

## NOTIFICATION AND LEVEL I APPROVAL MEMORANDUM

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**DATE:** October 27, 2015

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

**FROM:** John Cech, Deputy Commissioner for Academic and Student Affairs

**RE:** Notifications and Level I Approvals

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This memorandum is intended to inform you of the Notifications and Level I changes in academic programs that have been approved on an MUS campus or in the Office of the Commissioner of Higher Education since the September 2015 meeting of the Board of Regents. Any comments regarding items below must be received by the Office of the Commissioner of Higher Education no later than November 3, 2015.

### 1. Notifications

#### A. Terminations and Placement into/Withdraw from Moratorium

##### **Miles Community College:**

- Notification of Placement of AS Biofuels Emphasis and AAS in Biofuels Program into Moratorium [Item #169-401-R115](#) | [Academic Proposal Request Form](#) | [Attachment #1](#)
- Notification of Placement of AS Insurance Emphasis and AAS in Insurance Program into Moratorium [Item #169-402-R115](#) | [Academic Proposal Request Form](#) | [Attachment #1](#)

##### **Montana State University Northern:**

- Notification to Withdraw the BS in Education in English 5-12 from Moratorium [Item #169-2801-R1115](#) | [Academic Proposal Request Form](#)
- Notification to Withdraw the BS in Education in Social Science Broadfield 5-12 from Moratorium [Item #169-2802-R1115](#) | [Academic Proposal Request Form](#)

##### **Great Falls College Montana State University:**

- Notification of the Intent to Terminate the Fire and Rescue Technology AAS-Step 1 [Item #169-2903-R1115](#) | [Academic Proposal Request Form](#) | [Program Termination Checklist](#)

#### B. Campus Certificates and Programs of Study

##### **Great Falls College Montana State University:**

- Notification of the establishment of a Medical Scribe Apprentice CTS [Item #169-2901-R115](#) | [Academic Proposal Request Form](#) | [Attachment #1](#)

##### **The University of Montana Missoula:**

- Notification of the establishment of a Recycling Technology CTS – Missoula College [Item #169-1002-R1115](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#)

### 2. Level I Items

#### A. Level I Items-Other

## NOTIFICATION AND LEVEL I APPROVAL MEMORANDUM

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### **Miles Community College:**

- Request for authorization to establish a Certificate in General Studies  
[Item #169-403+R1115](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#)  
[| Attachment #1](#) | [Attachment #2](#) | [Attachment #3](#) | [Attachment #4](#)

### **Montana State University Bozeman:**

- Request for Authorization to Reduce the Number of Credits Required for the Art Education Majors  
[Item #169-2012+R1115](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment #1](#)
- Request for Authorization to Establish a Minor in Personal and Consumer Finance  
[Item #169-2013+R1115](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#)

### **The University of Montana Western:**

- Request for Authorization to Revise the BS in Natural Horsemanship  
[Item # 169-1601+R1115](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment #1](#) | [Attachment #2](#)

**November 19-20, 2015**

**ITEM 169-401-R1115**

**Notification of Placement of AS Biofuels Emphasis and AAS in Biofuels Program into Moratorium**

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**THAT**

Miles Community College notifies the Board of Regents of Higher Education of the placement of the AS Biofuels Emphasis and AAS in Biofuels Programs into Moratorium.

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**EXPLANATION**

Biofuels enrollment is severely low due to the industry's nationwide decrease and its non-existence in this region. In addition, the College is no longer able to use the original facility, and relocation of the equipment is cost-prohibitive. At the beginning of the Fall 2015 only one student had expressed an interest in the biofuels program. Rather than admit that lone student into the program, MCC has opted to place the program into moratorium.

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**ATTACHMENTS**

Academic Proposal Request Form  
Attachment #1 – On Campus Approval Minutes

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

Item Number: **169-401-R1115**

Meeting Date: **November 19-20, 2015**

Institution: **Miles Community College**

CIP Code: **010401**

Program Title: **AS Biofuels Emphasis and AAS in Biofuels**

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic Affairs Handbook](#).

**A. Notifications:**

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

**1a. Placing a program into moratorium** (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

**1b. Withdrawing a program from moratorium**

**2. Intent to terminate an existing major, minor, option or certificate – Step 1** (Phase I Program Termination Checklist)

**3. Campus Certificates- Adding, re-titling, terminating or revising a campus certificate of 29 credits or less**

**4. BAS/AA/AS Area of Study**

**B. Level I:**

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

**1. Re-titling an existing major, minor, option or certificate**

**2. Adding a new minor or certificate where there is a major or an option in a major** (Curriculum Proposal Form)

**3. Revising a program** (Curriculum Proposal Form)

**4. Distance or online delivery of an existing degree or certificate program**

**5. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist)

**Temporary Certificate or AAS Degree Program**

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

**C. Level I with Level II Documentation:**

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

**1. Consolidating existing programs and/or degrees** (Curriculum Proposal Form)

**D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

**1. Re-titling a degree (ex. From B.A. to B.F.A)**

**2. Adding a new minor or certificate where there is no major or option in a major** (Curriculum Proposal Form)

**3. Establishing a new degree or adding a major or option to an existing degree** (Curriculum Proposal Form)

**4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

**5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

**Specify Request:**

Miles Community College requests the placement of the Biofuels AS Emphasis and Biofuels AAS degrees in Moratorium.

Minutes/Academic Standards  
September 11, 2015 - 12:00 pm  
Lewis & Clark Room in Library

Attending:

Garth Sleight (Chair), Rita Kratky, Jan Hartmann, Karla Lund, Lisa Blunt, Erin Niedge, Jessie Dufner, Donna Faber, Kristin Buck, Kristy Atwood, Mike Hardy and guest Sarah Pett.

**NEW BUSINESS:**

Garth proposed programs to be placed on moratorium with OCHE:

Biofuels AS Emphasis

Biofuels AAS Emphasis

Biofuels enrollment is severely low likely due to the industry's nationwide decrease and its non-existence in this region. Instructor Kristin Buck added that the equipment from the program was removed from its previous location and setting up the equipment in a new location would be cost-prohibitive.

Insurance AS Emphasis

Business management: Insurance AAS Emphasis

Enrollment low. There is one student taking the insurance class to fulfill the Pharmacy Tech requirements, so that class will continue to be taught.

The Associate Dean of Academic Affairs, in consultation with the President's Cabinet, requests the Academic Standards committee to waive second reading and approve the placement of these programs on moratorium.

Erin Niedge made a motion to waive second reading and to approve. Mike Hardy made the second. Vote/Unanimous in favor.

**NEW COURSE PROPOSAL:**

**General Ed Certificate**

A proposal was presented by Rita Kratky for an addition of a 31-credit certificate of Gen Ed Core (MUS General Education Core) to MCC certificate offerings.

This would allow a certificate point of completion for radiology tech, pre-pharmacy tech, transfer students, undecided students who may later wish to transfer and/or high school dual enrollment students. (30+ credits, but less than 60 credit associate degree level).

Mike Hardy made the motion to waive second reading and to approve proposal. A second was made by Erin Niedge. Vote/Unanimous in favor.

**November 19-20, 2015**

**ITEM 169-402-R1115**

**Notification of Placement of AS Insurance Emphasis and AAS in Insurance Program into Moratorium**

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**THAT**

Miles Community College notifies the Board of Regents of Higher Education of the placement of the AS Insurance Emphasis and AAS in Insurance Program into Moratorium.

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**EXPLANATION**

The enrollment that was projected for the Insurance programs did not materialize, as expected. One Insurance class will tentatively be retained to support another career-technical program; however, none of the Insurance classes offered for Fall 2015 had sufficient, so they were all cancelled. MCC does not have immediate plans to offer any more Insurance classes.

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**ATTACHMENTS**

Academic Proposal Request Form  
Attachment #1 – On Campus Approval Minutes

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

Item Number: **169-402-R1115**

Meeting Date: **November 19-20, 2015**

Institution: **Miles Community College**

CIP Code: **521701**

Program Title: **AS Insurance Emphasis and AAS in Insurance**

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic Affairs Handbook](#).

**A. Notifications:**

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

**1a. Placing a program into moratorium** (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

**1b. Withdrawing a program from moratorium**

**2. Intent to terminate an existing major, minor, option or certificate – Step 1** (Phase I Program Termination Checklist)

**3. Campus Certificates- Adding, re-titling, terminating or revising a campus certificate of 29 credits or less**

**4. BAS/AA/AS Area of Study**

**B. Level I:**

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**2. Adding a new minor or certificate where there is a major or an option in a major** (Curriculum Proposal Form)

**3. Revising a program** (Curriculum Proposal Form)

**4. Distance or online delivery of an existing degree or certificate program**

**5. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist)

**Temporary Certificate or AAS Degree Program**

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.



**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

**C. Level I with Level II Documentation:**

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**1. Consolidating existing programs and/or degrees** (Curriculum Proposal Form)

**D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

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**4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

**5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

**Specify Request:**

Miles Community College requests the placement of the Insurance AS Emphasis and Insurance AAS degree in Moratorium.

Minutes/Academic Standards  
September 11, 2015 - 12:00 pm  
Lewis & Clark Room in Library

Attending:

Garth Sleight (Chair), Rita Kratky, Jan Hartmann, Karla Lund, Lisa Blunt, Erin Niedge, Jessie Dufner, Donna Faber, Kristin Buck, Kristy Atwood, Mike Hardy and guest Sarah Pett.

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This would allow a certificate point of completion for radiology tech, pre-pharmacy tech, transfer students, undecided students who may later wish to transfer and/or high school dual enrollment students. (30+ credits, but less than 60 credit associate degree level).

Mike Hardy made the motion to waive second reading and to approve proposal. A second was made by Erin Niedge. Vote/Unanimous in favor.

November 19-20, 2015

**ITEM 169-2801-R1115**

**Notification to Withdraw the Bachelor of Science Education in English 5-12 from Moratorium**

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**THAT**

Montana State University Northern notifies OCHE and the Board of Regents of the removal of the B.S. Ed. Degree in English 5-12 degree from moratorium.

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**EXPLANATION**

The Program Prioritization process of 2013 recommended the phasing out of the B.S.Ed. English 5-12 degree program. Regional public school administrators and the local community have pointed out to MSU Northern the unique population served by MSU Northern. This unique population is made up of potential secondary education teachers who want to teach in the rural public schools of the region. There is a significant demand for secondary education teachers.

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**ATTACHMENTS**

Academic Proposal Request Form

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

Item Number: 169-2801-R1115 Meeting Date: November 19-20, 2015  
Institution: Montana State University Northern CIP Code: 13.0101  
Program Title: Bachelor of Science Education in English 5-12

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic Affairs Handbook](#).

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**4. Distance or online delivery of an existing degree or certificate program**

**5. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist)

**Temporary Certificate or AAS Degree Program**

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

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**5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

**Specify Request:**

Regional public school administrators and the local community have pointed out to Northern the unique population served by MSU Northern. This unique population is made up of potential secondary education teachers who want to teach in the rural public schools of the region. There is a significant demand for secondary education teachers.

November 19-20, 2015

ITEM 169-2802-R1115

**Notification to Withdraw the Bachelor of Science Education in Social Science Broadfield 5-12 from Moratorium**

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**THAT**

Montana State University Northern notifies OCHE and the Board of Regents of the removal of the B.S. Ed. Degree in Social Science Broadfield 5-12 from moratorium.

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**EXPLANATION**

The Program Prioritization process of 2013 indicated that of all the secondary education programs, the B.S.Ed. in Social Science Broadfield possessed the most sustainable numbers. Much of the program is delivered online to reach a broader audience including teachers seeking an additional endorsement area. This program was not included in the previous year's request as the institution had a History/Native American faculty position that was not filled. This position was filled for this Fall 2015 semester. Because this position has been filled and to continue reaching Northern's unique population of secondary education teachers wanting to teach in rural public schools of the region; MSU Northern requests permission to pull B.S. Ed. In Social Science Broadfield 5-12 out of moratorium.

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**ATTACHMENTS**

Academic Proposal Request Form

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

Item Number: 169-2802-R1115

Meeting Date: November 19-20, 2015

Institution: Montana State University Northern

CIP Code: 13.0101

Program Title: B.S. in Secondary Education, Social Science Broadfield 5-12

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**Temporary Certificate or AAS Degree Program**

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**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

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**5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

**Specify Request:**

This program was not included in the previous year's request as the institution had an unfilled History/Native American faculty position. This position was filled for the Fall 2015 semester. Because this position has been filled and to continue reaching MSU Northern's unique population of secondary education teachers wanting to teach in rural public schools of the region; MSU Northern requests permission to pull B.S. Ed. In Social Science Broadfield 5-12 out of moratorium.



