

LEVEL I MEMORANDUM

DATE: May 22-23, 2014

TO: Chief Academic Officers, Montana University System

FROM: Neil Moisey, Interim 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 6-7, 2014 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 **(April 30th)**. 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 Amber Dullum, Assistant to the Deputy Commissioners.

OCHE Approvals

Montana State University -Billings:

- Request to Re-title Major Master of Education in Online Instructional Technologies
[ITEM # 163-2701+R0514|Level I Request Form](#)

Great Falls College MSU:

- Request to Revise and Re-title Welding Technology Certificate of Applied Science
[ITEM #163-2905+R0514|Level I Request Form | Curriculum Proposal](#)
- Request to Re-title Sustainable Energy Technician Certificate of Applied Science
[ITEM #163-2907+R0514|Level I Request Form](#)
- Request to Re-title Developmental Education and Transfer Division
[ITEM #163-2908+R0514|Level I Request Form](#)
- Request to Modify Associate of Science Degree
[ITEM #163-2909+R0514|Level I Request Form | Curriculum Proposal](#)

University of Montana-Missoula:

- Request to Re-title Forest Operations Option in Forestry BS
[ITEM # 163-1002+R0514|Level I Request Form](#)
- Request to Re-title Ecological Restoration BS and Minor
[ITEM # 163-1003+R0514|Level I Request Form](#)
- Request Authorization for Online Media Arts [ITEM # 163-1004+R0514|Level I Request Form](#)
- Request Authorization for Online Social Media Management ,Administrative Management AAS
[ITEM # 163-1006+R0514|Level I Request Form | Curriculum Proposal](#)

LEVEL I MEMORANDUM

Terminations, Moratoriums, and Consolidations

Great Falls College MSU:

- Request to place Interior Design Associate of Applied Science into Moratorium
[ITEM # 163-2903+R0514](#) | [Level I Request Form](#)
- Request to place Radiological Technology Associate of Applied Science program into Moratorium
[ITEM # 163-2904+R0514](#) | [Level I Request Form](#)
- Notice of Intent to Terminate Collision and Refinishing Technology Certificate-Step 2
[ITEM # 163-2911+R0514](#) | [Level I Request Form](#) | [Termination checklist](#)
- Notice of Intent to Terminate Public Safety Communication Certificate-Step 2
[ITEM # 163-2912+R0514](#) | [Level I Request Form](#) | [Termination checklist](#)

Flathead Valley Community College:

- Request to place Building Trades CAS and AAS programs into Moratorium
[ITEM # 163-306+R0514](#) | [Level I Request Form](#)
- Notice of Intent to Terminate Gerontology Certificate
[ITEM # 163-310+R0514](#) | [Level I Request Form](#)
- ~~Notice~~ Notice of Intent to Terminate Customer Service Certificate
[ITEM # 163-302+R0514](#) | [Level I Request Form](#)
- Notice of Intent to Terminate Executive/Legal Administrative Certificate
[ITEM # 163-303+R0514](#) | [Level I Request Form](#)
- ~~Notice~~ Notice of Intent to Terminate Auto Body Technology Certificate
[ITEM # 163-304+R0514](#) | [Level I Request Form](#)
- ~~Notice~~ Notice of Intent to Terminate Cabinet and Furniture Technology Certificate of Applied Science
[ITEM # 163-305+R0514](#) | [Level I Request Form](#)

University of Montana-Missoula:

- Notice of Intent to Terminate BS Options - Parks, Tourism & Recreation Management
[ITEM # 163-1001+R0514](#) | [Level I Request Form](#)

Campus Approval of Certificates

Flathead Valley Community College:

- Request to Establish a Firearms Technologies Certificate Program
[ITEM # 163-307+R0514](#) | [Level I Request Form](#)
- Request Authorization for Online Tier I Electronics Technician Certificate
[ITEM # 163-308+R0514](#) | [Level I Request Form](#) | [Curriculum Proposal](#)
- Request Authorization for Online Tier I Machining Certificate
[ITEM # 163-309+R0514](#) | [Level I Request Form](#) | [Curriculum Proposal](#)
- Request Authorization for Online Tier I Industrial Maintenance Certificate
[ITEM # 163-311+R0514](#) | [Level I Request Form](#) | [Curriculum Proposal](#)
- Request Authorization to Establish a Business Innovation and Development Certificate
[ITEM # 163-301+R0514](#) | [Level I Request Form](#)
- Request Authorization to Establish a Welding and Fabrication Professional Certificate
[ITEM # 163-313+R0514](#) | [Level I Request Form](#)

Dawson Community College:

- Request to Establish a Certificate of Applied Science of Welding (Tier I)
[ITEM # 163-201+R0514](#) | [Level I Request Form](#) | [Curriculum Proposal](#)

LEVEL I MEMORANDUM

Great Falls College MSU:

- Request to Establish a Certificate of EMT/Pre-Paramedic Professional Certificate
[ITEM # 163-2901+R0514](#) | [Level I Request Form](#) | [Attachment # 1](#)
- Request to Establish a Certificate of Phlebotomy/Pre-Medical Assistant Professional Certificate
[ITEM # 163-2902+R0514](#) | [Level I Request Form](#) | [Attachment # 1](#)
- Request to Establish a Certificate of Welding and Fabrication Professional Certificate
[ITEM # 163-2906+R0514](#) | [Level I Request Form](#) | [Attachment # 1](#)

Helena College University of MT:

- Request to Establish a Certificate of Diesel Technology CAS (TAACCCT)
[ITEM #163-1903+R0514](#) | [Level I Request Form](#) | [Curriculum Proposal](#)
- Request to Establish a Certificate of Industrial Machine Technology CAS
[ITEM #163-1904+R0514](#) | [Level I Request Form](#) | [Curriculum Proposal](#)
- Request to Establish a Certificate of Welding Processes CAS
[ITEM #163-1905+R0514](#) | [Level I Request Form](#) | [Curriculum Proposal](#)

May 22-23, 2014

ITEM 163-201+R0514

Request to Establish a Certificate of Applied Science (Tier I) for Welding

THAT

Dawson Community College will implement a 16-credit (SWAMMEI Tier I) Basic Welding Technology Certificate program, the first semester of which will begin Fall, 2014. The Certificate replicates the existing first semester of the existing CAS program.

EXPLANATION

As part of the SWAMMEI project, the Tier I certificate is a stackable credential that fulfills outcome requirements of the grant project by creating quicker pathways back into the workforce than the traditional AAS program. The program also aligns with the existing CAS program.

ATTACHMENTS

Level I request with Level II documentation
Curriculum Proposal

Montana Board of Regents
CURRICULUM PROPOSALS

1. **Overview:** The purpose of this proposal is to create a one semester certificate in Basic Welding Technology. This certificate will be equivalent to the Tier I format adopted by welding instructors under the TAACCT/SWAMMEI grant. Since there is an existing one year Certificate in Applied Science in Welding Technology, this was accomplished by slight adjustment and one course addition.

2. **Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.** Within the AAS in Welding Technology, there will now be a Certificate in Basic Welding Technology (16 hours), a Certificate in Applied Science-Welding Technology (30 hours) and an AAS in Welding Technology (60 hours). The initial certificate is a new credential. Upon award the student will be eligible for a NCCER certificate.

3. Need

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

An accelerated program into the workforce. In this case a one semester curriculum.

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

To fill employer and student needs, the one semester credential and the external certificate will expedite workforce entry. Students will enter the workforce with basic, but recognized necessary skills.

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

There is a state demand for this type worker. Part of the initial grant was to determine need. The need in Eastern MT is apparent and projected students per year is 92.

4. Institutional and System Fit

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

The new certificate is a component of the existing AAS program.

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

One course addition and ensuring the most basic and necessary skills appear in the initial semester.

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

Length of curriculum and sequencing.

Montana Board of Regents
CURRICULUM PROPOSALS

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

To meet the needs of the workforce in this area through an accelerated program-earlier entry of qualified students into the workforce.

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.

Institutions that are awardees of the TAACCCT grant have the opportunity to adopt the Tier I model for quicker worker development.

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.

Certificate in Basic Welding Technology

WLDG	105	Shop Safety	2
WLDG	110	Welding Theory I	2
WLDG	112	Cutting Processes	2
WLDG	235	Oxy-Acetylene Welding	2
WLDG	150	Layout Techniques	2
WLDG	180	Shielded Metal Arc Welding	4
WLDG	186	Welding Quality Test Preparation	2
Total Credit Hours			16

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

15 during Fall 2014. These students will move into semester 2 and new students will begin semester 1 in Spring. This rotation will depend on numbers of enrollees.

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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

- 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.**

Lab assistants will be needed to coordinate lab time, materials and other physical resources. Possible use of existing grant funds and college general operational budgets.

7. Assessment

How will the success of the program be measured?

Credential awards, job placement after award, NCCER certificates awarded. Assessment of student learning outcomes.

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.

Montana Consortium (TAACCCT) welding instructors developed the curriculum. Welding instructors at DCC was involved in the curriculum development process at the consortium level. Approved at VP level at DCC. Reviewed by Workforce Navigator.

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-200+R0514 Meeting Date: May22-23, 2014
Institution: Dawson Community College CIP Code: 48.058
Program Title: AAS Welding Technology

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner 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.

 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:

Currently, Dawson Community College offers a one-year Certificate of Applied Science in Welding and an AAS in Welding Technology. The CAS is comprised of 30 SCH in Welding, Communications, Writing and Introduction to Business. The proposed certificate will be 16 SCH and will meet the criteria for NCCER Certification, as a part of the SWAMMEI grant. The new certificate will utilize existing courses from the CAS criteria. The proposed credential will be a Certificate in Basic Welding Technology. A student, attending full time, would be able to complete the curriculum in one semester. Upon award of a

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LEVEL I REQUEST FORM

Certificate in Basic Welding Technology, the student would be eligible for NCCER certification.

As a defined deliverable, Welding was identified as an area in which stackable credentials was a real and pragmatic strategy for accelerated workforce entry. When welder instructors/coordinators from across the state met, it became apparent that first year courses were very similar. With minor adjustment, DCC was able to construct a one semester certificate in Basic Welding Technology that would meet the goals of the student and the employer.

Certificate in Basic Welding Technology

WLDG	105	Shop Safety	2
WLDG	110	Welding Theory I	2
WLDG	112	Cutting Processes	2
WLDG	235	Oxy-Acetylene Welding	2
WLDG	150	Layout Techniques	2
WLDG	180	Shielded Metal Arc Welding	4
WLDG	186	Welding Quality Test Preparation	2
		Total Credit Hours	16

May 22-23, 2014

ITEM 163-307+R0514
Request to Establish a Firearms Technologies Certificate

THAT

Flathead Valley Community College proposes to implement a 27-credit Certificate program in Firearms Technologies.

EXPLANATION

The Firearms Technologies Certificate program complements the machining track in the AMAMII and SWAMMEI grant funded manufacturing program. Local employment in the firearms manufacturing industry has increased significantly over the last few years.

ATTACHMENTS

Level I Request with Level II documentation

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-307+R0514

Meeting Date: May 22-23, 2014

Institution: Flathead Valley Community College

CIP Code: 47.0402

Program Title: Firearms Technologies Certificate

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

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- 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

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- 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 proposes to implement a 27 credit Certificate program in Firearms Technologies. The proposed program has met all internal requirements. The curriculum is shown below.

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LEVEL I REQUEST FORM

Firearms Technologies Certificate

Term 1				
<u>Course</u>	<u>#</u>	<u>Title</u>	<u>Credits</u>	
—	FT	100	Introduction to Firearms	1
—	FT	111	Firearms Theory I	3
—	FT	120	Bench Metal Techniques	3
—	FT	131	Firearms Repair I	3
—	MCH	121	Mill and Lathe Systems	<u>4</u>
First Term Total			14	

Term 2				
<u>Course</u>	<u>#</u>	<u>Title</u>	<u>Credits</u>	
—	FT	112	Firearms Theory II	3
—	FT	125	Machine Tools for the Gunsmith	4
—	FT	140	Precision Rifle Building	3
—	FT	132	Firearms Repair II	<u>3</u>
Second Term Total			13	
Total Credits			27	

May 22-23, 2014

ITEM 163-308+R0514

Request Authorization for Online Tier I Electronics Technician Certificate

THAT

Flathead Valley Community College will implement online delivery of a 16-credit Tier I Electronics Technician Certificate beginning Fall 2014.

EXPLANATION

The Tier I Electronics Technician Certificate is a stackable credential that leads either to placement in the workforce or continuation to a Certificate of Applied Science or Associate of Applied Science degree in Electronics Technology.

ATTACHMENTS

Level I Request
Curriculum Proposal

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-308+R0514

Meeting Date: May 22-23, 2014

Institution: Flathead Valley Community College

CIP Code: 47.0105

Program Title: Tier I Electronics Technician Certificate

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 5. Program revisions (Submit with completed Curriculum Proposals Form)

X 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)

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LEVEL I REQUEST FORM

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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 is implementing online delivery of a 16 credit Tier I Electronics Technician Certificate in Fall, 2014. This is a stackable credential that leads either to placement in the workforce or continuation to a Certificate of Applied Science or Associate of Applied Science degree in Electronics Technology. The original Certificate was developed in connection with the AMAMII grant, while the online delivery and possible inclusion of an Industry Recognized Credential is being developed in connection with the SWAMMEI grant. Certificate outcomes and other details are attached.

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Upon successful completion of the Tier I Electronics Technician Certificate, graduates are prepared to:

- Read and interpret basic circuit diagrams and schematics
- Identify and use in basic electrical circuits components such as transistors, resistors, capacitors, inductors, and diodes
- Use ohmmeters, ammeters, voltmeters, multi-meters, signal generators, and oscilloscopes to make measurements of electrical quantities in a laboratory setting
- Design basic circuits and experiments to test theoretical predictions by experiment
- Demonstrate a working knowledge of accepted electrical laboratory procedures, methods, and safety practices
- Understand and use Ohm's Law in practical situations
- Demonstrate the use of test equipment to troubleshoot
- Describe the features associated with static electricity
- Understand alternating and direct current and how they are produced
- Demonstrate an advanced understanding of Ohm's and Kirchoff's Laws
- Understand magnetic induction, capacitive and inductive reactance and resistance, and their relevance in series and parallel circuits
- Use basic trigonometry and vector algebra in the solution of electrical problems
- Utilize and apply algebraic skills, geometric principles and theorems, and right and oblique trigonometric relationships to solve industrial and technical applications in academic and workplace situations
- Organize and develop a logical written representation of one's thoughts; craft and execute a variety of professional quality correspondence, including a resume
- Recognize a situation that requires first aid and/or CPR, and then use the appropriate skills for that situation

Tier I Electronics Technician Certificate

	<u>Course</u>	<u>No.</u>	<u>Title</u>	<u>Credits</u>
ECP	104		Workplace Safety	1
EELE	101		Intro. to Electrical Fundamentals	2
ELCT	100		Intro. to Electricity	3
ELCT	110		Basic Electricity I	5
ELCT	137		Electrical Drafting	2
M	114*		Extended Technical Mathematics	3
	Semester Total			16

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Estimated Resident Program Cost

Tuition and Fees \$ 133.20/credit

Program Fees

 Lab Fees Varies

 Online Fees \$ 30.00/credit

 IRC Fees \$ 60.00

Montana Board of Regents CURRICULUM PROPOSALS

1. Overview

SWAMMEI is a \$25 million dollar grant project funded by the US Department of Labor that helps 13 Montana Colleges augment and enhance occupational training in 8 distinct occupational areas. The grant specifies that colleges will adopt “stacked credentials” to serve students in these specific occupational training programs. Stacked credential programs are comprised of industry-driven tiers of training (typically aligning with a semester’s worth of training). Each tier is designed to be commensurate with developing a complete set of skills, considered to add value to potential employees by employers. When possible, tiers have also been aligned with completion of industry-recognized credentials such as ETA in the case of electronics. Students completing tiers can choose to enter the workforce upon completion of a tier or continue their education by continuing into additional training tiers. After completion of each tier students will earn a professional certificate from participating colleges and will have had the opportunity to earn industry-recognized credentials as well. The overall intent is to enhance labor market payoffs for students by reducing the amount of time in training and increasing documentation of student’s competencies prior to completion of a two-year degree.

Colleges engaged in SWAMMEI have agreed to identify common learning outcomes that students will gain in order to complete each tier. Upon completion of articulation agreements, students will gain an opportunity to seamlessly transfer between consortium member colleges into subsequent training tiers.

Adoption of the stacked credential model is possible with small tweaks to the existing CAS and AAS curricula – in essence, providing more off-ramps and on-ramps into these programs. Some courses are also being converted into online formats to allow students in remote areas of the state to participate.

The SWAMMEI Tier I Electronics program serves as entry-level training for students pursuing an occupation as electronics technicians. Flathead Valley Community College serves as the lead institution for SWAMMEI’s manufacturing-related strategies. The strategy also includes the following 2-year colleges within the MUS: Bitterroot College, City College, Gallatin College, Helena College, and MSU- Northern (as an Assessment Center). Little Big Horn College is also participating in this strategy through the grant.

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

Colleges participating in SWAMMEI Tier I Electronics have agreed to teach to a common set of learning outcomes. These learning outcomes are well aligned with entry-level aspects of the ETA industry-recognized-credentials, providing students an opportunity to earn credentials as part of their course of study. Students who complete a SWAMMEI Tier I Electronics program will be awarded a Certificate.

