skill to not only record the present but also imagine and express potential futures while craft skills are those necessary to create the policies and statutory documents necessary to implement a desired future.

A certificate program offers the School of Architecture the opportunity to fulfill these commitments in a manner that expands the School of Architecture's influence throughout the region by offering graduate students, professionals and qualified individuals the opportunity to take course work and receive university credit and recognition for completing studies that will contribute to the enhanced quality of the social, cultural, economic and physical characteristics of the communities in which they live and work. Knowledge gained by students will enable them to advance in their careers.

The intent of the professional certificate program is to expand the educational services offered to the School of Architecture's constituency and directly align the program offerings with the Montana Board of Regents Strategic Goals and the Montana State University Mission Statement:

Montana Board of Regents Strategic Goals

Goal 1: Access & Affordability

Increase the overall educational attainment of Montanans through increased participation, retention and completion rates in the Montana University System.

Goal 2: Workforce & Economic Development

Assist in the expansion and improvement of the state's economy through the development of high value jobs and the diversification of the economic base.

- Increase responsiveness to workforce development needs by expanding and developing programs in high demand fields in the state
- Increase degrees and certificates awarded in high demand occupational fields

Montana State University Mission Statement

- To provide a challenging and richly diverse learning environment in which the entire university community is fully engaged in supporting student success.

Montana Board of Regents
CURRICULUM PROPOSALS

- To provide an environment that promotes the exploration, discovery, and dissemination of new knowledge.
- To provide a collegial environment for faculty and students in which discovery and learning are closely integrated and highly valued.
- To serve the people and communities of Montana by sharing our expertise and collaborating with others to improve the lives and prosperity of Montanans.

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.

A review of NAAB Accredited Architecture Program Schools in the Pacific Northwest indicates that the proposed professional certificate program for this region is unique. Other certificate programs offered are on-site only and tend to serve the various institutions' existing student base. Also, the programs are not offered online so the program audiences are geographically restricted. Alternative professional continuing education opportunities online do not contribute to a graduate certificate or degree.

Similar programs within the Montana University System include the Professional Master of Science and Engineering Management (PMSEM) program, which the School of Architecture is currently collaborating with, and University of Montana's Master of Business Administration (MBA), which the School of Architecture has had initial discussions to collaborate with in the future.

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.

Students enrolling in the program are required to have an undergraduate degree in a relevant field. In addition, the student must meet the criteria set forth by the Graduate School. Any admission exceptions will require the approval of the instructor(s), the program coordinator, and the director/department head.

PMSEM Business Core Course: Leading and Managing the Human and Financial Enterprise (9 credits) This hybrid course will develop and enhance the student's business management skills as they relate to the technical enterprise. The course topics will be delivered in an integrated fashion using multiple instructors with expertise in several areas. The course will focus on the following three areas: leading people, leading the financial enterprise and leading new product development.

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CURRICULUM PROPOSALS

Philosophy of Professional Practice (3 credits) This online course presents an overview of the craft of professional practice, how it fits among associated professions and the opportunities for professional engagement relative to architecture's field of expertise. Key learning topics include: taking a holistic view of an organization, understanding the beneficial impact architects can have on the built environment, the type of work they do and might perform, methodologies they follow, business models they create, internal and external constraints, and their deliverables. Emphasis is given to the behavioral, legal, ethical, social, cultural, environmental, and economic milieu that affects professional practice.

Synthesis of Architectural Practice (3 credits) This primarily online course with a face-to-face presentation at the conclusion will be an independent course of study engaging a problem based scenario. The scenario is to be derived from the student's current architectural practice and intended to illustrate transformational strategies that will enable the architectural office to create and meet strategic goals responsive to the contemporary and emerging trends. This course will be the last of the series and will provide students the opportunity to directly apply the skills learned and produce a tangible product.

In this course students will research, develop, and present transformational proposals conceived to enable an organization to achieve its strategic goals. This course is based on solving real-world case studies involving complex challenges and introducing new business strategies. Participants will be required to create actual deliverables including business models, financial models, business rules, and success factors.

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

The certificate program will be taught fall through summer via a cohort model. The cohort of students will enroll in the existing 9 credit PMSEM course to be taught over a 20 week period in fall semester 2012. During summer semester 2012 instructors for the two new courses, Philosophy of Professional Practice and Synthesis of Architectural Practice will be identified. The new courses will be developed during fall semester 2012 and taught in spring/summer semesters 2013. The face-to-face component of the second course, Synthesis of Architectural Practice, will be take place during summer 2013.

The anticipated enrollment for the Professional Practice of Architecture certificate program is:

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Number of Enrollees	9-12	12-15	12-15

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.

A coordinator/lead faculty member will oversee the advising, coordination and implementation of this certificate program. This lead faculty member will be one of the current faculty from the MSU School of Architecture.

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The School of Architecture will hire instructors to develop and teach the two 3 credit online/hybrid courses drawing upon MSU faculty in the School of Architecture and/or College of Business, or qualified individuals from other institutions or the profession. The Director of the School of Architecture, in consultation with the School's Graduate Coordinator, will oversee the review and hiring of any non-MSU faculty for the development and instruction of these courses. Course delivery will be funded by program tuition.

