

## LEVEL I APPROVAL MEMORANDUM

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Compiled here is the Level I memorandum containing items approved since the March 9-10, 2017 Board of Regents Meeting. These memorandums from February and March contain items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. The items before you have been approved and are now being shared with you for your notification.

- [February 2017 Level I Memorandum](#)
- [March 2017 Level I Memorandum](#)

## LEVEL I APPROVAL MEMORANDUM

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**DATE:** March 7, 2017

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

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

**RE:** February 2017 Level I Approvals

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Contained within this memorandum are Level I proposals submitted by the institutions of the Montana University System or Community Colleges in February 2017. These proposals include items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. These Level I items are being sent to you for your review. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, raise them at the Level I Chief Academic Officer's conference call on March 21, 2017. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, March 24. You will be notified of approved proposals by March 28<sup>th</sup>. The Board of Regents will be notified of the approved proposals at the May 2017 meeting of the Board.

### 1. Campus Approvals

#### Montana State University Northern

- Notification of withdrawal of Secondary Ed Industrial Technology – Bachelor of Science from Moratorium  
[Item # 174-2820-LI0217 | Academic Proposal Request Form](#)
- Notification of the establishment of the Criminal Justice program as an on ground program  
[Item # 174-2821-LI0217 | Academic Proposal Request Form](#)

February 2017

ITEM 174-2820-LI0217

**Notification of withdrawal of Secondary Ed Industrial Technology – Bachelor of Science from Moratorium**

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**THAT**

Montana State University Northern hereby notifies the Office of the Commissioner of Higher Education (OCHE) and the Montana State Board of Regents (BOR) that it is withdrawing Industrial Technology from moratorium.

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**EXPLANATION**

MSU Northern has received requests from community leaders and public schools along the hi-line for the re-instatement of Industrial Technology into Northern's secondary education curriculum. Public schools are in need of teachers for this program in the public school system. MSU Northern will be serving the surrounding communities public school systems and by pulling Industrial Technology out of moratorium.

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**ATTACHMENTS**

Academic Proposal Request Form

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

ITEM 174-2820-LI0217 Submission Month or Meeting: February 2017

Institution: MSU Northern CIP Code: 13.1309

Program/Center/Institute Title: Secondary Ed Industrial Technology – Bachelor of Science

Includes (please specify below): Online Offering \_\_\_\_\_ Options \_\_\_\_\_

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 <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

x **A. Level I:**

**Campus Approvals**

\_\_\_\_\_ 1a. **Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)

x 1b. **Withdrawing a postsecondary educational program from moratorium**

\_\_\_\_\_ 2. **Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**

\_\_\_\_\_ 3. **Establishing a B.A.S./A.A./A.S. area of study**

\_\_\_\_\_ 4. **Offering an existing postsecondary educational program via distance or online delivery**

**OCHE Approvals**

\_\_\_\_\_ 5. **Re-titling an existing postsecondary educational program**

\_\_\_\_\_ 6. **Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

\_\_\_\_\_ 7. **Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

\_\_\_\_\_ 8. **Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

\_\_\_\_\_ 9. **Revising a postsecondary educational program** (Curriculum Proposal Form)

\_\_\_\_\_ 10. **Establishing a temporary C.A.S. or A.A.S. degree program** *Approval limited to 2 years*

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

**B. Level II:**

1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
3. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)
4. **Re-titling an academic, administrative, or research unit**

**Proposal Summary [360 words maximum]**

**What**

MSU Northern has received requests from community leaders and public schools along the Hi-Line for the re-instatement of Industrial Technology into MSU Northern's secondary education curriculum. Public schools are in need of teachers for this program in the public school system. MSU Northern will be providing a much-needed service to the surrounding communities' public school systems by pulling Industrial Technology out of moratorium.

**Why**

In response to requests from community leaders and public schools along the hi-line for re-instatement of this degree program. Public schools are in need of teachers for CTE courses in the schools throughout Montana. MSU Northern will be serving the surrounding communities public school systems, by supporting this important part of secondary education.

**Resources**

No additional resources are requested at this time, technical and education program specific courses are currently in place to support other academic programs. As enrollment grows to justify growth in the faculty dedicated to the Secondary Ed – IT program, additional teaching and advising positions will be sought.

**Relationship to similar MUS programs**

There are currently no programs of a similar nature, which is what has stimulated the requests from constituents for the reinstatement of this program.

February 2017

ITEM 174-2821-LI0217

**Notification of the establishment of the Criminal Justice program as an on ground program**

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**THAT**

Notification of the establishment of the Criminal Justice program as an on-ground program in addition to the current online program at Montana State University Northern.

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**EXPLANATION**

Montana State University Northern currently has a successful Criminal Justice program online. Students coming into the current Criminal Justice program are looking for more on ground courses with more face-to-face interaction.

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**ATTACHMENTS**

Academic Proposal Request Form

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

ITEM 174-2821-LI0217 Submission Month or Meeting: February 2017

Institution: Montana State University Northern CIP Code: 43.0104

Program/Center/Institute Title: Criminal Justice

Includes (please specify below): Online Offering  Options

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 <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

X **A. Level I:**

**Campus Approvals**

- 1a. Placing a postsecondary educational program into moratorium (Program Termination and Moratorium Form)
- 1b. Withdrawing a postsecondary educational program from moratorium
- 2. Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less
- 3. Establishing a B.A.S./A.A./A.S. area of study
- 4. Offering an existing postsecondary educational program via distance or online delivery (On-ground)

**OCHE Approvals**

- 5. Re-titling an existing postsecondary educational program
- 6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)
- 7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)
- 8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)
- 9. Revising a postsecondary educational program (Curriculum Proposal Form)
- 10. Establishing a temporary C.A.S. or A.A.S. degree program *Approval limited to 2 years*

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

**B. Level II:**

1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
3. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)
4. **Re-titling an academic, administrative, or research unit**

**Proposal Summary** [360 words maximum]

**What:**

The Criminal Justice program at MSU Northern was initially approved for ONLINE delivery. We are now seeking to offer the program on-ground and Hybrid as well.

**Why:**

Student demand. Student enrollments in the CJ program have grown steadily and several students enrolled at the Havre campus would like to take CJ courses in the classroom, F2F. In addition, our Articulation Agreement with GFC MSU has students who have begun a F2F CJ program at Great Falls want to transfer up to Havre and complete the program F2F.

**Resources:** No additional resources are requested. Existing faculty at the Havre campus will teach these courses.

**Relationship to similar MUS programs:**

Articulation with GFC MSU.



## LEVEL I APPROVAL MEMORANDUM

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**DATE:** April 4, 2017

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

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

**RE:** March 2017 Level I Approvals

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Contained within this memorandum are Level I proposals submitted by the institutions of the Montana University System or Community Colleges in March 2017. These proposals include items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. These Level I items are being sent to you for your review. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, raise them at the Level I Chief Academic Officer's conference call on April 18, 2017. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, April 21. You will be notified of approved proposals by April 25<sup>th</sup>. The Board of Regents will be notified of the approved proposals at the May 2017 meeting of the Board.

### 1. Campus Approvals

#### **Montana State University**

- Notification of the establishment of a graduate certificate program in Culturally and Linguistically Diverse Education  
[Item # 174-2010-LI0317](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#)

#### **Montana Tech**

- Notification of the establishment of a MS in Technical Communication, Online Option  
[Item # 175-1501-LI0517](#) | [Academic Proposal Request Form](#)

#### **University of Montana**

- Notification of the establishment of a certificate in Child Welfare.  
[Item # 174-1001-LI0317](#) | [Academic Proposal Request Form](#) | [Attachment #1](#)
- Notification of the retitling of Allied Health Administration certificate to Rehabilitation Administration.  
[Item # 174-1004-LI0317](#) | [Academic Proposal Request Form](#)

### 2. OCHE Approvals

#### **Helena College**

- Request for authorization to terminate Professional Certificate in E-Learning Level I and Level II  
[Item # 174-1901-LI0317](#) | [Academic Proposal Request Form](#) | [Program Termination Form](#)
- Request for authorization to terminate Professional Certificate in Geoscience Technology  
[Item # 174-1902-LI0317](#) | [Academic Proposal Request Form](#) | [Program Termination Form](#)
- Request for authorization to terminate Accounting and Business Technology Certificates  
[Item # 174-1903-LI0317](#) | [Academic Proposal Request Form](#) | [Program Termination Form](#)

#### **University of Montana**

- Request for authorization to establish a Computer Science Teaching minor  
[Item # 174-1002-LI0317](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#)
- Request for authorization to terminate options in Global Humanities & Religions B.A.  
[Item # 174-1003-LI0317](#) | [Academic Proposal Request Form](#) | [Program Termination Form](#)

March 2017

ITEM 174-2010-LI0317

**Notification of the establishment of a graduate certificate program in Culturally and Linguistically Diverse Education**

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**THAT**

Notification of the establishment of the graduate certificate program in culturally and linguistically diverse education. Montana State University provides continuing education for all of Montana's teachers who are currently serving Limited English Proficient (LEP) students in mainstream pre-K-12 classrooms and require additional professional development. This proposed certificate program is designed to systematically provide educators the knowledge, skills, and dispositions to help their students master specific course material while improving their academic English literacy skills.

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**EXPLANATION**

We propose a graduate certificate program, Culturally and Linguistically Diverse Education (CLDE), consisting of four three credit courses which will provide completers with a foundation in best practices working with LEPs. Completers will also be able to apply this coursework towards a master's degree in Curriculum and Instruction at MSU or towards an endorsement in English as-a-second language (ESL) at other educational institutions outside Montana that offer such endorsements.