**November 19-20, 2015**

**ITEM 169-2903-R1115**

**Notification of the Intent to Terminate the Fire and Rescue Technology Associate of Applied Science; Great Falls College Montana State University-Step 1**

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**THAT**

Great Falls College Montana State University notifies the Board of Regents of Higher Education of its intent to terminate the Fire and Rescue Technology Associate of Applied Science.

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**EXPLANATION**

At its November 2012 meeting, GFC MSU notified the Montana Board of Regents of its intent to place the Fire and Rescue Technology Associate of Applied Science program in moratorium. It is the intent of the college to initiate the termination process.

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**ATTACHMENTS**

Academic Proposal Request Form  
Program Termination Checklist: Phase I

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

Item Number: 169-2903-R1115 Meeting Date: November 19-20, 2015  
Institution: Great Falls College Montana State University CIP Code: 43.0203  
Program Title: Fire and Rescue Technology Associate of Applied Science

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- 3. Revising a program** (Curriculum Proposal Form)
- 4. Distance or online delivery of an existing degree or certificate program**
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**Temporary Certificate or AAS Degree Program**

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**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

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**5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

**Specify Request:** Great Falls College Montana State University notifies the Board of Regents of Higher Education of its intent to terminate the Fire and Rescue Technology Associate of Applied Science. At its November 2012 meeting, GFC MSU notified the Board of Regents of its intent to place the Fire and Rescue Technology Associate of Applied Science program in moratorium. It is the intent of the college to initiate the termination process.

**Montana University System**  
**PROGRAM TERMINATION CHECKLIST**

**Phase I- Complete with Step I of the Program Termination Process**

- X 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:** During its April 2012 Year Three Evaluation, the Northwest Commission on Colleges and Universities (NWCCU) issued the following recommendation:

1. *The evaluation committee found evidence that one program, AAS Fire and Rescue Technology, accepts credit for prior experiential learning that exceeds 25% of the total credits required for the degree. This is in conflict with standard 2.C.7 and all programs must meet the standard (Standard 2.C.7).*

At its November 2012 meeting, Great Fall College Montana State University notified the Montana Board of Regents of its intention to place the Fire and Rescue Technology Associate of Applied Science program in moratorium as per the recommendation cited above. At that time, students enrolled in the program were assisted. No students have been admitted to the program since then.

Please follow this link to the November 2012 Level I Request Form (Item # 157-2901+R1112):

<http://mus.edu/board/meetings/2012/Nov2012/ARSA/Level%20I%20MemorandumNov2012.pdf>

- X 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 program faculty were affected by the moratorium.

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

**Comments:** Program students were notified of the moratorium in November 2012. All options were discussed at that time. The current catalog reflects that the program is currently in moratorium and not accepting students. Upon final approval from the Montana Board of Regents of Higher Education at the November, 2015 meeting, the program will be removed from the Catalog.

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

**Comments:** GFC MSU Curriculum Committee was notified of the moratorium in December of 2012. Upon completion of the two-phase Montana Board of Regents of Higher Education termination process, the Curriculum Committee will be notified.

**Montana University System**  
**PROGRAM TERMINATION CHECKLIST**

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

**Comments:** N/A

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

**Comments:** The program advisory board was notified of the moratorium in November of 2012.

**7. File Notice of Intent to Terminate with the Board of Regents to ensure adequate public notice.**

**Comments:** Phase I will be initiated at the November 2015 Board meeting. Phase II will culminate at the March 2016 meeting.

**Phase II- Complete with Step 2 of the Program Termination Process**

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

**Comments:**

**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:**

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

**Comments:**

November 19-20, 2015

**ITEM 169-2901-R1115**

**Notification of the establishment of a Medical Scribe Apprentice Certificate of Technical Studies**

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**THAT**

Great Falls College Montana State University notifies the Montana Board of Regents of Higher Education of its intent to offer the Medical Scribe Apprentice Certificate of Technical Studies (CTS).

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**EXPLANATION**

GFC MSU notifies the Montana Board of Regents of Higher Education of its intent to offer a 25-credit Medical Scribe Apprentice Certificate of Technical Studies (CTS). The Medical Scribe Apprentice CTS prepares individuals to function as entry-level medical scribes with the ability to document physician-patient encounters using current electronic health record systems effectively. The Medical Scribe Apprentice CTS will be offered completely online and is a stackable credential closely tied to the Medical Assistant AAS, Medical Transcription CAS and AAS, Health Information Technology AAS, and the Medical Billing & Coding Specialist CAS and AAS.

The use of medical scribes has grown tremendously in the past two years in the Great Falls medical community. This is an opportunity to get in on the ground floor of this fast-growing field, providing students a second credential to the programs named above. This allows students grow in the medical profession and promotes career diversity. While medical scribes are fairly new in Montana, healthcare facilities around the state are beginning to employ them and have expressed the desire to utilize them more. At this time, there are no other medical scribe credentials offered in the state of Montana.

Upon completion of the Medical Scribe Apprentice CTS, students will be eligible to sit for the Medical Scribe Certification and Aptitude Test (MSCAT) through the American College of Medical Scribe Specialists (ACMSS). Upon successfully passing the exam, students will be credentialed as Certified Medical Scribe Apprentices. They will then need to complete 200 hours of supervised clinical employment. Once these hours are satisfactorily completed, full recognition of the CMSS will be awarded.

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**ATTACHMENTS**

Academic Proposal Request Form  
Attachment #1 - Catalog Page (Curriculum)

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

Item Number: 169-2901-R1115 Meeting Date: November 19-20, 2015  
Institution: Great Falls College Montana State University CIP Code: 51.0799  
Program Title: Medical Scribe Apprentice Certificate of Technical Studies (CTS)

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic Affairs Handbook](#).

**A. Notifications:**

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

- 1a. Placing a program into moratorium** (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 1b. Withdrawing a program from moratorium**
- 2. Intent to terminate an existing major, minor, option or certificate – Step 1** (Phase I Program Termination Checklist)
- 3. Campus Certificates- Adding, re-titling, terminating or revising a campus certificate of 29 credits or less**
- 4. BAS/AA/AS Area of Study**

**B. Level I:**

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

- 1. Re-titling an existing major, minor, option or certificate**
- 2. Adding a new minor or certificate where there is a major or an option in a major** (Curriculum Proposal Form)
- 3. Revising a program** (Curriculum Proposal Form)
- 4. Distance or online delivery of an existing degree or certificate program**
- 5. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist)

**Temporary Certificate or AAS Degree Program**

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

**\_\_\_ C. Level I with Level II Documentation:**

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

**\_\_\_ 1. Consolidating existing programs and/or degrees** (Curriculum Proposal Form)

**\_\_\_ D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

**\_\_\_ 1. Re-titling a degree (ex. From B.A. to B.F.A)**

**\_\_\_ 2. Adding a new minor or certificate where there is no major or option in a major** (Curriculum Proposal Form)

**\_\_\_ 3. Establishing a new degree or adding a major or option to an existing degree** (Curriculum Proposal Form)

**\_\_\_ 4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

**\_\_\_ 5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

**Specify Request:**

Great Falls College MSU (GFC MSU) notifies the Montana Board of Regents of Higher Education of its intent to offer the Medical Scribe Apprentice Certificate of Technical Studies (CTS).



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY

MEDICAL SCRIBE APPRENTICE

CERTIFICATE OF TECHNICAL STUDIES

Program Director: Deborah Newton

This program is offered completely on-line.

The Medical Scribe Apprentice Program prepares individuals to function as entry-level Medical Scribes with the ability to document physician-patient encounters using current electronic health record systems effectively.

Upon completion of the CTS program, students will be eligible to sit for the certification exam (MSCAT - Medical Scribe Certification and Aptitude Test) through the American College of Medical Scribe Specialists (ACMSS). Once they have successfully passed that exam, they will be credentialed as Certified Medical Scribe Apprentices. They will then need to complete 200 hours of clinical employment. Once the supervised clinical hours are completed satisfactorily, full recognition of the CMSS will be awarded.

Students are strongly encouraged to complete this certificate program while enrolled in one of the following programs: Medical Assistant, Medical Transcription, Health Information Technology, Health Information Coding Specialist, Medical Billing/Coding and/or Nursing.

Students who complete this certificate in conjunction with a clinical program such as Medical Assisting or Nursing will only need to complete 50 hours of clinical employment to gain the CMSS credential.

**OUTCOMES: GRADUATES ARE PREPARED TO:**

- Understand and apply HIPAA and the patient Privacy Rule in the professional medical setting
- Document physician-patient encounters and appropriate Evaluation/Management levels,
- Utilize Electronic Healthcare Record (EHR) systems effectively and accurately
- Use medical terminology appropriately
- Understand and work within CMS guidelines and guidelines of the Physician Quality Reporting Systems (PQRS) and the Joint Commission's (TJC) Accountability Measures
- Become credentialed as Medical Scribe Apprentices through the American College of Medical Scribe Specialists

**ESTIMATED RESIDENT PROGRAM COST\*:**

Tuition and Fees	\$	4369
Application Fee	\$	30
Books/Supplies	\$	2331
<b>TOTAL</b>	<b>\$</b>	<b>6,731</b>

\*Fall 2014, MUS Student Health Insurance Premium will 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.

Students wishing to enter the Medical Scribe Apprentice 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.

**FALL SEMESTER**

<u>COURSE</u>	<u>NO.</u>	<u>TITLE</u>	<u>CREDITS</u>	<u>GRADE/SEM</u>
CAPP	120	Introduction to Computers	3	_____
AHMS	108*	Health Data Content and Structure	3+	_____
AHMS	144	Medical Terminology	3+	_____
BIOH	112	Human Form and Function I	4+	_____
Select one of the following:				
WRIT	095	Developmental Writing	3	_____
WRIT	122	Introduction to Business Writing		
WRIT	101	College Writing		
		Subtotal	16	

**SPRING SEMESTER**

<u>COURSE</u>	<u>NO.</u>	<u>TITLE</u>	<u>CREDITS</u>	<u>GRADE/SEM</u>
AHMS	158*	Legal & Regulatory Aspects of Healthcare	3+	_____
AHMS	160*	Beginning Procedural Coding	3+	_____
AHMS	201*	Medical Science	3+	_____
		Subtotal	9	

**TOTAL PROGRAM CREDITS – 25~**

~ Many students need preliminary math, biology 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 writing placement before planning out their full program schedules.

**November 19-20, 2015**

**ITEM 169-1002-R1115**

**Notification of the establishment of a Recycling Technology Certificate of Technical Skills –  
Missoula College University of Montana**

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**THAT**

Missoula College University of Montana notifies the Montana Board of Regents of the establishment of a Certificate of Technical Skills in Recycling Technology.

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**EXPLANATION**

Missoula College established a Certificate of Technical Skills (CTS) in Recycling Technology to accommodate a growing industry demand for individuals qualified to reduce, reuse and repurpose post-consumer waste. This need is especially acute in Missoula, which has an environmentally minded population and a city-wide commitment to sustainability. Part of the DOL TAACCCT SWAMMEI project planning and industry consulting, this is one of the careers originally targeted in the proposal as well as one of the career paths that the Energy Technology Program Director has committed to offering under the ANSI-IREC standards. The certificate requires 16 credits.

