

## LEVEL II MEMORANDUM

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**DATE:** April 21, 2017

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

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

**RE:** March Level II Proposals

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The campuses of the Montana University System have proposed new academic programs or changes under the Level II approval process authorized by the Montana Board of Regents. The Level II proposals are being sent to you for your review and approval. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, raise them at the Chief Academic Officer's conference call May 10, 2017. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, May 12. If no concerns are received, OCHE will assume that the proposals have your approval.

### Level II Items

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

- Request for authorization to retile the Montana Center for Childhood Trauma to the National Native Children's Trauma Center  
[Item 175-1001-R0517](#) | [Academic Proposal Request Form](#)
- Request for authorization to establish a Department of Occupational Therapy  
[Item 175-1006-R0517](#) | [Academic Proposal Request Form](#) | [Intent to Plan](#)

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

- Request for authorization to create a new Individual Interdisciplinary PhD program  
[Item 175-2010-R0517](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Intent to Plan](#)

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

- Request for authorization to establish a College of Health Sciences  
[Item 175-2810-R0517](#) | [Academic Proposal Request Form](#) | [Research Center and Institute Proposal Form](#) | [Intent to Plan](#) | [Attachment 1](#) | [Attachment 2](#)

#### **Montana State University Billings/University of Montana:**

- Request for authorization to establish a Master of Science degree in Occupational Therapy  
[Item 175-101-R0517](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Intent to Plan MSUB](#) | [Intent to Plan UM](#) | [Attachment 1 MSUB](#) | [Attachment 2 UM](#)

May 25-26, 2017

**ITEM 175-1001-R0517**

**Request for authorization to retitle the Montana Center for Childhood Trauma to the National Native Children's Trauma Center**

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**THAT**

The University of Montana requests authorization from the Montana Board of Regents to retitle the Montana Center for Childhood Trauma to the National Native Children's Trauma Center.

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**EXPLANATION**

The proposed new name will match the center name with the name of the grant that funds it. The center's previous grant permitted in-state work only; the center is now the only SAMHSA-funded center with a national mission to serve Native children with trauma through training, consultation, and research. The former name is no longer descriptive of the center's mission or its focus on Native children.

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**ATTACHMENTS**

Academic Proposal Request Form

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

ITEM 175-1001-R0517 Submission Month or Meeting: May 25-26, 2017

Institution: University of Montana CIP Code: \_\_\_\_\_

Program/Center/Institute Title: Montana Center for Childhood Trauma retitled to National Native Children's Trauma Center

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>.

     **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**

X **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)

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

**Proposal Summary** [360 words maximum]

**What**

The University of Montana requests authorization from the Montana Board of Regents to retitle the Montana Center for Childhood Trauma to the National Native Children's Trauma Center.

**Why**

The proposed new name will match the center name with the name of the grant that funds it. The center's previous grant permitted in-state work only; the center is now the only SAMHSA-funded center with a national mission to serve Native children with trauma through training, consultation, and research. The former name is no longer descriptive of the center's mission or its focus on Native children.

**Resources**

NA

**Relationship to similar MUS programs**

NA

May 25-26, 2017

**ITEM 175-1006-R0517**

**Request for authorization to establish a Department of Occupational Therapy—University of Montana-Missoula**

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**THAT**

The University of Montana requests authorization from the Montana Board of Regents to establish a Department of Occupational Therapy.

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**EXPLANATION**

A new graduate program in Occupational Therapy (OT) awarding a master of science degree in OT is proposed. Along with the MS degree, a Department of Occupational Therapy within the School of Physical Therapy & Rehabilitation Science in the College of Health Professions & Biomedical Sciences is proposed to serve as the academic home for this OT degree.

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**ATTACHMENTS**

Academic Proposal Request Form

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

ITEM 175-1006-R0517 Submission Month or Meeting: May 25-26, 2017

Institution: University of Montana-Missoula CIP Code: 51.2306

Program/Center/Institute Title: Department of Occupational Therapy

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>.

     **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**

X **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*

**X** \_\_\_\_\_ **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**

**Specify Request:**

A new graduate program in Occupational Therapy (OT) awarding a master of science degree in OT is proposed. This degree will have an academic home in the proposed Department of Occupational Therapy in the School of Physical Therapy & Rehabilitation Science of the College of Health Professions & Biomedical Sciences.

**Montana University System**  
INTENT TO PLAN FORM

Program/Center/Institute Title: MS/OTD in Occupational Therapy

Campus, School/Department: UM-Missoula, College of Health Professions & Biomedical Sciences

Expected Submission Date: Fall 2017

Contact Name/Info: Reed Humphrey, Dean, CHPBS

To increase communication, collaboration, and problem solving opportunities throughout the MUS in the program/center/institute development process, please complete this form not more than 18 months in advance of the anticipated date of submission of the proposed program/center/institute to the Board of Regents for approval. The completed form should not be more than 2-3 pages. For more information regarding the Intent to Plan process, please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

**1) Provide a description of the program/center/institute.**

Occupational Therapy (OT) – graduate program to prepare professionals in Occupational Therapy. It is yet to be determined if this should be at the master's degree level or clinical doctorate.

**2) Describe the need for the program/center/institute. Specifically, how the program/center/institute meets current student and workforce demands. (Please cite sources).**

Health Care Career Opportunities Nationwide (USDL, Bureau of Labor Statistics) indicate an increase in the number of licensed occupational therapists in the US by 29%, or nearly 33,000 jobs, in the next decade. There is presently no MUS institution in Montana that offers this degree. The Office of Public Instruction funded a feasibility study at UM to create a program based on the shortages in Montana.

**3) Describe how the program/center/institute fits with the institutional mission, strategic plan, and existing institutional program array.**

The addition of an Occupational Therapy (OT) Program at UM fits into the strategic initiatives in health and medicine. UM is committed to creating new programs to meet the needs of Montanans and new programs need to be in an academic environment that can embrace interprofessional education, a key element in new health care education programs. An OT program dovetails with the existing program in Physical Therapy and provides for considerable efficiencies.

**4) How does the proposed program/center/institute fit within the MUS system?**

As campuses align their strategic initiatives to meet the needs of families and students in Montana, the addition of an OT program at UM is a perfect fit in the area of health care education. Within the MUS system, a professional degree in health care should be centered in a partnership with other health care programs to promote



**Montana University System**  
INTENT TO PLAN FORM

interprofessional collaborative practice, so an OT program on the UM-Missoula campus is the proper fit in the MUS.