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**ATTACHMENTS**

Academic Proposal Form  
Curriculum Proposal Form

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

ITEM 174-2010-LI0317 Submission Month or Meeting: March 2017

Institution: Montana State University CIP Code: 13.1401

Program/Center/Institute Title: Graduate Certificate Program in Culturally and Linguistically Diverse Education (CLDE)

Includes (please specify below): Online Offering \_\_\_\_\_ Options \_\_\_\_\_

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 <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

x **A. Level I:**

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\_\_\_\_\_ 1b. **Withdrawing a postsecondary educational program from moratorium**

x \_\_\_\_\_ 2. **Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**

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

**B. Level II:**

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4. **Re-titling an academic, administrative, or research unit**

**Proposal Summary [360 words maximum]**

**What:**

We are requesting approval for a graduate certificate program in Culturally and Linguistically Diverse Education (CLDE) for all of Montana's teachers who are currently serving Limited English Proficient (LEP) students in mainstream pre-K-12 classrooms and require additional professional development.

**Why:**

The number of LEP students in classrooms across the United States is at an all-time high, yet, this student population is underserved. It is estimated that by 2025 one out of every four students in k-12 public school classrooms across the United States will be an LEP student. Here in Montana, none of our institutes of higher education offer a program, endorsement, or certificate to help pre-service and in-service teachers meet the needs of LEP students in our elementary and secondary schools. (Note: LEP students are also referred to as English Language Learners, ELLs or ELs, in other contexts nationwide.)

**Resources:**

Minimal resources are needed. The four courses for the CLDE certificate are targeted for the professional development of PK-12 educators and thus will be offered during the summer semester since that is when PK-12 teachers are available to take the courses. Additional faculty lines will not be required. Two of the four courses required for the CLDE certificate currently exist; however, two additional courses will need to be developed. A recently awarded U.S. Department of Education, five-year, \$2.7M grant from the Office of English Language Acquisition includes the cost of developing these courses.

**Relationship to similar MUS programs:**

There is currently no graduate certificate program in the MUS that directly addresses the quality of education for teachers seeking to meet the needs of culturally and linguistically diverse LEP PK-12 students. Thus no duplication will exist in approving this proposal.

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

**1. Overview**

We are requesting approval for a graduate certificate program in Culturally and Linguistically Diverse Education (CLDE) for all of Montana's teachers who are currently serving Limited English Proficient (LEP) students in mainstream pre-K-12 classrooms and require additional professional development. This proposed certificate program is designed to systematically provide educators the knowledge, skills, and dispositions to help their students master specific course material while improving their academic English literacy skills. Furthermore, this unique program will enhance the statewide efforts to meet federal requirements for serving LEP students.

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

We propose a graduate certificate program, Culturally and Linguistically Diverse Education (CLDE), consisting of four three credit courses which will provide completers with a foundation in best practices working with LEPs. Completers will also be able to apply this coursework towards a master's degree in Curriculum and Instruction at MSU or towards an endorsement in English as-a-second language (ESL) at other educational institutions outside Montana that offer such endorsements.

**3. Need**

**A. Why We Need a Culturally and Linguistically Diverse Education Certificate at Montana State University**

The number of LEP students in classrooms across the United States is at an all-time high, and district, state, and national accountability demands, compounded by the focus on standardized test scores as indices of academic achievement, are major concerns (Hayes, Rueda, Chilton, 2009). Yet, this student population is underserved (Progress of Education Reform, 2013). It is estimated that by 2025 one out of every four students in k-12 public school classrooms across the United States will be an LEP student (NEA, 2008). Here in Montana, none of our institutes of higher education offer a program, endorsement, or certificate to help pre-service and in-service teachers meet the needs of LEP students in our elementary and secondary schools. (Note: LEP students are also referred to as English Language Learners, ELLs or ELs, in other contexts nationwide.)

Although The University of Montana-Missoula (UM) offers a Teaching Minor in ESL, only a couple students per year complete this coursework and they are not students preparing to teach in pre-K-12 classrooms across Montana. According to Kristy Murphy, Licensure and Assessment Manager at UM, students who complete a major in world languages and are wanting to teach overseas are the students enrolling in this 24-credit linguistics-based minor. Because they are language majors, they meet the language requirement and because they are not planning to teach in public schools, they do not need to complete the Linguistics Practicum course Ling 495 ESL Practicum for 3 credits. This is a linguistic-based program designed to prepare native English speaking adults to teach English abroad to adults. The Culturally and Linguistically Diverse Education (CLDE) Certificate we are proposing would focus on preparing all of our public school teachers to meet the needs of pre-K-12 LEP students in general classrooms across Montana and throughout the United States, students who are expected to enhance their English Language skills at the same time they master content in their various subjects. Currently, a stand-alone course offered through the Department of Education at MSU, EDU 411ESL: Teaching Culturally and Linguistically Diverse K-12 Students, and a five-week online course offered by the Montana Office of Public Instruction are the only courses available that address this need and provide a very basic introduction to who LEP students in our context are and what general classroom teachers need to consider in meeting their needs.

LEP students are underachieving and at risk. Low academic achievement among American Indian students is a concern nationally and in Montana (OPI, 2014). To promote educational equity, closing the achievement gap for

## Montana Board of Regents CURRICULUM PROPOSAL FORM

these students, who are expected to develop their academic English language proficiency while mastering grade appropriate content, must be a top priority. Furthermore, their academic English language proficiency and their acquisition of content-area knowledge falls considerably below established grade-level benchmarks. Increasingly rigorous state standards and assessments will only exacerbate this gap (Demmert, 2001; ECS, 2013; NEA, 2008). On the National Assessment of Educational Progress (NAEP), LEP students' scores in basic-level reading are considerably lower than non-LEP students. To address this quandary, these students need specialized instructional accommodations.

Qualified teachers play a critical role in bringing these students to proficiency. Unfortunately there is a nation-wide shortage of qualified English as-a-Second Language (ESL) specialists and there is a disparate need in Montana for general classroom teachers trained to enhance the achievement of LEP students, as they are referred to in our context (ECS, 2013; Short and Fitzsimmons, 2007). Nationally, the majority of LEP students are native Spanish speakers (73.1%) and over 25% identify another maternal language (ECS, 2013); however, in Montana the majority of LEP students are American Indian, many of whom do not speak their heritage language but struggle with mastery of academic English (OELA 2016; OPI, 2013).

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

#### **Teachers in Montana**

Currently there are only 53 teachers with an ESL Endorsement out of approximately 10,500 teachers in Montana (OPI, 2013). Many of these ESL endorsed teachers teach in our larger school districts with few, if any, LEP students; they are not in our schools on or near reservations with high concentrations of LEP students (OPI, 2014). Since Montana does not have large proportions of LEP students in any of our schools, and, therefore, few school districts across the state employ ESL specialists, it is necessary to prepare all teachers to integrate content objectives with linguistic objectives so LEP students can achieve academically while improving their academic English (Oesch, 1996). Higher-level language proficiency is required for comprehension of classroom instructional content and is measured on standardized achievement tests. In order to gain access to the benefits of formal education, acquisition of academic language and especially, the underlying components of academic literacy, is essential (Hayes, Rueda, & Chilton, 2009; Mid-Continent Regional Educational Laboratory, 2004; NEA, 2008).

Few of Montana's general classroom teachers have the specific knowledge, skills, and dispositions to help LEP students achieve proficiency in the four domains of language acquisition: speaking, listening, reading and writing. Instead, LEP students all too often are left to fend for themselves in the classroom or they are pulled out of the classroom and miss out on content instruction (ECS, 2013). The academic performance of LEP students is well below that of their non-LEP counterparts and LEP students have excessively high dropout rates (NEA, 2008; OPI, 2014; Zehr, 2010).

#### **LEP Students in Montana**

There is difficulty in properly defining and classifying LEP students. According to McCarty (2014), "there are most likely inaccuracies in accounting for speakers of diverse American Indian Englishes, creoles, and pidgins" (p.256). How a student demonstrates English proficiency and which assessments are used to evaluate their progress varies greatly from state to state. In 2008-09, the Education Commission of the States reported that of the 5,274 LEP students in Montana, 64% were American Indian (ECS, 2013). Since 2007, the Montana Office of Public Instruction (OPI) has collected data on LEP students' language proficiency. From 2007-2012, the English language Proficiency (ELP) Test was used and from 2012 on, the WIDA (W-APT) and ACCESS for ELLs 2.0 instruments have been administered. In 2014, OPI reported that there were only 3,443 LEPs in Montana; 75.9% were American Indian (OPI, 2014). In 2015, OPI reported a decline in the overall number of LEPs and reported that the American Indian LEP student percentage dropped to 69%. Educators across the state are concerned that this decline does not accurately reflect the number of LEPs, but rather the challenges in identifying American Indian LEPs (Personal

## Montana Board of Regents CURRICULUM PROPOSAL FORM

Communication with school district Title III administrator, 2016).