3. Need

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

The SWAMMEI grant is aimed at enhancing labor market payoffs for students by reducing the amount of time they spend in training in order to become qualified for jobs in industry. Flathead Valley Community College is responding by creating additional off-ramps and on-ramps into the existing electronics program by adopting a stacked credential model. The stacked credential model provides students a certificate/professional certificate upon successful completion of each Tier of training

Montana Board of Regents
CURRICULUM PROPOSALS

which prepares them for entry-level work that requires some post-secondary training.

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

All SWAMMEI partners have worked closely (and will continue to work closely) with business partners to ensure that training programs align with workforce demands. This outreach should enhance the fit of our students with local businesses. Students gain from efficient programs that employers have participated in creating and supporting. Students also gain the benefit of additional options for continuing their education or going straight into employment.

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

Overall, it is anticipated that 116 students are likely to be engaged in Tier I training prior to fall semester of 2016. These numbers were derived during development of the SWAMMEI project with each college providing best-guess estimates based upon historical enrollment data. FVCC anticipates serving 8 students per year based upon historical demand in our program.

4. Institutional and System Fit

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

The SWAMMEI stacked credential approach essentially breaks our existing CAS/AAS program down into 2-4 certificate components. By completing multiple tiers a student will be completing very similar curricular work and expectations as in existing programs.

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

No. It provides students additional opportunities but does not change or limit existing opportunities.

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

This program creates a shorter term training program that prepares students for entry-level jobs in the industry (i.e. electronics technician). Existing programs train students for higher paying wages in that same industry but with no current off ramp prior to completion of the degree program.

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

This program is well aligned with the workforce demand of local employers. This alignment should help increase completion and placement rates of program completers. One of FVCC's core themes is workforce preparation. This program is directly relevant to workforce preparation.

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.

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The SWAMMEI program intentionally creates parallel programs at participating institutions, based around a set of mutually-agreed-upon learning outcomes for each tier. This will allow seamless student transfer between colleges in this tiered system. Articulation agreements are still being developed within the grant’s short implementation timeline, but there is a common understanding among consortium members about the benefit for students of articulation between tiers.

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.**

Tier I Electronics Technician Certificate

	<u>Course</u>	<u>No.</u>	<u>Title</u>	<u>Credits</u>
ECP	104		Workplace Safety	1
EELE	101		Intro. to Electrical Fundamen’s	2
ELCT	100		Intro. to Electricity	3
ELCT	110		Basic Electricity I	5
ELCT	137		Electrical Drafting	2
M	114*		Extended Technical Mathematics	3
Semester Total				16

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

With approval from the Board of Regents, and pursuant to USDOL grant guidelines, implementation of the SWAMMEI Tier I Electronics program will begin Fall Semester of 2014. Subsequent tiers of the SWAMMEI program will be brought to the Board of Regents in time to allow students to continue seamlessly into subsequent tiers. Overall it is estimated that at least 116 students in the MUS will enter electronics training associated with the SWAMMEI project prior to Fall of 2016. FVCC anticipates serving 10 students per year based upon historical demand in our programs.

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.**

Montana Board of Regents
CURRICULUM PROPOSALS

In most cases, SWAMMEI Tiers create an additional training option for students within current programs, and therefore additional faculty resources are not required. In circumstances where SWAMMEI has catalyzed creation of new programs or where significant additional time and energy was anticipated by colleges, funds were included in the approved SWAMMEI budget for new (initially) grant-funded positions. To agree to common learning outcomes related to the SWAMMEI tiers, faculty have been asked to contribute time and travel (in some cases) to face-to-face meetings with other faculty. Travel has been reimbursed, to this point, through SWAMMEI grant funds.

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.

Integration of industry recognized credentials into programs typically requires an institution and/or faculty to become accredited by the national association governing the credentials, in this case ETA credentials. It will not cost colleges or interested faculty to become certification administrators for ETA. Student costs are \$60.00. These costs may be covered either by integrating fees into programs fees, upon BoR approval to do so, or will accrue to the student independent of course fees.

7. Assessment

How will the success of the program be measured?

As part of the SWAMMEI project, grant staff will track the following outcome measures for each program:

Annual graduation rate for all students by program; employment rate of program completers by program; employment retention rate of completers, one year following program completion, by program; average earnings of completers, one to three years following program completion, by program; transfer rate for program that have facilitating transfers as a substantial part of their mission; total number of participants employed at enrollment who receive a wage increase post-enrollment; total number of participants retained in employment after grant-funded program of study completion; total number of participants employed after grant-funded program of study completion; total number of participants enrolled in further education after grant-funded program of study completion; total number of participants earning credential; total number of participants completing credit hours; total number of participants still retained in their program of study or another TAACCCT-funded program; total number of participants who have completed a TAACCCT funded program, and; total unique participants served

Success for grant purposes will be based upon the number of students enrolling in, completing, obtaining employment and retained in employment as per the outcome estimates included in our approved grant application.

For purposes of long-term success, the newer certificate program data will be compared to previous CAS/AAS completion-rate, placement-rate, wage-rate, employment-retention to assess if the new mechanism is leading to improved labor market outcomes for students.

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.

Montana Board of Regents
CURRICULUM PROPOSALS

During development of the SWAMMEI grant, significant work was done to engage local businesses across the state in conversations about their workforce needs and specific training that would help meet those workforce needs. Their input helped the state-wide SWAMMEI partners identify target occupations and training programs to include in the project. During development of the project, in the time available, the project's steering committee engaged faculty and administrators to identify college needs in order to deliver targeted training programs. College CEOs/Deans/Presidents were frequently involved in the project's direction.

After the grant's award as announced by USDOL, faculty at participating colleges from around the state met to discuss common learning outcomes. Outreach to business partners and other related businesses has continued with an intention to increase that engagement radically in the coming months through grant-funded workforce navigators that will conduct more specific outreach.

These navigators also work very intimately with Montana Department of Labor One-Stop Centers in their local community. The navigators help identify and recruit individuals that would be well-served by grant-funded programs.

The USDOL grant mandates that grant-funded programs begin by fall of 2014. This timeline dictates a very aggressive approval process that frankly falls out of sync with typical MUS approval processes. In order to meet the \$25 million USDOL grant timeline, Flathead Valley Community College is submitting its Level I request with Level II documentation request to the Board of Regents by April 18th to allow Regents to consider the requests during their May meeting. Subsequent to Board of Regents approval, approval requests will be forwarded to Northwest Commission on Colleges and Universities (NWCCU). NWCCU has been apprised of the grant, the potential influx of program approval requests and has expressed that they are prepared to assess these requests quickly with an expectation to respond by late July or August 2014. New certificate programs will then be forwarded to US Department of Education to consider each program's eligibility for financial aid status. It is expected that USDOE will have responded by mid-fall.

May 22-23, 2014

ITEM 163-309+R0514
Request Authorization for Online Tier I Machining Certificate

THAT

Flathead Valley Community College will implement online delivery of a 17-credit Tier I Machining Certificate beginning Fall 2014.

EXPLANATION

The Tier I Machining Certificate is a stackable credential that leads either to placement in the workforce or continuation to a Certificate of Applied Science or Associate of Applied Science degree in Industrial Machine Technology.

ATTACHMENTS

Level I Request
Curriculum Proposal

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-309+R0514

Meeting Date: May 22-23, 2014

Institution: Flathead Valley Community College

CIP Code: 48.0510

Program Title: Tier I Machining 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)

X 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.

 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 is implementing online delivery of a 17 credit Tier I Machining Certificate in Fall, 2014. This is a stackable credential that leads either to placement in the workforce or continuation to a Certificate of Applied Science or Associate of Applied Science degree in Industrial Machine Technology. The original Certificate was developed in connection with the AMAMII grant, while the online delivery and possible inclusion of an Industry Recognized Credential is being developed in connection with the SWAMMEI grant. Certificate outcomes and other details are attached.

Montana Board of Regents
LEVEL I REQUEST FORM

Upon successful completion of the Tier I Machining Certificate, graduates are prepared to:

- Use tools and equipment to form and shape various materials in a manufacturing laboratory environment
- Discuss processes necessary to cast and mold materials in a manufacturing laboratory environment
- Use tools and equipment to machine various materials
- Safely operate basic machinery and equipment
- Read and understand the various symbols and features of a blueprint
- Distinguish between various views represented on typical manufacturing blueprints
- Locate materials list and identify the material call-outs on lists of materials
- Read and interpret information on various manufacturing blueprint drawings
- Identify features contained on a blueprint in relation to actual work piece and identify features of the design part in relation to machining production methods
- Identify and apply quality control procedures to ensure product integrity
- Accurately measure and record dimensions with micrometers and calipers
- Define quality and the precision measurements associated with a machined part
- Demonstrate quality assurance and quality management techniques
- Accurately measure and identify various types of threads
- Perform job set-up
- Perform manual operations
- Organize and develop a logical written representation of one's thoughts; craft and execute a variety of professional quality correspondence, including a resume
- Utilize and apply mathematical operations, measurement, introductory geometric principles, and applied algebra into technical applications in academic and workplace situations
- Recognize a situation that requires first aid and/or CPR, and then use the appropriate skills for that situation

Estimated Resident Program Cost

Tuition and Fees \$ 133.20/credit

Application Fee \$ 15.00

Program Fees

Lab fees Varies

Online fees \$ 30.00/credit

IRC fees Varies, if chosen

Montana Board of Regents
LEVEL I REQUEST FORM

Tier I Machining Certificate

<u>Course</u>	<u>No.</u>	<u>Title</u>	<u>Credits</u>
CAPP	106*	Short Courses: Computer App's	1
ECP	104	Workplace Safety	1
M	111*	Technical Mathematics	3
MCH	101	Intro. to Manufact'g Processes	1
MCH	120	Blueprint Read'g & Interpretation for Machining	3
MCH	129	Machine Quality Control and Precision Measurements	3
MFGT	115	Machine Shop Fundamentals	2
COMX	115C	Intro. to Interpersonal Comm.	
or			
BMGT	205C	Professional Business Communication ¹	3
Semester Total			17

¹This course may be substituted with WRIT 122, Introduction to Business Writing, offered at other colleges within the Montana University System.

Montana Board of Regents CURRICULUM PROPOSALS

1. Overview

SWAMMEI is a \$25 million dollar grant project funded by the US Department of Labor that helps 13 Montana Colleges augment and enhance occupational training in 8 distinct occupational areas. The grant specifies that colleges will adopt “stacked credentials” to serve students in these specific occupational training programs. Stacked credential programs are comprised of industry-driven tiers of training (typically aligning with a semester’s worth of training). Each tier is designed to be commensurate with developing a complete set of skills, considered to add value to potential employees by employers. When possible, tiers have also been aligned with completion of industry-recognized credentials such as NIMS in the case of machining. Students who complete tiers can choose to enter the workforce upon completion of a tier or continue their education by continuing into additional training tiers. After completion of each tier students will earn a professional certificate from participating colleges and will have had the opportunity to earn industry-recognized credentials as well. The overall intent is to enhance labor market payoffs for students by reducing the amount of time in training and increasing documentation of students’ competencies prior to completion of a two-year degree.

Colleges engaged in SWAMMEI have agreed to identify common learning outcomes that students will gain in order to complete each tier. Upon completion of articulation agreements, students will gain an opportunity to seamlessly transfer between consortium member colleges into subsequent training tiers.

In some cases, adoption of the stacked credential model is possible with small tweaks to existing CAS and AAS curricula – in essence, providing more off-ramps and on-ramps into these programs. Some courses are also being converted into online formats to allow students in remote areas of the state to participate.

The SWAMMEI Tier I Machining program serves as entry-level training for students pursuing an occupation as machine operators/machinists. Flathead Valley Community College serves as the lead institution for SWAMMEI’s manufacturing-related strategies. The strategy also includes the following 2-year colleges within the MUS: Bitterroot College, City College, Gallatin College, Helena College, and MSU- Northern (as an Assessment Center). Little Big Horn College is also participating in this strategy through the grant.

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

Colleges participating in SWAMMEI Tier I Machining have agreed to teach to a common set of learning outcomes. These learning outcomes are well aligned with entry-level aspects of the NIMS industry-recognized-credentials, providing students an opportunity to earn credentials as part of their course of study. Students who complete a SWAMMEI Tier I Machining program will be awarded a Certificate.

3. Need

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

The SWAMMEI grant is aimed at enhancing labor market payoffs for students by reducing the amount of time they spend in training in order to become qualified for jobs in industry. Flathead Valley Community College is responding by creating additional off-ramps and on-ramps into the existing machining program by adopting a stacked credential model. The stacked credential model provides students a certificate/professional certificate upon successful completion of each Tier of training

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CURRICULUM PROPOSALS

which prepares them for entry-level work that requires some post-secondary training.

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

All SWAMMEI partners have worked closely (and will continue to work closely) with business partners to ensure that training programs align with workforce demands. This outreach should enhance the fit of our students with local businesses. Students gain from efficient programs that employers have participated in creating and supporting. Students also gain the benefit of additional options for continuing their education or going straight into employment.

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

Overall, it is anticipated that 226 students are likely to be engaged in Tier I training prior to fall semester of 2016 (116 at MUS college campuses). These numbers were derived during development of the SWAMMEI project with each college providing best-guess estimates based upon historical enrollment data. FVCC anticipates serving 20 students per year based upon historical demand in our program.

4. Institutional and System Fit

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

The SWAMMEI stacked credential approach essentially breaks our existing CAS/AAS program down into 2-4 certificate components. By completing multiple tiers a student will be completing very similar curricular work and expectations as in existing programs.

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

No. It provides students additional opportunities but does not change or limit existing opportunities.

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

This program creates a shorter term training program that prepares students for entry-level jobs in the industry (i.e. machine operator). Existing programs train students for higher paying wages in that same industry but with no current off ramp prior to completion of the degree program.

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

This program is well aligned with the workforce demand of local employers. This alignment should help increase completion and placement rates of program completers. One of FVCC's core themes is workforce preparation. This program is directly relevant to workforce preparation.

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

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part of the documentation.

The SWAMMEI program intentionally creates parallel programs at participating institutions, based around a set of mutually-agreed-upon learning outcomes for each tier. This will allow seamless student transfer between colleges in this tiered system. Articulation agreements are still being developed within the grant's short implementation timeline, but there is a common understanding among consortium members about the benefit for students of articulation between tiers.

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.

Tier I Machining Certificate

<u>Course</u>	<u>No.</u>	<u>Title</u>	<u>Credits</u>
CAPP	106*	Short Courses: Computer App's	1
ECP	104	Workplace Safety	1
M	111*	Technical Mathematics	3
MCH	101	Intro. to Manufact'g Processes	1
MCH	120	Blueprint Read'g & Interpretation for Machining	3
MCH	129	Machine Quality Control and Precision Measurements	3
MFGT	115	Machine Shop Fundamentals	2
COMX	115C	Intro. to Interpersonal Comm.	
or			
BMGT	205C	Professional Business Communication ¹	3
Semester Total			17

¹This course may be substituted with WRIT 122, Introduction to Business Writing, offered at other colleges within the Montana University System.

Montana Board of Regents
CURRICULUM PROPOSALS

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

With approval from the Board of Regents, and pursuant to USDOL grant guidelines, implementation of the SWAMMEI Tier I Machining program will begin Fall Semester of 2014. Subsequent tiers of the SWAMMEI program will be brought to the Board of Regents in time to allow students to continue seamlessly into subsequent tiers. Overall it is estimated that at least 116 students in the MUS will enter machining training associated with the SWAMMEI project prior to Fall of 2016. FVCC anticipates serving 20 students per year based upon historical demand in our programs.

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.

In most cases, SWAMMEI Tiers create an additional training option for students within current programs, and therefore additional faculty resources are not required. In circumstances where SWAMMEI has catalyzed creation of new programs or where significant additional time and energy was anticipated by colleges, funds were included in the approved SWAMMEI budget for new (initially) grant-funded positions. To agree to common learning outcomes related to the SWAMMEI tiers, faculty have been asked to contribute time and travel (in some cases) to face-to-face meetings with other faculty. Travel has been reimbursed, to this point, through SWAMMEI grant funds.

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.

Integration of industry recognized credentials into programs typically requires an institution and/or faculty to become accredited by the national association governing the credentials, in this case NIMS credentials. It will cost approximately \$3,000 to certify all interested faculty from SWAMMEI participating colleges. In addition, there are costs associated with students becoming registered and credentialed with NIMS. These costs may be covered either by integrating fees into programs fees, upon BoR approval to do so, or will accrue to the student independent of course fees.

7. Assessment

How will the success of the program be measured?

As part of the SWAMMEI project, grant staff will track the following outcome measures for each program:

Annual graduation rate for all students by program; employment rate of program completers by program; employment retention rate of completers, one year following program completion, by program; average earnings of completers, one to three years following program completion, by program; transfer rate for program that have facilitating transfers as a substantial part of their mission; total number of participants employed at enrollment who receive a wage increase post-enrollment; total number of participants retained in employment after grant-funded program of study completion; total number of participants employed after grant-funded program of study completion; total number of participants enrolled in further education after grant-funded program of study completion; total number of participants earning

Montana Board of Regents
CURRICULUM PROPOSALS

credential; total number of participants completing credit hours; total number of participants still retained in their program of study or another TAACCCT-funded program; total number of participants who have completed a TAACCCT funded program, and; total unique participants served

Success for grant purposes will be based upon the number of students enrolling in, completing, obtaining employment and retained in employment as per the outcome estimates included in our approved grant application.

For purposes of long-term success, the newer certificate program data will be compared to previous CAS/AAS completion-rate, placement-rate, wage-rate, employment-retention to assess if the new mechanism is leading to improved labor market outcomes for students.

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.