Signature/Date

College/School Dean: *CHPDS* *[Signature]* *PAES Humphrey, Dean* *5/11/16*

Chief Academic Officer: *[Signature]*

Chief Executive Officer: *[Signature]*

Flagship Provost\*: *[Signature]* *6/4/16*

Flagship President\*: *[Signature]* *5/22/16*

\*Not applicable to the Community Colleges.

Date of Final Review:

When submitting the proposal to the BOR, include this signed form with the Level II request.

May 25-26, 2017

**ITEM 175-2010-R0517**

**Request for authorization to create a new individual interdisciplinary PhD program**

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**THAT**

Montana State University requests approval from the Montana Board of Regents for the creation of a new Doctor of Philosophy Degree in Individual Interdisciplinary Program (IIP).

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**EXPLANATION**

The goal of the IIP program is to better prepare students to address challenges that are problem-oriented rather than discipline or technique-oriented. It is not intended to be a replacement for students' who can receive the doctoral degree in well-established programs.

Faculty members also are interested in participating in interdisciplinary doctoral programs. Such programs provide opportunities to work with colleagues in other disciplines, to mentor exception doctoral students, and also to develop new and innovative research at the boundaries between the disciplines.

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**ATTACHMENTS**

Academic Proposal Request Form  
Curriculum Proposal Form  
Intent to Plan Form

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

ITEM 175-2010-R0517 Submission Month or Meeting: May, 2017

Institution: Montana State University CIP Code: 30.0000

Program/Center/Institute Title: Individual Interdisciplinary PhD program

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>.

     **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)
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- 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:**

- X** 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 proposal is to authorize the creation of a new Doctor of Philosophy Degree in Individual Interdisciplinary Program (IIP).

The goal of the IIP program is to better prepare students to address challenges that are problem-oriented rather than discipline or technique-oriented. It is not intended to be a replacement for students' who can receive the doctoral degree in well-established programs. The IIP will encourage integration and collaboration among the different colleges but only in the context that a single discipline cannot achieve what the student's program of study proposes.

The IIP is no different from any other doctoral program. The departments committed to the student will determine advising responsibilities and a plan/strategy to provide resources (stipend, tuition waivers, and additional supplement) to support the student. It is expected that the customized curriculum will draw upon existing course work, hence no additional funds are required to develop new courses.

An IIP program similar to this proposed program exists at the University of Montana. The Board of Regents approved the IIP for U. Montana in September of 1999 (ITEM 104-1006-R0999) with a start date for the IIP program in Spring 2000. There is substantial room for differentiation rather than duplication since both the University of Montana and Montana State University have different discipline emphases.

**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.**

The proposal is to authorize the creation of a new Doctor of Philosophy Degree in Individual Interdisciplinary Program (IIP). All prospective applicants must first consult with the Dean of The Graduate School before beginning the application process. A master's degree or equivalent degree program of study that includes at least 20 credit hours of graded graduate work, a minimum cumulative graduate grade point average of 3.5, and a written description of the program concept and goals are requirements for full admission. The proposed IIP must have the approval and support of at least two or more heads of the relevant academic departments that offer the Ph.D. degree. The curriculum is individualized and developed by the student's committee within one year of submitting an application to the program. The student's committee, heads of the academic departments involved, the IIP advisory committee, and the Dean of The Graduate School must approve the curriculum. The success of the program relies heavily upon the individual initiative and self-discipline of each student and the commitment of the student's doctoral committee. Applications are considered only once a year.

**2. Institutional and System Fit**

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

There are no other existing programs at Montana State University that will be either directly connected to, similar to, or in competition with this program. Thus, the IIP doctoral program is neither a mechanism for offering the Ph.D. degree within academic departments that do not have their own approved Ph.D. programs nor as an alternative for students unable to gain admission to an established program. The proposed Ph.D. program is intended to strengthen our rankings of graduate programs in both traditional and interdisciplinary research and bring national and international recognition to Montana State University faculty.

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

The University's primary commitment is to its established disciplinary programs. No existing program changes are proposed.

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

The major differences between the IIP to any other Montana State University doctoral program are 1) the admissions process for the proposed research program and 2) the admissions and program requirements.

C.1. Admissions Process

All prospective applicants with demonstrated ability, intellectual maturity, and research skills may apply for admissions to the IIP.

1. All prospective applicants must first consult with at least two of the potential research advisors (or graduate advisors or department heads) in two of the disciplines of interest before starting the application process.

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

2. The prospective applicant must find a research advisor who agrees to chair the applicant's doctoral graduate committee (referred to as the committee). In consultation with the research advisor, the applicant will assemble a committee consisting of at least four (4) faculty members – at least one from each participating discipline, in addition to the committee chair – who are willing to supervise the interdisciplinary degree research. Optionally, at most one member of the committee (excluding the chair) can be a faculty member of a doctoral program at another accredited institution. All committee members must hold a doctorate degree and be approved by the Dean of The Graduate School. The committee chair may petition for exceptions to this policy. The Dean of The Graduate School or the Dean's designee from a doctoral program at Montana State University will serve as an ex-officio, non-voting member of the committee.
3. The committee will make recommendations to the IIP advisory committee for admission to the IIP.
4. The IIP advisory committee will review the application and make a recommendation about admission of the prospective applicant to the Dean of The Graduate School.

C.2. Admissions Requirements

1. A Master's degree or equivalent degree program of study that includes at least 20 credit hours of graded graduate course work.
2. Outstanding academic achievement in graduate studies as evidenced by a minimum cumulative graduate GPA of 3.50 for full admission.
3. A written description of the program concept and goals consisting of:
  - a. At least two (2) areas of study, background competencies the applicant brings to the doctoral level studies, and identification of the additional preparation to have an approved program in the two or more areas of study.
  - b. Proposed curriculum and how it relates to the program goals.
  - c. Objectives and an outline for dissertation research.
  - d. Justification for not using an existing department's degree program.
4. Approval and support of at least two (2) or more heads of the relevant academic departments.

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

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

Table 1 lists how the proposed IIP doctoral degree meets the Montana State University 2012 strategic learning, discovery, and integration goals.