### Montana Public School Districts

In the landmark Supreme Court decision, *Lau vs. Nichols* (1974), it was ruled that it is unconstitutional to expect students who are not proficient in English to be subjected to English-only instruction and to compete with their English speaking counterparts. Therefore, under federal law, all school districts are required to identify students who are eligible for language assistance and provide that assistance (NCLB, 2002). Identification of LEP students in Montana includes: gathering data on languages spoken at home through a Home Language Survey, completing a language observation, administering the WIDA ACCESS-Placement Test (W-APT), interpreting the W-APT screener evaluation, and, if the student does not meet Montana's minimum criteria for proficiency, supplementing Montana's minimum criteria for proficiency with other assessment data before that student is labeled as LEP. Once other academic achievement data are reviewed, if the student is labeled LEP, program and placement options are considered (OPI, 2013). While hiring a full-time ESL specialist teacher or offering dual language immersion programs is not feasible in many Montana school districts due to small size and geographic isolation, this is especially applicable to schools on or near Indian reservations. These schools are, nonetheless, responsible for providing language development services to all ELLs (NCLB, 2002).

Montana teachers also are required by the Montana State Constitution to implement Indian Education for All (Montana Courts, 1972). This unprecedented educational reform effort has mandated the integration of American Indian cultures and histories across the curriculum. The mission of the Indian Education Division of the OPI embraces two goals: to assist in the implementation of Indian Education for All (MCA 20-1-501) and to work to close the achievement gap for American Indian students (Montana Legislative Services, 1999; OPI, 2014).

### American Indian LEP Students

Currently, Montana is the state with the highest percentage of LEP students who are American Indian/Alaska Native (OELA, 2016). Since there have been concerted efforts to wipe out Indigenous peoples' language, culture and identity, LEP labeling has to be broached with sensitivity and humility. As mentioned above, in Montana, American Indian students comprise 75.9% of the LEP student population (OPI, 2014). In Montana, American Indian students are very heterogeneous but we have only two categories in which to place them. Students whose first language is an American Indian language and who are learning English as-a-second language (ESL) are easier to identify as LEP students than students who do not speak a heritage language but whose parents, and/or grandparents, or guardians themselves were LEP students who did not fully acquire Standard English and currently speak and model for the children in their care a non-standard or non-academically proficient variety of English (Holbrook, 2011). When the U. S. government began in the late 1800s to force children into Indian Boarding Schools, these children were often beaten for speaking their native languages and sent home ashamed of them. This practice in forced assimilation continued into the 1970s. Although American Indian boarding school students were required to learn English, they did not have access to a model of academic Standard English since much of their education consisted of basic language teaching and preparation for domestic/industrial employment. Thus, today numerous Indigenous languages are critically endangered and yet many American Indian youth speak a non-standard variety of English (Holbrook, 2011; Leap, 1993). Leap (1993) presents a convincing case for the fundamental influence of ancestral American Indian languages and cultures on spoken and written expression on contemporary Indian English codes. In *American Indian English* he documents the diversity of English in American Indian speech communities. According to Leap, two-thirds of today's American Indian youth learn Indian English as their first language. Even in cases when a speaker is not fluent in his/her ancestral language, he/she is influenced by the grammar rules and discourse associated with ancestral language traditions. Speaking Indian English can impact educational success and employment opportunities (Leap, 1993).

Students need to become fluent readers of academic English if they are to decode and comprehend content and be successful in school. Many American Indian LEP students are already speakers of the English language, but they

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

need an adapted curriculum that addresses their unique needs and supports them in the four domains of speaking, listening, reading and writing in Standard English in order to improve their academic literacy (August, Goldberg and Rueda, 2006; Bilagody, 2014; Brayboy, 2013; O'Connor, 2013). These students may not speak another language other than English, but the lack of family and community literacy in Standard English can negatively impact an American Indian student's English proficiency due to parents' and caretakers' capacity to provide support at home (ECS, 2013).

Instead of adhering to a *deficit perspective*, it is important that teachers recognize the *funds of knowledge* that students bring to the classroom (Gonzalez, Moll, & Amanti, 2005; Moll, Amanti, & Gonzalez, 1992; Reyhner, 2001). LEP students benefit from opportunities to learn academic content in their Native languages as well. As part of a school's overall effort to promote cultural pluralism and confidence in the student's ability to learn, American Indian students' heritage languages and cultures need to be honored. Therefore, the school should not make recommendations to the students' parents, families, or guardians to use only English in the home setting, as the use of the Native language at home does not debilitate the student's ability to learn English and efforts by parents or guardians who are not themselves proficient in English may diminish the quality of family communication and interactions (OPI, 2013). The non-standard form of English some American Indian LEP students speak must be valued and teachers need to allow for students to use this non-standard form of English in the classroom whenever possible because it serves as an acknowledgement of their culture, history, and identity.

Founded in 2001, WIDA is a consortium of 36 US states working to advance academic language development and academic achievement for linguistically diverse students. In 2014 the WIDA Board interviewed Dr. Bryan McKinley Jones Brayboy and David O'Connor and released a bulletin to help educators make connections and provide contexts to deepen an awareness of how diverse and complex American Indian students are. The four guiding principles included: 1) teaching in terms of 'place'; 2) listening to, as well as hearing, the needs of students and the community, 3) building bridges to students and to the community, and 4) recognizing the relational aspect of teaching (Brayboy, 2014; O'Connor, 2014 ; WIDA, 2014). Many American Indians see their tribal languages as the core influence on their identity and these principles support the maintenance of tribal languages as well as the enhancement of academic English.

To be successful in school, language learners need to develop a sophisticated, advanced level of academic language proficiency. Many American Indian LEP students may not have exposure to highly literate peers and adults in their home and school environments who model academic discourse styles. Cummins (2008) made the distinction between Basic Interpersonal Communication Skills (BICS), referred to as playground English, which students may develop in under a year's time, and the Cognitive Academic Language Proficiency (CALP), sophisticated, content-specific language LEP students need in order to be successful in school. It is estimated that this academic literacy takes seven+ years to reach. This concept of high literacy "is reflected in students' ability to engage in thoughtful reading, writing, and discussion about content in the classroom, to put their knowledge and skills to use in new situations and to perform well on reading and writing assessments including high stakes testing" (Langer, 2001, p. 838).

As mentioned earlier, currently no LEP services or programs are designed specifically to address the needs of American Indian LEP students. Therefore, the best practices to effectively bridge these students from a non-standard variety of English to Standard English by increasing their foundation in academic English needs to be explored. According to Hayes, Rueda, and Chilton (2009) content-based instruction that makes academic language connections between students' heritage language(s) and English provides the scaffolding support students need to achieve academically.

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



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We anticipate 12-15 students per class and will be offering the program annually in summers since the targeted audience is practicing teachers. After the second year and every year following, we expect 12-15 students to complete the requirements of the CLDE Certificate. The first two courses of the program will be offered one summer and the second two courses offered the following summer and the courses build on previous knowledge and demand the courses be sequential. That being said, after the first year of implementation all four courses will be offered each summer to accommodate students desiring to begin the certificate program.

Through extensive conversations with the Montana Office of Public Instruction (OPI) and the Region VIII Equity Assistance Center in Denver, both offices have confirmed a serious and ongoing need for improving classroom instruction for LEP students especially for those in rural and isolated districts across Montana. Furthermore, Montana school districts have been requesting MSU Education faculty to provide intensive teacher professional development in foundations of second language acquisition theories and best practices in working with LEP students. OPI has also confirmed that this need is significant and has provided us with a list of the districts with the highest populations of LEP students; after contacting the top 12 districts with the highest number of LEP students, these 12 districts have agreed to enter a consortium agreement with the CBME in order to begin meeting this need.

**4. Institutional and System Fit**

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

There are currently no certificate or degree programs in the MUS that systematically develop the knowledge and skills of PK-12 classroom teachers in addressing LEP students. The current Curriculum and Instruction (C & I) Masters in Education program provides a platform for the improvement of teacher quality beyond the Bachelor's Degree and the courses for the certificate program proposed here can be used in meeting the requirements for the C & I Masters of Education degree.

**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).**

There is currently no graduate certificate program in the MUS that directly addresses the quality of education for teachers seeking to meet the needs of culturally and linguistically diverse LEP PK-12 students. This graduate certificate program is distinct in that it seeks to extend the knowledge of current classroom teachers to better address the needs of LEP students in the mainstream classrooms. The Montana public school districts with the largest proportions of LEP students are small, rural schools unable to afford or fully engage an English as-a-Second Language specialist. Furthermore, those teachers possessing ESL skills are scant, less than .05% of the Montana teaching corps have an ESL endorsement. Providing a program that enhances the skills and knowledge of classroom teachers within these schools will provide an effective avenue for rural schools to meet the needs of their growing LEP student populations.

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

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Goal 1I of the College of Education, Health and Human Development states: “Create opportunities for faculty and students to work across disciplines and in the integration of learning, discovery, and engagement” (CEHHD goal 1I) by developing “2 cross discipline certificates to enable MSU students and faculty to better serve the diverse needs of Montana people and communities” (Action 1I.2). This certificate combines the disciplines of Education, Native American Studies, and Linguistics to form a coherent education program for classroom teachers (across all PK-12 grades and content areas) to improve the teaching and learning of LEP students in Montana, most of whom (69%) are Native American.

Furthermore, MSU seeks to increase the number of students enrolled in graduate programs by 20% by 2019 to approximately 2,350 students (MSU Metric A.1.3B). The 12 public school districts in Montana with the most LEP students support the creation of a program to facilitate the development of their teachers toward enhancing the quality of teaching and learning for LEP students. The approval of this program will provide the capacity to attract and enroll up to 20 graduate students in the proposed program annually.