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**ATTACHMENTS**

Academic Proposal Request Form  
Curriculum Proposal

Montana Board of Regents  
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 169-1002-R1115

Meeting Date: November 19-20, 2015

Institution: Missoula College UM

CIP Code: 15.0508

Program Title: Recycling Technology Certificate of Technical Skills

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

**A. Notifications:**

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

- 1a. Placing a program into moratorium** (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 1b. Withdrawing a program from moratorium**
- 2. Intent to terminate an existing major, minor, option or certificate – Step 1** (Phase I Program Termination Checklist)
- 3. Campus Certificates (CAS/AAS)-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less**
- 4. BAS/AA/AS Area of Study**

**B. Level I:**

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

- 1. Re-titling an existing major, minor, option or certificate**
- 2. Adding a new minor or certificate where there is a major or an option in a major** (Curriculum Proposal Form)
- 3. Merging or re-titling a department**
- 4. Revising a program** (Curriculum Proposal Form)
- 5. Distance or online delivery of an existing degree or certificate program**
- 6. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist and updated catalog)

**Temporary Certificate or AAS Degree Program**

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

**C. Level I with Level II Documentation:**

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

**1. Adding an option within an existing major or degree** (Curriculum Proposal Form)

**2. Consolidating existing programs and/or degrees** (Curriculum Proposal Form)

**D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

**1. Re-titling a degree (ex. From B.A. to B.F.A)** (Curriculum Proposal Form)

**2. Adding a new minor or certificate where there is no major or option in a major** (Curriculum Proposal Form)

**3. Establishing a new degree or adding a major or option to an existing degree** (Curriculum Proposal Form)

**4. Forming, eliminating or consolidating a college, division, school department, institute, bureau, center, station, laboratory or similar unit** (Curriculum Proposal Form or Center Proposal Form)

**5. Re-titling a college, division, school department, institute, bureau, center, station, laboratory or similar unit** (Curriculum Proposal Form or Center Proposal Form)

**Specify Request:**

Missoula College established a Certificate of Technical Skills (CTS) in Recycling Technology to accommodate a growing industry demand for individuals qualified to reduce, reuse and repurpose post-consumer waste. This need is especially acute in Missoula, which has an environmentally minded population and a city-wide commitment to sustainability. Part of the DOL TAACCCT SWAMMEI project planning and industry consulting, this is one of the careers originally targeted in the proposal as well as one of the career paths that the Energy Technology Program Director has committed to offering under the ANSI-IREC standards. The certificate requires 16 credits.

## Montana Board of Regents CURRICULUM PROPOSAL FORM

### 1. Overview

SWAMMEI is a \$25 million dollar grant project funded by the US Department of Education that helps 13 Montana Colleges augment and enhance occupational training in eight 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. When possible, tiers have also been aligned with completion of industry-recognized credentials (e.g. ANSI IREC for Recycling Technician). 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.

In some cases, adoption of the stacked credential model is possible with small modifications to existing CAS and AAS curricula – in essence, providing more “off-ramps and on-ramps” for these programs. All Energy Technology courses are being offered in online and face-to-face formats to allow students in remote areas of the state to participate, while maintaining a high level of contact for local students.

The SWAMMEI Recycling Technician Tier within the Energy Technology Program serves as mid-level training for students pursuing an occupation in recycling technology. Missoula College serves as the lead institution for SWAMMEI’s sustainable energy technology strategy. The strategy also includes the following 2-year colleges within the MUS: Bitterroot College, City College, Flathead Valley Community College, Gallatin College, Highlands College and Little Big Horn College.

### 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 Energy Technology have agreed to teach to a common set of learning outcomes. These learning outcomes are well aligned with ANSI-IREC standards, a recently created partnership, providing students an opportunity to earn these credentials as part of their course of study. Students that complete a SWAMMEI Energy Technology Certificate of Technical Skills in Recycling Technology will be awarded a CTS. If they achieve a passing grade on the Recycling Technology course, they will also be awarded this 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. The

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

Consortium is responding by creating additional off-ramps and on-ramps into existing sustainable energy technology programs 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 positions that require post-secondary training.

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

All SWAMMEI partners have and will continue to work closely with business partners to ensure that training programs align with workforce demands. This outreach is expected to more accurately align the skills of our graduates with the needs of local, regional and national industries. This has been designed to be an efficient curriculum programs that employers have participated in creating and condoning. With this tiered model, students gain the benefit having the option of continuing their education by completing successive tiers or electing to join the workforce as opportunities arise.

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

Overall, it is anticipated that approximately 20 students will enroll in the Recycling Technology CTS prior to fall semester of 2017. These numbers were derived during development of the SWAMMEI project with each colleges providing best-guess estimates based upon historical enrollment data. Missoula College anticipates serving 10 students per year based upon historical demand in our programs.

**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 AAS program into four 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. Recycling Technologist). 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?**

1. This certificate will strengthen our ties with local waste management service providers as we "Partner for Student Success," by preparing them for internships, apprenticeships, and careers in the waste management trades.

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

2. This certificate will also provide a pathway towards “Education for the Global Century” which will see effective, responsible waste management as a necessity for both developed and developing countries.
3. With its many hands-on learning experiences, industry tours, and employer interactions for students pursuing this certificate, we will create a “Dynamic Learning Environment.”
4. By providing this one-semester opportunity for students, it will allow us to fine-tune the Energy Technology Program as part of its “Planning-Assessment Continuum.”

**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 SWAMMEI program intentionally creates parallel program at participating institutions, based around a set of commonly-agreed-upon learning outcomes for each tier. This will allow seamless student transfer between colleges within the tiered system. Articulation agreements are still being developed within the grant’s short implementation timeline, but there 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.**

Attached is the Missoula College Energy Technology CTS in Recycling Technology curriculum document.

**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 Energy Technology programs will begin Spring Semester of 2015. It is estimated that 5-10 students will enter the training program in Sp15. 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 20 students in the MUS will enter energy technology training associated with the SWAMMEI project prior to Fall of 2015. Missoula College 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 PROPOSAL FORM**

In most cases, SWAMMEI Tiers create an additional training option for students within current programs; and therefore, additional faculty resources are occasionally 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 the ANSI IREC standards. Our faculty member who will teach NRGY 270 Recycling Technology is being compensated for both professional development and for course development. This expense is being covered by Missoula College's SWAMMEI funds.

**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 PROPOSAL FORM**

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 MUS typical approval processes. In order to meet the \$25 million USDOL grant timeline the Missoula College Energy Technology Program must submit Level I approval with Level II documentation requests to UM Provost Office in Autumn 2014 to allow Regents to consider the requests prior to our proposed Spring 2015 roll-out. Colleges in Montana have worked through a fast-track approval process on their own campuses to accommodate USDOL's timeline. 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. New certificate programs will then be forwarded to US Department of Education to consider each program's eligibility for financial aid status.

The Missoula College Energy Technology Program will not substantively change, but will have a more "mottled" advising checklist (see attached).

**November 19-20, 2015**

**ITEM 169-403+R1115**

**Request for authorization to establish a Certificate in General Studies**

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**THAT**

Miles Community College (MCC) requests authorization from the Board of Regents of Higher Education of the addition of the thirty one credit certificate of General Education Core (MUS General Education Core) to MCC certificate offerings.

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**EXPLANATION**

Miles Community College requests approval to add a certificate in General Studies. MCC currently awards Associate of Arts and Associate of Science degrees to students intending to complete a general education credential prior to transferring to a four-year degree program at another college or university. This General Education Core (MUS General Education Core) certificate is intended to provide a formal, regents approved postsecondary credential for students who are seeking general education coursework prior completing an associate degree or transferring to a four-year degree program.

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**ATTACHMENTS**

Academic Proposal Request Form  
Curriculum Proposal Form  
Attachment #1 – Curriculum Committee Approval  
Attachment #2 – Program Sequence  
Attachment #3 – On Campus Approval Minutes  
Attachment #4 – MUS Core

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

Item Number: **169-403+R1115**

Meeting Date: **November 19-20, 2015**

Institution: **Miles Community College**

CIP Code: **24.0102 General Studies**

Program Title: **Certificate in General Studies**

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic Affairs Handbook](#).

**A. Notifications:**

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

**1a. Placing a program into moratorium** (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

**1b. Withdrawing a program from moratorium**

**2. Intent to terminate an existing major, minor, option or certificate – Step 1** (Phase I Program Termination Checklist)

**3. Campus Certificates- Adding, re-titling, terminating or revising a campus certificate of 29 credits or less**

**4. BAS/AA/AS Area of Study**

**B. Level I:**

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

**1. Re-titling an existing major, minor, option or certificate**

**2. Adding a new minor or certificate where there is a major or an option in a major** (Curriculum Proposal Form)

**3. Revising a program** (Curriculum Proposal Form)

**4. Distance or online delivery of an existing degree or certificate program**

**5. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist)

**Temporary Certificate or AAS Degree Program**

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

**C. Level I with Level II Documentation:**

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

- 1. Consolidating existing programs and/or degrees** (Curriculum Proposal Form)

**D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

- 1. Re-titling a degree (ex. From B.A. to B.F.A)**

- 2. Adding a new minor or certificate where there is no major or option in a major** (Curriculum Proposal Form)

- 3. Establishing a new degree or adding a major or option to an existing degree** (Curriculum Proposal Form)

- 4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

- 5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

**Specify Request:**

Miles Community College requests approval to add a certificate in General Studies. MCC currently awards Associate of Arts and Associate of Science degrees to students intending to complete a general education credential prior to transferring to a four-year degree program at another college or university.

This General Education Core (MUS General Education Core) certificate is intended to provide a formal, regents approved postsecondary credential for students who are seeking general education coursework prior completing an associate degree or transferring to a four-year degree program.

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

**1. Overview**

Miles Community College is requesting approval from the Montana Board of Regents of Higher Education to add a Certificate in General Studies to their general education offerings. The College currently awards Associate of Arts and Associate of Science degrees to students intending to complete a general education credential prior to completing an associate degree or transferring to a four-year degree program at another college or university. The certificate is designed to meet the MUS General Education Core requirements thus enabling students completing the certificate to continue on to earn an associate of arts or science from MCC or to transfer to another college or university to complete a baccalaureate degree. The Certificate of General Studies is currently only offered at Montana State University, College of Great Falls.

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

The Certificate in General Studies is a formal academic program that is aligned with the Montana University System (MUS) General Education Core. It is a 31-32 credit certificate that a student can earn through successful completion of the MUS General Education Core course requirements. The program is intended to provide a formal, Regents approved postsecondary credential for students who are seeking general education coursework prior to transferring to a four-year degree program.

**3. Need**

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

Many students in Miles City and Montana are utilizing two-year community colleges as a first step in their pursuit of a bachelor degree. These students can utilize many means for these first steps, such as Dual Enrollment, Early College, enrolling at MCC as a freshman or taking courses part-time on-line while working. Many of these students will continue with MCC to complete their Associate degree (Associate of Arts or Associate of Science). However, there are students accessing MCC or community colleges who never intend to complete an associate degree, rather their goal is only to take courses with the intent of transferring those courses/credits to another four-year institution to apply towards a bachelor degree. When these students leave MCC with a collection of general education credits, their completion is not recognized nor celebrated as no completion of a certificate or degree has been earned before they transfer. This is not a unique situation to MCC, but rather a national issue among community colleges and a major factor in the low graduation rates reported on national data. Thus, this certificate in General Studies provides an opportunity for students to be formally recognized through traditional commencement and college completion processes. Additionally, it provides a mechanism for MCC to formally capture the outcome as a successful completion.

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

This proposed program of a certificate of General Studies will formalize a program of study, thus enabling the student to earn a college recognized, system-recognized postsecondary credential for the completion of the MUS General Education Core. This will allow the MUS to celebrate a significant milestone in the student's progress towards his/her longer range educational goal of obtaining an associate and/or bachelor degree.

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

Many students claim an Associate of Arts or Associate of Science on their application in order to be eligible for financial aid, which requires an intended degree/program. However, these students do not intend to

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

complete an associate degree, rather acquire some general education courses/credits to transfer that are utilized by the bachelor program at a four-year institution they are seeking. Additionally, many of MCC's dual enrollment and pre-pharmacy, pre-radiology technician and pre-nursing students complete 30 or more general education credits towards a degree /program they are seeking admission into at MCC or other institutions. If they do not gain admission into that selective admission program, they are left with no completion potential before changing to another major or transferring to another institution for another program.

**4. Institutional and System Fit**

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

As previously stated, all of the coursework as part of this program is currently being taught within the Associate of Arts and Associate of Science degree programs that exist at MCC. This certificate program mirrors the MUS General Education Core requirements, and therefore, is a natural fit within existing academic offerings. Essentially, this certificate could be offered at any two-year institution or community college that currently provides a general education package for the associate of arts or associate of science degrees. It is understood at this time, the only two-year institution offering this certificate of General Studies is Montana State University – Great Falls College.

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

No

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

This program is not differentiated from other programs in that it is simply establishing a formal academic credential for the completion of a Regents approved collection of general education coursework defined as the MUS General Education Core.