GOAL	Objective	Metric by 2019	Strategy	Unit Objective
<b>LEARNING:</b> Prepare students equipped for careers to address global challenges			Align graduate programs with careers, national interest and institutional priorities	Develop and enhance graduate programs
	L.3: Increase job placement and further education rates	L.3.2: the percent of graduates pursuing an advanced degree will increase from an average of 21% to 25%	Create pathways for qualified MSU seniors to transition into graduate programs	Create coordinated graduate degree programs
<b>DISCOVERY:</b> Raise the national and international prominence of MSU in research, creativity, innovation, and scholarly achievement			Create inter-disciplinary graduate programs, especially at the Ph.D. level	Create new doctoral programs
	D.3: Expand the scale, breadth, and quality of doctoral education		Explore inter-disciplinary opportunities for new graduate programs	
<b>INTEGRATION:</b> By working across disciplines MSU community will improve the world	I.2: Increase work across disciplines	I.2.1: the number of students completing inter-disciplinary programs will increase	Create new interdisciplinary programs that leverage other strategic priorities	Increase the number of graduate students conducting applicable research
		I.2.2: MSU will increase interdisciplinary research and creative projects on campus		

**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.**

An IIP program similar to this proposed program exists at the University of Montana. The Board of Regents approved the IIP for U. Montana in September of 1999 (ITEM 104-1006-R0999) with a start date for the IIP program in Spring 2000. In the comments found in that item, it states,

*“The IIP model does not lend itself to proprietary exclusivity. If Montana State University is interested, it would seem totally appropriate to extend this option to both institutions in the system.”*

There is substantial room for differentiation rather than duplication since both the University of Montana and Montana State University have different discipline emphases. For example, Montana State University has strengths in five different engineering disciplines including computer science; Ph.D. degrees in Physics, Psychology, Education, and History; a DNP (doctor of nursing practice) degree that emphasizes clinical leadership; a research-based MPA degree; and so forth that a student has a large selection to create an interdisciplinary degree plan with two or more departments in more than one college.

### **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.**

The IIP will encourage integration and collaboration among the different colleges but only in the context that a single discipline cannot achieve what the student’s program of study proposes. The student’s individual program of study will be developed in partnership with the student’s graduate committee. The initial screening of the application will involve the IIP Advisory Committee. Once admitted, the student’s graduate committee will evaluate the student’s satisfactory progress toward the degree following the policies, procedures, and timeline to the Ph.D. degree as set by The Graduate School

#### A.1. Program Requirements

All basic rules and requirements pertaining to the Doctor of Philosophy degree apply to the IIP.

1. Completion of the IIP requires sixty (60) credits composed of no more than 20 credits of graded course work applied from the student’s master’s program of study (and of these only 9 credits can be 4xxx level courses), twelve (12) credits of course work beyond the master’s degree, and 28 dissertation credits. If the applicant does not have a master’s degree, the 60 credits are achieved with 28 dissertation credits and 32 course credits.
2. A comprehensive examination, the nature of which will be determined by the student’s committee, taken after completion of course work and before admission to candidacy.
3. Admission to candidacy consists of a brief written proposal about the dissertation research submitted to the student’s committee for approval and defended (orally) by the student no later than one week after the



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

committee receives the written proposal.

4. In addition to the candidacy exam, a prospectus prepared and presented by the student and approved by the student's committee that clarifies the expectations under which the dissertation will be conducted and evaluated. A satisfactory prospectus and a pass of the candidacy proposal admit the student to candidacy.

5. A dissertation prepared following the GS' rules and the practices of the participating disciplines.

6. A dissertation defense, following the GS' rules and the practices of the participating disciplines.

7. All requirements completed within five (5) years of the start of graduate studies at Montana State University in the IIP program.

8. Continuous registration.

9. Term, program of study, and cumulative grade point average of 3.0 or greater.

(Minimum cumulative credits to the Ph.D. degree = 60 cr.)

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

Once the proposal is approved, The Graduate School anticipates announcing the availability of the program as part of its recruitment package at all opportunities – including at the Council of Graduate Schools annual meeting and the Western Association of Graduate Schools annual meeting; professional conferences likely to be attended by top undergraduate and Masters of Science students – Society of Women Engineers conference, American Indian Science & Engineering Society conference, American Chemical Society regional and national conference, SACNAS, McNair; internal media organized and prepared by The Graduate School (webpage, Coffee Talks, pamphlets, annual report); and distribution by personal communication to faculty at other institutions. The Graduate School anticipates advertising the availability of the IIP program during spring of 2017 and accepting the first cohort of students to start fall of 2017. It is expected that the initial set of cohorts to be no more than three (3) students.

**4. Need**

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

A. Many doctoral and research universities in the United States and Canada have established interdisciplinary doctoral programs in recognition of "the need for a cadre of broadly prepared PhDs with multi-disciplinary backgrounds and the technical, professional, and personal skills essential to addressing the varied career demands of the future" (National Science Foundation (NSF). Further, at least for a decade the NSF has been actively encouraging cross-disciplinary research programs.

In the most recent NSF Research Traineeship (NRT, NSF-16503) description, the call for proposals state:

*"...there is increasing recognition that addressing the grand challenges in science and engineering requires interdisciplinary and broader professional training that is atypical for most graduate programs."*

And that the goals of the traineeship track of the NRT are to:

*"•Catalyze and advance cutting-edge interdisciplinary research in high priority areas,*

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

•*Increase the capacity of U.S. graduate programs to produce interdisciplinary STEM professionals with technical and transferable professional skills for a range of research and research-related careers within and outside academia, and*

•*Develop innovative approaches and knowledge that will promote transformative improvements in graduate education.”*

Faculty members also are interested in participating in interdisciplinary doctoral programs. Such programs provide opportunities to work with colleagues in other disciplines, to mentor exception doctoral students, and also to develop new and innovative research at the boundaries between the disciplines.

A similar program has existed at the University of Montana since 2000 to meet the growing need for innovative, cross-disciplinary research and educational opportunities. Their data show that since the IIP establishment they have graduated on average 2 students per year. There is a companion Master’s of Science in Interdisciplinary Studies program at the University of Montana and Montana Tech. Also recently, the Board of Regents has been supportive of interdisciplinary doctoral programs as evidence by the multi-university materials science program approved in 2014.

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

The world of the future will require scholars with a global approach to problem solving. The IIP is intended to prepare them for these global challenges and also to facilitate the student’s career advancement.

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

The Graduate School receives about five to ten inquires a year requesting information about interdisciplinary degrees at both the master’s and doctoral level. The University of Montana’s graduate application statistics 2001-2015 report an average enrollment of 4 students/year with an average graduation rate of 2 students/year from 2002-2016. Other near-by universities with a similar doctoral program include the University of Arizona, the University of Washington, Washington State University, the University of Oregon, Oregon State University, the University of Idaho, Boise State University, the University of California, Davis, the University of California, Berkeley, the University of Colorado, Stanford University, the University of Texas-Austin, and New Mexico State University.