- E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.**

There is currently no graduate certificate program in the MUS that directly addresses the quality of education for teachers seeking to meet the needs of culturally and linguistically diverse LEP PK-12 students. Thus no duplication will exist in approving this proposal. The C & I Masters of Education degrees offered by many of the teacher preparation programs throughout the state facilitate the quality of classroom teaching in a variety of disciplines, such as Language Arts, Social Studies, Math, Science, and Special Education, but none focus on the academic English needs of LEP students. Furthermore, no teacher preparation programs in Montana offer coursework toward an ESL endorsement or CLDE certificate. The University of Montana offers a TESOL graduate degree program designed for educators to teach the English language to adults in overseas programs. Yet, no programs currently exist for elementary and secondary school teachers to facilitate the acquisition of academic English by LEP PK-12 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.**

**Proposed Coursework for the CLDE Certificate**

The coursework leading to a CLDE certificate includes four 3-credit graduate courses designed to prepare teachers in Montana to meet the needs of LEP PK-12 students and in so doing meet the constitutional mandate of Indian Education for All. The coursework for the CLDE certificate will count towards the requirements for an ESL endorsement in multiple states should the completers choose to pursue this endorsement. The four graduate courses are described below in the order they will be offered in the CLDE Certificate program since each one builds on the previous course:

- 1) **EDU 411 ESL: Teaching Culturally and Linguistically Diverse K-12 Students** is a 3-credit undergraduate course offered at MSU. This course is being revised to a 5XX-level. In addition to adjusting the rigor, the course design will reflect the experience of practicing teachers. It highlights the similarities and differences between language acquisition and second language learning and the implications for teaching. It provides an overview of linguistically and culturally appropriate instructional strategies for PK-12 teachers to use with English Language Learners (ELLs) in the regular

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classroom. It is designed as a survey course touching on the current research, controversial issues, and best practices surrounding second language acquisition and language learning. It addresses the linguistic, cognitive, socio-cultural, and political factors and their educational implications to inhibit and/or promote successful second language learning and academic success for ELLs in k-12 regular classrooms. The Sheltered Instruction Observation Protocol (SIOP) model and the Cognitive Academic Language Learning Approach (CALLA) Strategies are covered.

**Learning Objectives:**

Upon completion of this course, you will be able to:

- Define and describe ways to work towards cultural competency and put culturally responsive pedagogy into practice.
- Establish a classroom climate conducive to learning and demonstrate that you are able to affirm the dignity and worth of all students and provide the positive support ELLs need to be effective learners.
- Identify the effects of culture and language on student performance in the classroom.
- Outline the historical foundations of bilingual education in this country.
- Describe program models in bilingual/ESL education in the United States.
- Identify and eliminate bias in the curriculum and in the classroom.
- Describe what a culturally different teacher needs to know in relation to working with the following students: Latinos, Native Americans, African Americans, Asian Americans, and White Ethnics.
- Demonstrate an understanding of the current research, theory, and practice of working with non-native English speakers.
- Compare and contrast the characteristics of first and second language acquisition.
- Integrate principles of language acquisition in planning instruction to create effective learning opportunities for ELLs, grades K-12.
- Integrate language and content objectives in daily, weekly, and unit lesson plans.
- Design lesson plans that integrate listening, speaking, reading and writing skills across the curriculum.
- Make professionally competent decisions about activities, materials, and strategies appropriate to working with culturally and linguistically diverse students.
- Learn how to identify, access, and critically evaluate appropriate materials for ELLs.
- Describe the function of assessment in teaching culturally and linguistically diverse students.
- Interpret tools and procedures used to assess language proficiency.
- Become professionally competent to discuss educational matters specific to K-12 non-native English speaking students.
- Understand the federal and state legislation as it pertains to language minority students.
- Describe effective means for communicating with parents of culturally and linguistically diverse students.

**2) EDU 5XX: Literacy Development for Culturally and Linguistically Diverse K-12** *Literacy Development for Culturally and Linguistically Diverse K-12 Students (does not yet exist but is under development)* will be a 3-credit graduate course designed to extend teachers' knowledge of literacy instruction to LEP students. They will analyze and apply linguistic instructional approaches specific to orthography, phonology, morphology, vocabulary, syntax, semantics, and pragmatics applied to English language development. Develop reading strategies to facilitate the learning and literacy development of LEPs in content classrooms and apply these strategies to modify lessons and adapt textbooks to help LEP students succeed academically.

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**Learning Objectives** Upon completion of this course you will be able to:

- Apply basic principles of literacy instruction and modify lessons to help ELLs acquire academic language and content knowledge in the basic subject areas.
- Analyze and apply linguistic instructional approaches specific to orthography, phonology, morphology, vocabulary, syntax, semantics and pragmatics applied to the English language development of Culturally and Linguistically Diverse (CLD) students.
- Apply the principles of first and second language learning to facilitate the learning and literacy development of English by CLD students in content classrooms.
- Apply knowledge of stages of social and academic language development to the planning and implementation of literacy instruction appropriate for students whose language levels are at various developmental stages.
- Apply specific strategies to modify lessons and adapt textbooks to help CLD students succeed academically in content classrooms.
- Distinguish between similarities/differences in first and second language acquisition design appropriate instructional activities at various levels of English language development.
- Address beginning writing and interactive spelling for CLD students.
- Connect content area lessons to other learning and to students' lives and cultures.
- Design lesson plans which integrate reading in all content areas.
- Develop specific strategies which help increase language learning for CLD students while teaching reading in content areas.

3) **EDU 5XX Assessment of ELLs** is a 3-credit graduate course under development designed to familiarize teachers with various assessment issues, tools, and strategies specific to LEP students. Teachers will learn both informal and formal assessment techniques that are consistent with effective instructional strategies and standards to assess LEPs literacy by examining authentic use of language in reading, writing, listening, and speaking, and content knowledge. Distinguish and differentiate the multiple purposes of assessment and analyze patterns of errors in language and literacy. Teachers will gain a current knowledge base which will enable them to effectively assess LEPs and report assessment results to a variety of stakeholders including: students, parents, other educators, and the school district as well as develop culturally responsive assessments.

**Learning Objectives** Upon completion of this course you will be able to:

- Assess authentic use of language in reading, writing, speaking, and listening in a variety of ways.
- Assess literacy and language in a variety of contexts to determine students' levels of English language acquisition and proficiency.
- Distinguish and differentiate the multiple purposes of assessment as they relate to ELLs and use assessment results to develop effective instruction as appropriate.
- Describe the WIDA English Language Proficiency Assessments used to test and place ELLs.
- Interpret the sample test items and ACCESS 2.0 scores.
- Share test results with all stakeholders - students, parents, educators, etc.
- Utilize the IDEA formative assessments rating tool (WIDA focus bulletin) to aid in choosing appropriate assessment tools for your lesson plans.
- Describe how you will assess if your students have met the language and content objectives of the lesson and provide feedback.
- Analyze how to assist the special education teachers/ Gifted and Talented teachers in utilizing non-biased assessment practices for ELLs who are suspected of having a disability.

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- Analyze patterns of errors in language and literacy.
- Demonstrate ability to develop assessments consistent with students' developmental patterns and behavior while understanding the ways language difference and disability might look similar and different in assessment situations.
- Use formal and informal assessment strategies that are consistent with effective instructional strategies and standards.
- Analyze and report assessment results to students, parents, other educators, and other entities which require data about student achievement.
- Identify and utilize the most effective and appropriate testing instruments and techniques for different classroom, teaching, and data gathering situations.
- Utilize assessment to determine the effectiveness of language and content instruction for English learners at varying levels of language and literacy development.
- Illustrate how to utilize assessment information to assist in making special education/ Gifted and Talented eligibility and placement decisions for ELLs.
- Compare and contrast norm-referenced and criterion-referenced assessments and recognize how to implement tests according to national and state regulations regarding the identification and reclassification of ELLs.

**4) NASX 554 Indian Education for All: A Model for Culturally Responsive Pedagogy in Practice** is a 3-credit graduate course which is an in-depth analysis of the theory and practice of cultural diversity in educational contexts. It examines the historical, political, and cultural forces that foster systematic disparities based on ascribed characteristics, and critically examines strategies for addressing such disparities. It highlights Montana's constitutional commitment to the cultural heritages of American Indians which exemplifies the practical application of multicultural education. In this course, we explore the goals and evolution of Indian Education for All (IEFA) within a multicultural education framework, review the Seven Essential Understandings and discuss how educators are best prepared to implement this transformative educational policy. The cultural knowledge, prior experiences, and performance styles of diverse students and how to make learning more appropriate, effective and meaningful for them is explored. An examination of best practices in culturally responsive pedagogy and practice and a review of how those practices facilitate and support student achievement is conducted. \* Should enrollment exceed 22 students, an additional section will be offered

**Learning Objectives** Upon completion of this course you will be able to:

- Explore the tenets of various multicultural education approaches;
- Investigate the local, regional, and global impact of Indian Education for All;
- Get to know your cultural self;
- Expand your cultural competency; learn how to build relationships with students, their families, and their communities;
- Acquire the necessary knowledge, skills, and dispositions to close the achievement gap by understanding and demonstrating respect for diverse cultural patterns and expectations;
- Describe how best to promote equity and excellence so all students are benefactors of these efforts;
- Identify various means of determining the healthy affective and cognitive development of diverse students; understand the conditions and contributions of world societies and of disproportionately represented groups in the U.S.;
- Differentiate instruction by adapting unit and lesson plans for students with varying cultural, social, and linguistic backgrounds;

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- Implement culturally responsive standards-based pedagogy by adapting lesson plans to integrate Indian Education for All across the curriculum;
- Identify and apply instructional objectives, content, instructional strategies, and interpersonal communication patterns designed to promote appreciation of a broad range of human differences while designing an IEFA professional development workshop.