During development of the SWAMMEI grant, significant work was done to engage local businesses across the state in conversations about their workforce needs and specific training that would help meet those workforce needs. Their input helped the state-wide SWAMMEI partners identify target occupations and training programs to include in the project. During development of the project, in the time available, the project's steering committee engaged faculty and administrators to identify college needs in order to deliver targeted training programs. College CEOs/Deans/Presidents were frequently involved in the project's direction.

After the grant's award as announced by USDOL, faculty at participating colleges from around the state met to discuss common learning outcomes. Outreach to business partners and other related businesses has continued with an intention to increase that engagement radically in the coming months through grant-funded workforce navigators that will conduct more specific outreach.

These navigators also work very intimately with Montana Department of Labor One-Stop Centers in their local community. The navigators help identify and recruit individuals that would be well-served by grant-funded programs.

The USDOL grant mandates that grant-funded programs begin by fall of 2014. This timeline dictates a very aggressive approval process that frankly falls out of sync with typical MUS approval processes. In order to meet the \$25 million USDOL grant timeline, Flathead Valley Community College is submitting its Level I request with Level II documentation request to the Board of Regents by April 18th to allow Regents to consider the requests during their May meeting. Subsequent to Board of Regents approval, approval requests will be forwarded to Northwest Commission on Colleges and Universities (NWCCU). NWCCU has been apprised of the grant, the potential influx of program approval requests and has expressed that they are prepared to assess these requests quickly with an expectation to respond by late July or August 2014. New certificate programs will then be forwarded to US Department of Education to consider each program's eligibility for financial aid status. It is expected that USDOE will have responded by mid-fall.

May 22 – 23, 2014

ITEM 163-310+R0514
Request to Terminate Gerontology Certificate

THAT

Flathead Valley Community College notifies the Board of Regents of its intention to terminate a certificate in Gerontology.

EXPLANATION

This certificate has had minimal student interest and.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-310+R0514

Meeting Date: May 22-23, 2014

Institution: FVCC

CIP Code: 30.1101

Program Title: Gerontology 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)

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:

Flathead Valley Community College requests to terminate a certificate program in Gerontology due to minimal student interest.

May 22-23, 2014

ITEM 163-311+R0514

Request Authorization for Online Tier I Industrial Maintenance Certificate

THAT

Flathead Valley Community College will implement online delivery of a 17-credit Tier I Industrial Maintenance Certificate beginning Fall 2014.

EXPLANATION

The Tier I Industrial Maintenance Certificate is a stackable credential that leads either to placement in the workforce or continuation to a Certificate of Applied Science degree.

ATTACHMENTS

Level I Request
Curriculum Proposal

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-311+R0514

Meeting Date: May 22-23, 2014

Institution: Flathead Valley Community College

CIP Code: 47.0303

Program Title: Tier I Industrial Maintenance 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)

X 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*)
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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 is implementing online delivery of a 17 credit Tier I Industrial Maintenance Certificate in Fall, 2014. This is a stackable credential that leads either to placement in the workforce or continuation to a Certificate of Applied Science degree. The original Certificate was developed in connection with the AMAMII grant, while the online delivery and possible inclusion of an Industry Recognized Credential is being developed in connection with the SWAMMEI grant. Certificate outcomes and other details are attached.

Montana Board of Regents
LEVEL I REQUEST FORM

Upon successful completion of the Tier I Industrial Maintenance Certificate, graduates are prepared to:

- Understand and use Ohm's Law in practical situations
- Demonstrate the use of test equipment to troubleshoot
- Describe the features associated with static electricity
- Use tools and equipment to form and shape various materials in a manufacturing laboratory setting
- Discuss processes necessary to cast and mold materials in a manufacturing laboratory environment
- Use tools and equipment to machine various materials
- Safely operate basic machinery and equipment
- Read and understand the various symbols and features of a blueprint
- Distinguish between various views represented on typical manufacturing blueprints
- Locate materials list and identify the material call-outs on lists of materials
- Read and interpret information on various manufacturing blueprint drawings
- Identify features contained on a blueprint in relation to actual work piece and identify features of the design part in relation to machining production methods
- Organize and develop a logical written representation of one's thoughts; craft and execute a variety of professional quality correspondence, including a resume
- Recognize a situation that requires first aid and/or CPR, and then use the appropriate skills for that situation

Estimated Resident Program Cost

Tuition and Fees \$ 133.20/credit

Application Fee \$ 15.00

Program Fees

Lab Fees Varies

Online Fees \$ 30.00/credit

IRC Fees Varies, if applicable

Montana Board of Regents
LEVEL I REQUEST FORM

Tier I Industrial Maintenance Certificate

<u>Course</u>	<u>No.</u>	<u>Title</u>	<u>Credits</u>
CAPP	106*	Short Courses: Computer App's	1
ECP	104	Workplace Safety	1
M	111*	Technical Mathematics	3
ELCT	100	Introduction to Electricity	3
MCH	101	Intro. to Manufact'g Processes	1
MCH	120	Blueprint Read'g & Interpretation for Machining	3
MFGT	115	Machine Shop Fundamentals	2
COMX	115C	Intro. to Interpersonal Comm.	
or			
BMGT	205C	Professional Business Communication ¹	3
Semester Total			17

¹This course may be substituted with WRIT 122, Introduction to Business Writing, offered at other colleges within the Montana University System.

Montana Board of Regents CURRICULUM PROPOSALS

1. Overview

SWAMMEI is a \$25 million dollar grant project funded by the US Department of Labor that helps 13 Montana Colleges augment and enhance occupational training in 8 distinct occupational areas. The grant specifies that colleges will adopt “stacked credentials” to serve students in these specific occupational training programs. Stacked credential programs are comprised of industry-driven tiers of training (typically aligning with a semester’s worth of training). Each tier is designed to be commensurate with developing a complete set of skills, considered to add value to potential employees by employers. Students who complete tiers can choose to enter the workforce upon completion of a tier or continue their education by continuing into additional training tiers. After completion of each tier students will earn a professional certificate from participating colleges. The overall intent is to enhance labor market payoffs for students by reducing the amount of time in training and increasing documentation of students’ competencies prior to completion of a one-year degree.

Colleges engaged in SWAMMEI have agreed to identify common learning outcomes that students will gain in order to complete each tier. Upon completion of articulation agreements, students will gain an opportunity to seamlessly transfer between consortium member colleges into subsequent training tiers.

Adoption of the stacked credential model is possible with small tweaks to the existing CAS curriculum – in essence, providing more off-ramps and on-ramps into this program. Some courses are also being converted into online formats to allow students in remote areas of the state to participate.

The SWAMMEI Tier I Industrial Maintenance program serves as entry-level training for students pursuing an occupation as industrial maintenance technicians. Flathead Valley Community College serves as the lead institution for SWAMMEI’s manufacturing-related strategies. The strategy also includes the following 2-year colleges within the MUS: Bitterroot College, City College, Gallatin College, Helena College, and MSU- Northern (as an Assessment Center). Little Big Horn College is also participating in this strategy through the grant.

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

Colleges participating in SWAMMEI Tier I Industrial Maintenance have agreed to teach to a common set of learning outcomes. Since Industrial Maintenance consists of both electrical and machining courses, these learning outcomes align with entry-level aspects of the ETA and NIMS industry-recognized-credentials. Students who complete a SWAMMEI Tier I Industrial Maintenance program will be awarded a Certificate.

3. Need

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

The SWAMMEI grant is aimed at enhancing labor market payoffs for students by reducing the amount of time they spend in training in order to become qualified for jobs in industry. Flathead Valley Community College is responding by creating additional off-ramps and on-ramps into the existing industrial maintenance program by adopting a stacked credential model. The stacked credential model provides students a certificate/professional certificate upon successful completion of each Tier of training which prepares them for entry-level work that requires some post-secondary training.

Montana Board of Regents
CURRICULUM PROPOSALS

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

All SWAMMEI partners have worked closely (and will continue to work closely) with business partners to ensure that training programs align with workforce demands. This outreach should enhance the fit of our students with local businesses. Students gain from efficient programs that employers have participated in creating and supporting. Students also gain the benefit of additional options for continuing their education or going straight into employment.

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

Overall, it is anticipated that 40 students are likely to be engaged in Tier I training prior to fall semester of 2016. These numbers were derived during development of the SWAMMEI project with each college providing best-guess estimates based upon historical enrollment data. FVCC anticipates serving 6 students per year based upon historical demand in our program.

4. Institutional and System Fit

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

The SWAMMEI stacked credential approach essentially breaks our existing CAS program down into 2 certificate components. By completing multiple tiers a student will be completing very similar curricular work and expectations as in existing programs.

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

No. It provides students additional opportunities but does not change or limit existing opportunities.

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

This program creates a shorter term training program that prepares students for entry-level jobs in the industry (i.e. industrial maintenance technician). The existing program trains students for higher paying wages in that same industry but with no current off ramp prior to completion of the degree program.

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

This program is well aligned with the workforce demand of local employers. This alignment should help increase completion and placement rates of program completers. One of FVCC's core themes is workforce preparation. This program is directly relevant to workforce preparation.

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.

Montana Board of Regents
CURRICULUM PROPOSALS

The SWAMMEI program intentionally creates parallel programs at participating institutions, based around a set of mutually-agreed-upon learning outcomes for each tier. This will allow seamless student transfer between colleges in this tiered system. Articulation agreements are still being developed within the grant’s short implementation timeline, but there is a common understanding among consortium members about the benefit for students of articulation between tiers.

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.

Tier I Industrial Maintenance Certificate

—	<u>Course</u>	<u>No.</u>	<u>Title</u>	<u>Credits</u>
CAPP	106*		Short Courses: Computer App’s	1
ECP	104		Workplace Safety	1
M	111*		Technical Mathematics	3
ELCT	100		Introduction to Electricity	3
MCH	101		Intro. to Manufact’g Processes	1
MCH	120		Blueprint Read’g & Interpretation for Machining	3
MFGT	115		Machine Shop Fundamentals	2
COMX	115C		Intro. to Interpersonal Comm.	
or				
BMGT	205C		Professional Business Communication ¹	3
Semester Total				17

¹This course may be substituted with WRIT 122, Introduction to Business Writing, offered at other colleges within the Montana University System.

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

Montana Board of Regents
CURRICULUM PROPOSALS

With approval from the Board of Regents, and pursuant to USDOL grant guidelines, implementation of the SWAMMEI Tier I Industrial Maintenance program will begin Fall Semester of 2014. Subsequent tiers of the SWAMMEI program will be brought to the Board of Regents in time to allow students to continue seamlessly into subsequent tiers. Overall it is estimated that at least 116 students in the MUS will enter industrial maintenance training associated with the SWAMMEI project prior to Fall of 2016. FVCC anticipates serving 6 students per year based upon historical demand in our programs.

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.

In most cases, SWAMMEI Tiers create an additional training option for students within current programs, and therefore additional faculty resources are not required. In circumstances where SWAMMEI has catalyzed creation of new programs or where significant additional time and energy was anticipated by colleges, funds were included in the approved SWAMMEI budget for new (initially) grant-funded positions. To agree to common learning outcomes related to the SWAMMEI tiers, faculty have been asked to contribute time and travel (in some cases) to face-to-face meetings with other faculty. Travel has been reimbursed, to this point, through SWAMMEI grant funds.

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.

7. Assessment

How will the success of the program be measured?

As part of the SWAMMEI project, grant staff will track the following outcome measures for each program:

Annual graduation rate for all students by program; employment rate of program completers by program; employment retention rate of completers, one year following program completion, by program; average earnings of completers, one to three years following program completion, by program; transfer rate for program that have facilitating transfers as a substantial part of their mission; total number of participants employed at enrollment who receive a wage increase post-enrollment; total number of participants retained in employment after grant-funded program of study completion; total number of participants employed after grant-funded program of study completion; total number of participants enrolled in further education after grant-funded program of study completion; total number of participants earning credential; total number of participants completing credit hours; total number of participants still retained in their program of study or another TAACCCT-funded program; total number of participants who have completed a TAACCCT funded program, and; total unique participants served

Success for grant purposes will be based upon the number of students enrolling in, completing, obtaining employment and retained in employment as per the outcome estimates included in our approved grant application.

Montana Board of Regents
CURRICULUM PROPOSALS

For purposes of long-term success, the newer certificate program data will be compared to previous CAS/AAS completion-rate, placement-rate, wage-rate, employment-retention to assess if the new mechanism is leading to improved labor market outcomes for students.

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.

During development of the SWAMMEI grant, significant work was done to engage local businesses across the state in conversations about their workforce needs and specific training that would help meet those workforce needs. Their input helped the state-wide SWAMMEI partners identify target occupations and training programs to include in the project. During development of the project, in the time available, the project's steering committee engaged faculty and administrators to identify college needs in order to deliver targeted training programs. College CEOs/Deans/Presidents were frequently involved in the project's direction.

After the grant's award as announced by USDOL, faculty at participating colleges from around the state met to discuss common learning outcomes. Outreach to business partners and other related businesses has continued with an intention to increase that engagement radically in the coming months through grant-funded workforce navigators that will conduct more specific outreach.

These navigators also work very intimately with Montana Department of Labor One-Stop Centers in their local community. The navigators help identify and recruit individuals that would be well-served by grant-funded programs.

The USDOL grant mandates that grant-funded programs begin by fall of 2014. This timeline dictates a very aggressive approval process that frankly falls out of sync with typical MUS approval processes. In order to meet the \$25 million USDOL grant timeline, Flathead Valley Community College is submitting its Level I request with Level II documentation request to the Board of Regents by April 18th to allow Regents to consider the requests during their May meeting. Subsequent to Board of Regents approval, approval requests will be forwarded to Northwest Commission on Colleges and Universities (NWCCU). NWCCU has been apprised of the grant, the potential influx of program approval requests and has expressed that they are prepared to assess these requests quickly with an expectation to respond by late July or August 2014. New certificate programs will then be forwarded to US Department of Education to consider each program's eligibility for financial aid status. It is expected that USDOE will have responded by mid-fall.

May 22-23, 2014

ITEM 163-1001+R0514

Notice of Intent to Terminate Parks, Tourism & Recreation Management BS options

THAT

The Board of Regents of Higher Education authorizes the University of Montana to eliminate the options within the BS in Parks, Tourism & Recreation Management.

EXPLANATION

Currently, the BS in Parks, Tourism and Recreation Management (PTRM) includes Recreation Resource Management and Nature-Based Tourism options. The PTRM Program would like to eliminate these options for two reasons. First, the diversity of student interests in the PTRM Major is no longer accurately reflected in the two options. Second, PTRM Majors will benefit from having more choices of electives and removing the options frees up those credits for students. In place of the options, the PTRM Program will offer three advising tracks (Recreation Resources Management, Nature-Based Tourism, and Outdoor Recreation Services) each with a list of courses students can choose from in order to complete their degree requirements. This set of changes will allow PTRM majors to better tailor their degree program to their specific interests while still retaining the core PTRM courses being taught by faculty members in the PTRM Program. The change would not require any additional resources.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-1001+R0514 Meeting Date: May 22-23, 2014
Institution: University of Montana CIP Code: 31.0301
Program Title: Parks, Tourism and Recreation Management B.S. options

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner 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)
- X 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*)

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Specify Request:

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Montana Board of Regents
LEVEL I REQUEST FORM

Services) each with a list of courses students can choose from in order to complete their degree requirements. This set of changes will allow PTRM majors to better tailor their degree program to their specific interests while still retaining the core PTRM courses being taught by faculty members in the PTRM Program. The change would not require any additional resources.

May 22-23, 2014

ITEM 163-1002+R0514
Request to Re-title Major to Forest Operations

THAT

The Board of Regents of Higher Education authorizes the University of Montana to rename the Forest Operations and Applied Restoration option within the BS in Forestry to Forest Operations.

EXPLANATION

The simplification of the option name from “Forest Operations and Applied Restoration” to “Forest Operations” will minimize confusion with other degree offerings within the College of Forestry and Conservation while still adequately describing the option. The inclusion of “Applied Restoration” is needlessly confusing and, while it highlights a strength of the program, presents an overly narrow focus for students.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-1002+R0514 Meeting Date: May 22-23, 2014
Institution: University of Montana-Missoula CIP Code: 03.0510
Program Title: Forestry BS, option in Forest Operations

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.

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Montana Board of Regents
LEVEL I REQUEST FORM

B. Level I with Level II documentation:

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Specify Request:

The simplification of the option name from "Forest Operations and Applied Restoration" to "Forest Operations" will minimize confusion with other degree offerings with in the College of Forestry and Conservation while still adequately describing the option. The inclusion of "Applied Restoration" is needlessly confusing and, while it highlights a strength of the program, presents an overly narrow focus for students.

May 22-23, 2014

ITEM 163-1003+R0514
Request to Re-title Ecological Restoration BS and minor

THAT

The Board of Regents of Higher Education authorizes the University of Montana-Missoula to retitle the Wildland Restoration BS and minor to Ecological Restoration.