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

It will allow for the formal recognition and celebration of a significant momentum point towards the achievement of a student's educational goal, primarily being the bachelor degree. It allows for a completion point during prior to a sixty credit or more associate of arts or associate of science degree, or upon completion of thirty-one general education credits, while in pre- program status, (i.e. pre-nursing, pre-pharmacy). Earlier completion points, such as this certificate are significant to the student to not only celebrate milestones, but to officially recognize in the MUS system completion at the thirty credit range so should the student experience life changes that preclude him/her from completing an associate degree or transferring to pursue a bachelor degree, that student can exit the post-secondary system with a credential recognizing a completion point. This will assist them later on when they again pursue educational goals for an associate or bachelor degree, assist in obtaining financial assistance, and/or if they pursue a job upon exiting they can demonstrate they did successfully complete a certificate in general studies.

**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**

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

**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 certificate of General Studies is in reality a program that represents coursework that is currently being taught at most all of the Montana two-year institutions. The Regent's establishment of the MUS General Education Core suggests offering of this coursework is intended to be available across the system, and thus may be considered purposeful duplication. This certificate could be offered at any of the two-year institutions currently providing the associate of arts and/or associate of science degrees which include the coursework for the MUS Education Core. As previously stated, it is currently only offered at Montana State University – Great Falls College.

**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.**

Please see attached materials for description of the MUS Educational Core Requirements and the curriculum for the Miles Community College certificate.

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

The program would be implemented immediately, and it is expected that similar numbers to those enrolled (as noted in 3.C. section above).

**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.**

No

**7. Assessment**

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

Success will be measured by the changes to the total number of general education completions, as well as tracking of students' completing this certificate program and successfully transferring to a four-year degree at a college or university.

**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.**

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This proposal emanated from campus-wide conversations centered on recognizing student success and the need for completion milestones and recognition for those students who their goal was not to obtain an associate degree at MCC. Rather the students' goal was to acquire general education credits at the community college level with the intention of transferring to a college or university to pursue a bachelor degree. This dialog lead to a proposal that moved forwarded via the MCC Academic Senate and Board of Trustees to its current stage of seeking Board of Regent approval.





Reference only MUS Core (Certificate 31 credits) in Montana is at Great Falls College

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# Montana University System Core

**The MUS Core is offered both online and on campus.**

In our world of rapid economic, social, and technological change, students need a strong and broadly-based education. General education helps students achieve the intellectual integration and awareness they need to meet challenges in their personal, social, political, and professional lives. General education courses introduce great ideas and controversies in human thought and experience. A solid general education provides a strong foundation for the life-long learning that makes career goals attainable. The breadth, perspective, and rigor provided by the core curriculum helps students become educated people.

Great Falls College Montana State University's General Education Core reflects the Montana University System's General Education Core. As students work on the Montana University System General Education Core, they should attempt to select classes that are also required in their major. That efficient use of coursework could help students complete their degrees more quickly, since the classes could be used to satisfy both the requirements of the major and the requirements of the MUS General Education Core.

Upon completion of the 31 credits required in the core, students are eligible to receive a Certificate in General Studies from Great Falls College MSU. The Certificate recognizes the completion of the core and is approved by the Montana University System Board of Regents. Students may use the Certificate to demonstrate completion of the core when transferring within the MUS or as a milestone to earning an Associate of Arts or Associate of Science degree at Great Falls College MSU.

## Outcomes

### Student Learning Outcomes for Great Falls College MSU Core Communication (Written and Oral)

#### Written Communication

- use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process;
- formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences;
- use documentation appropriately and demonstrate an understanding of the logic of citation systems;
- give and receive feedback on written texts;
- read texts thoughtfully, analytically, and critically in preparation for writing tasks

#### Oral Communication

- use oral communication as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the oral communications process;
- demonstrate multiple flexible strategies for inventing, drafting, and editing oral presentations;
- deliver thoughtful oral presentations with clarity, accuracy, and fluency;
- listen actively in a variety of situations and speak effectively about their ideas;
- adapt content and mode of presentation to fit a given audience and medium;
- give and receive feedback on oral presentations

#### Mathematics

- apply the acquired skills to other courses;
- reason analytically and quantitatively;
- think critically and independently about mathematical situations;
- understand the quantitative aspects of current events;

- make informed decisions that involve interpreting quantitative information;
- make informed decisions about their personal and professional lives

## **Humanities/Fine Arts**

### **Humanities**

- explore the human search for meaning and value in one or more time period(s) and cultures;
- recognize, interpret, and respect concepts of values and beliefs in a global society;
- communicate, in writing and in speech, thoughtful and critical assessments of multiple value systems;
- construct and articulate a set of beliefs and values;
- utilize respectful inquiry to understand global concepts, values, and beliefs;
- incorporate humanities perspectives in other areas of study

### **Fine Arts**

- demonstrate the processes and proficiencies involved with creating and/or interpreting creative works;
- reflect upon, analyze, and articulate their personal responses to artistic works and the processes involved in creating them;
- demonstrate an understanding and appreciation of artistic expressions in various past and present cultures;
- connect periods and expressions of art to changes in societies and cultures

### **Natural Science**

- identify and solve problems using methods of the discipline;
- use logical skills to make judgments;
- demonstrate thinking, comprehension, and expression of subject matter;
- communicate effectively using scientific terminology;
- use quantitative skills to solve problems;
- integrate through analysis;
- demonstrate the relationship between actions and consequences;
- discuss the role of science in the development of modern technological civilization

## **Social Sciences/History**

### **Social Sciences**

- analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations;
- analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance;

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- gather information, analyze data, and draw conclusions from multiple hypotheses to understand human behavior;
- synthesize ideas and information with regard to historical causes, the course of events, and their consequences, separated by time and place;
- use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology

### **History**

- analyze historical phenomena in appropriate context;
- weigh and interpret the evidence available to them and present a narrative argument supported by historical evidence;
- recognize the distinction between primary and secondary sources, and understand how each are used to make historical claims;
- recognize and interpret multiple forms of evidence (visual, oral, statistical and material, and print);
- understand the historical construction of differences and similarities among peoples within and across groups, regions, and nations;
- interpret other societies in comparative context and one's own society in the context of other societies

### **Cultural Diversity**

- demonstrate an awareness of the centrality of cultural diversity to their own and other human societies;
- demonstrate an awareness of the negative impacts upon cultural diversity of economic, social, and other forms of institutional and interpersonal discrimination;
- demonstrate competence and effectiveness in interacting with culturally diverse people by understanding cross- and inter-cultural interaction and

communication;

- demonstrate the ability to advocate for non-discriminatory policies and behaviors on their own behalf and on behalf of others, including peers, clients, and colleagues

### **Cultural Heritage of American Indians**

Courses include significant content related to the cultural heritage of American Indians.

### **Program Requirements**

Many students need preliminary math, science, 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 writing placement before planning out their full program schedules.

As students work on the MUS General Education Core, they should attempt to elect classes that are required in their major. That efficient use of coursework could help students complete their degree more quickly, since the classes could be used to satisfy both the requirements of the major and the requirements of the MUS General Education Core.

Transfer students should consult with the intended receiving institution to determine whether or not additional core courses may be required to satisfy that institution's General Education Core.

**Offered Online And On Campus**

### **GFC MSU Additional Graduation Requirement**

**Course Title Credits Grade/Sem**

COLS 103 Becoming a Successful Student + 1 \_\_\_\_\_

### **Montana University System Core Courses Communication - 6 Credits (3 credits written, 3 credits verbal)**

**Course Title Credits Grade/Sem**

**Written**

WRIT 101 College Writing I \*\*,+ 3 \_\_\_\_\_

**Verbal**

COMX 111 Intro to Public Speaking + 3 \_\_\_\_\_

COMX 115 Intro to Interpersonal Communc + 3 \_\_\_\_\_

### **Mathematics - 3 Credits**

**Course Title Credits Grade/Sem**

M 121 College Algebra \*\*,+ 3 \_\_\_\_\_

M 145 Math for the Liberal Arts \*\*,+ 3 \_\_\_\_\_

M 151 Precalculus \*\*,+ 4 \_\_\_\_\_

M 161 Survey of Calculus \*\*,+ 4 \_\_\_\_\_

M 171 Calculus I \*\*,+ 4 \_\_\_\_\_

M 273 Multivariable Calculus \* 4 \_\_\_\_\_

STAT 216 Introduction to Statistics \*\*,+ 4 \_\_\_\_\_

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### **Humanities/Fine Arts - 6 Credits**

**Course Title Credits Grade/Sem**

**Humanities**

CRWR 240 Intro Creative Writing Wrkshp + 3 \_\_\_\_\_

LIT 110 Intro to Lit + 3 \_\_\_\_\_

LIT 270 Film and Literature \*,+ 3 \_\_\_\_\_

LIT 291 Special Topics-Literature + 3 \_\_\_\_\_

LSH 201 Introduction to the Humanities + 3 \_\_\_\_\_

PHL 101 Introduction to Philosophy + 3 \_\_\_\_\_

PHL 110 Introduction to Ethics + 3 \_\_\_\_\_

WGSS 242 Gender and Equality + 3 \_\_\_\_\_

**Fine Arts**

ARTH 160 Global Visual Culture + 3 \_\_\_\_\_

ARTZ 101 Art Fundamentals + 3 \_\_\_\_\_

ARTZ 105 Visual Language-Drawing + 3 \_\_\_\_\_

MUSI 101 Enjoyment of Music + 3 \_\_\_\_\_

MUSI 103 Fundamntls of Musical Creation + 3 \_\_\_\_\_

MUSI 203 American Popular Music + 3 \_\_\_\_\_

MUSI 207 World Music (equiv to 307) + 3 \_\_\_\_\_

### **Natural Science - 7 Credits (Must include 1 lab course)**

**Course Title Credits Grade/Sem**

BIOB 101 Discover Biology/Lab \*\*,+ 4 \_\_\_\_\_  
 BIOB 160 Princpls of Living Systems/Lab \*\*,+ 4 \_\_\_\_\_  
 BIOB 170 Prin Biological Diversity/Lab \*\*,+ 4 \_\_\_\_\_  
 BIOH 104 Basic Human Biology & lab \*\*,+ 4 \_\_\_\_\_  
 CHMY 101 Discover Chemistry + 3 \_\_\_\_\_  
 CHMY 121 Intro to General Chem w/Lab \*\*,+ 4 \_\_\_\_\_  
 CHMY 141 College Chemistry I w/Lab \*\*,+ 4 \_\_\_\_\_  
 CHMY 143 College Chemistry II w/Lab \*\*,+ 4 \_\_\_\_\_  
 GEO 101 Intro to Physical Geologyw/Lab + 4 \_\_\_\_\_  
 NUTR 221 Basic Human Nutrition + 3 \_\_\_\_\_  
 PHSX 105 Fund of Physical Science w/Lab + 4 \_\_\_\_\_  
 PHSX 205 College Physics I w/Lab \*\*,+ 4 \_\_\_\_\_  
 PHSX 220 Physics I w/Lab \*\*,+ 4 \_\_\_\_\_

**Social Sciences/History - 6 Credits****Course Title Credits Grade/Sem****Social Sciences**

CJUS 121 Intro to Criminal Justice + 3 \_\_\_\_\_  
 ECNS 201 Principles of Microeconomics + 3 \_\_\_\_\_  
 ECNS 202 Principles of Macroeconomics + 3 \_\_\_\_\_  
 PSCI 210 Intro to American Government + 3 \_\_\_\_\_  
 PSYX 100 Introduction to Psychology + 3 \_\_\_\_\_  
 PSYX 230 Developmental Psychology + 3 \_\_\_\_\_  
 SOCI 101 Introduction to Sociology + 3 \_\_\_\_\_

**History**

HSTA 101 American History I (N) + 3 \_\_\_\_\_  
 HSTA 102 American History II (N) + 3 \_\_\_\_\_  
 HSTA 255 Montana History (N) + 3 \_\_\_\_\_  
 HSTR 101 Western Civilization I + 3 \_\_\_\_\_  
 HSTR 102 Western Civilization II + 3 \_\_\_\_\_

**Cultural Diversity - 3 Credits****Course Title Credits Grade/Sem**

ANTY 101 Anthro & the Human Experience + 3 \_\_\_\_\_  
 BMKT 242 Intro to Global Markets + 3 \_\_\_\_\_  
 LSH 244 American Cultural Values + 3 \_\_\_\_\_  
 NASX 204 Intro to NA Beliefs & Philsphy (N) + 3 \_\_\_\_\_  
 NASX 232 MT Ind Cltrs/Hstry/lss (=332) (N) + 3 \_\_\_\_\_  
 NASX 240 Native American Lit (=to 340) (N) + 3 \_\_\_\_\_  
 SIGN 101 Intro to American Sign Lang + 3 \_\_\_\_\_  
 SPNS 101 Elementary Spanish I + 4 \_\_\_\_\_  
 SPNS 102 Elementary Spanish II + 4 \_\_\_\_\_

**Cultural Heritage of American Indians - 3****Credits**

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.+

**Total Credits - 31**

\* Indicates prerequisite needed

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

+ A grade of C- or above is required for graduation

**Miles Community College**

Certificate of General Studies (Proposal)

***Scope and Sequence proposed***

Fall semester First Year

M121 3 credits

WRIT 101 3 credits

Humanities 3 credits

Social Science 3 credits

Science 3 credits

Total = 15 credits

Spring semester First Year

COMX 111/115 3 credits

Fine Arts 3 credits

Science w/ lab 4 credits

History 3 credits

Cultural Diversity 3 credits

Total = 16 credits

Total credits after 1 academic year = 31 credits

**Notes:**

Reference MUS General Education Core course list for course option in all categories (i.e. fine arts, etc.)