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

We anticipate 12-15 students per class and will be offering the program annually in summers since the targeted audience is practicing teachers. After the second year and every year following, we expect 12-15 students to complete the requirements of the CLDE Certificate. The first two courses of the program will be offered one summer and the second two courses offered the following summer and the courses build on previous knowledge and demand the courses be sequential. That being said, after the first year of implementation all four courses will be offered each summer to accommodate students desiring to begin the certificate 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.**

Minimal. The four courses for the CLDE certificate are targeted for the professional development of PK-12 educators and thus will be offered during the summer semester since that is when PK-12 teachers are available to take the courses. Additional faculty lines will not be required. The supply of Education faculty members desiring to work summers exceeds the current demand. Furthermore, qualified master teacher practitioners could be used as adjuncts when the need exists.

**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.**

Two of the four courses required for the CLDE certificate currently exist; however, two additional courses will need to be developed. A recently awarded U.S. Department of Education, five-year, \$2.7M grant from the Office of English Language Acquisition includes the cost of developing these courses.

**7. Assessment**

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

This program will be measured using existing national teacher preparation program standards implemented by the Council for the Accreditation of Educator Preparation (CAEP) as part of the Department of Education accreditation process.

**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's LEP population continues to be academically at risk. There are only 53 certified ELL teachers statewide out of 10,500 teachers (<.05% of the teaching corps). This certificate program is designed to address this glaring educational weakness. Potential employers (Montana Public School Districts) need highly-qualified teachers who

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have the knowledge and skill to address the English language acquisition needs of all students in order for *every student to succeed* (see U.S. Every Student Succeeds Act of 2016); this CLDE certificate program is designed to prepare Montana's teachers to enable all students, including LEP students, to enter the workforce and college ranks with their cultural/language identity intact and their academic English skills solid.

The impetus for developing the program was multi-pronged. Teacher preparation students have been requesting this sort of program for some time due to their discovery that if they remain in Montana or leave the state for teacher employment, they are not adequately prepared to meet the needs of LEPs because they have no significant training in multicultural or bilingual education. Also, faculty within the Department of Education have been aware that such a CLDE Certificate will improve the preparation of our teacher candidates; the department already supported the development of an undergraduate elective course to meet the needs of the state's culturally and linguistically diverse students.

The CBME has chosen to make this certificate program a priority because of all the above-mentioned reasons. Also, the CBME mission focuses on the enhancement of an educational context statewide that does not exacerbate the already critical diminishment of American Indian languages and cultures. For these reasons, this certificate program is a critical need.

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March 2017

**ITEM 174-1501-LI0517**

**Notification of the establishment of a MS in Technical Communication, Online Option**

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**THAT**

In accordance with Montana University System policy, the Board of Regents of Higher Education authorizes Montana Tech to establish a master of science degree in technical communications, online option.

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**EXPLANATION**

The Master of Science Degree in Technical Communications appeals to a diverse audience of learners and professionals within the state of Montana and area served within the Western Undergraduate Exchange. The addition of an online option to an existing program aligned with Montana Tech's mission and strategic plan would promote accessibility and flexibility within a broad geographical area.

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**ATTACHMENTS**

Academic Proposal Request Form

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

ITEM 174-1501-LI0517 Submission Month or Meeting: March 2017

Institution: Montana Tech CIP Code: 09

Program/Center/Institute Title: MS in Technical Communication

Includes (please specify below): Online Offering X Options \_\_\_\_\_

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 <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

X **A. Level I:**

**Campus Approvals**

- \_\_\_\_\_ 1a. **Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)
- \_\_\_\_\_ 1b. **Withdrawing a postsecondary educational program from moratorium**
- \_\_\_\_\_ 2. **Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**
- \_\_\_\_\_ 3. **Establishing a B.A.S./A.A./A.S. area of study**
- X 4. **Offering an existing postsecondary educational program via distance or online delivery**

**OCHE Approvals**

- \_\_\_\_\_ 5. **Re-titling an existing postsecondary educational program**
- \_\_\_\_\_ 6. **Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)
- \_\_\_\_\_ 7. **Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)
- \_\_\_\_\_ 8. **Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)
- \_\_\_\_\_ 9. **Revising a postsecondary educational program** (Curriculum Proposal Form)
- \_\_\_\_\_ 10. **Establishing a temporary C.A.S. or A.A.S. degree program** *Approval limited to 2 years*

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**B. Level II:**

1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
3. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)
4. **Re-titling an academic, administrative, or research unit**

**What:** Establish an online option to the existing Master of Science in Technical Communication at Montana Tech.

**Why :** In accordance with Montana Tech’s Strategic Plan (theme 1 topic 2: Diverse Delivery Options) and trends from programmatic peers, the online option to the existing Master of Science in Technical Communication would promote accessibility and flexibility.

**Resources:** At the campus level, the following resources would be required:

- Mentorship from the Director of Distance Learning, Dr. David Bentz.
- Faculty pay for web-based course development as defined in 16.330 of the Collective Bargaining Agreement between Montana Tech and Montana Tech Faculty Association.
- Access to scheduling for web-conference enabled classrooms with available on-site technology support.
- As approved by the Dean, faculty pay for summer residencies and access to on-campus housing for students.

**Relationship to similar MUS programs:** There are no other Technical Communication Masters Degrees within the State of Montana.

**March 2017**

**ITEM 174-1001-LI0317**

**Notification of the establishment of a certificate in Child Welfare.**

---

**THAT**

The University of Montana notifies the Montana Board of Regents of its intent to establish a child welfare certificate.

---

**EXPLANATION**

The Center for Children, Families, and Workforce Development (CCFWD) is committed to strengthening the collective impact of Montana's social service systems whose primary goal is to improve the lives of those children, youth, and families who are most vulnerable to health disparities. To achieve this goal, the CCFWD proposes a statewide, online 12-credit certificate in child welfare to enhance all levels of the child, youth, and family workforce, including entry and professional levels of employees working as child protection workers in public and tribal child welfare agencies and child welfare related non-profit agencies.

---

**ATTACHMENTS**

Academic Proposal Request Form  
Attachment #1: Certificate Curriculum

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

ITEM 174-1001-LI0317 Submission Month or Meeting: March 2017

Institution: University of Montana-Missoula CIP Code: 44.0702

Program/Center/Institute Title: Child Welfare Certificate

Includes (please specify below): Online Offering X Options \_\_\_\_\_

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 <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

X **A. Level I:**

**Campus Approvals**

- \_\_\_\_\_ 1a. **Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)
- \_\_\_\_\_ 1b. **Withdrawing a postsecondary educational program from moratorium**
- X 2. **Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**
- \_\_\_\_\_ 3. **Establishing a B.A.S./A.A./A.S. area of study**
- \_\_\_\_\_ 4. **Offering an existing postsecondary educational program via distance or online delivery**

**OCHE Approvals**

- \_\_\_\_\_ 5. **Re-titling an existing postsecondary educational program**
- \_\_\_\_\_ 6. **Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)
- \_\_\_\_\_ 7. **Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)
- \_\_\_\_\_ 8. **Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)
- \_\_\_\_\_ 9. **Revising a postsecondary educational program** (Curriculum Proposal Form)
- \_\_\_\_\_ 10. **Establishing a temporary C.A.S. or A.A.S. degree program** *Approval limited to 2 years*



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

**B. Level II:**

1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
3. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)
4. **Re-titling an academic, administrative, or research unit**

**Proposal Summary** [360 words maximum]

**What**

To receive the child welfare certificate, students must complete a minimum of 12 credits. Ten of the 12 credits will include content in the areas of: adverse childhood development, family violence, case management, assessment and treatment planning, and professional skill development (e.g., communication, time management, confidentiality). Students will also be required to complete a two-credit field-based internship or on the job training in an agency that serves high-risk children and families.

**Why**

The number of Montana children who have entered the child welfare system has nearly doubled over the past 5 years. With increases in substance abuse and family violence and limited resources available to offset these problems statewide, the number of youth placed in out of home care will likely remain stable or increase. The Center for Children, Families, and Workforce Development (CCFWD) is committed to strengthening the collective impact of Montana's social service systems whose primary goal is to improve the lives of those children, youth, and families who are most vulnerable to health disparities.

**Resources**

No new resources are needed. Existing resources to be used will include UM's on-line instructional platform (Moodle), and federal extramural funds (Title IV-E) to pay for instructors. These federal monies have been in place for 15 years.

**Relationship to similar MUS programs**

There are no similar programs in the Montana University System. The program is specifically geared toward meeting longstanding statewide workforce shortages.

## **Child Welfare Certificate Courses**

### **Social Work 491                      Adverse Childhood Development                      (1 credit)**

Describes how adverse childhood experiences impact cognitive, emotional, and psycho-social development with specific attention to social risk factors (e.g., substance abuse, poverty).

### **Social Work 491                      Interventions with High-risk Families                      (1 credit)**

Understand the effects of substance abuse on families and develop effective strength-based practice skills to assess parents' and/caregivers' abilities to parent and participate in treatment planning.