EXPLANATION

The Wildland Restoration program proposes to change the name of the BS degree and minor to Ecological Restoration. The current name, Wildland Restoration, is confusing, does not adequately describe the curriculum, and hinders the growth of the program. Wildland is a term without an agreed upon definition. However, many people equate wildlands with wilderness or areas with minimal human impact. These areas, by definition, do not require restoration, which is the process of assisting with the repair of ecosystems that have been damaged, degraded, or destroyed. If wildlands are defined as untrammelled, then an area that has active restoration treatments could not meet the wildland definition. Additionally, the current curriculum does not have a focus on wildland ecosystems. The current title confuses potential students and makes it difficult to market the program outside of UM. The program director regularly gets inquiries about whether it is possible to study riparian restoration, range restoration, and forest restoration. Ecological Restoration better describes the focus of this program.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-1003+R0514 Meeting Date: May 22-23, 2014
Institution: University of Montana CIP Code: 03.0104
Program Title: Ecological Restoration BS and minor

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner 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 Wildland Restoration program proposes to change the name of the BS degree and minor to Ecological Restoration. The current name, Wildland Restoration, is confusing, does not adequately describe the curriculum, and hinders the growth of the program. Wildland is a term without an agreed upon definition. However, many people equate wildlands with wilderness or areas with minimal human impact. These areas, by definition, do not require restoration, which is the process of assisting with the repair of ecosystems that have been damaged, degraded, or destroyed. If wildlands are defined as untrammled, then an area that has active

Montana Board of Regents
LEVEL I REQUEST FORM

restoration treatments could not meet the wildland definition. Additionally, the current curriculum does not have a focus on wildland ecosystems. The current title confuses potential students and makes it difficult to market the program outside of UM. The program director regularly gets inquiries about whether it is possible to study riparian restoration, range restoration, and forest restoration. Ecological Restoration better describes the focus of this program.

May 22-23, 2014

ITEM 163-1004+R0514

Request Authorization to have Media Arts BA-online delivery

THAT

The Board of Regents of Higher Education authorizes the University of Montana-Missoula to offer the Media Arts B.A. degree online.

EXPLANATION

The creation of the Digital Animation track in the Media Arts B.F.A. provided the opportunity to reassess the curriculum of the B.F.A. track in Integrated Digital Media, which addresses some of the same skill sets. The faculty concluded that by eliminating some of the course overlap between the two tracks and restructuring the most effective part of the Integrated Digital Media curriculum (the artistic application of emerging technologies), both programs could be strengthened.

Media Arts feels that the most effective way to accomplish this is to offer the Integrated Digital Media curriculum through an online B.A. degree program, which would eliminate the need for the B.F.A track and the face-to-face B.A degree. The online version of the program would require no new courses and no new instructor resources. Eight of the Media Arts courses are currently offered fully online, three are currently offered blended, and the remaining four are currently in online development.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-1004+R0514

Meeting Date: May 22-23, 2014

Institution: University of Montana

CIP Code: 50.0102

Program Title: Media Arts BA-online delivery

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- 6. Distance or online delivery of previously authorized degree or certificate programs**
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Montana Board of Regents
LEVEL I REQUEST FORM

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Montana Board of Regents
LEVEL I REQUEST FORM

curriculum through an online B.A. degree program, which would eliminate the need for the B.F.A track and the face-to-face B.A degree. The online version of the program would require no new courses and no new instructor resources. Eight of the Media Arts courses are currently offered fully online, three are currently offered blended, and the remaining four are currently in online development.

May 22-23, 2014

ITEM 163-1006+R0514

**Request Authorization to Add Option in Social Media Management, Administrative Management
AAS**

THAT

The Board of Regents of Higher Education authorizes the Missoula College-UM to add an option in Social Media Management to the AAS in Administrative Management.

EXPLANATION

Students in this option will analyze and select appropriate communication channels and technologies, suitable web content creation tools, communication practices emphasizing the importance of public relations to promote a positive organizational image and reputation, and apply business advertising and relationship marketing techniques needed for social media management. The Administrative Management Advisory Board noted the need for workers skilled in social media as well as public relations skills. Collectively, the Board communicated an interest in hiring students who are trained in public and customer communications/relationships and who have a solid understanding of and skill using social media and the various technologies associated with social media. This option would create a low cost program addition to an underserved career field. One new course (Capstone) will be required for the option, but the rest of the courses are already offered.

ATTACHMENTS

Level I Request Form
Curriculum Proposal

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-1006+R0514

Meeting Date: May 22-23, 2014

Institution: Missoula College-UM

CIP Code: 10.0105

Program Title: Social Media Management option in Administrative Management AAS

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Montana Board of Regents
LEVEL I REQUEST FORM

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Specify Request:

Students in this option will analyze and select appropriate communication channels and technologies, suitable web content creation tools, communication practices emphasizing the importance of public relations to promote a positive organizational image and reputation, and apply business advertising and relationship marketing techniques needed for social media management. The Administrative Management Advisory Board noted the need for workers skilled in social media as well as public relations skills. Collectively, the Board communicated an interest in hiring students who are trained in public and customer

Montana Board of Regents
LEVEL I REQUEST FORM

communications/relationships and who have a solid understanding of and skill using social media and the various technologies associated with social media. This option would create a low cost program addition to an underserved career field. One new course (Capstone) will be required for the option, but the rest of the courses are already offered.

Montana Board of Regents CURRICULUM PROPOSALS

1. Overview

This proposal requests approval for a new Social Media Management option within the Administrative Management AAS. The option was created in response to industry demand and labor market research.

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

An Administrative Management AAS degree with an option in Social Media Management creates opportunities for graduates in a variety of business settings such as product or service related businesses, non-profit, educational, and healthcare organizations. The Social Media Management option is designed to provide graduates with the skills needed to design, create web content, maintain websites and manage web content with an emphasis on Web 2.0 technologies. Students will :

- Analyze and select appropriate communication channels and technologies, suitable web content creation tools, and communication practices emphasizing the importance of public relations to promote a positive organizational image and reputation.
- Apply the business advertising and relationship marketing techniques needed for social media management.
- Demonstrate the ability to monitor issues and analyze trends across various social media platforms.
- Create images and effectively demonstrate fundamentals of photography and image editing to improve images used for print or online, produce creative written content for web and print publications, and produce and edit video.
- Design and develop professional interactive content for fixed and mobile platforms using mark-up languages and client/server scripting applications.
- Demonstrate best web practices by incorporating search engine optimization strategies, user-centered and accessible design standards. Graduates evaluate suitability of media content and practices according to expected professional and ethical responsibilities in our global society.

3. Need

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

According to the Bureau of Labor Statistics there will be average growth (12%) in the Office and Administrative Management career area by 2020. The Public Relations field is expected to grow at a greater than average pace (<http://www.bls.gov/ooh/office-and-administrative-support/secretaries-and-administrative-assistants.htm>).

A June 2012 College Brain Trust study titled *Program Assessment and Labor Market Analysis* states: "As businesses become more engaged in the world of social media, the demand for workers with these skills has increased." The study suggested that faculty and staff should "continue to research this emerging field and develop innovative programs to prepare students for the workplace." In response to this report, curriculum was created to include specialized courses in mass communications, visual rhetoric, public relations, social media strategies and management, media layout and design (web and print), video photography and production, marketing, advertising and selling.

Montana Board of Regents
CURRICULUM PROPOSALS

The Administrative Management Advisory Board also noted the need for workers skilled in social media as well as public relations skills. Some Advisory Board members indicated they are having difficulty locating employees skilled in social media. Collectively, Board members communicated an interest in hiring students who are trained in public and customer communications/relationships, and who have a solid understanding and skill using social media and the various technologies associated with social media.

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

The MUS website indicates a lack of educational programs within the Montana University System that are focused on Social Media Management. In addition, the courses required within the program support transferability within the MUS system, whether toward a Certificate of Applied Science, Associate of Applied Science, Applied Arts, or a bachelor degree.

Graduates of this option will be prepared for: management of social media presence on all relevant platforms; liaison to other departments to integrate and educate on social media opportunities and issues; research and present new ideas relevant to business goals and its publics; monitor and present relevant data, trends, successes and issues. Entry-level jobs for graduates may include, but are not limited to: Social Media Planner, Social Media Coordinator, Social Media Account Manager, Podcaster, Online Community Manager, and Blogger.

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

Research (noted above) suggests that student enrollment will be similar to current Administrative Management enrollment—an estimated student count of 10-15 students per year. Initially, existing courses should be able to handle any increased student enrollment. If the program continues to grow, additional sections of some courses may be necessary.

The Administrative Management Advisory Board was consulted to determine whether local and regional businesses have social media needs. The committee recommended a new option in Social Media Management and more integration of social media into the curriculum due to a current and future need for trained professionals to monitor, create and manage social networking sites. As indicated by Administrative Management Advisory Board members, prospective employees skilled in Social Media are difficult to locate. Current Administrative Management internship placement rates are high and job placement rates just above 85%. Board members indicate a need for trained and skilled employees in this area. Given the current placement rate and communicated need, student interns should have local opportunities.

4. Institutional and System Fit

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

In addition to the Administrative Management program, the option complements the Department of Business Technology and the Department of Applied Computing and Electronics' offerings. Social Media Management supports and provides additional opportunities for students in fields such as sales and marketing, entrepreneurship, and information technology. The demand for social media and SEO tools and skills is growing and translates into student employment marketability.

Montana Board of Regents
CURRICULUM PROPOSALS

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

No changes are necessary.

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

There are no other closely related programs at Missoula College. This option is distinct from other areas within the Administrative Management program in that the curriculum incorporates more communications, marketing, public relations, and journalism/media based courses.

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

1. **Partnering for Student success** by integrating the early college curriculum is a priority of the Social Media Management Option where students take several general education courses (BGEN105S Introduction to Business, COMX115S Introduction to Interpersonal Communications, COMX111A Introduction to Public Speaking, JRNL100H Media History and Literacy, COMX140L Introduction to Visual Rhetoric, M115 college level math, and WRIT121 college level writing). Additionally, developmental needs are addressed immediately upon admission and recommendations toward college level math and writing are communicated.
2. **Partnering for student success** results in a solid learning foundation and readiness for employment. This option will support internship opportunities and jobs within and outside our community. Guest speakers from the community further support classroom and internship learning, career decision making, and preparation for employment.
3. **Education for the Global Century** is enhanced by this program which prepares students for employment in a world where social media is increasingly a part of business.

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.

There is no other Associate of Applied Science degree option in Social Media Management with the MUS system.

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.

Montana Board of Regents
CURRICULUM PROPOSALS

Administrative Management Program
Option in Social Media Management

First Year

		A	S
_____	BGEN105S Introduction to Business	3	
_____	CAPP120 Introduction to Computers	3	
_____	JRNL100H Media History and Literacy	3	
_____	COMX140L Introduction to Visual Rhetoric	3	
_____	M115** Probability & Linear Math	3	
_____	COMX250 Introduction to Public Relations		3
_____	BMGT 245 (BUS140T)Customer Service Management		4
_____	BMKT114 Psychology of Selling		3
_____	COMX115S Interpersonal Communications		3
_____	WRIT121** Introduction to Technical Writing		3
Total Credits		15	16

Second Year

		A	S
_____	CSCI172* Intro to Computer Modeling	3	
_____	MART 232* (CRT263)Interactive Web II	3	
_____	COMX111A Introduction to Public Speaking	3	
_____	BMKT225 Marketing	3	
_____	TASK240* Administrative Support for the Office	3	
_____	JRNL257 Beginning Visual Journalism	3	

Montana Board of Regents
CURRICULUM PROPOSALS

_____MART 214* (CRT260)Desktop Publishing	3
_____BGEN235 Business Law	3
_____BMKT240 Advertising	3
_____BMKT291 Special Topics: Social Media Strat & Mgmt propose to ASCRC Fall 2014 (taught as experimental Spring 2014)	3 – recommended/will
_____HMR290Administrative Management Internship	2
Total Credits	18 11 (without BMKT291)

60 credits (As BMKT291 Special Topics course is recommended and will be proposed Fall 2014, option scope and sequence will be 63 credits. As currently approved through Faculty Senate, 60 credits.) (As approved through Faculty Senate, 21 general education credits, 39 program courses. With addition of recommended BMKT291 course, 42 credits of program courses)

*Indicates prerequisite needed

**Placement in course(s) determined by placement assessment

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

The program created marketing materials and began offering the curriculum Fall 2013. Kari Goin was hired as an adjunct to teach Special Topics: Social Media Strategies and Management in Spring 2014. Now the program seeks approval to create an official option with the first expected graduates Spring 2015. The Program Director expects approximately 5-10 students to enroll in the option in the first academic year.

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.

The Social Media Management option required the creation of one new course: Social Media Strategies and Management. An experienced adjunct has been hired to teach this course starting Spring 2014. Otherwise, all courses within the curriculum are existing/currently taught at Missoula College or the University of Montana-Missoula Journalism Department. It is expected that enrollment in the new option within existing courses will be absorbed and not require additional sections.

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 additional resources are required.

7. Assessment

Montana Board of Regents
CURRICULUM PROPOSALS

How will the success of the program be measured?

The success of the option will be measured by meeting student enrollment projections, retaining students in the option, and graduation of students.

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 option is proposed in response to industry trends recognized by analyzing labor market statistics and predicted job growth. Considering such research and the Administrative Management Advisory Board's recommendations, the Administrative Management program responded by carefully considering the curriculum and including a strategic mix of general education courses, media and communications, technology, and marketing. This included creating a new course, Social Media Strategies and Management (BMKT291 Special Topics), modifying the TASK240 (Administrative Support for the Office) course objectives to incorporate social media, and integrated social media into COMX25 (Introduction to Public Relations), and CRT263 (Web Design & Development).

The proposed option was reviewed by the Academic Standards & Curriculum Review Committee and approved by the Faculty Senate of the University of Montana.

May 22-23, 2014

ITEM 163-1903+R0514

Request to Establish Diesel Technology CAS (TAACCCT)

THAT

The Board of Regents of Higher Education authorizes the Helena College University of Montana add an additional Diesel Technology CAS as a partner college along with MSU Northern in the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI Grant) initiative.

EXPLANATION

In response to the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI) initiative, Helena College UM is proposing to add an additional CAS in Diesel Technology to support the creation of vocational pathways and portable stackable credentials for students building a portfolio of skills for the workplace. In addition a campus certificate is proposed to recognize successful completion of introductory courses which prepare students for a career in diesel technology maintenance and repair.

ATTACHMENTS

Level I Request Form
Curriculum Proposal

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-1903+R0514

Meeting Date: May 22-23, 2014

Institution: Helena College UM

CIP Code: 47.0605

Program Title: Diesel Technology Certificate of Applied Science (CAS)

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Montana Board of Regents
LEVEL I REQUEST FORM

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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 the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI) initiative, Helena College UM is proposing to add an additional CAS in Diesel Technology to support the creation of vocational pathways and portable stackable credentials for students building a portfolio of skills for the workplace. In addition a campus certificate is proposed to recognize successful completion of introductory courses which prepare students for a career in diesel technology maintenance and repair.

Montana Board of Regents
CURRICULUM PROPOSALS

1. Overview

Helena College is a partner college along with MSU Northern in the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI Grant) initiative. This newly proposed program supports the creation of vocational pathways and portable stackable credentials for students building a portfolio of skills for the workplace. SWAMMEI programs are designed to create multiple tiers, each representing a complete credential, but can also build upon one another for those students hoping to obtain a higher level of education or training.

To create the stackability necessary for SWAMMEI, the instructors in participating colleges reached consensus and have created a sequence of courses which teach to learning outcomes defined within the two- and four-year diesel technology curricula.

Written into the grant, as part of the diesel technology strategy, is to explore online delivery opportunities. As part of the SWAMMEI grant, MSU Northern and Helena College will make some content in the Certificate of Applied Science (CAS) available online for students throughout Montana. The hands-on, applied components of instruction will be delivered at the participating college campuses.

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

This newly developed program is built upon the existing AAS degree programs at each of the partner colleges. The program student learning outcomes were identified by consensus among diesel faculty representing participating colleges in Montana. The program competencies will focus on industry approved credentials.

3. Need

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

The successful 2013 Montana SWAMMEI grant application was built upon the need to provide accelerated training and education in diesel technology to meet current and future industry demand. Input from industry professionals guided the development of this certificate program. A student completing this program will have a CAS from Helena College. This exit point allows students to enter the workforce at levels commensurate with different responsibilities and wage-rates within the career pathway of diesel technicians.

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

Industry partners to the SWAMMEI grant are in support of this proposal. Completion of the CAS will prepare students to earn certifications as they pass competency exams. This prepares them to enter the workforce as they complete the program, or continue their education, completing credentials which are stackable. The credential becomes portable as students complete the stacks and gain the ability to move seamlessly into the AAS degree program offered by Helena College or other colleges in the State.

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

Montana diesel maintenance and repair shops continue to experience a shortage of a highly skilled workforce which meets their current and future demands. Among the participating grant-funded colleges, it is anticipated that at least 243 students will complete the CAS from Helena College by spring

Montana Board of Regents
CURRICULUM PROPOSALS

semester of 2017.

4. Institutional and System Fit

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

This specialized Certificate of Applied Science was developed and will be implemented to complement the Helena College existing Diesel Technology AAS program of study. Students completing this CAS will be prepared to continue to the Helena College AAS degree in diesel technology.

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

Creation of this program does not create the need to make changes to any existing Helena College programs. This program has been created to permit students to complete the CAS and move seamlessly into the Helena College 2nd year coursework leading to an AAS degree in diesel technology.

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

This program is based upon the SWAMMEI Grant initiative and uses a specific program format and delivery system for our program and others in the consortium. The integration of learning assessment leading to industry-recognized credentials, allows for the stacking of the appropriate credentials leading to the CAS and beyond, as per the SWAMMEI vision. Students entering this program have the benefit of working with the Grant's Workforce Navigator who will provide career counseling and educational advising; further ensuring the student is enrolled in the intended courses along the program of study pathway.

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

The mission of Helena College UM states: "Helena College University of Montana, a comprehensive two-year college, provides access to and support of lifelong educational opportunities to our diverse community." This program will support all the College strategic goals by offering accessible and portable learning opportunities resulting in industry recognized stackable credentials designed to prepare a sufficient number of entry-level diesel technicians for an expanding workforce.