Courses developed for the program must be in accord with Core Principles of Quality for Online Courses in the Montana University System. Faculty teaching online in these programs will be required to complete the Teaching Online Program.

The online courses will utilize the existing Desire2Learn software currently being used by MSU instructors. Extended University staff provides all technical support for use of this software. Additional library resources are not anticipated to be needed as existing online resources and student purchased textbooks will be utilized for the two new courses.

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.

One-time funding for course development and an allocated resource for program launch will be provided by MSU's Expanding Access to MSU through Online Programs initiative. This funding will cover the costs for faculty to develop the two new courses in the proposed certificate during Fall 2012. Additional funding from the MSU's Expanding Access to MSU through Online Programs will cover the costs for a lead faculty member during the startup phase in Fall 2012. Tuition for the program will be set at a market rate with the intent to cover all associated costs and expenses from tuition and fees. Tuition rates will also be aligned with the tuition rates for PMSEM to maintain consistency in costs throughout the duration of the certificate program. Tuition for courses that begin in Spring 2013 will cover the costs for faculty salaries for these courses and will cover the costs for the lead faculty coordinator and administrative assistant.

Programs for working professionals are frequently offered through an institutional self-support division due to the unique niche audience, delivery mode, third-party payment, and individualization of these types of programs. Similarly, the proposed program will be administered through Extended University, MSU-Bozeman, a self-support division. Budget projections show that the program will be self-sustaining and able to cover all expenses and overhead. Revenue beyond all expenses and overhead will be used to support and enhance the program.

To ensure the success of the proposed program, the School of Architecture will provide a coordinator/lead faculty member to be responsible for overseeing all facets of program development through implementation. A part-time administrative assistant position will provide assistance to the coordinator/lead faculty member including clerical, financial, and administrative support duties for the certificate program. They will provide assistance for students in the area of general advising, registration, and tracking/monitoring individual student progress. These costs will be covered by tuition revenue from the two 3 credit courses in the Professional Practice in Architecture certificate program.

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Resources for instructional support, program delivery, admissions, advising, marketing, and management are provided by Extended University.

7. Assessment

How will the success of the program be measured?

The School of Architecture will evaluate the integration of the PMSEM course with the Professional Practice of Architecture Certificate program to test the feasibility of this opportunity. The success measures will be based on enrollment numbers, completion rates, referral rates, faculty and staff engagement and program accessibility. Post graduate business success is also an important success measure of the program. An assessment of program graduates and employers will be conducted to measure post graduate business success, i.e. a promotion, increased responsibilities, increase in income, etc. The curricula and/or delivery may be adjusted based on the findings.

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 School of Architecture, PMSEM, and Extended University staff and faculty have collaborated to research and develop the proposed program. This program has the support of Steven Juroszek, Interim Director of the School of Architecture, Joseph Fedock, Interim Dean of the College of Arts and Architecture, the School of Architecture Curriculum Committee, Susan Dana, Interim Dean of the College of Business, the PMSEM Steering Committee, and PMSEM Instructors including: Dr. Laura Black, Dr. Scott Bryant, Mr. Craig Ehlert, Dr. Frank Kerins and Bruce Zignego.

The College of Arts and Architecture submitted the School of Architecture's response to Montana State University's Request for Ideas (RFI):FY 2012, on December 16, 2011. Funding for this RFI has been approved and a Memo of Understanding is being developed between the MSU School of Architecture and MSU Extended University to develop the new courses for this certificate program.

On March 26, 2012, this certificate proposal was presented to Graduate Council and received unanimous approval from Graduate Council. The review by Graduate Council led to additional clarifications in Section 3C and 5B to identify the projected enrollment for this certificate program. In addition, additional clarifications were made in section 6A to include the role of the coordinator/lead faculty member and the pool from which faculty for these courses will be selected.

On April 5, 2012, this certificate proposal was presented to the Academic Affairs Committee of Faculty Senate and received their approval. The review by Academic Affairs led to additional clarifications in Section 1, 2, 4C, 5B and 6A to expand on the program description and clarify questions regarding resources. John Neumeier, Chair, will be submitting a letter of recommendation to the Provost.

Following these approvals by Graduate Council and the Academic Affairs Committee of Faculty Senate, the intent is to obtain approval from the Deans' Council for submission to the Montana Board of Regents.

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During summer semester 2012, the School of Architecture will hire a coordinator/lead faculty member to coordinate with the School of Architecture Curriculum Committee, PMSEM, and Extended University as well as the School of Architecture Advisory Council and American Institute of Architects' professional continuing education branch. During summer semester 2012 instructors for the two additional courses, Philosophy of Professional Practice and Synthesis of Architectural Practice, will be identified. The courses will be developed during fall semester 2012 and taught in spring/summer semesters 2013.