**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.**

The process was to discuss the need based on the frequency of requests by students to the GS for information about interdisciplinary degrees. Also, contact with U Montana’s director of the IIP provided useful data on the success of their IIP (enrollment, graduate numbers, time-to-degree). Other near-by universities have a similar doctoral program (University of Arizona, the University of Washington, Washington State University, the University of Oregon, Oregon State University, the University of Idaho, and New Mexico State University) with many of these being peer-institutions for Montana State University. The first draft was prepared in 2016 and received reviews by University Graduate Council, Faculty Senate’s Academic Working Program Committee, Deans Council, and department head in the College of Letters and Science.

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

**6. Resources**

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

The IIP is no different from any other doctoral program. The departments committed to the student will determine advising responsibilities and a plan/strategy to provide resources (stipend, tuition waivers, and additional supplement) to support the student.

It is expected that the customized curriculum will draw upon existing course work, hence no additional funds are required to develop new courses.

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

No

**7. Assessment**

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

Variables from the National Academy of Sciences ratings of research doctoral programs will be the primary outcomes for the IIP: research activity, student support and outcomes, and diversity of educational environment.

In addition, the following data will be collected:

- Percentage of students who complete the program within five (5) years of first enrollment
- Per capita rate of student-authored and co-authored research presentations at national, international and regional conferences
- Per capita rate of student-authored and co-authored publications in refereed journals
- Percentage of graduates receiving full-time employment related to their specific expertise after graduation
- Percentage of students receiving outside fellowships (NSF, NIH pre-doctoral, or other)
- Faculty productivity in grant funding, publications, conference presentations, editorships and service on review panels

# Montana University System

## NOTICE OF INTENT TO PLAN

Program/Institute Title: Individual Interdisciplinary PhD (IIP)  
 Campus, School/Department: MSU-Bz, The Graduate School  
 Contact Name/Info: Karlene A. Hoo, karlene.hoo@montana.edu  
 Expected Submission Date: MAR 2017

To increase communication, collaboration, and problem solving opportunities throughout the MUS in the program/center/institute development process, please complete this form not more than 18 months in advance of the anticipated date of submission of the proposed program/center/institute to the Board of Regents for approval.

For more information regarding the Intent to Plan process, please visit the Academic and Student Affairs Handbook.

**1) Provide a description of the program/center/institute.**

The proposal is to authorize the creation of a new Doctor of Philosophy Degree in Individual Interdisciplinary Program (IIP). All prospective applicants must first consult with the Dean of The Graduate School before beginning the application process. A master’s degree or equivalent degree program of study that includes at least 20 credit hours of graded graduate work, a minimum cumulative graduate grade point average of 3.5, and a written description of the program concept and goals are requirements for full admission. The proposed IIP must have the approval and support of at least two or more heads of the relevant academic departments. The curriculum is individualized and developed by the student’s committee within one year of submitting an application to the program. The student’s committee, heads of the academic departments involved, the IIP advisory committee, and the Dean of The Graduate School must approve the curriculum. The success of the program relies heavily upon the individual initiative and self-discipline of each student and the commitment of the student’s doctoral committee. Applications are considered only once a year.

**2) Describe the need for the program/center/institute. Specifically, how the program/center/institute meets current student and workforce demands. (Please cite sources).**

Many doctoral and research universities in the United States and Canada have established interdisciplinary doctoral programs in recognition of "the need for a cadre of broadly prepared PhDs with multi-disciplinary backgrounds and the technical, professional, and personal skills essential to addressing the varied career demands of the future" (National Science Foundation (NSF)). Further, at least for a decade the NSF has been actively encouraging cross-disciplinary research programs.

In the most recent NSF Research Traineeship (NRT, NSF-16503) description, the call for proposals state:

*"...there is increasing recognition that addressing the grand challenges in science and engineering requires interdisciplinary and broader professional training that is atypical for most graduate programs."*

And that the goals of the traineeship track of the NRT are to:

- i. Catalyze and advance cutting-edge interdisciplinary research in high priority areas,*
- ii. Increase the capacity of U.S. graduate programs to produce interdisciplinary STEM professionals with technical and transferable professional skills for a range of research and research-related careers within and outside academia, and*
- iii. Develop innovative approaches and knowledge that will promote transformative improvements in graduate education.*

Faculty members also are interested in participating in interdisciplinary doctoral programs. Such programs provide opportunities to work with colleagues in other disciplines, to mentor exceptional doctoral students, and also to develop new and innovative research at the boundaries between the disciplines.

A similar program has existed at the University of Montana since 2000 to meet the growing need for innovative, cross-disciplinary research and educational opportunities. Their data show that since the IIP establishment they have graduated on average 2 students per year. There is a companion Masters of Science in Interdisciplinary Studies program at the University of Montana and Montana Tech. Also recently, the Board of Regents has been supportive of interdisciplinary doctoral programs as evidence by the multi-university materials science program approved in 2014.

**3) Describe how the program/center/institute fits with the institutional mission, strategic plan, and existing institutional program array.**

Montana State University enrollment in the last two years averaged over 15,000 students of which 13.3% are graduate students. This is a low percentage when compared to other land-grant universities who have achieved the Carnegie Foundation High Research Activity (H/RA) designation. To achieve the Carnegie H/RA designation, a university must have awarded more than 20 PhDs per year. In the last two years, Montana State University has awarded over 60 PhDs per year with a strategic target of 80 PhDs awarded per year by 2019.

The following lists how the proposed IIP doctoral degree meets the Montana State University 2012 strategic learning, discovery, and integration goals.

**Learning:** Prepare students equipped for careers to address global challenges.

Strategy: Align graduate programs with careers, national interest and institutional priorities.

Unit objective: Develop and enhance graduate programs.

**Discovery:** Raise the national and international prominence of MSU in research, creativity, innovation, and scholarly achievement.

Strategy: Create inter-disciplinary graduate programs, especially at the Ph.D. level.

Unit Objective: Create new doctoral programs.

**Integration:** By working across disciplines MSU community will improve the world.

Strategy: Create new interdisciplinary programs that leverage other strategic priorities.

Unit Objective: Increase the number of graduate students conducting applicable research.

**4) Describe how the proposed program/center/institute overlaps, complements, or duplicates existing entities or offerings within the MUS system?**

The Individual Interdisciplinary PhD Program currently exists at the University of Montana and we have modeled our proposal on their successful program. This program does not compete with the program in Missoula, but rather brings the same opportunity for interdisciplinary PhD programs of study to MSU in Bozeman. These interdisciplinary PhD programs will not be used by a large number of students in any given year, but will provide an opportunity for students with interests spanning multiple fields of study to identify at least two faculty members representing those disciplines, and to create a plan of study for a PhD in a unique area of study.