Helena College strategic goals:

1. Partner for student success
- 2 Integrate planning and assessment
- 3 Attain excellence
- 4 Support the community
- 5 Advance the institution
- 6 Develop resource

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.

Montana Board of Regents
CURRICULUM PROPOSALS

The model based upon this program is a certificate with a commonly agreed upon set of learning outcomes able to articulate among 8 different 2- and 4-year campuses implementing parallel programs. For example, a student could complete the CAS in Helena and then transfer to another SWAMMEI campus to engage in specialized training and/or earn the AAS. It is flexible and creates tremendous access for our future Montana workforce.

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.

DIESEL TECHNOLOGY

CERTIFICATE OF APPLIED SCIENCE DEGREE

Some theory components will be delivered on line and all hands on portions of the curriculum will be delivered through the participating SWAMMEI colleges.

Upon successful completion of this program a student will be able to:

- Demonstrate the ability to safely work in a shop environment
- Demonstrate their work ethic and professionalism
- Demonstrate their understanding of diesel systems operation and function of components
- Demonstrate the ability to properly diagnose engine systems and perform the proper repairs

ESTIMATED RESIDENT PROGRAM COST*:

Tuition and Fees	\$	3092
Application Fee	\$	27.50
Program Fees	\$	55
Tools/clothing	\$	
Books/Supplies	\$	500
TOTAL	\$	3,179.50

FIRST SEMESTER / DIESEL TECHNOLOGY

COURSE	NO.	TITLE	CREDITS	GRADE/SEM
M	111T**	Technical Mathematics	3	_____
HR	100T	Human Relations	2	_____
DST	110	Diesel Electrical and Electronics I	3	_____
DST	111	Diesel Electrical and Electronics II	2	_____
DST	142	Hydraulics	7	_____
Subtotal			17	

SECOND SEMESTER / DIESEL TECHNOLOGY

COURSE	NO.	TITLE	CREDITS	GRADE/SEM
WRIT	121T	Intro to Technical Writing	3	_____
DST	240	Heavy Duty Manual Drive Trains	6	_____
DST	245	Heavy Duty Hydraulic Drive Trains	4	_____
DST	255	Heavy Duty Brakes and Undercarriage	7	_____
Subtotal			20	
TOTAL CREDITS –			37~	

Montana Board of Regents
CURRICULUM PROPOSALS

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.

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

The SWAMMEI initiative requires our consortium programs be delivered beginning Fall 2014. The initial number of students will be based upon available equipment and dependent on our ability to recruit eligible students. Our SWAMMEI Diesel Technology CAS program will be operating in parallel with our current 1st year coursework in the Diesel Technology AAS. Equipment and resources will be assigned as needed. This program is being added to the existing AAS degree in Diesel Technology at Helena College UM. We currently have the capacity to serve 40 students and will be able to accommodate a two-cohort model.

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.

At this time we will not be able to implement the new CAS program without the addition of 1 full-time diesel faculty. Resources to develop new curriculum, recruit and train new faculty, and expand our facilities will be funded by our SWAMMEI grant allocation. So, those resources are in place.

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 program should be sustainable once student numbers are sufficient to cover program costs.

7. Assessment

How will the success of the program be measured?

Assessment to determine student and program success will be scheduled and conducted according to existing Helena College UM internal program review processes.

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, as described, was created in consultation with participating SWAMMEI diesel technology faculty. In addition, the Helena College UM Diesel Technology CAS program will have a strong advisory board, represented by our local and regional industry partners. The Helena College UM Curriculum Committee reviewed and approved the new CAS in Diesel Technology.

May 22-23, 2014

ITEM 163-1904+R0514
Request to Establish Industrial Machine Technology CAS

THAT

The Board of Regents of Higher Education authorizes the Helena College University of Montana add an additional Industrial Machine Technology CAS as a partner college along with Flathead Valley Community College (FVCC) in the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI Grant) initiative.

EXPLANATION

In response to the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI) initiative, Helena College UM is proposing to add an additional CAS in Industrial Machine Technology to support the creation of vocational pathways and portable stackable credentials for students building a portfolio of skills for the workplace. In addition a campus certificate is proposed to recognize successful completion of introductory courses which prepare students for a career in a career in industrial machining.

ATTACHMENTS

Level I Request Form
Curriculum Proposal

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-1904+R0514

Meeting Date: May 22-23, 2014

Institution: Helena College UM

CIP Code: 48.0501

Program Title: Industrial Machine Technology Certificate of Applied Science (CAS)

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:

In response to the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI) initiative, Helena College UM is proposing to add an additional CAS in Industrial Machine Technology to support the creation of vocational pathways and portable stackable credentials for students building a portfolio of skills for the workplace. In addition a campus certificate is proposed to recognize successful completion of introductory courses which prepare students for a career in a career in industrial machining.

Montana Board of Regents
CURRICULUM PROPOSALS

1. Overview

Helena College is a partner college along with the lead institution, Flathead Valley Community College (FVCC), in the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI Grant) initiative. The newly proposed program supports the creation of vocational pathways and portable stackable credentials for students building a portfolio of skills for the workplace. SWAMMEI programs are designed to create multiple tiers, each representing a complete credential, but can also build upon one another for those students hoping to obtain a higher level of education or training.

To create the stackability necessary for SWAMMEI, the consortium of machining instructors in participating colleges reached consensus and have created semester 1 and 2 courses which teach to learning outcomes defined within Flathead Valley Community College curriculum.

Flathead Valley Community College is the lead college for the machining/manufacturing strategy within the SWAMMEI grant. One of the roles of the lead college in this strategy is to explore online delivery opportunities. As part of the SWAMMEI grant, FVCC will create some content in semesters 1 and 2 available online for students throughout Montana. The hands-on, applied components of instruction will be delivered at each of the participating college campuses.

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

This newly developed program is built upon the AAS curriculum offered by FVCC. The program student learning outcomes were identified and adopted by machining/manufacturing faculty representing participating colleges in Montana. The program competencies will focus on integrating industry-recognized credentials. A student's successful completion of two semesters will lead to a Certificate of Applied Science (CAS) at Helena College.

3. Need

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

The successful 2013 Montana TAACCCT grant application (SWAMMEI) was built upon the need to provide accelerated training and education in machining/manufacturing to meet current and future industry demand. A student enrolling in this program may exit at one point built into the curriculum; however, may also return and complete the program which leads to a CAS. These exit points allow students to enter the workforce at levels commensurate with different levels, responsibilities and wage-rates.

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

Industry partners to the SWAMMEI grant are in support of this proposal. Completion of this CAS prepares students to earn specific certifications as they pass competency exams. This prepares them to enter the workforce as they complete the program, or continue their education, completing credentials which are stackable. The credential becomes portable as students complete the stacks and gain the ability to move into seamlessly into the AAS program or professional certificates offered by Helena College.

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

Montana manufacturing companies have experienced growth due to expansion of support services required in the Bakken Oil Fields and the Alberta Tar Sands. Among participating colleges, it is anticipated

Montana Board of Regents
CURRICULUM PROPOSALS

that up to 400 students will complete this by the second semester of 2017.

4. Institutional and System Fit

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

This specialized Certificate of Applied Science (CAS) was developed and will be implemented to complement the Helena College existing Machine Tool Technology CAS program of study. Students completing this CAS will be prepared to continue to the Helena College AAS degree in Computer Aided Manufacturing or the AAS degree in Metals Technology at Helena College.

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

This program complements two existing Helena College AAS degrees and does not create a need to change these existing programs. The Board will also be notified of the creation of the Advanced Manufacturing Professional Certificate as an industry recognized stackable credential leading to placement in the workforce or continuation beyond the AAS degree. These professional certificates will be presented as a separate Level I notifications at subsequent Board of Regents' meetings.

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

This program is based upon the SWAMMEI Grant initiative and using a specific program format and delivery system for our program and others in the consortium. The name of the program reflects the industry recognized standards which students will reach through course completion. The future creation of professional certificates, and the CAS, allows for the stacking of the appropriate credentials leading to the CAS and beyond, as per the SWAMMEI vision. Students entering this program have the benefit of working with the Grant's Workforce Navigator who will provide career counseling and educational advising; further ensuring the student is enrolled in the intended program of study.

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

The mission of Helena College UM states: "Helena College University of Montana, a comprehensive two-year college, provides access to and support of lifelong educational opportunities to our diverse community." This program will support all the College strategic goals by offering accessible and portable learning opportunities resulting in industry recognized stackable credentials designed to prepare a sufficient number of machinists for an expanding workforce.

Helena College strategic goals:

1. Partner for student success
- 2 Integrate planning and assessment
- 3 Attain excellence
- 4 Support the community
- 5 Advance the institution
- 6 Develop resource

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

Montana Board of Regents
CURRICULUM PROPOSALS

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.

The model based upon which this program is based includes a common set of learning outcomes able to articulate among 9 different 2-year campuses implementing parallel programs. For example, a student could complete the CAS in Helena and then transfer to another SWAMMEI campus to engage in specialized training and/or earn the AAS. A student could complete the Advanced Manufacturing Professional Certificate in Helena and enter the workforce or transfer to another SWAMMEI campus to complete the AAS. It is very flexible and creates tremendous access to our Montana workforce.

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.

INDUSTRIAL MACHINE TECHNOLOGY

CERTIFICATE OF APPLIED SCIENCE DEGREE

Theory components will be delivered on line and the hands on portions of the curriculum will be delivered through the participating SWAMMEI colleges.

Upon successful completion of this program a student will be able to:

- Use tools and equipment to form and shape various materials in a manufacturing laboratory environment
- Discuss processes necessary to cast and mold materials in a manufacturing laboratory environment
- Use tools and equipment to machine various materials
- Safely operate basic machinery and equipment
- Read and understand the various symbols and features of a blueprint
- Distinguish between various views represented on typical manufacturing blueprints
- Locate materials list and identify the material call-outs on lists of materials
- Read and interpret information on various manufacturing blueprint drawings
- Identify features contained on a blueprint in relation to actual work piece and identify features of the design part in relation to machining production methods
- Identify and apply quality control procedures to ensure product integrity
- Accurately measure and record dimensions with micrometers and calipers
- Define quality and the precision measurements associated with a machined produced part
- Demonstrate quality assurance and quality management techniques
- Accurately measure and identify various types of threads
- Perform job set-up
- Perform manual operations

Montana Board of Regents
CURRICULUM PROPOSALS

ESTIMATED RESIDENT PROGRAM COST*:

Tuition and Fees	\$	3092
Application Fee	\$	27.50
Program Fees	\$	135
Tools/clothing	\$	1,200
Books/Supplies	\$	619
TOTAL	\$	5,073.50

FIRST SEMESTER / INDUSTRIAL MACHINE TECHNOLOGY

COURSE	NO.	TITLE	CREDITS	GRADE/SEM
M	111T**	Technical Mathematics	3	_____
WRIT	121T	Intro to Technical Writing	3	_____
MCH	105	Workplace Shop Safety	1	_____
MCH	101	Intro to Manufacturing Processes	1	_____
MCH	120	Blueprint Reading & Into to Machining	3	_____
MCH	129	Machine Quality Control and Precision		
		Measurements	3	_____
MCH	130	Machine Shop	3	_____
Subtotal			17	

SECOND SEMESTER / INDUSTRIAL MACHINE TECHNOLOGY (INCLUDES INTERIM SESSION)

COURSE	NO.	TITLE	CREDITS	GRADE/SEM
HR	100T	Human Relations	2	_____
MCH	132	Intro to Engine Lathes (interim session)	5	_____
MCH	102	Intro to Manufacturing Material	2	_____
CAPP	135	Solidworks	2	_____
MCH	122	Intro to MASTERCAM	2	_____
MCH	125	CNC Lathe Operations	3	_____
MCH	134	Intro to Mills (Summer)	5	_____
MCH	127	CNC Mill Operations	3	_____
Subtotal			14	
Interim Session and summer			10	
Total Credits –			41~	

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.

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

The SWAMMEI initiative requires our consortium programs be delivered beginning Fall 2014. The initial number of students will be based upon available equipment and dependent on our ability to recruit eligible students. Our SWAMMEI Industrial Machine Technology program will be operating in parallel with our current CAS in Machine Tool Technology and equipment and resources will need to be assigned. This program is being added to the existing AAS and CAS programs at Helena College UM. We currently have the capacity to serve 30 students, and will be able to accommodate a two-cohort model.

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.

Montana Board of Regents
CURRICULUM PROPOSALS

At this time we will not be able to implement the new CAS program without the addition of adjunct faculty. Resources to develop new curriculum, create certifications, and expand our facilities, will be funded by our SWAMMEI grant allocation. These resources are in place.

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 program should be sustainable once student numbers are sufficient to cover program costs.

7. Assessment

How will the success of the program be measured?

Assessment to determine student and program success will be scheduled and conducted according to existing Helena College UM internal program review processes.

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, as described, was created in consultation with the SWAMMEI Industrial Machine Technology program directors and consortium faculty. In addition, the Helena College UM Industrial Machine Technology CAS program will have a strong advisory board, represented by our local and regional industry partners. The Helena College UM Curriculum Committee reviewed and approved the new CAS in Industrial Machine Technology.

May 22-23, 2014

ITEM 163-1905+R0514
Request to Establish a Welding Processes CAS

THAT

The Board of Regents of Higher Education authorizes the Helena College University of Montana add an additional Welding Processes CAS as a partner college along with Great Falls College MSU (GFC MSU) in the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI Grant) initiative.

EXPLANATION

In response to the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI) initiative, Helena College UM is proposing to add an additional CAS in Welding Processes to support the creation of vocational pathways and portable stackable credentials for students building a portfolio of skills for the workplace. In addition a campus certificate is proposed to recognize successful completion of introductory courses which prepare students for a career in welding and fabrication.

ATTACHMENTS

Level I Request Form
Curriculum Proposal

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-1905+R0514

Meeting Date: May 22-23, 2014

Institution: Helena College UM

CIP Code: 48.0508

Program Title: Welding Processes Certificate of Applied Science (CAS)

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:

In response to the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI) initiative, Helena College UM is proposing to add an additional CAS in Welding Processes to support the creation of vocational pathways and portable stackable credentials for students building a portfolio of skills for the workplace. In addition a campus certificate is proposed to recognize successful completion of introductory courses which prepare students for a career in welding and fabrication.

Montana Board of Regents
CURRICULUM PROPOSALS

1. Overview

Helena College is a partner college along with the lead institution, Great Falls College MSU (GFC MSU), in the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI Grant) initiative. The newly proposed program supports the creation of vocational pathways and portable stackable credentials for students building a portfolio of skills for the workplace. SWAMMEI programs are designed to create multiple tiers, each representing a complete credential, but can also build upon one another for those students hoping to obtain a higher level of education or training.

To create the stackability necessary for SWAMMEI, the consortium of welding instructors in participating colleges reached consensus and have created Tier 1 and 2 courses which teach to learning outcomes defined within NCCER's welding curriculum.

GFC MSU is the lead college for the Welding and Fabrication strategy within the SWAMMEI grant. One of the roles of the lead college in this strategy is to explore online delivery opportunities. As part of the SWAMMEI grant, GFC MSU will make some content in Tier 1 available online for students throughout Montana. The hands-on, applied components of instruction will be delivered at each of the participating college campus or by way of a mobile lab.

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

This newly developed program is built upon a nationally-normed, standardized curriculum offered through NCCER. The program student learning outcomes were identified and adopted by consensus among all welding faculty representing participating colleges in Montana. The program competencies will focus on the NCCER industry approved credentials, but will be consolidated into two welding courses: Welding and Fabrication I- (SWAMMEI Tier 1) & Welding and Fabrication II (SWAMMEI Tier 2). Welding and Fabrication I will lead to an industry recognized professional certificate and stack with Welding and Fabrication II as part of the Certificate of Applied Science (CAS).

3. Need

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

The successful 2013 Montana TAACCCT grant application (SWAMMEI) was built upon the need to provide accelerated training and education in welding and fabrication to meet current and future industry demand. A student enrolling in this program may exit at one of the two points built into the curriculum; however, may also return and complete the program which leads to a CAS. These exit points allow students to enter the workforce at levels commensurate with different levels, responsibilities and wage-rates.

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

Industry partners to the SWAMMEI grant are in support of this proposal. Completion of Tier 1 will prepare students to earn specific NCCER certifications as they pass competency exams. This prepares them to enter the workforce as they complete the program, or continue their education, completing credentials which are stackable. The credential becomes portable as students complete the stacks and gain the ability to move into seamlessly into specialty welding programs offered by Helena College.

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 the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI) initiative, GFC MSU revised its Welding Technology CAS to support the creation of vocational pathways and portable stackable credentials for students building a portfolio of skills for the workplace. In addition, the CAS will be re-titled as the **Welding Technology and Fabrication Certificate of Applied Science (CAS)**.

Montana Board of Regents
CURRICULUM PROPOSALS

6 Develop resource

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.

The model based upon which this program is based includes a common set of learning outcomes able to articulate among 11 different 2-year campuses implementing parallel programs. For example, a student could complete the CAS in Helena and then transfer to another SWAMMEI campus to engage in specialized training and/or earn the AAS. A student could complete the Welding and Fabrication Professional Certificate (SWAMMEI Tier 1) in Helena and enter the workforce or transfer to another SWAMMEI campus to complete the CAS. It is very flexible and creates tremendous access to our Montana workforce.

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.

WELDING PROCESSES

CERTIFICATE OF APPLIED SCIENCE DEGREE

The theory component will be delivered on line and the hands on portion of the curriculum will be delivered through the participating SWAMMEI colleges.