### **Social Work 491                      Systems of Care                      (1 credit)**

Develop knowledge of the social service, juvenile justice, mental health, health, and education systems and their role in promoting success among high-risk children and youth.

### **Social Work 420                      Child Abuse/Child Welfare                      (3 credits)**

Understand the signs and symptoms of physical and sexual abuse and neglect, family dynamics in abuse and neglect, the legal context, programs of prevention and intervention, foster care, special needs adoptions and related issues in child welfare.

### **Social Work 450                      Youth At Risk                      (3 credits)**

Focus on the aspects of society that pose a threat to today's youth and the ramification of those threats on youth development and behavior. Resilience and protective factors for youth at risk, and strategies to work with youth. Attention to related systems in Montana, including juvenile justice, mental health, child protection, substance abuse, and education.

### **Social Work 495                      Child Welfare Skills Lab                      (1 credit)**

Focus on the direct practice skills needed to successfully enter the child welfare field. The practice skills include: conducting assessments, interviewing, family engagement, documentation, case management, crisis intervention, and preparing and testifying in court.

### **Social Work 198/398                      Internship**

Apply classroom learning in off campus internship or on the job placement. Specific criteria will be required for supervision, job-related responsibilities, and application of coursework. Students will also be required to complete a written examination that integrates classroom and internship requirements.

**March 2017**

**ITEM 174-1004-LI0317**

**Notification of the retitling of Allied Health Administration certificate to Rehabilitation Administration.**

---

**THAT**

The University of Montana is notifying the Montana Board of Regents of its intent to retitle the Allied Health Administration certificate to Rehabilitation Administration certificate.

---

**EXPLANATION**

Recent trends in health profession education have deemed the term “Allied Health” as antiquated. The term represents non-physician healthcare workers as professionals who work under the supervision of a physician rather than leaders in their own right. This name change does not have an effect on the curriculum of the program but enhances the perception of the program from the student perspective and uses more appropriate language to describe the program’s intention.

---

**ATTACHMENTS**

Academic Proposal Request Form

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

ITEM 174-1004-LI0317 Submission Month or Meeting: March 2017

Institution: University of Montana Missoula CIP Code: 51.0701

Program/Center/Institute Title: Allied Health Administration Certificate retitled to Rehabilitation Administration Certificate

Includes (please specify below): Online Offering \_\_\_\_\_ Options \_\_\_\_\_

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 <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

x **A. Level I:**

**Campus Approvals**

- \_\_\_\_\_ 1a. **Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)
- \_\_\_\_\_ 1b. **Withdrawing a postsecondary educational program from moratorium**
- x \_\_\_\_\_ 2. **Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**
- \_\_\_\_\_ 3. **Establishing a B.A.S./A.A./A.S. area of study**
- \_\_\_\_\_ 4. **Offering an existing postsecondary educational program via distance or online delivery**

**OCHE Approvals**

- \_\_\_\_\_ 5. **Re-titling an existing postsecondary educational program**
- \_\_\_\_\_ 6. **Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)
- \_\_\_\_\_ 7. **Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)
- \_\_\_\_\_ 8. **Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)
- \_\_\_\_\_ 9. **Revising a postsecondary educational program** (Curriculum Proposal Form)
- \_\_\_\_\_ 10. **Establishing a temporary C.A.S. or A.A.S. degree program** *Approval limited to 2 years*

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

**B. Level II:**

1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
3. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)
4. **Re-titling an academic, administrative, or research unit**

**Proposal Summary** [360 words maximum]

**What**

University of Montana is notifying the Montana Board of Regents of its intent to retitle the Allied Health Administration certificate to Rehabilitation Certificate

**Why**

Recent trends in health profession education have deemed the term "Allied Health" to be antiquated. The term represents non-physician healthcare workers as professionals who work under the supervision of a physician rather than leaders in their own right. This name change does not have an effect on the curriculum of the program but enhances the perception of the program from the student perspective and uses more appropriate language to describe the program's intention.

**Resources**

N/A

**Relationship to similar MUS programs**

N/A

March 2017

**ITEM 174-1901-LI0317**

**Request for Authorization to Terminate Professional Certificate in E-Learning Level I and Level II**

---

**THAT**

Request for authorization to terminate Professional Certificate in E-Learning Level I and Level II

---

**EXPLANATION**

The E-Learning Level I and E-Learning Level II certificates were designed to meet a particular need in the community that never materialized. Students did not seek this certification, and employers do not require this certification, so these two certificates are being terminated.

---

**ATTACHMENTS**

Academic Proposal Request Form  
Program Termination Form

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

ITEM 174-1901-LI0317 Submission Month or Meeting: March 2017

Institution: Helena College University of Montana CIP Code: 13.1299

Program/Center/Institute Title: Professional Certificate in E-Learning Level I and Level II

Includes (please specify below): Online Offering \_\_\_\_\_ Options \_\_\_\_\_

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 <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

X **A. Level I:**

**Campus Approvals**

- \_\_\_\_\_ **1a. Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)
- \_\_\_\_\_ **1b. Withdrawing a postsecondary educational program from moratorium**
- \_\_\_\_\_ **2. Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**
- \_\_\_\_\_ **3. Establishing a B.A.S./A.A./A.S. area of study**
- \_\_\_\_\_ **4. Offering an existing postsecondary educational program via distance or online delivery**

**OCHE Approvals**

- \_\_\_\_\_ **5. Re-titling an existing postsecondary educational program**
- X \_\_\_\_\_ **6. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)
- \_\_\_\_\_ **7. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)
- \_\_\_\_\_ **8. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)
- \_\_\_\_\_ **9. Revising a postsecondary educational program** (Curriculum Proposal Form)
- \_\_\_\_\_ **10. Establishing a temporary C.A.S. or A.A.S. degree program** *Approval limited to 2 years*

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

**B. Level II:**

1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
3. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)
4. **Re-titling an academic, administrative, or research unit**

**Proposal Summary** [360 words maximum]

The E-Learning Level I and E-Learning Level II certificates were designed to meet a particular need in the community that never materialized. Students did not seek this certification, and employers do not require this certification, so these two certificates are being terminated.



**Montana University System**  
**PROGRAM TERMINATION/MORATORIUM FORM**

Please complete the following questionnaire prior to submission of a program for termination or placement into moratorium. Please add additional comments beneath each question where applicable.

Program Title: **Professional Certificate in E-Learning Level I and Level II**

Program is being  Placed into moratorium  Terminated

1. Are there currently students enrolled in the program? (If yes, please answer questions a - c below.) Y:  N:

a.) Have all students currently enrolled in the program been met with and informed of the impending termination/moratorium? Y:  N:

b.) What is the expected graduation date of all students from the program?

c.) Have course offerings been planned to allow for students in the program to complete the degree in a reasonable fashion? Y:  N:

2. Will any faculty layoffs or changes in working conditions occur because of the termination/moratorium? (If yes, please answer questions a - b below.) Y:  N:

a.) Have the faculty affected by the program termination/moratorium been notified? Y:  N:

b.) Please describe any layoffs that will occur including the date expected?

**Montana University System**  
**PROGRAM TERMINATION/MORATORIUM FORM**

3. The following parties, where applicable, have been notified of the impending program termination/moratorium. (Please mark X for completed, NA for not applicable):

a.) Internal Curriculum Committees                            X      

b.) Faculty Senate          X      

c.) Program Public Advisory Committee                            N/A      

d.) Articulation Partners          N/A      

4. Has there been any negative feedback received from students, faculty, or other constituents regarding the impending termination/moratorium? (If yes, please explain below.)      Y:             N:       X

March 2017

**ITEM 174-1902-LI0317**

**Request for Authorization to Terminate of Professional Certificate in Geoscience Technology**

---

**THAT**

Request for authorization to terminate the Professional Certificate in Geoscience Technology

---

**EXPLANATION**

This certificate was designed to meet an anticipated need in Montana that did not materialize. Not only has the demand for geoscientists taken a down-turn with the price of oil, but geoscientists with associate degrees have found no natural home in the existing economy. Students were offered course substitutions, and this option has not actively been offered since the full-time faculty member resigned. No additional teach-out is required.

---

**ATTACHMENTS**

Academic Proposal Request Form  
Program Termination Form

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

ITEM 174-1902-LI0317 Submission Month or Meeting: March 2017

Institution: Helena College University of Montana CIP Code: 40.0601

Program/Center/Institute Title: Professional Certificate in Geoscience Technology

Includes (please specify below): Online Offering \_\_\_\_\_ Options \_\_\_\_\_

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 <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

X **A. Level I:**

**Campus Approvals**

- \_\_\_\_\_ **1a. Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)
- \_\_\_\_\_ **1b. Withdrawing a postsecondary educational program from moratorium**
- \_\_\_\_\_ **2. Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**
- \_\_\_\_\_ **3. Establishing a B.A.S./A.A./A.S. area of study**
- \_\_\_\_\_ **4. Offering an existing postsecondary educational program via distance or online delivery**

**OCHE Approvals**

- \_\_\_\_\_ **5. Re-titling an existing postsecondary educational program**
- X \_\_\_\_\_ **6. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)
- \_\_\_\_\_ **7. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)
- \_\_\_\_\_ **8. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)
- \_\_\_\_\_ **9. Revising a postsecondary educational program** (Curriculum Proposal Form)
- \_\_\_\_\_ **10. Establishing a temporary C.A.S. or A.A.S. degree program** *Approval limited to 2 years*

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

**B. Level II:**

1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
3. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)
4. **Re-titling an academic, administrative, or research unit**

**Proposal Summary [360 words maximum]**

This certificate was designed to meet an anticipated need in Montana that did not materialize. Not only has the demand for geoscientists taken a down-turn with the price of oil, but geoscientists with associate degrees have found no natural home in the existing economy. Students were offered course substitutions, and this option has not actively been offered since the full-time faculty member resigned. No additional teach-out is required.