One course (3 credits ) selected from the General Education Core list must meet Cultural Heritage of American Indians, these courses are denoted by the “N” behind the course title.

Placement in course(s) is determined by placement assessment.

Courses in general education must be earned with a grade of C- or higher for graduation.

Minutes/Academic Standards  
September 11, 2015 - 12:00 pm  
Lewis & Clark Room in Library

Attending:

Garth Sleight (Chair), Rita Kratky, Jan Hartmann, Karla Lund, Lisa Blunt, Erin Niedge, Jessie Dufner, Donna Faber, Kristin Buck, Kristy Atwood, Mike Hardy and guest Sarah Pett.

**NEW BUSINESS:**

Garth proposed programs to be placed on moratorium with OCHE:

Biofuels AS Emphasis

Biofuels AAS Emphasis

Biofuels enrollment is severely low likely due to the industry's nationwide decrease and its non-existence in this region. Instructor Kristin Buck added that the equipment from the program was removed from its previous location and setting up the equipment in a new location would be cost-prohibitive.

Insurance AS Emphasis

Business management: Insurance AAS Emphasis

Enrollment low. There is one student taking the insurance class to fulfill the Pharmacy Tech requirements, so that class will continue to be taught.

The Associate Dean of Academic Affairs, in consultation with the President's Cabinet, requests the Academic Standards committee to waive second reading and approve the placement of these programs on moratorium.

Erin Niedge made a motion to waive second reading and to approve. Mike Hardy made the second. Vote/Unanimous in favor.

**NEW COURSE PROPOSAL:**

**General Ed Certificate**

A proposal was presented by Rita Kratky for an addition of a 31-credit certificate of Gen Ed Core (MUS General Education Core) to MCC certificate offerings.

This would allow a certificate point of completion for radiology tech, pre-pharmacy tech, transfer students, undecided students who may later wish to transfer and/or high school dual enrollment students. (30+ credits, but less than 60 credit associate degree level).

Mike Hardy made the motion to waive second reading and to approve proposal. A second was made by Erin Niedge. Vote/Unanimous in favor.

# Montana University System Core

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In our world of rapid economic, social, and technological change, students need a strong and broadly-based education. General education helps students achieve the intellectual integration and awareness they need to meet challenges in their personal, social, political, and professional lives. General education courses introduce great ideas and controversies in human thought and experience. A solid general education provides a strong foundation for the life-long learning that makes career goals attainable. The breadth, perspective, and rigor provided by the core curriculum helps students become educated people.

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## Outcomes

### Student Learning Outcomes for Great Falls College MSU Core

#### Communication (Written and Oral)

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- formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences;
- use documentation appropriately and demonstrate an understanding of the logic of citation systems;
- give and receive feedback on written texts;
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##### Oral Communication

- use oral communication as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the oral communications process;
- demonstrate multiple flexible strategies for inventing, drafting, and editing oral presentations;
- deliver thoughtful oral presentations with clarity, accuracy, and fluency;

- listen actively in a variety of situations and speak effectively about their ideas;
- adapt content and mode of presentation to fit a given audience and medium;
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## Mathematics

- apply the acquired skills to other courses;
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- make informed decisions that involve interpreting quantitative information;
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## Humanities/Fine Arts

### Humanities

- explore the human search for meaning and value in one or more time period(s) and cultures;
- recognize, interpret, and respect concepts of values and beliefs in a global society;
- communicate, in writing and in speech, thoughtful and critical assessments of multiple value systems;
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- incorporate humanities perspectives in other areas of study

### Fine Arts

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- demonstrate an understanding and appreciation of artistic expressions in various past and present cultures;
- connect periods and expressions of art to changes in societies and cultures

## Natural Science

- identify and solve problems using methods of the discipline;
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- communicate effectively using scientific terminology;
- use quantitative skills to solve problems;
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## Social Sciences/History

### Social Sciences

- analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations;
- analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance;



- gather information, analyze data, and draw conclusions from multiple hypotheses to understand human behavior;
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- analyze historical phenomena in appropriate context;
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- understand the historical construction of differences and similarities among peoples within and across groups, regions, and nations;
- interpret other societies in comparative context and one's own society in the context of other societies

## Cultural Diversity

- demonstrate an awareness of the centrality of cultural diversity to their own and other human societies;
- demonstrate an awareness of the negative impacts upon cultural diversity of economic, social, and other forms of institutional and interpersonal discrimination;
- demonstrate competence and effectiveness in interacting with culturally diverse people by understanding cross- and inter-cultural interaction and communication;
- demonstrate the ability to advocate for non-discriminatory policies and behaviors on their own behalf and on behalf of others, including peers, clients, and colleagues

## Cultural Heritage of American Indians

Courses include significant content related to the cultural heritage of American Indians.

## Estimated Cost

### Estimated Resident Program Cost \*

Tuition and Fees	\$3,190
Application Fee	\$30
Lab Fees	\$105
Books	\$2,098
Total	\$5,423

\* **Fall 2015 MUS Student Health Insurance Premiums will be changing. Please check the Health Insurance website (<http://www.gfcmsu.edu/students/HealthInsurance>) and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.**

## Program Requirements

Many students need preliminary math, science, 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 writing placement before planning out their full program schedules.

As students work on the MUS General Education Core, they should attempt to elect classes that are required in their major. That efficient use of coursework could help students complete their degree more quickly, since the classes could be used to satisfy both the requirements of the major and the requirements of the MUS General Education Core.

Transfer students should consult with the intended receiving institution to determine whether or not additional core courses may be required to satisfy that institution's General Education Core.

### Offered Online And On Campus

## GFC MSU Additional Graduation Requirement

Course	Title	Credits	Grade/Sem
COLS 103	Becoming a Successful Student +	1	_____

## Montana University System Core Courses

### Communication - 6 Credits (3 credits written, 3 credits verbal)

Course	Title	Credits	Grade/Sem
<b>Written</b>			
WRIT 101	College Writing I **+	3	_____
<b>Verbal</b>			
COMX 111	Intro to Public Speaking +	3	_____
COMX 115	Intro to Interpersonal Communc +	3	_____

### Mathematics - 3 Credits

Course	Title	Credits	Grade/Sem
M 121	College Algebra **+	3	_____
M 145	Math for the Liberal Arts **+	3	_____
M 151	Precalculus **+	4	_____
M 161	Survey of Calculus **+	4	_____
M 171	Calculus I **+	4	_____
M 273	Multivariable Calculus *	4	_____
STAT 216	Introduction to Statistics **+	4	_____

## Humanities/Fine Arts - 6 Credits

Course	Title	Credits	Grade/Sem
<b>Humanities</b>			
CRWR 240	Intro Creative Writing Wrkshp +	3	_____
LIT 110	Intro to Lit +	3	_____
LIT 270	Film and Literature *+	3	_____
LIT 291	Special Topics-Literature +	3	_____
LSH 201	Introduction to the Humanities +	3	_____
PHL 101	Introduction to Philosophy +	3	_____
PHL 110	Introduction to Ethics +	3	_____
WGSS 242	Gender and Equality +	3	_____
<b>Fine Arts</b>			
ARTH 160	Global Visual Culture +	3	_____
ARTZ 101	Art Fundamentals +	3	_____
ARTZ 105	Visual Language-Drawing +	3	_____
MUSI 101	Enjoyment of Music +	3	_____
MUSI 103	Fundamntls of Musical Creation +	3	_____
MUSI 203	American Popular Music +	3	_____
MUSI 207	World Music (equiv to 307) +	3	_____

## Natural Science - 7 Credits (Must include 1 lab course)

Course	Title	Credits	Grade/Sem
BIOB 101	Discover Biology/Lab **+	4	_____
BIOB 160	Princpls of Living Systems/Lab **+	4	_____
BIOB 170	Prin Biological Diversity/Lab **+	4	_____
BIOH 104	Basic Human Biology & lab **+	4	_____
CHMY 101	Discover Chemistry +	3	_____
CHMY 121	Intro to General Chem w/Lab **+	4	_____
CHMY 141	College Chemistry I w/Lab **+	4	_____
CHMY 143	College Chemistry II w/Lab *+	4	_____
GEO 101	Intro to Physical Geologyw/Lab +	4	_____
NUTR 221	Basic Human Nutrition +	3	_____
PHSX 105	Fund of Physical Science w/Lab +	4	_____
PHSX 205	College Physics I w/Lab **+	4	_____
PHSX 220	Physics I w/Lab **+	4	_____

## Social Sciences/History - 6 Credits

Course	Title	Credits	Grade/Sem
<b>Social Sciences</b>			
CJUS 121	Intro to Criminal Justice +	3	_____
ECNS 201	Principles of Microeconomics +	3	_____
ECNS 202	Principles of Macroeconomics +	3	_____
PSCI 210	Intro to American Government +	3	_____
PSYX 100	Introduction to Psychology +	3	_____
PSYX 230	Developmental Psychology +	3	_____
SOCI 101	Introduction to Sociology +	3	_____
<b>History</b>			
HSTA 101	American History I (N) +	3	_____
HSTA 102	American History II (N) +	3	_____
HSTA 255	Montana History (N) +	3	_____
HSTR 101	Western Civilization I +	3	_____
HSTR 102	Western Civilization II +	3	_____

## Cultural Diversity - 3 Credits

Course	Title	Credits	Grade/Sem
ANTY 101	Anthro & the Human Experience +	3	_____
BMKT 242	Intro to Global Markets +	3	_____
LSH 244	American Cultural Values +	3	_____
NASX 204	Intro to NA Beliefs & Philsphy (N) +	3	_____
NASX 232	MT Ind Cltrs/Hstry/Iss (=332) (N) +	3	_____
NASX 240	Native American Lit (=to 340) (N) +	3	_____
SIGN 101	Intro to American Sign Lang +	3	_____
SPNS 101	Elementary Spanish I +	4	_____
SPNS 102	Elementary Spanish II *+	4	_____

## Cultural Heritage of American Indians - 3 Credits

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.+

## Total Credits - 31

\* Indicates prerequisite needed

\*\* Placement in courses(s) is determined by placement assessment

+ A grade of C- or above is required for graduation

November 19-20, 2015

**ITEM 169-2012+R1115**

**Request for Authorization to Reduce the Number of Credits Required for the Art Education Majors**

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**THAT**

The Board of Regents of Higher Education authorizes Montana State University to eliminate two courses from the Art Education Majors.

---

**EXPLANATION**

Montana State University proposes to reduce the number of credits required for our art education majors (currently 128 credits). The following two course are proposed for removal: PHOT 113RA – Understanding Photography and FCS 101IS: – Lifespan and Human Development.

Neither course is needed for accreditation since the degree is currently sitting at 128 credits, removal of these the courses would reduce the credits to 122. Consultation with the Education Department resulted in their support.

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**ATTACHMENTS**

Academic Proposal Request Form  
Curriculum Proposal Form  
Attachment #1 – Catalog Listing

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

Item Number: **169-2012+R1115**

Meeting Date: **November 19-20, 2015**

Institution: **Montana State University**

CIP Code: **50.0701 (Proposed 13.1302)**

Program Title: **Art Education Majors**

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic Affairs Handbook](#).