May 24-25, 2012

ITEM 155-2901+R0512
Healthcare Office Professional Certificate

THAT

Montana State University-Great Falls COT wishes to notify the Board of its development of a 17-credit professional certificate in Healthcare Office Professional. This professional certificate was created to address the needs of local health care providers to train front-office professionals.

EXPLANATION

The Healthcare Office Professional Certificate prepares students with the skills necessary to enter the medical workforce in clinics, hospitals, and other health care facilities. Students gain skills in basic computer, medical terminology, professional and career responsibilities, interpersonal communication, records management, written communications, financial administration and managing the front office.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 155-2901-R0512 Meeting Date: May 24-25, 2012
Institution: MSU-Great Falls COT CIP Code: 51.0710
Program Title: Healthcare Office Professional Certificate

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner for Academic and Student Affairs, by no later than five weeks prior to the final posting date for the next scheduled meeting of the Board. The Deputy Commissioner will review the proposal and respond to the proposing campus with any questions or concerns within one week, allowing the proposing campus one week to respond before the Item is posted for the BOR scheduled meeting.

 A. Level I (place an X for all that apply):

Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges. For Level I actions on degree programs or certificates, the process must begin when the proposing campus posts its intent on the MUS academic planning web site.

- 1. Re-titling existing majors, minors, options and certificates**
- 2. Adding new minors or certificates where there is a major** (Submit with completed Curriculum Proposals Form)
- 3. Adding new minors or certificates where there is an option in a major** (Submit with completed Curriculum Proposals Form)
- 4. Departmental mergers and name changes**
- 5. Program revisions** (Submit with completed Curriculum Proposals Form)
- 6. Distance or online delivery of previously authorized degree or certificate programs**
- 7. Placement of program into moratorium** (No Program Termination Checklist at this time – document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 8. Filing Notice of Intent to Terminate/Withdraw existing majors, minors, options, and certificates** (No Program Termination Checklist at this time)
- 9. Terminate/withdraw existing majors, minors, options, and certificates** (Submit with completed Program Termination Checklist and updated catalog copy)

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 B. Level I with Level II documentation:

With Level II documentation circulated to all campus chief academic officers in advance, the Deputy Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Deputy Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Deputy Commissioner or designee will move the item to the Level II review process.

- 1. Options within an existing major or degree** (*Submit with completed Curriculum Proposals Form*);
- 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools with the exception of the Colleges of Technology where changes require Board action** (*Submit with completed Curriculum Proposals Form*)
- 3. Consolidating existing programs and/or degrees** (*Submit with completed Curriculum Proposals Form*)

 C. Temporary Certificate or A.A.S. degree programs

Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and /or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Level I Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

 X D. Campus Certificates

Although certificate programs of 29 credits or fewer may be implemented by the individual campuses without approval by the board of regents, those certificates do need to be reported to the office of the commissioner of higher education and listed on the Montana University System's official degree and program inventory. These Level I proposals will be listed as information items at the next regular meeting of the board.

Specify Request:

Montana State University-Great Falls COT submits this Level I Request as official notification to the Board of its development of a 17 credit professional certificate in Healthcare Office Professional. This professional certificate was created to address the needs of local healthcare providers to train front office personnel.

More specifically, Great Falls is undergoing a large influx of new medical doctors and practices as Benefis Health Systems expands. Additionally, Centene Corporation ("...a multi-line healthcare enterprise operating

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LEVEL I REQUEST FORM

primarily in two segments: Medicaid managed care and specialty services.”) is undergoing an expansion and is in need of basic training for office workers.

Both employers approached the College requesting a short certificate program (consisting of one semester) that will produce a front-office medical office worker. And, both contributed to its development.

Certificate Description: The Healthcare Office Professional Certificate prepares students with the skills necessary to enter the medical workforce in clinics, hospitals, and other health care facilities. Students gain skills in basic computer, medical terminology, professional and career responsibilities, interpersonal communication, records management, written communications, financial administration and managing the front office.

Students who complete the Healthcare Office Professional Certificate are prepared to:

- Perform administrative tasks including patient scheduling, filing, medical office accounting systems, medical records management, and telephone procedures.
- Respond to and initiate written and oral communication in a professional manner to patients, healthcare providers, allied health professionals, and medical facilities.
- Follow legal guidelines in maintaining documentation and patient records and understand and apply HIPPA guidelines in the medical office setting.
- Utilize computer software competently for various medical office functions.
- Demonstrate knowledge and use of medical terminology and how electronic medical records fit into health care.

Prerequisite Skills: Students wishing to enter the Healthcare Office Professional Certificate are strongly advised to be proficient in keyboarding and typing. All students in the Healthcare Office Professional Certificate will need to have CPR and first aid training before they receive the certificate.

Completion of the MSU-GF Health Sciences Orientation is required. A grade of C- or above must be achieved in all courses to complete the Healthcare Office Professional Certificate.

Healthcare Office Professional Certificate

COMM 135	Interpersonal Communication	3
AHMS 220	Medical Office Procedures	3
AHMS 144	Medical Terminology	3
AHMS 106	Healthcare Professional	2
AHMS 108	Health Data Content	3
CAPP 120	Intro to Computers	3
Total		17 credits