This program follows the National Center for Construction Education and Research (NCCER) curriculum outcomes. Upon successful completion of this program a student will be able to:

- Meet safety requirements.
- Produce welds in all positions that meet industry standards using the following process (es):
 - Shielded Metal Arc Welding (SMAW)
 - Flux Cored Arc Welding (FCAW)
- Make cuts that meet industry standards in the following process (es):
 - Oxy-Fuel Cutting (OFC)
 - Plasma Arc Cutting (PAC)
- Air Carbon Arc Cutting (CAC-C)
- Understand the use of measuring instruments and their purpose.
- Understand power sources and current types.
- Interpret welding blueprints and weld symbols.
- Utilize oral and written communication skills in the workplace, including terminology in the welding industry.

Montana Board of Regents
CURRICULUM PROPOSALS

ESTIMATED RESIDENT PROGRAM COST*:

Tuition and Fees	\$	3092
Application Fee	\$	27.50
Program Fees	\$	285
Tools/clothing	\$	550
Books/Supplies	\$	619
TOTAL	\$	4,573.50

FIRST SEMESTER / WELDING AND FABRICATION I (WELDING AND FABRICATION PROFESSIONAL CERTIFICATE)

COURSE	NO.	TITLE	CREDITS	GRADE/SEM
M	111T**	Technical Mathematics	3	_____
WLDG	112S	Welding and Fabrication I	13	_____
Subtotal			16	

SECOND SEMESTER / WELDING AND FABRICATION II

COURSE	NO.	TITLE	CREDITS	GRADE/SEM
HR	100T	Human Relations	2	_____
WRIT	121T	Intro to Technical Writing	3	_____
WLDG	140S	Welding and Fabrication II	13	_____
Subtotal			18	
TOTAL CREDITS –			34~	

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.

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

The SWAMMEI initiative requires our consortium programs be delivered beginning Fall 2014. The initial number of students will be based upon available equipment and dependent on our ability to recruit eligible students. Our SWAMMEI Welding Processes program will be operating in parallel with our current CAS in Welding Technology and equipment and welding booth resources will need to be assigned as needed. This program is being added to the existing AAS and CAS programs at Helena College UM. We currently have the capacity to serve 45 students, and will be able to accommodate a two-cohort model.

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.

At this time we will not be able to implement the new CAS program without the addition of 1 full-time welding faculty. Resources to develop new curriculum, create welding certifications, recruit and train new faculty, and expand our facilities, will be funded by our SWAMMEI grant allocation. These resources are in place.

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 program should be sustainable once student numbers are sufficient to cover program costs.

7. Assessment

Montana Board of Regents
CURRICULUM PROPOSALS

How will the success of the program be measured?

Assessment to determine student and program success will be scheduled and conducted according to existing Helena College UM internal program review processes.

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, as described, was created in consultation with the SWAMMEI welding and fabrication program directors and consortium faculty. In addition, the Helena College UM Welding Processes CAS program will have a strong advisory board, represented by our local and regional industry partners. The Helena College UM Curriculum Committee reviewed and approved the new CAS in Welding Processes.

May 22-23, 2014

ITEM 163-2701+R0514

Request to Re-title Major to Master of Education in Online Instructional Technologies

THAT

The Board of Regents of Higher Education authorizes Montana State University Billings to change the “Master of Education Educational Technology Option” to “Master of Education in Online Instructional Technologies”.

EXPLANATION

The Department of Educational Theory and Practice in the College of Education requests to change the current Master of Education Educational Technology Option title to Master of Education in Online Instructional Technologies, a title that is more transparent and reflective of the nature of the program.

In the past, Educational Technology candidates received instruction and skills to become technology leaders in the classroom, schools, and districts where they were employed. This degree has continued to evolve to meet the needs of the degree-seeking candidates. In this evolution process, the name of the program continues to reflect an older vision of degree completers.

The new title, Master of Education in Online Instructional Technologies holds the traditional value of the Educational Technology brand but adds the focus of the coursework and specific desired outcomes for candidate preparation. The coursework is designed to prepare candidates to be able to use all existing technologies in a pedagogically sound and researched delivery.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-2701+R0514

Meeting Date: May 22-23, 2014

Institution: Montana State University Billings

CIP Code: 13.0501

Program Title: Master of Education in Educational Technology

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner 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.

X 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 Department of Educational Theory and Practice in the College of Education requests to change the current Master of Education Educational Technology Option title to Master of Education in Online Instructional Technologies, a title that is more transparent and reflective of the nature of the program.

May 22-23, 2014

ITEM 163-2903+R5014

Request to place the Interior Design Associate of Applied Science (AAS) in moratorium

THAT

Great Falls College MSU wishes to notify the BOR of its intent to place the Associate of Applied Science in Interior Design program in Moratorium.

EXPLANATION

The Interior Design Associate of Applied Science will be placed in moratorium. Declining enrollments since the program's last internal program review necessitate this moratorium.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-2903+R0514

Meeting Date: May 22-23, 2014

Institution: Great Falls College MSU

CIP Code: 50.0408

Program Title: Interior Design 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.

 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

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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:

May 22-23, 2014

ITEM 163-2905+R0514

Request to Revise and Re-title Major to Welding Technology and Fabrication

THAT

Great Falls College MSU revised its Welding Technology Certificate of Applied Science program as outlined in the attached Curriculum Proposals form. The revised program has been retitled the Welding Technology and Fabrication Certificate of Applied Science (CAS).

EXPLANATION

In response to the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI) initiative, GFC MSU revised its Welding Technology CAS to support the creation of vocational pathways and portable stackable credentials for students building a portfolio of skills for the workplace. In addition, the CAS will be retitled as the Welding Technology and Fabrication Certificate of Applied Science (CAS).

ATTACHMENTS

Level I Request Form
Curriculum Proposals Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-2905-R0514

Meeting Date: May 22-23, 2014

Institution: Great Falls College MSU

CIP Code: 48.0508

Program Title: Welding Technology Certificate of Applied Science (CAS)

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.

X 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

X 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

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Specify Request:

In response to the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI) initiative, GFC MSU revised its Welding Technology CAS to support the creation of vocational pathways and portable stackable credentials for students building a portfolio of skills for the workplace. In addition, the CAS will be re-titled as the **Welding Technology and Fabrication Certificate of Applied Science (CAS)**.

Montana Board of Regents
CURRICULUM PROPOSALS

leads to a CAS. These exit points would allow students to enter the workforce at levels commensurate with different occupations, responsibilities and wage-rates.

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

Industry is in support of this change. Completion of Tier 1 will allow the students to earn specific NCCER certifications as they pass competency exams. This allows them access to the workforce as they complete the program, or continue their education, creating stackability. The credential becomes portable as students complete the stacks and gain the ability to move into seamlessly into specialty welding programs offered by other SWAMMEI programs in the state.

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

Great Falls is gradually becoming a central location for a number of welding companies. And, as there is expansion in the Bakken Oil Fields and the Alberta Tar Sands, there is a need for welders. It is anticipated that at least 80 students will complete Tier 1 by fall semester of 2017.

4. Institutional and System Fit

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

This revision to and retitling of our current program has no connection to any of our existing programs.

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

The format of the current Welding program will change as described above. This program revision will allow for the SWAMMEI credential to stack with other consortium programs. It will also help us to create Big Sky Pathways that align with our regional secondary welding programs.

Additionally, the program will be retitled, the Welding Technology and Fabrication Certificate of Applied Science (CAS). The Board will also be notified of the creation of the Welding and Fabrication Professional Certificate as an industry recognized stackable credential leading to placement in the workforce or continuation to the CAS. That professional certificate will be presented as a separate Level I notification at the May meeting.

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

The revision and retitle is based upon the SWAMMEI initiative and those changes to the program format and delivery system for our program and others in the consortium. The new name of the program better reflects the industry recognized credential. And, the creation of the professional certificate, or Tier 1 of the CAS, allows for the stacking of the appropriate credentials leading to the CAS and beyond, as per the SWAMMEI vision.

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

The vision of GFC MSU states: "In the next decade, Great Falls College MSU will play a leading role in transforming the lives of our students, their communities and the economic prosperity of Montana by

Montana Board of Regents
CURRICULUM PROPOSALS

responding to learner and community needs through the use of partnerships, innovation, outreach and technology.”

The Mission of GFC MSU is: “... to foster the success of our students and their communities through innovative, flexible learning opportunities for people of all ages, backgrounds, and aspirations resulting in self-fulfillment and competitiveness in an increasingly global society.

The program revision and retitling is based upon the model of creating accessible and portable learning opportunities resulting in industry recognized stackable credentials designed to prepare a sufficient number of welders for an ever expanding workforce.

- 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.**

The model based upon this program revision will be a program with a commonly agreed upon set of learning outcomes able to articulate among 11 different 2-year campuses implementing parallel programs. For example, a student could complete the CAS in Great Falls and then transfer to another SWAMMEI campus to engage in specialized training and/or earn the AAS. Or a student could complete the Welding and Fabrication Professional Certificate (SWAMMEI Tier 1) in Great Falls and enter the workforce or transfer to another SWAMMEI campus to complete the CAS. It is very flexible and creates tremendous access to our Montana workforce.

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.**

Montana Board of Regents
CURRICULUM PROPOSALS

WELDING TECHNOLOGY AND FABRICATION

CERTIFICATE OF APPLIED SCIENCE DEGREE

The theory component will be delivered on line and the hands on portion of the curriculum will be done at any of the participating SWAMMEI colleges.

This program follows the National Center for Construction Education and Research (NCCER) curriculum outcomes.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Meet safety requirements.
- Produce welds in all positions that meet industry standards using the following process (es):
 - Shielded Metal Arc Welding (SMAW)
 - Flux Cored Arc Welding (FCAW)
- Make cuts that meet industry standards in the following process (es):
 - Oxy-Fuel Cutting (OFC)
 - Plasma Arc Cutting (PAC)
- Air Carbon Arc Cutting (CAC-C)
- Understand the use of measuring instruments and their purpose.
- Understand power sources and current types.
- Interpret welding blueprints and weld symbols.
- Utilize oral and written communication skills in the workplace, including terminology in the welding industry.

ESTIMATED RESIDENT PROGRAM COST*:

Tuition and Fees	\$	3085
Application Fee	\$	30
Program Fees	\$	700
Tools/clothing	\$	varies
Books/Supplies	\$	619
TOTAL	\$	4,434+

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

<u>COURSE</u>	<u>NO.</u>	<u>TITLE</u>	<u>CREDITS</u>	<u>GRADE/SEM</u>
COLS	103	BECOMING A SUCCESSFUL STUDENT	1†	_____

FIRST SEMESTER / WELDING AND FABRICATION 1 (WELDING AND FABRICATION PROFESSIONAL CERTIFICATE)

<u>COURSE</u>	<u>NO.</u>	<u>TITLE</u>	<u>CREDITS</u>	<u>GRADE/SEM</u>
M	191B**	Special Topics: Math for Welding	3†	_____
WLDG	XXX	Welding and Fabrication I	13	_____
Subtotal			16	

SECOND SEMESTER / WELDING AND FABRICATION 2

<u>COURSE</u>	<u>NO.</u>	<u>TITLE</u>	<u>CREDITS</u>	<u>GRADE/SEM</u>
COMX	102	Interpersonal Skills in the Workplace	1+	_____
WRIT	104	Communication Skills in the Workplace	2+	_____
WLDG	XXX	Welding and Fabrication II	13	_____
Subtotal			16	

TOTAL PROGRAM CREDITS – 32~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.

Please note: although M 191B, COMX 102, and WRIT 104 are listed as discrete courses, they are embedded in the WLDG 170 and 270 courses.

Montana Board of Regents
CURRICULUM PROPOSALS

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

The SWAMMEI initiative requires our consortium programs be implemented by Fall 2014. The initial number of students will be based upon available equipment and dependent on our ability to expand. Being that the SWAMMEI Welding and Fabrication program will be operating in parallel with our current CAS in Welding, equipment and welding booth resources will need to be assigned as needed. We received a grant from EDA to remodel and expand our welding facility. That project is currently underway. Once the EDA grant reallocation of classroom spaces is completed, the numbers of welding booths will double allowing much more flexibility in assigning student workspace. We currently have the capacity to serve 60 students, using a three-cohort model working in three shifts.

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.

At this time we can implement the revised program with the current faculty. Resources to develop new curriculum and create a Welding Certification and Training Center, recruit and train new faculty, and expand our facilities will be funded in part by SWAMMEI, an EDA grant, and with funding we received from the state of Montana to expand our welding program. So, those resources are in place.

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 revised program should be fully self-sustaining once student numbers double as proposed.

7. Assessment

How will the success of the program be measured?

Success of the revised program will be measured by the successful completion and placement of graduates of the welding program.

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 revisions as described were created in consultation with the SWAMMEI welding and fabrication program directors. In addition, the GFC MSU Welding CAS program has a strong advisory board, represented by our local and regional industry, which supports the proposed revisions. The GFC MSU Curriculum Committee reviewed and approved the changes to our welding program.

May 22-23, 2014

ITEM 163-2906+R0514

Request to Establish a Welding and Fabrication Professional Certificate

THAT

Great Falls College MSU will implement a 16 credit Welding and Fabrication Professional Certificate beginning Fall 2014.

EXPLANATION

The Welding and Fabrication Professional Certificate is an industry recognized stackable credential leading either to placement in the work force or continuation to the Certificate of Applied Science (CAS). This professional certificate represents Tier 1 of the revised Welding Technology and Fabrication CAS for the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI) initiative.

ATTACHMENTS

Level I Request
Attachment # 1-Certificate Description

Item Number: 163-2906+R0514

Meeting Date: May 22-23, 2014

Institution: Great Falls College MSU

CIP Code: 48.0508

Program Title: Welding and Fabrication 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.

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)

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:

Great Falls College MSU will implement a 16 credit Welding and Fabrication Professional Certificate beginning Fall 2014. The Welding and Fabrication Professional Certificate is an industry recognized stackable credential leading either to placement in the work force or continuation to the Certificate of Applied Science (CAS). This professional certificate represents Tier 1 of the revised Welding Technology and Fabrication CAS for the Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI) initiative. Please see attachment with Welding and Fabrication Professional Certificate identified.

WELDING TECHNOLOGY AND FABRICATION
CERTIFICATE OF APPLIED SCIENCE DEGREE

Note: The highlighted section below outlines the Welding and Fabrication Professional Certificate

OUTCOMES: GRADUATES ARE PREPARED TO:

- Meet safety requirements.
- Produce welds in all positions that meet industry standards using the following process (es):
 - Shielded Metal Arc Welding (SMAW)
 - Flux Cored Arc Welding (FCAW)
- Make cuts that meet industry standards in the following process (es):
 - Oxy-Fuel Cutting (OFC)
 - Plasma Arc Cutting (PAC)
 - Air Carbon Arc Cutting (CAC-C)
- Understand the use of measuring instruments and their purpose.
- Understand power sources and current types.
- Interpret welding blueprints and weld symbols.
- Utilize oral and written communication skills in the workplace, including terminology in the welding industry.

ESTIMATED RESIDENT PROGRAM COST*:

Tuition and Fees	\$	3085
Application Fee	\$	30
Program Fees	\$	700
Tools/clothing	\$	varies
Books/Supplies	\$	619
TOTAL	\$	4,434+

*Fall 2013, MUS Student Health Insurance Premium may be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

<u>COURSE</u>	<u>NO.</u>	<u>TITLE</u>	<u>CREDITS</u>	<u>GRADE/SEM</u>
COLS	103	BECOMING A SUCCESSFUL STUDENT	1 [†]	_____

FIRST SEMESTER / WELDING AND FABRICATION 1 (WELDING AND FABRICATION PROFESSIONAL CERTIFICATE)

<u>COURSE</u>	<u>NO.</u>	<u>TITLE</u>	<u>CREDITS</u>	<u>GRADE/SEM</u>
M	191B**	Special Topics: Math for Welding	3 [†]	_____
WLDG	XXX	Welding and Fabrication I	13	_____
Subtotal			16	

SECOND SEMESTER / WELDING AND FABRICATION 2

<u>COURSE</u>	<u>NO.</u>	<u>TITLE</u>	<u>CREDITS</u>	<u>GRADE/SEM</u>
COMX	102	Interpersonal Skills in the Workplace	1+	_____
WRIT	104	Communication Skills in the Workplace	2+	_____
WLDG	XXX	Welding and Fabrication II	13	_____
Subtotal			16	

TOTAL PROGRAM CREDITS – 32~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.

Please note: although M 191B, COMX 102, and WRIT 104 are listed as discrete courses, they are embedded in the WLDG 170 and 270 courses.

May 22-23, 2014

ITEM 163-2907+R0514

Re-titling of the Sustainable Energy Technician Certificate of Applied Science (CAS)

THAT

Great Falls College MSU will retitle the Sustainable Energy Technician CAS to the Industrial Technician Certificate of Applied Science.

EXPLANATION

The Sustainable Energy Certificate of Applied Science (CAS) has been re-titled the Industrial Technician Certificate of Applied Science. The new program name is a result of input from the Program Advisory Board. Further curriculum changes are underway.

ATTACHMENTS

Level I Request

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-2907-R0514

Meeting Date: May 22-23, 2014

Institution: Great Falls College MSU

CIP Code: 47.0105

Program Title: Sustainable Energy Technician Certificate of Applied Science (CAS)

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.

X 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 Sustainable Energy Certificate of Applied Science (CAS) has been re-titled the Industrial Technician Certificate of Applied Science. The new program name is a result of input from the Program Advisory Board. Further curriculum changes are underway.