     **A. Notifications:**

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

     **1a. Placing a program into moratorium** (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

     **1b. Withdrawing a program from moratorium**

     **2. Intent to terminate an existing major, minor, option or certificate – Step 1** (Phase I Program Termination Checklist)

     **3. Campus Certificates- Adding, re-titling, terminating or revising a campus certificate of 29 credits or less**

     **4. BAS/AA/AS Area of Study**

  X **B. Level I:**

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

     **1. Re-titling an existing major, minor, option or certificate**

     **2. Adding a new minor or certificate where there is a major or an option in a major** (Curriculum Proposal Form)

  X **3. Revising a program** (Curriculum Proposal Form)

     **4. Distance or online delivery of an existing degree or certificate program**

     **5. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist)

     **Temporary Certificate or AAS Degree Program**

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

**C. Level I with Level II Documentation:**

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

**1. Consolidating existing programs and/or degrees** (Curriculum Proposal Form)

**D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

**1. Re-titling a degree (ex. From B.A. to B.F.A)**

**2. Adding a new minor or certificate where there is no major or option in a major** (Curriculum Proposal Form)

**3. Establishing a new degree or adding a major or option to an existing degree** (Curriculum Proposal Form)

**4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

**5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

**Specify Request:**

Montana State University proposes to reduce the number of credits required for our art education majors (currently 128 credits). The following two course are proposed for removal: PHOT 113RA – Understanding Photography and FCS 101IS: – Lifespan and Human Development.

Neither course is needed for accreditation since the degree is currently sitting at 128 credits, removal of these the courses would reduce the credits to 122. Consultation with the Education Department resulted in their support.

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

**1. Overview**

Montana State University proposes to reduce the number of credits required for our art education majors (currently 128 credits). The following two courses are proposed for removal: PHOT 113RA – Understanding Photography and FCS 101IS: – Lifespan and Human Development.

Neither course is needed for accreditation since the degree is currently sitting at 128 credits, removal of these the courses would reduce the credits to 122. Consultation with the Education Department resulted in their support.

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

Not Applicable to this proposal

**3. Need**

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

Reduction of credits from 128 to 122 to bring this course in compatible compliance with other Education Majors.

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

Timely completion of degree, improved recruitment of majors

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

Not Applicable as course already exists.

**4. Institutional and System Fit**

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

Compliance with other Education Majors credit requirements.

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

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

No

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

Not Applicable

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

Timely completion of Degree, improved and competitive recruitment.

- 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.**

Existing program

**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.**

See attached degree options sheets following the 2014-2015 catalog to the proposed 2015-2016 catalog changes. The courses to be removed would be FCS 101IS (a degree and CORE requirement), the CORE requirement will be satisfied with EDU 223IS which is already a degree requirement. Also removing PHOT 113RA (a core and degree requirement, the CORE requirement would then be satisfied by ARTZ 105RA which is already a degree requirement.

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

Not Applicable

**6. Resources**

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

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

No

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

No

**7. Assessment**

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

Compatibility to other Art Major Degrees

**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.**

We would like to reduce the number of credits required for our art education majors (currently 128 credits). We are looking at 2 courses we would like to remove, which are: PHOT 113RA – Understanding Photography and FCS 101IS – Lifespan and Human Development.

Neither course is needed for accreditation since the degree is currently sitting at 128 credits, removal of these 2 courses would reduce the credits to 122. We have consulted with the Education Dept. and they are OK with this proposal.





**PROPOSED CHANGE FOR 2015-2016 Catalog**

School of Art - Montana State University  
ART EDUCATION K-12

**A grade of C or better is required in all classes**

122 Credits are required for graduation: 42 of these credits must be numbered 300 or above.

**ART REQUIREMENTS (64 credits)**

**A. FOUNDATIONS (19 cr)**

<b>ARTZ 105RA – Visual Language-Drawing</b>	<b>3</b>	_____
ARTZ 109RA – Visual Language - Compr Foundations	4	_____ Fall
ARTZ 110RA – Visual Language- Ideation & Creativity	4	_____ Sp
ARTH 200IA – World Civilization I	4	_____ Fall
ARTH 201IA - World Civilization II	4	_____ Sp

**B. REQUIRED STUDIOS (24 cr)**

ARTZ 211RA – Drawing I	4	_____
ARTZ 221 – Painting I	4	_____
ARTZ 231RA – Ceramics I	4	_____
ARTZ 251 – Sculpture I	4	_____
ARTZ 261 – Metalsmithing I	4	_____
ARTZ 271 – Printmaking I	4	_____

**C. STUDIO ELECTIVES (15 cr)**

ARTZ 312 – Int. Drawing		5
_____	5	_____
_____	5	_____

Take 10 credits of any of the following upper level studio or independent study studio courses. ARTZ 332 – Int.. Ceramics, ARTZ 361 - Int. Metalsmithing, ARTZ 373 - Lithography, ARTZ 352 - Int. Sculpture, ARTZ 312 – Int.. Drawing, ARTZ 376 – Relief Printmaking, ARTZ 374 - Serigraphy, ARTZ 375 – Intaglio, ARTZ 322 – Int.. Painting, ARTZ 379 - Alternate Print Media, ARTZ 411-Drawing, ARTZ 421-Painting, ARTZ 453- Sculpture, ARTZ 461-Metalsmithing, ARTZ 472-Printmaking, ARTZ 431-Ceramics, ARTZ 498– Internship, 300 level Art studio classes are repeatable 3 times.

**D. ART HISTORY ELECTIVES (6 cr)**

_____	3	_____
_____	3	_____

Take two of the following at 3 credits each: ARTH 360 Asian Art, ARTH 423 Hist. of Printmaking, ARTH 332 Hist. of Decorative Arts, ARTH 406 Roman Art & Arch., ARTH 302 Ancient Art, ARTH 402 Greek Art & Arch, ARTH 438 Beginning Modern, ARTH 440 20<sup>th</sup> Century, ARTH 400 Art of Egypt & Near East, ARTH 421Late Gothic Painting, ARTH 432 Art in the Age of Revolution, ARTH 410 Medieval Art, ARTH 422 Italian Renaissance Art, ARTH 424 High Renaissance & Mannerism, ARTH 451 Contemporary Art, ARTH 426 Baroque Art in Italy, ARTH 427 Baroque Art in N. Europe, ARTH 430 19th Century

**School of Art**

213 Haynes Hall -Montana State University  
Bozeman, MT 59717-3680  
[www.montana.edu/art](http://www.montana.edu/art)  
[art@montana.edu](mailto:art@montana.edu)

**EDUCATION COURSES - SECONDARY ED (38)**

EDU 202 - In School Experience	1	_____
<b>EDU 223IS - Educational Psych *</b>	<b>3</b>	_____
EDU 211D – Multicultural Education *	3	_____
EDU 370 – Integration of Tech into Education	2	_____
EDU 382 – Assessment, Curriculum, Instruction	3	_____
EDSP 308 - Exceptional Needs	3	_____
EDU 395 – Practicum 5-12	3	_____
EDU 397 – Methods K-8 Art	3	_____
EDU 497 – Methods 5-12 Art	3	_____
EDU 408 - Professional Issues	2	_____
EDU 495 - Student Teaching	12	_____

**CORE REQUIREMENTS (30 credits)**

\* Cumulative GPA of 2.5 in W, US & Q is required before admittance to Teacher Program\*  
**COLLEGE WRITING - W (3 cr)** CR

WRIT 101W - College Writing	3	* _____ *
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**UNIVERSITY SEMINAR - US (3 cr)**

_____	3	* _____ *
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**QUANTITATIVE REASONING - Q (3 cr)**

M 145Q (recommended)	3	* _____ *
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**DIVERSITY- D (3 cr)**

EDU 211D– Multicultural Education*	3	_____
------------------------------------	---	-------

**CONTEMPORARY ISSUES IN SCIENCE - CS (3 cr)**

_____	3	_____
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**By using these two courses to meet both program and Core requirements, the total number of credits required can be reduced from 128 to 122.**

ARTH 200IA OR ARTH 201IA	4	_____
--------------------------	---	-------

<b>HUMANITIES - IH OR RH (3 cr)</b>		
_____	3	_____

_____	3	_____
-------	---	-------

<b>NATURAL SCIENCES - IN OR RN (3 cr)</b>		
_____	3	_____

SOCIAL SCIENCES - IS OR RS (3 cr)

EDU 223IS - Educational Psych\* 3 \_\_\_\_\_

ADD. RESEARCH & CREATIVE EXPERIENCE (3 CR)

ARTZ 105RA 3 \_\_\_\_\_

ELECTIVES

\_\_\_\_\_

November 19-20, 2015

**ITEM 169-2013+R1115**

**Request for Authorization to Establish a Minor in Personal and Consumer Finance**

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**THAT**

The Board of Regents of Higher Education authorizes Montana State University to establish a new minor program: Personal and Consumer Finance.

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**EXPLANATION**

A Minor in Personal and Consumer Finance will include course work in economics, financial counseling, consumer decision-making, managing work and family, and personal finance knowledge and practice related to insurance, consumer credit, investment, retirement, estate planning, and taxation.

The proposed Personal and Consumer Finance minor will be offered through the Department of Health and Human Development and will include course work in economics, financial counseling, consumer decision-making, managing work and family, and personal finance knowledge and practice related to insurance, consumer credit, investment, retirement, estate planning, and taxation. The proposed minor would be comprised of nine courses (27 credits). Eight of the nine courses are required, giving students the flexibility to choose one course from a variety of options in the areas of economics, psychology, or counseling. Over one-third of the courses are upper division.

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**ATTACHMENTS**

Academic Proposal Request Form  
Curriculum Proposal From

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

Item Number: **169-2013+R1115**

Meeting Date: **November 19-20, 2015**

Institution: **Montana State University**

CIP Code: **19.0401**

Program Title: **Minor in Personal and Consumer Finance**

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic Affairs Handbook](#).

**A. Notifications:**

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

**1a. Placing a program into moratorium** (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

**1b. Withdrawing a program from moratorium**

**2. Intent to terminate an existing major, minor, option or certificate – Step 1** (Phase I Program Termination Checklist)

**3. Campus Certificates- Adding, re-titling, terminating or revising a campus certificate of 29 credits or less**

**4. BAS/AA/AS Area of Study**

**B. Level I:**

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

**1. Re-titling an existing major, minor, option or certificate**

**2. Adding a new minor or certificate where there is a major or an option in a major** (Curriculum Proposal Form)

**3. Revising a program** (Curriculum Proposal Form)

**4. Distance or online delivery of an existing degree or certificate program**

**5. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist)

**Temporary Certificate or AAS Degree Program**

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

**C. Level I with Level II Documentation:**

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

**1. Consolidating existing programs and/or degrees** (Curriculum Proposal Form)

**D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

**1. Re-titling a degree (ex. From B.A. to B.F.A)**

**2. Adding a new minor or certificate where there is no major or option in a major** (Curriculum Proposal Form)

**3. Establishing a new degree or adding a major or option to an existing degree** (Curriculum Proposal Form)

**4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

**5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

**Specify Request:**

The Board of Regents of Higher Education authorizes Montana State University to establish a new minor program: Personal and Consumer Finance.

A Minor in Personal and Consumer Finance will include course work in economics, financial counseling, consumer decision-making, managing work and family, and personal finance knowledge and practice related to insurance, consumer credit, investment, retirement, estate planning, and taxation.

The proposed Personal and Consumer Finance minor will be offered through the Department of Health and Human Development and will include course work in economics, financial counseling, consumer decision-making, managing work and family, and personal finance knowledge and practice related to insurance, consumer credit, investment, retirement, estate planning, and taxation. The proposed minor would be comprised of nine courses (27 credits). Eight of the nine courses are required, giving students the flexibility to choose one course from a variety of options in the areas of economics, psychology, or counseling. Over one-third of the courses are upper division.

## Montana Board of Regents CURRICULUM PROPOSAL FORM

### 1. Overview

A Minor in Personal and Consumer Finance will include course work in economics, financial counseling, consumer decision-making, managing work and family, and personal finance knowledge and practice related to insurance, consumer credit, investment, retirement, estate planning, and taxation.

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

The proposed Personal and Consumer Finance minor will be offered through the Department of Health and Human Development and will include course work in economics, financial counseling, consumer decision-making, managing work and family, and personal finance knowledge and practice related to insurance, consumer credit, investment, retirement, estate planning, and taxation. The proposed minor would be comprised of nine courses (27 credits). Eight of the nine courses are required, giving students the flexibility to choose one course from a variety of options in the areas of economics, psychology, or counseling. Over one-third of the courses are upper division.