## Signatures

### Intent to Plan

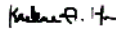
Program/Institute/Center Title: Individual Interdisciplinary PhD (IIP)

Campus: MSU-Bz, The Graduate School

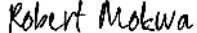
Expected Submission Date: MAR 2017


#### Signature/Date

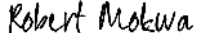
College/School Dean:  \_\_\_\_\_ 11/21/2016  
AD59A485A18B4E1...


Graduate Dean:  \_\_\_\_\_ 11/21/2016  
(Graduate academic programs only) AD59A485A18B4E1...

Vice President Research: \_\_\_\_\_  
(Research centers/institutes only)

Chief Academic Officer:  \_\_\_\_\_ 11/21/2016  
9EDD74A82C3A419...

Chief Executive Officer:  \_\_\_\_\_ 11/22/2016  
7D6A4CE96C3F415...

Flagship Provost:  \_\_\_\_\_ 11/21/2016  
9EDD74A82C3A419...

Flagship President:  \_\_\_\_\_ 11/22/2016  
7D6A4CE96C3F415...

Date of Final Review: March 10, 2017

When submitting the proposal to the BOR, include this signed form with the Level II request.

May 25-26, 2017

ITEM 175-2810-R0517

**Request for authorization to establish a College of Health Sciences**

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**THAT**

Montana State University Northern is requesting authorization from the Board of Regents to establish a College of Health Sciences.

---

**EXPLANATION**

MSU Northern is proposing the formation of a College of Health Sciences to incorporate Nursing Programs, Allied Health Programs, and Health Promotion Programs. A goal of this college would be to contribute to the increase of quality and number of competent health care personnel to the communities that MSU Northern serves.

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**ATTACHMENTS**

Academic Proposal Form  
Research Center and Institute Proposal Form  
Intent to Plan Form  
Attachment 1 - Organization Chart  
Attachment 2 - Financial Plan



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

ITEM 175-2810-R0517 Submission Month or Meeting: May 25-26, 2107

Institution: Montana State University Northern CIP Code: \_\_\_\_\_

Program/Center/Institute Title: College of Health Sciences

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>.

     **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**

X **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*

X \_\_\_\_\_ 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:** Create a College of Health Sciences at MSUN

**Why:** This new college will incorporate the current Nursing Programs, Allied Health Programs, & Health Promotion Programs under one umbrella. The current structure under the College of Education, Arts & Sciences, and Nursing is cumbersome and ineffective. The current Dean and Chair of CEASN have no background experience or degrees in Nursing; nursing faculty want to be evaluated by someone with such experience and degrees. Accrediting and licensing agencies for nursing education (ACEN and MT Board of Nursing) prefer and recommend this structure, with a Dean at the helm.

**Resources:** The current Director of Nursing serves as the “dean” for our Nursing and Health Sciences programs. No new hires would be required and space is available on our campus to house this college.

**Relationship to similar MUS programs:** There is currently no other College of Health Sciences in the MUS system.

**Montana Board of Regents**  
**RESEARCH CENTER AND INSTITUTE PROPOSAL FORM**

**1. State the proposed Institute/Center's name and purpose.**

Name: College of Health Sciences

Purpose: MSU-Northern is proposing the formation of a College of Health Sciences that will incorporate the current Nursing Programs, Allied Health Programs, and Health Promotion Programs.

**2. A comprehensive statement of the Institute/Center's mission and its relationship to the University mission.**

**A. State the Institute/Center's mission.**

The mission for the College of Health Sciences is to provide professional health care education for a diverse student population in north central Montana and surrounding areas.

**B. Identify the Institute/Center's goals and objectives.**

- To contribute to increasing the quality and number of competent health care personnel in a variety of settings to meet the needs of the communities MSU-Northern serves.
- To enhance the student's learning within a student-centered and culturally enriched environment in the profession of health care.
- To utilize healthcare partnerships to expand frontier health care learning experiences across north central Montana and beyond.

**C. What specific need is being responded to in developing the proposed Institute/Center?**

The College's current organizational structure is overly convoluted having both a Dean of the College (the College of Education, Arts & Sciences and Nursing--CEASN) and a Director of Nursing, with their respective Chairs all under the College of Education, Arts & Sciences and Nursing. The establishment of the College of Health Sciences will alleviate collective bargaining complications and greatly enhance both Colleges' ability to serve their distinctly diverse student and faculty cohorts.

MSU Northern's inability to compete nationwide and attract a qualified head of Nursing candidate is severely handicapped by not being able to offer a Dean level appointment. Historically, MSU-Northern has also found it challenging to fill the Dean of CEASN position because of the demanding nature and oversight of a nursing department in addition to Education and Arts & Sciences.

A nationwide nursing shortage has prompted increasing allied health and health promotion careers in order to serve the needs of the public via workforce ready certifications and degrees.

**Montana Board of Regents**  
**RESEARCH CENTER AND INSTITUTE PROPOSAL FORM**

**D. Describe how the Institute/Center benefits the department, college, or institution.**

The new college will now have Dean level representation within the university and a dedicated chair recognized by the faculty collective bargaining agreement.

Restructuring the Nursing, Allied Health, and Health Promotion programs will enable all three health care disciplines to develop a collaborative approach to the inter-professional health areas and service needs of the communities that Northern serves. The disciplines of study will share common courses and laboratory equipment related to health care in their programs. This teamwork approach in the classroom will create a variety of pathways for students to earn certificates and degrees.

**E. Describe the Institute/Center's relationship to the University mission.**

The programs within the College of Health Sciences already exist, and have been approved by the Board of Regents and NWCCU. The mission of the College of Health Sciences, therefore, clearly supports MSU Northern's mission:

*MSU Northern provides higher education to students for professional and technical careers through an institution dedicated to teaching and the pursuit of knowledge.*

**3. Briefly describe the Institute/Center's anticipated activities.**

**A. Identify faculty expertise available for participation in the Institute/Center's activities.**

The expertise needed to establish the College of Health Sciences is already in place on MSU Northern's campus.

- The Dean position will be filled by the current Director of Nursing (no new hires).
- The chair position will be elected per the direction of the Collective Bargaining Agreement; this position already exists in the Nursing Department (no new hires).
- **Faculty for Nursing, Allied Health, and Health Promotions are already in place (no new hires).**

No additional resources will be required to establish the college; the support staff is already in place (no new hires).

**B. Which departments on campus will be involved and how will the Institute/Center contribute to the academic programs of the institution?**

Departments involved: Department of Nursing and Health Promotion (currently in the College of Education, Arts and Sciences, and Nursing).

Programs involved: Nursing, Allied Health and Health Promotion.