May 22-23, 2014

ITEM 163-2908+R0514

Request to Re-title Division to General Education and Transfer

THAT

Great Falls College MSU will rename the Developmental Education and Transfer Division as the **General Education and Transfer Division**.

EXPLANATION

The Developmental Education and Transfer Division of Great Falls College MSU has been renamed as the General Education and Transfer Division. This change better reflects the Division's mission and is less confusing to students, other campuses, and even the faculty and staff on our own campus. General Education is more familiar and recognizable to constituencies and adheres to our mission, as does Transfer.

ATTACHMENTS

Level I Request

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-2908-R0514 Meeting Date: May 22-23, 2014
Institution: Great Falls College MSU CIP Code: _____
Program Title: Developmental Education and Transfer Division of GFC MSU

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 Developmental Education and Transfer Division of Great Falls College MSU has been renamed as the General Education and Transfer Division. This change better reflects the Division's mission and is less confusing to students, other campuses, and even the faculty and staff on our own campus. General Education is more familiar and recognizable to constituencies and adheres to our mission, as does Transfer.

May 22-23, 2014

ITEM 163-290 +R0514
Request to Modify the Associate of Science Degree

THAT

Great Falls College MSU has modified the existing Associate of Science to provide students with a specifically articulated path to a Bachelor of Science degree in Business at MSU-Bozeman.

EXPLANATION

GFC MSU currently does not have an Associate of Science that transfers to MSU Bozeman in Business. Great Falls and surrounding area students interested in pursuing a BS in Business do not have an outline of the courses offered at GFC MSU that may transfer to the Jake Jabs College of Business and Entrepreneurship. This modification of the existing AS with a concentration of business courses will provide students with a specifically articulated path to the BS in Business. This option may serve as a model or template for an AS from all two-year campuses for graduates seeking a BS at Montana 4-year campuses. Discussions are underway to explore the feasibility of this template with faculty from 2-year and 4-year campuses in a "Tuning" effort sponsored by OCHE.

ATTACHMENTS

Level I Request Form
Curriculum Proposal

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-2909+R0514

Meeting Date: May 22-23, 2014

Institution: Great Falls College MSU

CIP Code: 52.0201

Program Title: Associate of Science Program of Study: Business GFC MSU to MSU-Bozeman

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**
- X **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:

GFC MSU currently does not have an Associate of Science that transfers to MSU Bozeman in Business. Great Falls and surrounding area students interested in pursuing a BS in Business do not have an outline of the courses offered at GFC MSU that may transfer to the Jake Jobs College of Business and Entrepreneurship. This modification of the existing AS with a concentration of business courses will provide students with a specifically articulated path to the BS in Business. This option may serve as a model or template for an AS from all two-year campuses for graduates seeking a BS at Montana 4-year campuses. Discussions are underway to

Montana Board of Regents
LEVEL I REQUEST FORM

explore the feasibility of this template with faculty from 2-year and 4-year campuses in a “Tuning” effort sponsored by OCHE.

Montana Board of Regents CURRICULUM PROPOSALS

1. Overview

Great Falls College currently does not have an Associate of Science (AS) that transfers to MSU Bozeman in Business. Great Falls and surrounding area students interested in pursuing a Bachelor's of Science in Business do not have an outline of the courses offered at the Great Falls College MSU that may transfer to the Jake Jabs College of Business and Entrepreneurship.

This modification of the existing AS with a concentration of business courses will provide students with a specifically articulated pathway to a Bachelor of Science degree in Business with the following options, Marketing, Management, Finance, or Accounting Further, it will position graduates to be conditionally eligible for application to the Jake Jabs College of Business and Entrepreneurship.

This modification of our existing AS may serve as a model or template for other two-year campuses for graduates seeking a bachelor's degree at Montana 4-year campuses. Discussions are underway to explore the feasibility of this template with faculty from 2-year and 4-year campuses in a "Tuning" effort sponsored by OCHE.

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

The MUS Core and Common Course Numbering (CCN) courses are central to the organization of this curriculum. Just as with the current AS, students will take 30-31 credits in the MUS core and then will complete the remaining 30 credits in a combination of specific MUS Core courses and CCN courses that have been identified in the proposal as the "Business Core". Upon completion of the 60-61 credits the students will earn an Associate of Science that will conditionally meet the eligibility requirements for application to the Jake Jabs College of Business and Entrepreneurship.

3. Need

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

Students seeking a bachelor's degree in Business can more affordably attend Great Falls College in their first two-years of college and then transfer these credits to Bozeman for their bachelor's degree. Currently the Great Falls College does not have a delineated Associated of Science degree pathway to the Bozeman College of Business.

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

Because the tuition at the 2-year campuses is less than the 4-year campuses, the students attending Great Falls College can realize a cost savings in tuition and fees. Students interested in seeking a Bachelor's degree will have a clear and specific curriculum to prepare them for application to the Jake Jabs College of Business and Entrepreneurship which will have increased enrollment at that college. Students will be able to complete the bachelor's degree with less duplication of courses and with the course knowledge and skills that will allow them to succeed in their Junior and Senior years at the Bozeman college.

Montana Board of Regents
CURRICULUM PROPOSALS

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

There has been an increase in the number of students completing the MUS Core and AA and AS degrees at the Great Falls College. It is expected that this clear path to the Jake Jabs College of Business and Entrepreneurship will increase the number of students seeking bachelor's degrees through the Great Falls College and thus resulting in more students transferring from Great Falls to Bozeman.

4. Institutional and System Fit

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

Currently there are no AA or AS degrees at the Great Falls College that specify a path to the Jake Jabs College of Business and Entrepreneurship.

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

Because this modification to the existing AS is drawn heavily from the MUS Core and utilizes commonly numbered and transferable courses, the development of *new* courses will not be necessary. However, there are two Great Falls courses or 6 credits that are currently under discussion for revision. Those Great Falls courses may undergo some modifications to more closely align with two CCN courses that are required by the Jake Jabs College of Business and Entrepreneurship.

Current curriculum utilizing those two courses will not be materially affected by the modifications.

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

This is a modification of the existing an Associate of Science and will be articulated to the Jake Jabs College of Business and Entrepreneurship. This option for the AS is not currently offered by this campus. The existing AA with a concentration of business courses will be phased out. But, all of those courses will still be available. Currently our existing AS has two concentrations: Mathematics and Science.

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

The vision of GFC MSU states: "In the next decade, Great Falls College MSU will play a leading role in transforming the lives of our students, their communities and the economic prosperity of Montana by responding to learner and community needs through the use of partnerships, innovation, outreach and technology."

Montana Board of Regents
CURRICULUM PROPOSALS

The Mission of GFC MSU is: "... to foster the success of our students and their communities through innovative, flexible learning opportunities for people of all ages, backgrounds, and aspirations resulting in self-fulfillment and competitiveness in an increasingly global society.

This proposed modification of an existing degree is in alignment with our mission, and supports our MSU President's "One MSU" vision.

- 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.**

Other two-year campuses currently have or are working on AS transfer options to the Jake Jabs College of Business and Entrepreneurship.

This option may serve as a model or template for an Associate of Science from all two-year campuses for graduates seeking a bachelor's degree at Montana 4-year campuses. Discussions are underway to explore the feasibility of this template with faculty from 2-year and 4-year campuses in a "Tuning" effort sponsored by OCHE.

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.**

A S S O C I A T E O F S C I E N C E

Program of Study: Business

Great Falls College MSU to:

Montana State University – Jake Jabs College of Business and Entrepreneurship
Transfer Initiative

This program of study is specifically designed for students seeking admissions into the Jake Jabs College of Business and Entrepreneurship at Montana State University, Bozeman. Upon its completion, students desiring a Bachelor of Science in Marketing, Management, Finance or Accounting are conditionally eligible for application.

*Note: Completion of this program of study does not guarantee admission. Students must earn a grade of "C-" or better in all courses designated as a Business Pre-Core course. Additionally, transfer students must 1) establish a MSU-GPA by taking at least one course with MSU-Bozeman and complete the course(s) with a cumulative GPA of 2.5 or higher for admission eligibility and 2) score at least "3" on the ACT Workkeys Written Exam.**

Montana Board of Regents
CURRICULUM PROPOSALS

I. Montana University Core Education (39 credits)

Students will complete 39 credits from the MUS Core including the specific core courses listed below.

ECNS 201	Principles of Microeconomics	3 (Core/Pre-Core)
ECNS202	Principles of Macroeconomics	3 (Core/Pre-Core)
PSYX100	Introduction to Psychology	3 (Core)
M161	Survey of Calculus	4 (Core/Pre-Core)
STAT216	Introduction to Statistics.....	4 (Core/Pre-Core)

Total MUS Core Requirements (including 17 credits listed above).....39 Credits

II. Business Core Education (18 credits)

The following courses are part of the transferable Common Course Numbering (CCN) list of MUS courses, and/or MSU Jake Jabs College of Business Pre-Core (Pre-Core).

ACTG201	Principles of Financial Accounting	3 (CCN/Pre-Core)
ACTG202	Principles of Managerial Accounting	3 (CCN/Pre-Core)
BGEN105	Introduction to Business	3 (CCN)
BMGT205	Professional Communication Fundamentals	3 (CCN/Pre-Core)
BMGT235	Business Law	3 (CCN)
CSCI172	Introduction to Computer Modeling	3 (CCN)

Total Business Core Requirements18 Credits

III. Great Falls College Graduation Requirements (4 credits)

CAPP120	Introduction to Computers.....	3 (CCN)
COLS103	Becoming a Successful Student.....	1

Total Great Falls College Requirements 4 Credits

Total Degree Requirements (*Minimum*).....61 Credits

Upon approval, this modification to the existing AS will be included in the online catalog of offerings, and will be presented to our Advising Center. Advisors will assist students in program and course selection and registration.

Montana Board of Regents
CURRICULUM PROPOSALS

Numbers for Fall 2015 are estimated to be in the 10-15 range. As students become more familiar with the offering the numbers are expected to increase.

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.

At this time we can implement this program of study option with no additional resources.

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.

At this time, no additional resources are expected to be necessary. If enrollment exceeds expectations, additional faculty resources may be necessary to meet student demands.

7. Assessment

How will the success of the program be measured?

Success of this transfer option will be measured by the number of students declaring the option, and the number of students that graduate with the degree after the second year of implementation—Spring 2016.

The number of students declaring this option will be collected beginning Fall 2014.

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 modification to the existing AS was originally proposed by a joint collaboration of business faculty and administration at Great Falls College MSU in the Spring of 2014.

The “Tuning” effort sponsored by OCHE brought 2-year and 4-year faculty and administration in the MUS system together Fall 2014 to discuss transfer and articulation of 2-year business courses and degrees to 4-year degree programs.

This AS has evolved from the “Tuning” efforts, and meetings with the administration with the Jake Jobs College of Business and Entrepreneurship at the Bozeman campus as well as meetings with administration from the Helena College and City College in Billings.

May 22-23, 2014

ITEM 163-2911+R0514

Collision and Refinishing Technology Certificate of Applied Science – Program Termination

THAT

Great Falls College MSU will terminate the Collision and Refinishing Technology Certificate of Applied Science.

EXPLANATION

The Board was notified that the Collision and Refinishing Technology Certificate of Applied Science program was placed into moratorium in March 2011. Great Falls College MSU will terminate the program.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-2911+R0514

Meeting Date: May 22-23, 2014

Institution: Great Falls College MSU

CIP Code: 47.0603

Program Title: Collision and Refinishing Technology 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:

Great Falls College MSU will terminate the Collision and Refinishing Technology Certificate of Applied Science.

Montana University System PROGRAM TERMINATION CHECKLIST

Pursuant to recommendations of the Montana University System Chief Academic Officers and approved by the Montana Board of Regents for Higher Education, an institution may request that an academic program be terminated/withdrawn under the Level I change process. This two-meeting process begins with the institution submitting a Level I Request Form indicating Intent to Terminate. At a following regular meeting, the institution will submit a Level I Request Form accompanied by the completed Program Termination Checklist.

Phase I:

- 1. Research the programs of study for all students currently enrolled in program and define a reasonable deadline for degree completion for all current students. Plan course offerings accordingly.**

Comments:

No students are currently enrolled in the CAS Collision and Refinishing Technology Program.

- 2. Notify affected program faculty of impending layoff and timing based on reasonable program completion for existing students (both verbally and in writing).**

Comments:

No layoffs occurred as a result of this program termination.

- 3. Meet with students to discuss program completion deadlines, course scheduling and options.**

Comments:

No students are currently enrolled in the CAS Collision and Refinishing Technology Program.

- 4. Notify all internal curriculum committees and Faculty Senate of impending program closure.**

Comments:

The GFCMSU Curriculum Committee was notified of the CAS Collision and Refinishing Technology Program moratorium and termination.

- 5. Notify Faculty Union (where applicable).**

Comments:

There were no faculty assignment changes or layoffs as a result of the termination of the CAS Collision and Refinishing Technology Program.

- 6. Notify public advisory committee for program (where applicable).**

Comments:

The advisory committee was advised of the program moratorium and was in support of the termination

Montana University System
PROGRAM TERMINATION CHECKLIST

of the program.

- 7. File Notice of Intent to Terminate/Withdraw via Level I Request Form for Board of Regents agenda to ensure adequate public notice.**

Comments:

A Level I Request Form was submitted to the Board of Regents for consideration on the May 2011 meeting agenda.

Phase II:

- 8. Notify high school counselors, feeder colleges, and other constituents.**

Comments:

All constituents have been notified as appropriate.

- 9. Revise hardcopy and electronic catalog to remove the program or indicate planned program closure. Work with current students to ensure they will be able to complete their program within a reasonable deadline.**

Comments:

The College Catalog is amended as items are approved by the GFC Curriculum Committee.

- 10. File Level I request for Program Termination and documented checklist with Office of Commissioner of Higher Education.**

Comments:

The Level I Request was submitted for consideration for the March 2014 meeting agenda.

- 11. Level I Memo published to the Board of Regents and Montana University System.**

Comments:

Upon notification, it is expected the Board will publish this item as part of its Level I Memo for consideration for the May 2014 meeting.

May 22-23, 2014

ITEM 163-2912+R0514

Public Safety Communications Certificate – Certificate Termination

THAT

Great Falls College MSU notifies the Board of Regents it will terminate the Public Safety Communications Certificate.

EXPLANATION

The Board was notified that the Public Safety Communications Certificate program was placed into moratorium in March 2011. Great Falls College MSU will terminate the program.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-2912+R0514 Meeting Date: May 22-23 2014
Institution: Great Falls College MSU CIP Code: 43.5031
Program Title: Public Safety Communication 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)
- X 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:

GFC MSU will terminate the Public Safety Communication Certificate.

Montana University System **PROGRAM TERMINATION CHECKLIST**

Pursuant to recommendations of the Montana University System Chief Academic Officers and approved by the Montana Board of Regents for Higher Education, an institution may request that an academic program be terminated/withdrawn under the Level I change process. This two-meeting process begins with the institution submitting a Level I Request Form indicating Intent to Terminate. At a following regular meeting, the institution will submit a Level I Request Form accompanied by the completed Program Termination Checklist.

Phase I:

- 1. Research the programs of study for all students currently enrolled in program and define a reasonable deadline for degree completion for all current students. Plan course offerings accordingly.**

Comments:

No students are currently enrolled in the Public Safety Communications Certificate Program.

- 2. Notify affected program faculty of impending layoff and timing based on reasonable program completion for existing students (both verbally and in writing).**

Comments:

No layoffs occurred as a result of this program termination.

- 3. Meet with students to discuss program completion deadlines, course scheduling and options.**

Comments:

No students are currently enrolled in the Public Safety Communications Certificate Program.

- 4. Notify all internal curriculum committees and Faculty Senate of impending program closure.**

Comments:

The GFC MSU Curriculum Committee was notified of the discontinuation of the Public Safety Communications Certificate Program.

- 5. Notify Faculty Union (where applicable).**

Comments:

There were no faculty assignment changes or layoffs due to the termination of the Public Safety Communications Certificate Program.

- 6. Notify public advisory committee for program (where applicable).**

Comments:

The advisory board for the program was notified of the moratorium.

Montana University System
PROGRAM TERMINATION CHECKLIST

- 7. File Notice of Intent to Terminate/Withdraw via Level I Request Form for Board of Regents agenda to ensure adequate public notice.**

Comments:

A Level I Request Form was submitted to the Board of Regents for consideration on the March 2011 meeting agenda.

Phase II:

- 8. Notify high school counselors, feeder colleges, and other constituents.**

Comments:

All constituents have been notified as appropriate.

- 9. Revise hardcopy and electronic catalog to remove the program or indicate planned program closure. Work with current students to ensure they will be able to complete their program within a reasonable deadline.**

Comments:

The College Catalog is amended as items are approved by the GFC MSU Curriculum Committee.

- 10. File Level I request for Program Termination and documented checklist with Office of Commissioner of Higher Education.**

Comments:

The Level I Request was submitted for consideration for the March 2014 meeting agenda.

- 11. Level I Memo published to the Board of Regents and Montana University System.**

Comments:

Upon notification, it is expected the Board will publish this item as part of its Level I Memo for consideration for the May 2014 meeting.

May 22-23, 2014

ITEM 163-2901+R0514

Request to Establish a Certificate for a EMT/Pre-Paramedic Professional

THAT

Great Falls College MSU will implement an 18-25 credit EMT/Pre-Paramedic Professional Certificate.