### 3. Need

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

Currently, students wishing to increase their financial literacy for personal or professional purposes, have no defined programmatic path within the MUS system. Recognition of academic achievement in the area of personal finance will increase the marketability and employability of students upon graduation. According to the Occupational Outlook Handbook, "Employment of personal financial advisors is projected to grow 27 percent from 2012 to 2022, much faster than the average for all occupations" (Bureau of Labor Statistics, Personal Financial Advisors Summary).

Personal financial advisors:

- provide remedial, productive or preventative financial counseling
- assist clients in identifying appropriate financial goals
- educate clients on available options related to insurance, investments, retirement, and estate planning
- evaluate and monitor clients' progress toward goals, providing guidance as needed.

Recent partnerships between service providers, regulators, accrediting agencies, and non-profits serving financially insecure populations suggest that the field of financial coaching is growing rapidly. The Association for Financial Counseling and Planning Education® (AFCPE) has formed partnerships with the National Disability Institute (NDI) and Sage Financial Solutions to better train financial coaches with populations in need of financial counseling (AFCPE Press Release, 2014). The Financial Industry Regulatory Authority (FINRA) Investor Education Foundation has awarded 50 military spouses with fellowships that provide them the training to earn the Accredited Financial Counselor (AFC®) designation as a means of providing these military spouses with the means to assist military families in meeting their financial goals (FINRA Press Release, 2014). Organized in 2014, The Veterans Financial Coalition was founded by the AFCPE®, Consumer Action, Consumer Federation of America, and Visa's Practical Money Skills for Life to provide financial education to veterans and to organizations already serving veterans. (Veterans Financial Coalition, 2014).

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

Students seeking careers in real estate, insurance, the military, non-profit, banking, teaching, counseling, human resources, business management, accounting, social work, education, student services, university financial aid offices, and students wanting to be self-employed would benefit from recognized academic achievement in personal finance. The prescribed course work in the proposed minor would provide students in academic strength in personal finance which will prepare them for the job market or for the Family Financial Planning graduate program.

The Master of Science in Health and Human Development with an option in Family Financial Planning is a graduate program conducted in cooperation with the Board of Standards for the Certified Financial Planner® program and is offered through the Great Plains Distance Education Alliance (GPIDEA). The Great Plains Distance Education Alliance is a consortium of eight mid-western and western land-grant universities, including:

- Iowa State University
- Kansas State University
- University of Missouri-Columbia
- University of Nebraska-Lincoln
- North Dakota State University
- Oklahoma State University
- South Dakota State University
- Montana State University

The alliance allows students to complete online courses from the above participating institutions to complete their graduate degree. Within the alliance, there are two universities that have expanded their offerings to include programs outside of the graduate program.

In addition to offering a graduate program, Iowa State University is working to create a new certificate program that prepares high school teachers to teach personal finance courses. Kansas State University has an Institute of Personal Financial Planning and offers students Undergraduate, Masters, Graduate Certificate, and Doctoral programs. The University of Missouri-Columbia offers an Undergraduate, Minor (to Agricultural Economics and Finance majors), and Graduate degree in personal finance.

The proposed minor would provide an entry point to the graduate program thereby increasing enrollment. While there are many universities offering a course in personal finance, Montana State University would be the only state university in the states bordering Montana to offer a personal and consumer finance minor. Montana State University could remain competitive within the alliance through the proposed undergraduate minor.

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

Students, parents and advisors will be able to identify a clear path for those students interested in enhancing their academic background in personal finance for personal and professional purposes regardless of major. Formal recognition of personal and consumer finance proficiency will allow students to have a credential that signals to the job market that they have expertise in personal finance.

The College of Education, Health and Human Development seeks to fulfill Montana's land grant mission by providing services to the citizens of Montana and beyond. Students earning the proposed minor would benefit Montana's citizens and their own households by understanding the role of financial well-being in creating overall personal and community well-being.

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

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

The anticipated demand is based upon enrollment in identified entry points for the proposed minor. The following courses were identified as potential entry points:

FCS 138 Survey of Family Financial and Consumer Issues  
FCS 239 Contemporary Consumer Issues  
FCS 337 Personal and Family Finance I

Course Enrollment Information:

	<b>2012</b>	<b>2013</b>	<b>2014</b>
FCS 138 (Formerly HDCF 138)	74	83	54
FCS 239 (Formerly HDCF 239)	56	52	34
FCS 337 (Formerly HDCF 338)	65	56	34

Historically, approximately 10% of the total students enrolled in an entry point course, have pursued a second course in personal finance. The number of students demanding the proposed minor is expected to exceed these numbers as a result of formal recognition of achievement.

**4. Institutional and System Fit**

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

Currently, students wanting formal recognition of their expertise in personal and consumer finance have the option of sitting for the Accredited Financial Counselor examination after completing coursework through the Department of Health and Human Development. MSU does not offer formal recognition of expertise in personal finance from the university. The proposed minor will provide students with formal recognition from MSU of their academic achievement while increasing the financial literacy of those completing the program.

The minor in personal and consumer finance would offer business accounting, business finance, pre-counseling, psychology, and agriculture students the opportunity to combine knowledge in personal finance with their skills and knowledge in their majors. The personal and consumer finance minor would add breadth to majors in these areas of study, particularly.

Finally, the personal and consumer finance minor would be a strong minor to offer students in family and consumer sciences education and social studies broadfield education. Seventeen states currently require a course or coursework in personal finance at the high school level (Council on Economic Education, 2015). Having a minor in personal and consumer finance would give Montana State University students an edge over students without that background to teach in schools in the states that require the personal finance coursework for high school students.

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

No

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



**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

MSU is currently participating in the Approved University Program through the Association for Financial Counseling, Planning and Education (AFCPE). This relationship allows students to meet the education requirement for the Accredited Financial Counselor examination by completing three courses offered through the Department of Health and Human Development and taking two national exams. The proposed minor will expand on the existing courses to provide students with option of receiving recognition from MSU-Bozeman for their efforts as well as from the AFCPE.

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

Montana State University Strategic Plan Goals:

Objective L.3: Increase job placement and further education rates.

The proposed minor could make a student more competitive in the marketplace. A personal and consumer finance minor would prepare students for more rigorous graduate level work in the Family Financial Planning graduate program.

Objective I.2: Increase work across disciplines.

The proposed minor would provide an opportunity for students across all disciplines to explore the field of personal finance. Formal recognition of academic achievement in this area of study would encourage students to become more financially literate.

College of Education, Health and Human Development:

The proposed minor would help to achieve the following goals within College of Education, Health and Human Development strategic plan:

- Fulfill the unique education, health, and human service needs of Montana and the nation through its traditionally strong instructional and research programs.
- Expand collaboration within the College, across campus, and with external constituencies that result in mutual benefit and advance the shared goals of the College.

Department of Health and Human Development:

The Department of Health and Human Development has programs which focus on five distinct aspects of well-being: Social, Economic/Financial, Emotional/Spiritual, Physical, and Intellectual. The proposed minor is one of the domains of the well-being model which guides the department.

**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.**

Currently, students wanting formal recognition of their expertise in personal finance have the option of sitting for the Accredited Financial Counselor examination after completing coursework through the Department of Health and Human Development. MSU does not offer formal recognition of expertise in personal finance from the university. The proposed minor will provide students with formal recognition from MSU of their academic achievement while increasing the financial literacy of those completing the program.

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

The minor in personal finance would offer business accounting, business finance, pre-counseling, psychology, and agriculture students the opportunity to combine knowledge in personal finance with their skills and knowledge in their majors. The personal finance minor would add breadth to majors in these areas of study, particularly.

Finally, the personal finance minor would be a strong minor to offer students in family and consumer sciences education and social studies broadfield education. Seventeen states currently require a course or coursework in personal finance at the high school level (Council on Economic Education, 2015). Having a minor in personal finance would give Montana State University students an edge over students without that background to teach in schools in the states that require the personal finance coursework for high school students.

## 5. Program Details

**A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.**

The minor in personal and consumer finance will require 27 credits.

The minor will consist of the following courses (24 cr):

- FCS 138: Survey of Family Finance and Consumer Issues, 3 credits, offered each fall
- ECNS101IS: Economics Way of Thinking, 3 credits, offered each fall and spring
- FCS 239: Contemporary Consumer Issues, 3 credits, offered each fall
- FCS 263: Relationships and Family Systems, 3 credits, offered each fall
- FCS 337: Personal and Family Finance I, 3 credits, offered each fall
- FCS 338: Personal and Family Finance II, 3 credits, offered each spring
- FCS 339, Family Financial Counseling, 3 credits, offered each spring
- FCS 437: Managing Work and Family, 3 credits, offered each spring

Electives: Students may choose one of the following (3 cr):

- FCS 359: Theories and Skills for Helping Relationships, 3 credits, offered fall and spring
- BFIN 205: Personal Finance, 3 credits, on demand
- ECNS 202: Principles of Microeconomics, 3 credits, Offered fall, summer and spring
- ECNS 203IS: Microeconomics, 3 credits, offered fall and spring

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

If accepted, the proposed minor would be offered in the Fall of 2016. It is estimated that the proposed minor will be adopted by approximately 20% of students who have been enrolled in one of the identified entry points in the last two years. Each year, it is estimated that an additional 10% of the students enrolled in one of the identified entry points will elect the minor.

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

**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.**

No

**7. Assessment**

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

We will measure the success of the program through enrollment numbers. We will ask for feedback from internship placement sites to see if the internship site employees consider the students to be well-prepared. We also will track student placement when they have graduated from MSU to see where they are getting jobs using the personal and consumer finance expertise they have developed.

**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 courses offered for the minor have existed at Montana State University for a long time. Montana State University has had an agreement to allow students to study the material required for the credential as an Accredited Financial Counselor (AFC) for approximately 10 years and we have had over 30 students take the exams to become AFC. Not all students who have taken the series of courses in personal finance have taken the AFC exams, but have gone into the job market with their bachelor of family and consumer sciences degrees to compete for employment in fields requiring background knowledge of personal finance. Over the past 20 years, the students with background courses in personal finance (either with or without the AFC credential) have found jobs in the following types of employment settings:

- banks, credit unions, and savings and loans companies
- human resources departments in large corporations where they deal with employee benefits
- stock brokerage companies
- financial aid offices at universities
- middle school and high school family and consumer sciences teaching, with a specialty in family finance
- financial and credit counseling organizations service low and middle-income individuals and families
- social service organizations who provide job training, housing assistance, employment skills, and food security aid to clients
- First Time Homebuyer programs offered through a program of the federal government
- insurance companies
- hospital financial counselor positions
- fee-only financial planning companies
- financial planning companies who offer services and products such as wealth management, trust services, and investing
- curriculum development in personal finance educational programming
- state and federal agencies that protect the consumer interest

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- entry into graduate programs in law, family financial planning, marriage and family counseling, and business, and theology

The Department of Health and Human Development already has a strong record of accomplishment in preparing students to work in personal finance. The minor will allow a more visible credential for these students when they go into the marketplace to compete for job opportunities.

November 19-20, 2015

**ITEM 169-1601+R1115**

**Request for Authorization to Revise the B.S. in Natural Horsemanship – The University of Montana Western**

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**THAT**

UM Western requests authorization from the Montana Board of Regents to revise the BS in Natural Horsemanship to create an emphasis on Natural Horsemanship Instruction.

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**EXPLANATION**

This revision will improve the program and allow a focus on the Instruction of Natural Horsemanship. The revision is in response to requests from leaders in the equine field to help them overcome a shortage of professional equine instructors in their industry and will meet the standards of the Certified Horsemanship Association (CHA), the American Quarter Horse Association (AQHA), and the United States Equine Federation.

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**ATTACHMENTS**

Academic Proposal Request Form  
Curriculum Proposal Form  
Attachment #1 – Credit Summary  
Attachment #2 – New Course Descriptions

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

Item Number: 169-1601+R1115

Meeting Date: November 19-20, 2015

Institution: The University of Montana Western

CIP Code: 1.0507

Program Title: BS: Natural Horsemanship Instruction

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic Affairs Handbook](#).