**Montana Board of Regents**  
**RESEARCH CENTER AND INSTITUTE PROPOSAL FORM**

All Common Core General Education course requirements will be provided by the College of Education, Arts & Sciences.

More collaboration between the health science programs at MSU-Northern will lead to a more enriching academic experience for MSU Northern's students and a much more efficient use of resources and equipment.

**4. Identify the organizational structure of the Institute/Center within the institution.**

(See Appendix A).

**A. Identify all agencies, organizations and/or institutions that will be involved.**

All existing clinical partnerships and communities of interest across the Hi-Line of Montana will continue under this new college.

**B. Identify advisory council information.**

The Nursing Program has a current Nursing Advisory Board.

The Allied Health Programs and Health Promotion Program will develop Advisory Boards based upon each programmatic regulatory requirement.

**5. Identify first year and continuing finances necessary to support the Center/Institute, including the sources of funding.**

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

No additional personnel or resources are needed to establish the College of Health Sciences.

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

No, the current Director of Nursing, Chair and staff would transition into the College without further changes to personnel, equipment or space requirements.

See Appendix B for the College of Health Sciences Business Plan.

**Montana Board of Regents**  
**RESEARCH CENTER AND INSTITUTE PROPOSAL FORM**

**6. Describe other similar Centers/Institutes or research capacities in the state and surrounding region.**

**A. Describe the relationship between the proposed Center/Institute and any similar Centers/Institutes, programs, or research capacities within the Montana University System.**

The programs needed to establish the College of Health Sciences are already in place on MSU Northern's campus. This proposal does not create new relationships in the MUS system.

**B. In cases of substantial duplication, explain the differences between these and the need for the proposed Center/Institute at an additional institution. Describe any efforts that were made to collaborate with these Centers/Institutes, programs or research capacities. If no efforts were made explain why.**

This is a restructuring proposal only. The programs within the College of Health Sciences are already approved by the Board of Regents. This proposal does not create any new programs that would result in duplication.

**7. Assessment: How will the success of the program be measured?**

The College of Health Sciences will be subject to the rigorous promotion and tenure process as outlined in the faculty collective bargaining agreement and the accreditation requirements of the Northwest Commission on Colleges and Universities.

**8. State the internal campus review and approval process which has occurred prior to submission to the Commissioner's Office. Indicate, where appropriate, involvement by faculty, students, community members, professional constituencies, etc.**

The establishment of a College of Health Sciences has been vetted through MSU Northern's Strategic Advancement and Core Leadership teams, which include faculty representation, the college Deans and the nursing director. Provost Rugg directed the development of the formal proposal for submission to Chancellor Kegel.

Chancellor Kegel approved the proposal and prepared the submission to the Commissioner's Office.

**Montana University System  
INTENT TO PLAN FORM**

**Program/Center/Institute Title:** College of Health Sciences

**Campus, School/Department:** Montana State University Northern

**Expected Submission Date:** Sept 2016

**Contact Name/Info:** Dr. William J. Rugg, Provost and Vice Chancellor of Academic Affairs

To increase communication, collaboration, and problem solving opportunities throughout the MUS in the program/center/institute development process, please complete this form not more than 18 months in advance of the anticipated date of submission of the proposed program/center/institute to the Board of Regents for approval. The completed form should not be more than 2-3 pages. For more information regarding the Intent to Plan process, please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

**1) Provide a description of the program/center/institute.**

**Name:** College of Health Sciences

**Purpose:** MSU Northern is proposing the formation of a College of Health Sciences to incorporate Nursing Programs, Allied Health Programs, and Health Promotion Programs into one cohesive college with similar goals and functions.

**2) Describe the need for the program/center/institute. Specifically, how the program/center/institute meets current student and workforce demands. (Please cite sources).**

A nationwide nursing shortage has prompted increasing allied health and health promotion careers in order to serve the needs of the public via work force ready certifications and degrees.

The MSU Northern's TAACCCT 4 Health Care Needs Assessment identified that Allied Health Programs (EMS, Lab Science, and Nursing Informatics) were needed across the Hi-Line of Montana.

**3) Describe how the program/center/institute fits with the institutional mission, strategic plan, and existing institutional program array.**

Nursing, Allied Health, and Health Promotion are all health care disciplines of study that serve the public. These three disciplines of health care help to develop a collaborative approach to the inter-professional health areas and service needs of the communities that Northern serves.

The disciplines of study will share common courses related to health care in their programs. In this way students will have a variety of pathways to earn certifications and degrees.

Inter-professional health care creates a sense of team work in the classroom. This team work approach demonstrates competent and cost effective care.

**Montana University System  
INTENT TO PLAN FORM**

**4) How does the proposed program/center/institute fit within the MUS system?**

The Nursing, Allied Health, and Health Promotion graduates of MSU Northern will have an additional opportunity to continue their education to pursue a MS in Health Sciences within the Montana university system. The Intent of the MS in Health Sciences program at Bozeman is to provide students with an opportunity to diversify or further enhance their educational foundation through graduate education that can be applied to any of several career paths in the health care field. The program supports and formalizes the educational endeavors of MSU graduates, Post Baccalaureate Pre-Medical Certificate students, and non-certificate students who attend MSU to better prepare for matriculation into health care-related professional schools.

Other programs that may offer a similar course include the following:

- U of M = College of Education and Human Sciences has a Health and Human Performance Program
- U of M = College of Health Professions and Biomedical Sciences = Public and Community Health Sciences
- MSU Bozeman = College of Education, Health & Human Development = Health & Human Development (exercise science)
- MSU Billings = College of Allied Health Professions = Health Administration, Health and Human Performance, Athletic Training, Rehabilitation and Human Services
- City College Billings = Health and Safety Programs = Nursing & Health Occupations (Medical Administrative Assistant, Medical Coding & Insurance Billing, Paramedic, Practical Nurse, Registered Nurse, Radiology Technology, Surgical Technology)
- Great Falls College = Healthcare Programs = Dental Assistant (C), Dental Hygiene (A.A.S.), EMT/Pre-Paramedic (C), Health Information Coding Specialist (C), Health Information Technology (A.A.S.), Medical Assistant (A.A.S.), Paramedic (A.A.S.), Pharmacy Technician (C), Phlebotomy/Pre-medical Assistant (C), Physical Therapist Assistant (A.A.S.), Practical Nurse (A.A.S.), Registered Nurse (A.S.), Respiratory Care (A.A.S.), Surgical Technology (A.A.S.)
- Missoula College U of M = Health Professions Department = Medical Assisting, Nursing, Pharmacy Technology, Radiology Technology, Respiratory Care, Surgical Technology
- Bitterroot College = Health Professions Programs = Licensed Practical Nursing (LPN), Associate of Applied Science (A.A.S.), Registered Nursing (RN), Associate of Science (AS), Medical Assisting Associate of Applied Science (A.A.S.), Pharmacy Technology Certificate of Applied Science (C.A.S.), Radiologic Technologist Associate of Applied Science (A.A.S.), Respiratory Care Associate of Applied Science (A.A.S.), Surgical Technology Associate of Applied Science (A.A.S.), Continuing Education Programs (Certified Nurse Aide (CNA) Program, Countrywide Phlebotomy Program offered by Bitterroot College)
- Montana Tech = College of Letters, Sciences and Professional Studies = Health Care Informatics and Nursing
- Highlands College = Health Programs Department = Medical Assistant (A.A.S.), Radiologic Technology (A.A.S.), Surgical Technology (A.A.S.), Certified Nursing Assistant (CNA)
- University of Montana Western = no healthcare programs
- Helena College University of Montana = Nursing Programs (LPN and ASN), Office Technology (Medical Assisting, Computer Skills Specialist, Legal Support Specialist, Medical Administrative Specialist, Administrative Office Management Specialist)
- Dawson Community College = no healthcare programs, undergrad prerequisites only to transfer
- Flathead Valley Community College = Healthcare Programs = EMT Certificate, Health Information Technology Certificate, Healthcare Informatics Associate, Nursing Associates, Phlebotomy licensure training



**Montana University System  
INTENT TO PLAN FORM**

- Miles Community College = Nursing and other Healthcare Programs = A.S. Healthcare Informatics, A.S. Medical Laboratory Technician, C. Phlebotomy, C. Phlebotomy Technician
- Carroll College = Nursing
- Salish Kootenai = ASN and BSN
- Aaniiih Nakoda College = Plans to start first ASN Nursing Cohort Fall 2017

Within the MSU and UM systems, there is no known substantial duplication.

No other education institution in the state has a College of Health Sciences. No other education institution in the state has a combination of EMS, Phlebotomy, Nursing Informatics and Nursing.

(signature page is part of the PDF file)  
Signature page is attached

**Signature/Date**

**College/School Dean: See attached Signature page**

**Chief Academic Officer: See attached Signature page**

**Chief Executive Officer: See attached Signature page**

**Flagship Provost\*:**

**Flagship President\*:**

\*Not applicable to the Community Colleges.

**Date of Final Review:**

**When submitting the proposal to the BOR, include this signed form with the Level II request.**

**Montana University System  
INTENT TO PLAN FORM**

**Signature/Date**

*J. Starr 05-31-2016*

**College/School Dean:**

*Wolfgang Penzschend 5-31-2016*

**Chief Academic Officer:**

*William J. Rugg 5-31-2016*

**Chief Executive Officer:**

*Gregory O. Kay 6-7-2016*

**Flagship Provost\*:**

*Martha A. Rotwin 6/13/16*

**Flagship President\*:**

*J. Legado June 14, 2016*

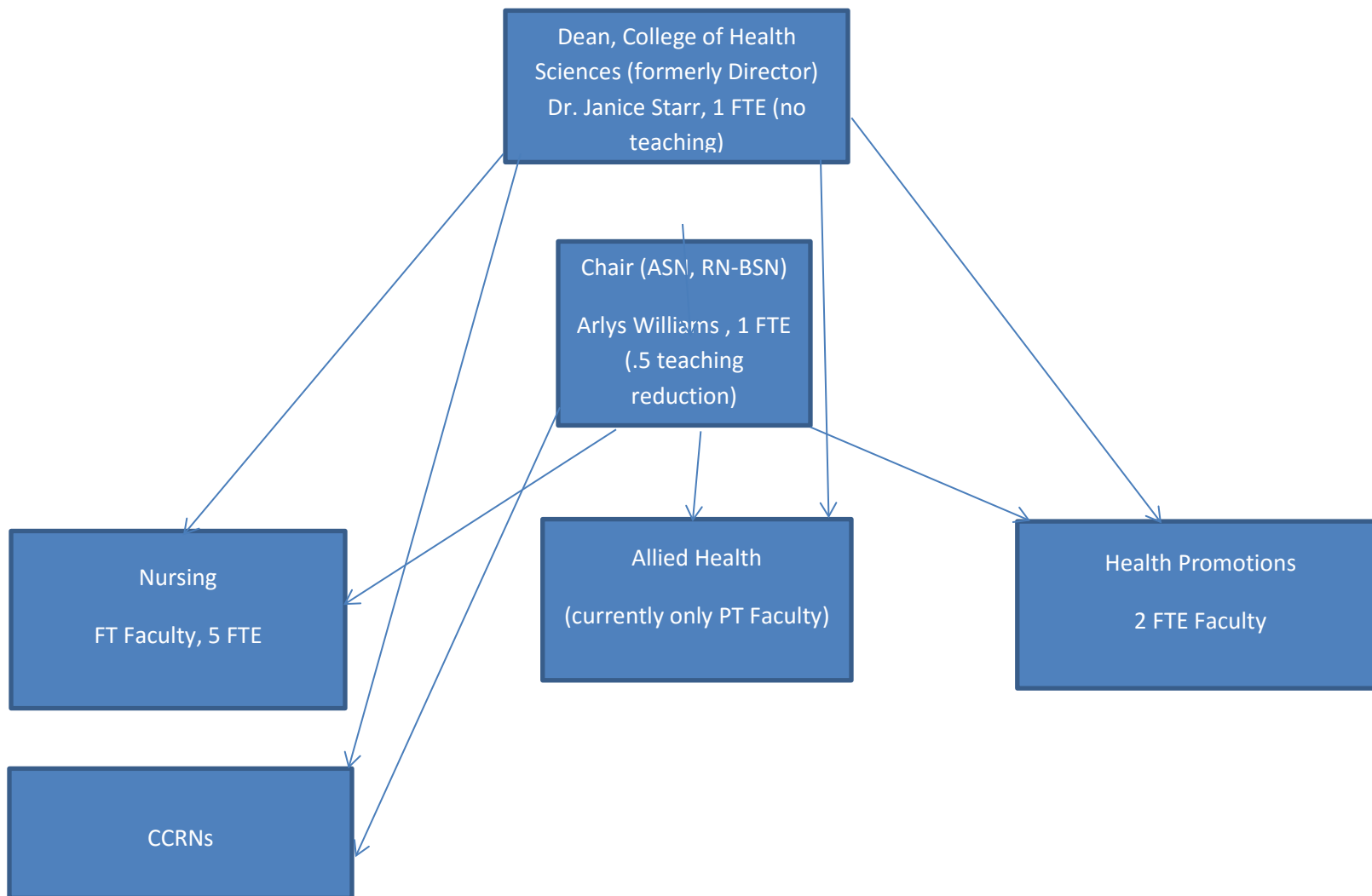
\*Not applicable to the Community Colleges.