EXPLANATION

Great Falls College MSU will implement an EMT/Pre-Paramedic Professional Certificate beginning fall 2014. The 18-25 credit professional certificate was designed to provide students with a broad set of knowledge and skills, allowing them to explore different healthcare opportunities and prepare them for entry into the Emergency Medical Technician field. In addition to preparing the student for the EMT/Paramedic program (pending formal acceptance to the program), the certificate is the first stack in a credential designed to allow the student to sit for the EMT exam and gain access to employment in the field. The Certificate will also be delivered through the Consortium of Health Care Education Online (CHEO).

ATTACHMENTS

Level I Request Form
Attachment # 1-Certificate Description

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-2901+R0514

Meeting Date: May 22-23, 2014

Institution: Great Falls College MSU

CIP Code: 51.0904

Program Title: EMT/Pre-Paramedic 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)

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:

Great Falls College MSU will implement an EMT/Pre-Paramedic Professional Certificate beginning fall 2014. The 18-25 credit professional certificate was designed to provide students with a broad set of knowledge and skills, allowing them to explore different healthcare opportunities and prepare them for entry into the Emergency Medical Technician field. In addition to preparing the student for the EMT/Paramedic program (pending formal acceptance to the program), the certificate is the first stack in a credential designed to allow the student to sit for the EMT exam and gain access to employment in the field. The Certificate will also be delivered through the Consortium of Health Care Online (CHEO).

EMT/PRE-PARAMEDIC

PROFESSIONAL CERTIFICATE

Program Director: Joel Henderson

Many of these courses are available online.

According to the U.S. Bureau of Labor and Statistics

<http://www.bls.gov/ooh/healthcare/emts-and-paramedics.htm#tab-4>

Emergency Medical Technicians (EMTs) and paramedics care for the sick or injured in emergency medical settings. People’s lives often depend on their quick reaction and competent care. EMTs and Paramedics respond to emergency calls, performing medical services and transporting patients to medical facilities.

Employment of Emergency Medical Technicians (EMTs) and paramedics is projected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations. Emergencies, such as car crashes, natural disasters, or acts of violence, will continue to create demand for EMTs and paramedics. Demand for part-time, volunteer EMTs and paramedics in rural areas and smaller metropolitan areas will also continue.

Growth in the middle-aged and elderly population will lead to an increase in the number of age-related health emergencies, such as heart attacks or strokes. This, in turn, will create greater demand for EMTs and paramedic services. An increase in the number of specialized medical facilities will require more EMTs and Paramedics to transfer patients with specific conditions to these facilities for treatment.

The median annual wage for Emergency Medical Technicians (EMTs) and Paramedics was \$31,020(##) in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$20,180, and the top 10 percent earned more than \$53,550. (##)This entry level wage state above for EMT/Paramedic combines both levels, but when separated out a Paramedic annual entry level wage is much higher. An EMT is an entry level position, requires much less training (one semester), and many EMT’s are volunteer. The paramedic is highest level of certification/licensure for a pre-hospital provider, require much more training (AAS degree), and thus paid higher than an EMT.

Most paid EMTs and paramedics work full time. About 1 in 3 worked more than 40 hours per week in 2012. Because EMTs and paramedics must be available to work in emergencies, they may work overnight and on weekends. Some EMTs and paramedics work shifts in 12- or 24-hour increments. Volunteer EMTs and paramedics have variable work schedules.

OUTCOMES GRADUATES ARE PREPARED TO:

- EMTs must be able to provide emotional support to patients in an emergency, especially patients who are in life-threatening situations or extreme mental distress.
- EMTs usually work on teams and must be able to coordinate their activities closely with others in stressful situations.
- EMTs need to listen to patients to determine the extent of their injuries or illnesses.
- EMTs need to be physically fit. Their job requires a lot of bending, lifting, and kneeling.
- EMTs need strong problem-solving skills. They must be able to evaluate patients’ symptoms and administer the appropriate treatments.
- EMTs need to be able explain procedures to patients, give orders, and relay information to others, 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, managing the office and employment.

ESTIMATED RESIDENT PROGRAM COST*:

Tuition and Fees	\$ 1543
Application Fee	\$ 30
Books/Supplies	\$ 979
TOTAL	\$ 2,552

*Fall 2013, MUS Student Health Insurance Premium may be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

Becoming EMT Certified:

Once students successfully complete the EMT course and turn 18 years of age they will be eligible and prepared to take the National Registry EMT examination. Upon successful completion of NREMT EXAM they will be certified as an EMT. Being certified as an EMT is one of the requirements to becoming a paramedic.

Eligibility to apply to the Paramedic AAS Program:

Upon successful completion of EMT/Pre-Paramedic Professional Certificate students will meet the minimum requirements and be able to apply to the GFC MSU AAS Paramedic Program. Please see Paramedic Program catalog page for additional application requirements.

FIRST SEMESTER

<u>COURSE</u>	<u>NO.</u>	<u>TITLE</u>	<u>CREDITS</u>	<u>GRADE/SEM</u>
AMHS	142	Introduction to Medical Terminology OR		
AMHS	144	Medical Terminology	1-3†	_____
BIOH	104**	Basic Human Biology/Lab OR		
BIOH	201**	Human Anatomy & Physiology I/Lab AND		
BIOH	211**	Human Anatomy & Physiology II/Lab	4-8†	_____
ECP	131	Emergency Medical Technician w/Clinical	7†	_____
M	121**	College Algebra OR		
		Any math course in the MUS Core	3-4†	_____
WRIT	101**	College Writing I	3†	_____

TOTAL PROGRAM CREDITS – 18- 25~

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

May 22-23, 2014

ITEM 163-2902+R0514

Request to Establish a Certificate for a Phlebotomy/Pre-Medical Assistant Professional

THAT

Great Falls College MSU will implement a 17-18 credit Phlebotomy/Pre-Medical Assistant Professional Certificate beginning Fall 2014.

EXPLANATION

Great Falls College MSU will offer a Phlebotomy/Pre-Medical Assistant Professional Certificate. The 18-25 credit professional certificate was designed to provide students with a broad set of knowledge and skills, allowing them to explore different healthcare opportunities and prepare them for immediate entry into the Phlebotomy field. Additionally, the certificate serves as the first stack of a Medical Assistant credential pending completion of the pre-Medical Assistant coursework and formal admittance to the program. The Certificate will also be delivered through the Consortium of Health Care Education Online (CHEO).

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-2902+R0514

Meeting Date: May 22-23, 2014

Institution: Great Falls College MSU

CIP Code: 51.1009

Program Title: Phlebotomy/Pre-Medical Assistant 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)

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:

Great Falls College MSU will offer a Phlebotomy/Pre-Medical Assistant Professional Certificate. The 18-25 credit professional certificate was designed to provide students with a broad set of knowledge and skills, allowing them to explore different healthcare opportunities and prepare them for immediate entry into the Phlebotomy field. Additionally, the certificate serves as the first stack of a Medical Assistant credential pending completion of the pre-Medical Assistant coursework and formal admittance to the program. The Certificate will also be delivered through the Consortium of Health Care Education Online (CHEO).

May 22-23, 2014

ITEM 163-2904+R5014

Request to place the Radiological Technology Associate of Applied Science (AAS) program in Moratorium

THAT

Great Falls College MSU wishes to notify the BOR of its intent to place the Radiological Technology AAS program in moratorium.

EXPLANATION

Great Falls College MSU will place the Radiologic Technology AAS in moratorium. A new intake will not occur for fall 2014.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-2904+R0514 Meeting Date: May 22-23, 2014
Institution: Great Falls College MSU CIP Code: 51.0911
Program Title: Radiological Technology Associate 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.

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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:

Great Falls College MSU will place the Radiologic Technology AAS in moratorium. A new intake will not occur for fall 2014. Existing second year students will continue through to completion in May 2015. This program, formerly a hospital-based program, has been substantially externally funded. Due to an unexpected reduction of that external funding, the program will be placed in moratorium and other funding sources explored.

May 22-23, 2014

ITEM 163-313+R0514

Request to Establish a Welding and Fabrication Professional Certificate

THAT

Flathead Valley Community College seeks approval to implement a Welding and Fabrication Professional Certificate.

EXPLANATION

This certificate is embedded in the fabrication track of the existing Welding Technology AAS. Students will be eligible to earn the certificate after completing the first semester of the AAS degree.

ATTACHMENTS

Level I Request with Level II documentation

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-313+R0514 Meeting Date: May 22-23, 2014
Institution: Flathead Valley Community College CIP Code: _____
Program Title: Welding and Fabrication 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)
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Montana Board of Regents
LEVEL I REQUEST FORM

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

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Specify Request:

This 18-credit certificate is embedded in the fabrication track of the existing Welding Technology AAS. Students will be eligible to earn the certificate after completing the first semester of the AAS degree. Certificate outcomes and other details are attached.

Montana Board of Regents
LEVEL I REQUEST FORM

Upon completion of this program, students will:

- Describe and demonstrate safe and proper use of each type of welding equipment
- Select and demonstrate various joining processes
- Read and interpret welding blueprints using a systemic process
- Demonstrate proper transport, setup, adjustment, and use of all cutting and welding equipment
- Demonstrate proficiency in OXYFUEL, SMAW, GMAW, GTAW, and FCAW processes
- Recognize, inspect, and document proper applications of welding processes
- Communicate with appropriate technical terminology in an academic and workplace setting.

First Year - Fall Semester

<u>4</u>	<u>Course</u>	<u>#</u>	<u>Title</u>	<u>Credits</u>		
___	CAPP	106	Short Courses: Computer Apps.	1		
___	M	114*	Extended Tech. Mathematics	3		
___	WLDG	100	Intro. to Welding Fundamentals	4		
___	WLDG	111*	Welding Theory I Practical	4		
___	WLDG	117	Blueprint Reading and Welding Symbols	3		
___	WLDG	145	Fabrication Basics I	<u>3</u>	First Semester Total	18

May 22 – 23, 2014

ITEM 163-301+R0514

Request to Establish a Business Innovation and Development Certificate

THAT

That the Board of Regents authorizes Flathead Valley Community College to offer a certificate in Business Innovation and Development.

EXPLANATION

This 17-credit certificate is designed to introduce students to business management, accounting and marketing, entrepreneurial thinking, and launching a new business. The student will explore and conceptualize innovative ideas, expand the entrepreneurial thinking mindset through activities and problem solving, develop and refine vision statements, mission statements, and business plans and implement steps toward starting a small business.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-301+R0514

Meeting Date: May 22-23, 2014

Institution: FVCC

CIP Code: 52.0701

Program Title: Business Innovation and Development 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)

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.

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 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:

This 17-credit certificate is designed to introduce students to business management, accounting and marketing, entrepreneurial thinking, and launching a new business. The student will explore and conceptualize innovative ideas, expand the entrepreneurial thinking mindset through activities and problem solving, develop and refine vision statements, mission statements, and business plans and implement steps toward starting a small business.

Upon completion of this program, students will:

Montana Board of Regents
LEVEL I REQUEST FORM

- Identify business opportunities through market research.
- Implement strategies and make modifications based on feedback from potential customers.
- Articulate a vision statement for their business idea, both orally and in writing.
- Develop a professional grade business plan that could be presented to financial institutions for consideration.

Fall Semester

	<u>Course #</u>	<u>Title</u>	<u>Credits</u>
___	ACTG 201	Principles of Financial Accounting	4
___	BGEN 120	Business Innovations: Concept to Launch	5
___	BMGT 210	Small Business Entrepreneurship	3
___	BMKT 225	Marketing	3
___	CAPP 103	QuickBooks Fundamentals	<u>2</u>
		Total Credits	17

May 22 – 23, 2014

ITEM 163-302+R0514

Notice of Intent to Terminate Customer Service Certificate

THAT

That the Board of Regents authorizes Flathead Valley Community College to terminate a certificate program in Customer Service.

EXPLANATION

This certificate has been in moratorium for three years and there has been no student interest during that time.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-302+R0514 Meeting Date: May 22-23, 2014
Institution: FVCC CIP Code: 52.0501
Program Title: Customer Service 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.

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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.

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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:

This program has been in moratorium and there has been no student interest during that time.

May 22 – 23, 2014

ITEM 163-303+R0514

Request to Terminate Executive/Legal Administrative Certificate

THAT

That the Board of Regents authorizes Flathead Valley Community College to terminate an Executive/Legal Administrative Assistant AAS program.

EXPLANATION

This program has been in moratorium for three years and there has been no student interest during that time.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-303+R0514

Meeting Date: May 22-23, 2014

Institution: FVCC

CIP Code: 22.0301

Program Title: Executive/Legal Administrative Assistant

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.

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- 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)
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(No Program Termination Checklist at this time)
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Montana Board of Regents
LEVEL I REQUEST FORM

B. Level I with Level II documentation:

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Specify Request:

This program has been in moratorium for three years and there has been no student interest during that time.

May 22 – 23, 2014

ITEM 163-304+R0514

Request to Terminate Auto Body Technology Certificate

THAT

That the Board of Regents authorizes Flathead Valley Community College to terminate the Auto Body Technology Certificate.

EXPLANATION

Due to the costs associated with equipment and facilities to run this program, as well as lack of student interest, the FVCC Executive Committee at FVCC decided to terminate this program.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-304+R0514

Meeting Date: May 22-23, 2014

Institution: FVCC

CIP Code: 47.0603

Program Title: Auto Body Technology 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.

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Montana Board of Regents
LEVEL I REQUEST FORM

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Specify Request:

Due to the costs associated with equipment and facilities to run this program, as well as lack of student interest, the FVCC Executive Committee at FVCC decided to terminate this program.

May 22 – 23, 2014

ITEM 163-305+R0514

V @ U Cabinet and Furniture Technology Certificate of Applied Science

THAT

That the Board of Regents authorizes Flathead Valley Community College to terminate the Cabinet and Furniture Technology Certificate of Applied Science.

EXPLANATION

Due to lack of student interest and available jobs, FVCC would like to terminate this program.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-305+R0514

Meeting Date: May 22-23, 2014

Institution: FVCC

CIP Code: 46.0201

Program Title: Cabinet and Furniture Technology 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:

Due to lack of student interest and available jobs, FVCC would like to terminate this program.

May 22 – 23, 2014

ITEM 163-306+R0514

Request to place Building Trades CAS and AAS programs into moratorium

THAT

That the Board of Regents authorizes Flathead Valley Community College to Building Trades CAS and AAS programs into moratorium

EXPLANATION

Due to low student interest and available jobs, FVCC would like to place this program into moratorium

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 163-306+R0514

Meeting Date: May 22-23, 2014

Institution: FVCC

CIP Code: 15.1001

Program Title: Building Trades CAS and AAS

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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**
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Montana Board of Regents
LEVEL I REQUEST FORM

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Specify Request:

Due to lack of student interest and available jobs, FVCC would like to place these CAS and AAS programs into moratorium.

PHLEBOTOMY/PRE-MEDICAL ASSISTANT

PROFESSIONAL CERTIFICATE

Program Director: Pamela Christianson

All courses are online except for Phlebotomy which is hybrid and requires students to be on GFC MSU campus throughout the semester.

According to the U.S. Bureau of Labor and Statistics, employment of phlebotomists is projected to grow 27 percent from 2012 to 2022, much faster than the average for all occupations. Hospitals, diagnostic laboratories, blood donor centers, and other locations will need phlebotomists to perform blood work.

Phlebotomists draw blood for tests, transfusions, research, or blood donations. Some explain their work to patients and provide assistance when patients have adverse reactions after their blood is drawn.

OUTCOMES GRADUATES ARE PREPARED:

To work as Phlebotomists and with the Pre-MA Professional Certificate:

- Collect and prepare laboratory specimens and perform basic laboratory tests.
- Respond to and initiate written communication in a professional manner to patients and medical facilities.

If you want to further your education and get an Associate of Applied Science Degree in Medical Assisting:

According to the U.S. Bureau of Labor and Statistics, Employment of Medical Assistants is projected to grow 29 percent from 2012 to 2022, much faster than the average for all occupations.

Medical Assistants are specially trained to work in ambulatory medical settings such as Physicians' offices, clinics, and surgical centers. These multi-skilled allied health personnel can function in both administrative and clinical areas.

The Great Falls College MSU Medical Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB). CAAHEP, 1361 Park Street, Clearwater, FL 33756, (727) 210-2350. Upon graduation from an accredited program, students are eligible to sit for the certifying examination through the AAMA.

ESTIMATED RESIDENT PROGRAM COST*:

Tuition and Fees	\$ 1543
Application Fee	\$ 30
Books/Supplies	\$ 979
TOTAL	\$ 2,552

*Fall 2014, MUS Student Health Insurance Premium may be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

PREREQUISITE SKILLS:

Students wishing to enter the Phlebotomy/Pre -Medical Assistant Professional Certificate Program are strongly advised to be proficient in keyboarding and typing.

A grade of "C-" or above must be achieved in all courses to advance and graduate from the program.

CPR and or First Aid are strongly recommended before you finish your professional certificate.

Becoming a Certified Phlebotomist:

Once students successfully complete the phlebotomy course, students will need in addition to this course: Clinical Lab clock hours plus 75-100 sticks. Once this is completed student will qualify to sit for a national exam to become Certified or Registered Phlebotomists. (This course will not set-up your clinical lab sites for hours or sticks.)

Students must be 18 years of age to take the certification examination for Phlebotomy.

FIRST SEMESTER

COURSE	NO.	TITLE	CREDITS	GRADE/SEM
AHMA	220	Phlebotomy	3+	_____
AHMS	106	Healthcare Professional	2+	_____
AHMS	144	Medical Terminology	3+	_____
CAPP	120	Introduction to Computers	3+	_____
M	121**	College Algebra OR		
		Any math course in the MUS Core	3-4+	_____
WRIT	122**	Business Writing	3+	_____
		Subtotal	17-18	

TOTAL PROGRAM CREDITS – 17-18~

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.