     **A. Notifications:**

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

     **1a. Placing a program into moratorium** (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

     **1b. Withdrawing a program from moratorium**

     **2. Intent to terminate an existing major, minor, option or certificate – Step 1** (Phase I Program Termination Checklist)

     **3. Campus Certificates- Adding, re-titling, terminating or revising a campus certificate of 29 credits or less**

     **4. BAS/AA/AS Area of Study**

     **B. Level I:**

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

     **1. Re-titling an existing major, minor, option or certificate**

     **2. Adding a new minor or certificate where there is a major or an option in a major** (Curriculum Proposal Form)

  X **3. Revising a program** (Curriculum Proposal Form)

     **4. Distance or online delivery of an existing degree or certificate program**

     **5. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist)

     **Temporary Certificate or AAS Degree Program**

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

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**ACADEMIC PROPOSAL REQUEST FORM**

**C. Level I with Level II Documentation:**

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

**1. Consolidating existing programs and/or degrees** (Curriculum Proposal Form)

**D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

**1. Re-titling a degree (ex. From B.A. to B.F.A)**

**2. Adding a new minor or certificate where there is no major or option in a major** (Curriculum Proposal Form)

**3. Establishing a new degree or adding a major or option to an existing degree** (Curriculum Proposal Form)

**4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

**5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

**Specify Request:**

UM Western is proposing to revise the BS in Natural Horsemanship to improve the program and to allow a focus on the Instruction of Natural Horsemanship. This revision is in response to requests from leaders in the equine field to help them overcome a shortage of professional equine instructors in their industry and will meet the standards of the Certified Horsemanship Association (CHA), the American Quarter Horse Association (AQHA), and the United States Equine Federation (USEF).

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

**1. Overview**

UM Western is proposing to revise the BS in Natural Horsemanship to improve the program and allow a focus on the Instruction of Natural Horsemanship. This revision is in response to requests from leaders in the equine field to help them overcome a shortage of professional equine instructors in their industry and will meet the standards of the Certified Horsemanship Association (CHA), the American Quarter Horse Association (AQHA), and the United States Equine Federation (USEF).

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

The BS in Natural Horsemanship with emphasis on instruction will prepare students to instruct others in the methods of horsemanship. This will include knowledge and skills on how to organize and host equine-related events; how to instruct others on the handling of a green (untrained) horse; and how to organize curricula and community resources in horsemanship instruction.

**3. Need**

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

This program is in direct response to a need identified by the equine industry.

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

With this revision, more students can be admitted to the program. Further, it will begin to address a shortage of professional equine instructors.

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

Right now, the Equine Studies program has to turn away applicants. The new program should yield 20-30 new students each year. This all depends on the availability of open spaces in the Natural Horsemanship program, since it is a capped program. In fall 2015 the Natural Horsemanship program accepted 38 new freshmen. The waitlist was 25 potential students. The demand for this revision in the program was also shown through surveys from current students and interviews with alumni.

**4. Institutional and System Fit**

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

This program revision is part of the overarching BS in Natural Horsemanship.

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

The revision adds five new courses: Introduction to Equine Instruction Internship (4); Equine Event Management (2); Practical Instruction of Handling & Haltering (4); Equine Instruction Internship II (4); and Methods of Teaching Horsemanship (4).



**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

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

The Bachelor of Science in Natural Horsemanship is the only degree of this type in the nation.

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

This program revision supports several priorities for The University of Montana Western:

- Encourage academic excellence and innovation.
- Develop enrollment management strategies that support the experiential mission and contribute to student success.
- Efficiently steward resources and operations to sustain the University for future generations.
- Increase Montana Western's local, regional, and national profile.

**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 Bachelor of Science in Natural Horsemanship is the only degree of this type in the nation.

**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.**

See attachments.

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

Using the current resources and people in the equine industry (LaCense Montana LLC, Montana Center for Horsemanship, Certified Horsemanship Association, United States Equestrian Federation, and American Quarter Horse Association) will help in advertising for the program and also in implementing quality internships and potential employment for the students. The first year will show a student base at 20-30 students for the proposed program. Second year students will start on their proposed program courses and their first internship with an equine professional. By the third and fourth year, students in this proposed program will continue in their selected courses and second internship. Data has shown that the retention rate in the Natural Horsemanship is over 80 percent. As the facilities at the Montana Center of Horsemanship expand so can the numbers in this proposed program.

**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 PROPOSAL FORM**

Horsemanship instructors are provided by LaCense Montana LLC. An additional horsemanship instructor will be added. This is in accord with a Memorandum of Understanding between The University of Montana – Western and LaCense Montana LLC.

**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 additional courses will be held at the Montana Center for Horsemanship. This relationship with UM Western also is governed by a Memorandum of Understanding.

**7. Assessment**

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

Initial success will focus on enrollment increases and progress towards degree. Long-term success will be focused on student employment data. Measures will include numbers of graduates who successfully attain certification from the supporting professional organizations and numbers who gain employment in the equine industry and related fields.

**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.**

Representative of the American Quarter Horse Association, the Certified Horsemanship Association, and the United States Equine Federation, contacted department leaders and LaCense Montana to investigate the feasibility of modifying the BS in Natural Horsemanship to include an emphasis on equine instruction. The proposal then went through The University of Montana Western's rigorous Curriculum Proposal Process. That process requires department approval, initial review by the Provost, review by all Department Chairs, two readings and a vote from Faculty Senate, approval of the Provost, and approval of the Chancellor.

## Credit Summary BS: Natural Horsemanship

**(Proposed)**

<b>General Education Total Credits</b>	
<b>General Education Total Credits</b>	<b>31-32</b>
<i>Natural Sciences</i>	
CHMY 121 Intro to General Chemistry	4
<i>Select 1 course/4 credits from the following:</i>	
BIOB 101 Discover Biology	4
BIOB 160 Principles of Living System	4
<i>Behavioral &amp; Social Sciences</i>	
PSYX 230 Developmental Psychology	4
HSTR 101 Western Civilization I or other HSTA/HSTR course	4
<b>Natural Horsemanship Major Core</b>	
<b>Natural Horsemanship Core Total Credits</b>	<b>44</b>
EQUH 155 Introduction to NH: Gaining Confidence and Respect	3
EQUH 252 NH: Building a Relationship	3
EQUH 254 NH: Harmony with Your Horse I	3
EQUH 255 NH: Harmony with Your Horse II	3
EQUH 351 NH: Refining the Foundation I	4
EQUH 352 NH: Refining the Foundation II	4
EQUH 101 Introduction to Equine Science I	4
EQUH 201 Basic Horse Care and Nutrition	4
EQUH 202 Equine Science I	4
EQUH 203 Equine Science II	4
EQUH 204 Equine Facility Management	4
<i>Select 1 course/4 credits from the following</i>	
EQST 391 Sales Prep I	(4)
<i>Must take EQST 491 Sales Prep following spring semester</i>	
EQUH 453 Young Horse Starting & Development	(4)
<b>Internship</b>	
<b>Internship Total Credits</b>	<b>4</b>
EQUH 397 Intro to Equine Instruction Internship	4
<b>Electives</b>	
<b>Electives Total Credits</b>	<b>14</b>
<i>Select any college-level courses from the catalog to bring degree total to 120 credits</i>	

## Credit Summary: NH: Instruction Option

### NH: Instruction/Training Option

<b>NH: Instruction Option Total Credits</b>	<b>26</b>
EQUH 205 Equine Event Management	2
EQUH 301 Practical Instruction of Handling & Haltering	4
EQUH 499 Equine Instruction Internship II	4
EQUH 497 Methods of Teaching Horsemanship	4
BMGT 327 Risk Management & Insurance	4
BMGT 210 Small Business Entrepreneurship	4
<i>Select 1 course/4 credits from the following:</i>	
EQST 491 Sales Preparation II	(4)
<i>Must have taken EQST 391 previous fall semester</i>	
EQUH 453 Young Horse Starting & Development	(4)
EQUH 454 Equine Behavior	(4)
EQUH 404 Contemporary Issues & Ethics in the Equine Industry	(4)

**BS: Natural Horsemanship Instruction Option Total Credits** **120**

*Upper division credits in Minor/Option – 20 credits (76% of the credits, over the one-third requirement)*

*Upper division credits in Major – 16 credits*

### **EQUH 397 INTRO TO EQUINE INSTRUCTION INTERNSHIP (4)**

This field experience provides a broader application of equine instruction and horsemanship to a professional setting. Students will gain further experience towards horsemanship so they will have an increase knowledge in order to instruct others in the methods of horsemanship. Students work under the guidance of an equine professional with support of a university faculty supervisor. Students will complete a series of written periodic reports and a portfolio in the form of a final comprehensive report on their experience. Prereq: Sophomore standing, EQUH 255. (Summer)

#### **Course Outcomes:**

- Understand the timetable and amount of work that it takes to train or instruct in the area of horsemanship.
- Communicate effectively, both demonstrating and teaching horsemanship methods and techniques in a lesson format to others.
- Be well-versed in general knowledge about the equine industry including horsemanship, instruction, and lesson formats.
- Understand the basic knowledge on how to adapt teaching styles in order to present information.
- Students will begin a professional portfolio, which will be required towards their equine instruction option.

#### **Assessment:**

Student performance will be assessed through weekly written reports to internship advisor, presentation, and exit interview about the student from the intern's Supervisor.

## **EQUH 205 EQUINE EVENT MANAGEMENT (2)**

In this course, students will gain knowledge of organizing and hosting an equine related event. Students will be introduced to advertising, public relations, finances, and managing people. Student performance will be assessed through written examinations, written reports, and demonstration of skills. Course Fee.

Prereq: BMGT 210. (Spring)

### **Course Outcomes:**

- Determine human, market, and financial resources needs to meet objectives.
- Be proficient with team building skills and working with others to accomplish objectives.
- Develop and write a detailed business plan towards an equine event.
- Understand technology in order to enhance the operating, marketing and efficiency of a successful equine event.
- Be proficient towards using public resources in the community to help plan an equine event.

### **Assessment:**

Student performance will be assessed through written reports, organizing and managing an equine event, and a final report on the event.

## **EQUH 301 PRACTICAL INSTRUCTION OF HANDLING & HALTERING (4)**

In this course, students will gain knowledge of handling a green horse through the steps of haltering, working the feet, and groundwork. Using knowledge from previous courses, the student will learn additional techniques working with green horses and implementing their knowledge in order to teach others. In addition, the student will instruct to others on what they have learned during the handling process of a green horse. Prereq: EQUH 252 (Spring)

### **Course Outcomes:**

- Communicate effectively, both demonstrating and teaching horsemanship methods and techniques in a lesson format to other students.
- Understand the techniques and theories of handling a young or green horse.
- Be proficient in the areas of safety when handling a young or green horse.
- Understand the basic knowledge on how to adapt teaching styles in order to present information.
- Students will further a professional portfolio, which will be required towards their equine instruction option.

### **Assessment:**

Student performance will be assessed through weekly discussions, demonstrations, practical midterm, effectiveness of their instruction, and final written report.

## **EQUH 499 EQUINE INSTRUCTION INTERNSHIP II (4)**

This field experience provides an in depth application of equine instruction and horsemanship to a professional setting. Students will build upon their knowledge from previous internship experiences towards instructing horsemanship. Students work under the guidance of an equine professional with support of a university faculty supervisor. Students will complete a series of written periodic reports and a portfolio in the form of a final comprehensive report on their experience. Prereq: Junior Standing, EQUH 397 (Summer)

### **Course Outcomes:**

- Be proficient in knowledge on how to instruct horsemanship to students.
- Better understand teaching methods and learning styles in order to teach others about horsemanship.
- Understand more in depth knowledge in order to adapt teaching styles in order to instruct others in the topic of horsemanship.
- Students will further a professional portfolio, which will be required towards their equine instruction option.

### **Assessment:**

Student performance will be assessed through weekly written reports to internship advisor, presentation, and exit interview about the student from the intern's Supervisor.



### **EQUH 497 METHODS OF TEACHING HORSEMANSHIP (4)**

Students will understand and apply methods and materials in teaching horsemanship in a non-formal classroom atmosphere. Students will gain knowledge of teaching and learning methods and styles. Activities and assessment include microteaching, lesson planning, field experience, instructor, analysis essays, oral presentations, readings, and demonstrations. Professional education field experience teaching EQUH 155 or EQUH 252 required. Prereq: EQUH 496 and EQUH 499 (fall/spring)

#### **Course Outcomes:**

- Understand learning theories and teaching methods towards equine instruction.
- Design and implement lessons towards the area of equine instruction.
- Develop and implement assessments as appropriate for teaching horsemanship.
- Utilize horsemanship curricula, instruction materials, publications, and community resources in horsemanship instruction.
- Students will complete a professional portfolio, which will be required towards their equine instruction option.

#### **Course Assessment:**

Student performance will be assessed through written lesson plans, Integrated Unit Plan, research project, equine curriculum report, clinical practice, and field experience practicum.