**Montana University System**  
**PROGRAM TERMINATION/MORATORIUM FORM**

Please complete the following questionnaire prior to submission of a program for termination or placement into moratorium. Please add additional comments beneath each question where applicable.

Program Title: **Professional Certificate in Geoscience Technology**

Program is being  Placed into moratorium  Terminated

1. Are there currently students enrolled in the program? (If yes, please answer questions a - c below.) Y:  N:

a.) Have all students currently enrolled in the program been met with and informed of the impending termination/moratorium? Y:  N:

b.) What is the expected graduation date of all students from the program?

c.) Have course offerings been planned to allow for students in the program to complete the degree in a reasonable fashion? Y:  N:

2. Will any faculty layoffs or changes in working conditions occur because of the termination/moratorium? (If yes, please answer questions a - b below.) Y:  N:

a.) Have the faculty affected by the program termination/moratorium been notified? Y:  N:

b.) Please describe any layoffs that will occur including the date expected?

**Montana University System**  
**PROGRAM TERMINATION/MORATORIUM FORM**

3. The following parties, where applicable, have been notified of the impending program termination/moratorium. (Please mark X for completed, NA for not applicable):

a.) Internal Curriculum Committees                              X        

b.) Faculty Senate            X        

c.) Program Public Advisory Committee                              X        

d.) Articulation Partners                                              N/A        

4. Has there been any negative feedback received from students, faculty, or other constituents regarding the impending termination/moratorium? (If yes, please explain below.)      Y:   X      N:         

One student approached the college about how his student loans were affected by the termination of this program. College senior personnel met with him a number of times to explain that there was no relation between his question and the decision to terminate this program. Nothing has been heard from that student since the last series of meetings/emails, which ended many months ago. No other questions have arisen.

March 2017

**ITEM 174-1903-LI0317**

**Request for Authorization to Terminate Accounting and Business Technology Certificates**

---

**THAT**

Request for authorization to terminate Accounting and Business Technology Certificates

- Finance Specialist
  - Accounting Information Specialist
  - Small Business Specialist
  - Management Information Systems
- 

**EXPLANATION**

The following four certificates have not served the needs of students, and some of the courses required are more specialized than demand will support. Given the lack of employer and student demand, and a desire to consolidate credential offerings, these four certificate programs are being terminated. No students were enrolled, so no teach-out plan is required.

- Finance Specialist, composed of 21 credits.
  - Accounting Information Specialist, composed of 21 credits.
  - Small Business Specialist, composed of 21 credits.
  - Management Information Systems, comprised of 21 credits.
- 

**ATTACHMENTS**

Academic Proposal Request Form  
Program Termination Form



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

ITEM 174-1903-LI0317 Submission Month or Meeting: March 2017

Institution: Helena College University of Montana CIP Code: \*see below

Program/Center/Institute Title: Accounting and Business Technology Certificates

Includes (please specify below): Online Offering \_\_\_\_\_ Options \_\_\_\_\_

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 <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

X **A. Level I:**

**Campus Approvals**

- \_\_\_\_\_ **1a. Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)
- \_\_\_\_\_ **1b. Withdrawing a postsecondary educational program from moratorium**
- \_\_\_\_\_ **2. Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**
- \_\_\_\_\_ **3. Establishing a B.A.S./A.A./A.S. area of study**
- \_\_\_\_\_ **4. Offering an existing postsecondary educational program via distance or online delivery**

**OCHE Approvals**

- \_\_\_\_\_ **5. Re-titling an existing postsecondary educational program**
- X \_\_\_\_\_ **6. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)
- \_\_\_\_\_ **7. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)
- \_\_\_\_\_ **8. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)
- \_\_\_\_\_ **9. Revising a postsecondary educational program** (Curriculum Proposal Form)
- \_\_\_\_\_ **10. Establishing a temporary C.A.S. or A.A.S. degree program** *Approval limited to 2 years*

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

**B. Level II:**

- 1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- 2. Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- 3. Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)
- 4. Re-titling an academic, administrative, or research unit**

**Proposal Summary** [360 words maximum]

The following four certificates have not served the needs of students, and some of the courses required are more specialized than demand will support. Given the lack of employer and student demand, and a desire to consolidate credential offerings, these four certificate programs are being terminated. No students were enrolled, so no teach-out plan is required.

- Finance Specialist, composed of 21 credits. (CIP 52.0801)
- Accounting Information Specialist, composed of 21 credits. (CIP 52.0301)
- Small Business Specialist, composed of 21 credits. (CIP 52.0703)
- Management Information Systems, comprised of 21 credits. (CIP 52.1201)

**Montana University System**  
**PROGRAM TERMINATION/MORATORIUM FORM**

Please complete the following questionnaire prior to submission of a program for termination or placement into moratorium. Please add additional comments beneath each question where applicable.

Program Title: **Accounting and Business Technology Certificates**

Program is being  Placed into moratorium  Terminated

1. Are there currently students enrolled in the program? (If yes, please answer questions a - c below.) Y:  N:

a.) Have all students currently enrolled in the program been met with and informed of the impending termination/moratorium? Y:  N:

b.) What is the expected graduation date of all students from the program?

c.) Have course offerings been planned to allow for students in the program to complete the degree in a reasonable fashion? Y:  N:

2. Will any faculty layoffs or changes in working conditions occur because of the termination/moratorium? (If yes, please answer questions a - b below.) Y:  N:

a.) Have the faculty affected by the program termination/moratorium been notified? Y:  N:

b.) Please describe any layoffs that will occur including the date expected?

**Montana University System**  
**PROGRAM TERMINATION/MORATORIUM FORM**

3. The following parties, where applicable, have been notified of the impending program termination/moratorium. (Please mark X for completed, NA for not applicable):

a.) Internal Curriculum Committees                          X    

b.) Faculty Senate        X    

c.) Program Public Advisory Committee                          X    

d.) Articulation Partners        N/A    

4. Has there been any negative feedback received from students, faculty, or other constituents regarding the impending termination/moratorium? (If yes, please explain below.)      Y:           N:   X

March 2017

**ITEM 174-1002-LI0317**

**Request for authorization to establish a Computer Science Teaching minor.**

---

**THAT**

The University of Montana requests authorization from the Montana Board of Regents to establish a Computer Science Teaching minor.

---

**EXPLANATION**

The Department of Computer Sciences proposes adding a secondary licensure program minor in Computer Science. This minor is designed to prepare students to teach computer science to grades 5-12. Teaching minors require completion of a teaching major in another field. The rising demand for graduates with computer related skills is projected to be among the fastest growing fields in 2012-2022, and many of those jobs are among the highest paying in the nation. In the state of Montana, these same trends are evident. Some estimates suggest that the number of computer science graduates from Montana public colleges and universities meet approximately only 10% of statewide demand, again for well-paying jobs.

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**ATTACHMENTS**

Academic Proposal Request Form  
Curriculum Proposal Form

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

ITEM 174-1002-LI0317 Submission Month or Meeting: March 2017

Institution: University of Montana-Missoula CIP Code: 13.1321

Program/Center/Institute Title: Computer Science Teaching Minor

Includes (please specify below): Online Offering \_\_\_\_\_ Options \_\_\_\_\_

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 <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

x **A. Level I:**

**Campus Approvals**

- \_\_\_\_\_ **1a. Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)
- \_\_\_\_\_ **1b. Withdrawing a postsecondary educational program from moratorium**
- \_\_\_\_\_ **2. Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**
- \_\_\_\_\_ **3. Establishing a B.A.S./A.A./A.S. area of study**
- \_\_\_\_\_ **4. Offering an existing postsecondary educational program via distance or online delivery**

**OCHE Approvals**

- \_\_\_\_\_ **5. Re-titling an existing postsecondary educational program**
- \_\_\_\_\_ **6. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)
- \_\_\_\_\_ **7. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)
- x \_\_\_\_\_ **8. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)
- \_\_\_\_\_ **9. Revising a postsecondary educational program** (Curriculum Proposal Form)
- \_\_\_\_\_ **10. Establishing a temporary C.A.S. or A.A.S. degree program** *Approval limited to 2 years*

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

**B. Level II:**

1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
3. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)
4. **Re-titling an academic, administrative, or research unit**

**Proposal Summary** [360 words maximum]

**What**

The Department of Computer Sciences proposes adding a secondary licensure program minor in computer science.

**Why**

This minor is designed to prepare students to teach computer science to grades 5-12. Teaching minors require completion of a teaching major in another field. The rising demand for graduates with computer related skills is projected to be among the fastest growing fields in 2012-2022, and many of those jobs are among the highest paying in the nation. In the state of Montana, these same trends are evident. Some estimates suggest that the number of computer science graduates from Montana public colleges and universities meet approximately only 10% of statewide demand, again for well-paying jobs.

**Resources**

No additional faculty or funding is required to offer this minor.

**Relationship to similar MUS programs**

There are currently no active teacher preparation programs in computer science offered in the state of Montana.

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

**1. Overview**

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

We propose adding a secondary licensure program minor in computer science (CS) to our departmental offerings. This new teaching minor in CS will not require the addition of any new courses in CS, although one new methods course in the Department of Teaching and Learning is required. Despite the national push to prepare students for college and careers in computing and STEM related fields, there are currently no active teacher preparation programs in computer science in the state of Montana (UM-Western has one on the books but it is not active). The new licensure we propose would establish UM-Missoula as a leader in Montana in an area of critical importance and growth, and it would help fulfill a local and national need for effective high school computer science educators.

**2. Institutional and System Fit**

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

This minor represents a collaborative effort among faculty in the departments of Computer Science (CS), Teaching and Learning (T&L, formerly C&I), and Missoula College. Students would need a secondary licensure teaching program through T&L; most of the required content courses for the minor would be taught by the CS department; Missoula College will teach two content courses and co-teach the T&L methods course.

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

There is no change required to existing programs, and no new funding is required for this minor.

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

Currently there are no active teacher preparation programs in computer science offered at the University of Montana.

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

Computer science is one of the five areas identified for growth in the President's remarks from the November 15, 2015 campus budget forum (<http://www.umt.edu/president/docs/>). President Engstrom noted the importance of computer science as a driver of local and national economies, and thus an area of particular interest to students. The CS teaching minor that we propose adding to our curriculum will fill a current void in the state, and it will establish UM as a leader in this area. The minor as envisioned will require no additional courses in CS and one additional methods course in T&L. Once established, the minor program might potentially be developed further into an online format, thereby increasing the number of educators from around the state who can participate and benefit from it.



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

- 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 there are no active teacher preparation programs in computer science offered in the state of Montana. Due to the importance of a computer science teaching minor, we recognize the need for this opportunity to be offered in the future by multiple MUS institutions.

**3. 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.**

**Computer Science Teaching Minor (22 credits)**

This minor is designed to prepare students to teach grades 5-12 Computer Science. Teaching minors require completion of a teaching major in another field.

**Program Requirements:**

1. Grades below C- in professional education courses or content courses will not be accepted in the teaching major or teaching minor. Teacher candidates must have a cumulative 2.75 GPA in teaching major and teaching minor courses to qualify for student teaching.
2. Complete the following required courses:
  - CSCI 105: Computer Fluency. (3)
  - CSCI 135 & 136: Fundamentals of Computer Science I & II. (6)
  - CSCI 232: Data Structures and Algorithms. (4)
  - CSCI 323: Software Science (3)
  - ITS 150: CCNA 1: Exploration (3)
  - EDU 497: Methods: 5-12 Computer Science (3)

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

This proposal requires one new course offering in T&L. All other courses are currently offered through the University of Montana's CS department and/or Missoula College. We anticipate approximately 5-7 new students will enroll in this minor each year. While that number may sound low, training educators for grades 5-12 in the area of computer science is both critically needed and important for the state of Montana.

**4. Need**

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

The rising demand for graduates with computer related skills is projected to be among the fastest growing

## Montana Board of Regents CURRICULUM PROPOSAL FORM

fields between 2012-2022, and many of those jobs are among the highest paying in the nation (Vilorio 2014; Richards and Terkanian, 2013). In the state of Montana, these same trends are evident. Some estimates suggest that the number of computer science graduates from Montana public colleges and universities meet approximately only 10% of statewide demand, again for well paying jobs (Dennison, 2013). A number of organizations have recently cropped up around the state to help alleviate this problem, such as the Montana High Tech Business Alliance started in 2014 (<http://mthightech.org/>), and CodeMontana.org (2013). The focus of these groups is to increase the number of students graduating with degrees in CS, and subsequently to increase the number of skilled young people who are able to live and work in the state of Montana—a result that would certainly boost its overall economy. A teaching minor in CS would provide an additional option for students interested in computer science education, and it would help train middle and high school teachers so that they are able to offer computer related courses in grades 5-12. More CS classes offered during earlier stages of students' education by trained teachers will result in a more thorough understanding of the options available in a CS career, more diversity in CS, and a broader pipeline of incoming freshman who go on to major in CS and STEM degrees.

1. Dennison, M. (2013, September 17). Former Bozeman software company exec urges more computer science students. *The Missoulian*. Retrieved from [missoulian.com](http://missoulian.com)
2. Richards, E., and Terkanian, D. (2013). Occupational employment projections to 2022. Monthly Labor Review. Retrieved February 10, 2015, from [www.bls.gov](http://www.bls.gov)
3. Vilorio, D. (2014). STEM 101: Intro to tomorrow's jobs. *Occupational Outlook Quarterly*, Retrieved February 10, 2015, from [www.bls.gov](http://www.bls.gov)

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

The CS teaching minor that we propose adding to our curriculum will fill a current void in the state, and it will establish UM as a leader in this area. The minor we envision will increase the number of educators from around the state who can effectively teach in the widely growing area of computer science, which will in turn increase the number of students who major in CS and find well-paying careers in the state and beyond.

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

We anticipate approximately 5-7 new students will enroll in this minor each year. This number is determined based on community interest and expressed need.

## **5. Process Leading to Submission**

### **A. Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.**

Faculty members and some staff from the UM departments of Computer Science, Teaching and Learning, and Missoula College collaborated on this proposal. The Intent to Plan documentation was submitted in April of this year, and received the go-ahead to develop and submit a full proposal for the AY 16/17 curriculum review process. This same group reviewed statewide standards required for the new teaching minor and mapped each of them to the courses identified for the minor.

## **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**

No additional faculty or funding is required to offer this minor.

**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.**

None.

**7. Assessment**

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

Success of the program will be measured by the number of students who enroll and graduate with the teaching minor. We anticipate that these students will go on to teach Computer Science at the high school level, both in the state of Montana and beyond. This should result in additional computer science coursework being available in high schools, which in turn will create more opportunities for students to discover and major in the burgeoning field of computer science.

March 2017

**ITEM 174-1003-LI0317**

**Request for authorization to terminate options in Global Humanities & Religions B.A.**

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**THAT**

The University of Montana requests authorization from the Montana Board of Regents to terminate the options in Asian Studies and Women's and Gender Studies in the Global Humanities and Religions bachelor of arts.

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**EXPLANATION**

In order to streamline and simplify offering, the Global Humanities and Religions program wishes to eliminate the B.A. options in Asian Studies and Women's and Gender Studies. Very few students pursue these options. Courses in Asian Studies and Women's and Gender studies will continue to be taught and they will count toward the remaining two options.

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**ATTACHMENTS**

Academic Proposal Request Form  
Program Termination/Moratorium Form

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

ITEM 174-1003-LI0317 Submission Month or Meeting: March 2017

Institution: University of Montana-Missoula CIP Code: 05.0207 05.0103

Program/Center/Institute Title: Global Humanities & Religions B.A.

Includes (please specify below): Online Offering  Options Asian Studies; Women's and Gender Studies options

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 <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

**A. Level I:**

**Campus Approvals**

- 1a. Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)
- 1b. Withdrawing a postsecondary educational program from moratorium**
- 2. Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**
- 3. Establishing a B.A.S./A.A./A.S. area of study**
- 4. Offering an existing postsecondary educational program via distance or online delivery**

**OCHE Approvals**

- 5. Re-titling an existing postsecondary educational program**
- 6. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)
- 7. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)
- 8. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)
- 9. Revising a postsecondary educational program** (Curriculum Proposal Form)
- 10. Establishing a temporary C.A.S. or A.A.S. degree program** Approval limited to 2 years

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

**B. Level II:**

1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
3. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)
4. **Re-titling an academic, administrative, or research unit**

**Proposal Summary [360 words maximum]**

**What**

In order to streamline and simplify offering, the Global Humanities and Religions program wishes to eliminate the B.A. options in Asian Studies and Women's and Gender Studies.

**Why**

Very few students pursue these options. Courses in Asian Studies and Women's and Gender studies will continue to be taught and they will count toward the remaining two options.

**Resources**

N/A

**Relationship to similar MUS programs**

N/A

**Montana University System**  
**PROGRAM TERMINATION/MORATORIUM FORM**

Please complete the following questionnaire prior to submission of a program for termination or placement into moratorium. Please add additional comments beneath each question where applicable.

Program Title: **Asian Studies option & Women's & Gender Studies option in Global Humanities & Religions B.A.**

Program is being  Placed into moratorium  Terminated

1. Are there currently students enrolled in the program? (If yes, please answer questions a - c below.) Y:  N:

a.) Have all students currently enrolled in the program been met with and informed of the impending termination/moratorium? Y:  N:

b.) What is the expected graduation date of all students from the program?

2018

c.) Have course offerings been planned to allow for students in the program to complete the degree in a reasonable fashion? Y:  N:

2. Will any faculty layoffs or changes in working conditions occur because of the termination/moratorium? (If yes, please answer questions a - b below.) Y:  N:

a.) Have the faculty affected by the program termination/moratorium been notified? Y:  N:

**Montana University System**  
**PROGRAM TERMINATION/MORATORIUM FORM**

**b.) Please describe any layoffs that will occur including the date expected?**

**3. The following parties, where applicable, have been notified of the impending program termination/moratorium. (Please mark X for completed, NA for not applicable):**

a.) Internal Curriculum Committees                          X    

b.) Faculty Senate        X    

c.) Program Public Advisory Committee                          NA    

d.) Articulation Partners                                          NA    

**4. Has there been any negative feedback received from students, faculty, or other constituents regarding the impending termination/moratorium? (If yes, please explain below.)**      Y:           N:     X