**Date of Final Review:**

September 15, 2016

**When submitting the proposal to the BOR, include this signed form with the Level II request.**

Montana State University-Northern  
College of Health Sciences-Organizational Chart



**Financial Plan for Montana State University Northern's College of Health Sciences**

The programs and resources needed to establish the College of Health Sciences are already in place on MSU-Northern's campus. Office and instructional spaces are adequately outfitted to support uninterrupted operations through this transition and beyond. While this is only a restructuring proposal, herein is a breakdown of the ongoing cost of operations and sources of the funds that are currently in place and will be utilized by the new College of Health Sciences and the University. Total associated revenues are annotated here to highlight what share of state appropriations are attributable to the number of students in the college and the financial impact of the pre-nursing students that are drawn to the campus for our programs.

**College of Health Sciences****Revenue**

Nursing, AS Tuition (80 FTE)	\$ 396,277		
Nursing, BS Tuition (30 FTE)	132,073		
Health Promotions Tuition (35 FTE)	138,371		
Total Tuition	666,721	State Appropriations (for 145 FTE)	1,680,611
<b>Total Revenues</b>	<b>\$ 746,721</b>	Pre-Nursing Tuition (60 FTE)	210,269
		<b>Total Associated Revenues</b>	<b>\$ 1,890,880</b>

**Expenditures****Prog 01 Instruction****Personnel:**

Nursing/Allied Health Faculty (12 FTE)	823,193
Health Promotion Faculty (2 FTE)	162,390
<b>Operating:</b>	
Student Workers	3,900
Supplies	28,500
Communications	1,500
Travel	10,000
Other	4,000

**Prog 04 Academic Support****Personnel:**

Dean	130,241
Chair	11,898
Administrative Staff (2)	84,980
<b>Operating:</b>	
Supplies	2,750
Communications	250
Travel	1,500
<b>Total Expenditures</b>	<b>1,265,102</b>

**Expenditures Requiring  
Appropriation Support - \$ 518,381**

May 25-26, 2017

**ITEM 175-101-R0517**

**Request for authorization to establish a Master of Science degree in Occupational Therapy**

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**THAT**

The Montana State University Billings College of Allied Health Professions, in conjunction with the University of Montana College of Health Professions & Biomedical Sciences requests authorization to establish a Master of Science degree in Occupational Therapy.

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**EXPLANATION**

A new graduate program in Occupational Therapy (OT) awarding a master of science degree in OT is proposed. This program is necessary to serve Montana's growing population, which presents greater needs than can be adequately served by the current number of occupational therapists in the state. We believe this degree will attract regional students, as well as provide all Montana students with a degree option leading to a highly desirable and needed professional health career.

The proposed degree program is unique in the sense that it is proposed as a consortium model that would permit the program to be a single cohort, two campus program within the MUS, wherein the Consortium would be the accredited entity and the two collaborating institutions, UM-Missoula and MSU Billings would be granted authority to award degrees to the students who enroll in their campus of choice.

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**ATTACHMENTS**

Academic Proposal Request Form  
Curriculum Proposal Form  
Budget

Montana Board of Regents  
ACADEMIC PROPOSAL REQUEST FORM

ITEM 175-101-R0517 Submission Month or Meeting: May 25-26, 2017

Institution: Montana State University Billings & The University of Montana CIP Code: 51.2306

Program/Center/Institute Title: Master of Science in Occupational Therapy

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>.

     **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

X B. Level II:

X

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** A new graduate program in Occupational Therapy (OT) awarding a master of science degree in OT is proposed. This program is necessary to serve Montana's growing population, which presents greater needs than can be adequately served by the current number of occupational therapists in the state. We believe this degree will attract regional students, as well as provide all Montana students with a degree option leading to a highly desirable and needed professional health career. The proposed degree program is unique in the sense that it is proposed as a consortium model that would permit the program to be a single cohort, two campus program within the MUS, wherein the Consortium would be the accredited entity and the two collaborating institutions, UM-Missoula and MSU Billings would be granted authority to award degrees to the students who enroll in their campus of choice.

**Why** MSU Billings and UM-Missoula seek to establish a consortium-model Master of Science in Occupational Therapy program in response to research studies that show an increasing demand for Occupational Therapists for the foreseeable future. Both institutions anticipate that the single cohort, two campus program will ultimately be jointly accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association.

**Resources** Both institutions have identified required space and personnel resources for the consortium model to succeed.

**Relationship to similar MUS programs** At this time, the proposed degree program in occupational therapy using a Consortium model at UM-Missoula and MSU Billings will be the only one of its kind within the Montana University System. The accreditation office for Occupational Therapy (ACOTE) has been consulted to move forward with this unique Consortium model.

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**1. Overview**

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

A new graduate program in Occupational Therapy (OT) awarding a master of science degree in OT is proposed. This program is necessary to serve Montana's growing population, which presents greater needs than can be adequately served by the current number of occupational therapists in the state. We believe this degree will attract regional students, as well as provide all Montana students with a degree option leading to a highly desirable and needed professional health career.

**2. Institutional and System Fit**

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

The proposed degree program is unique in the sense that it is proposed as a consortium model that would permit the program to be a single cohort, two campus program within the MUS, wherein the Consortium would be the accredited entity and the two collaborating institutions, UM-Missoula and MSU Billings would be granted authority to award degrees to the students who enroll in their campus of choice.

The program adds to the family of programs identified with the University of Montana Health & Medicine Initiative (UMHM) at UM-Missoula and is consistent with the strategic planning of the College of Allied Health Professions at MSU Billings. At UM-Missoula, the master of science in OT degree will have an academic home in a newly proposed Department of Occupational Therapy. The College of Health Professions & Biomedical Sciences at UM-Missoula is the academic unit for the Schools of Pharmacy, Physical Therapy & Rehabilitation Science, Public & Community Health Sciences, and Social Work. The proposed Department of Occupational Therapy would be incorporated into the School of Physical & Rehabilitation Science and complement the mission of the College and School to improve the health and quality of life for citizens of Montana and the nation. Additionally, the College has an emphasis on interprofessional training, and encourages interaction with colleagues from other disciplines, both within the College and the University, with whom they will practice when they enter their respective professions.

At MSU Billings, the program will be housed within in the Department of Health Care Services within the College of Allied Health Professions. The mission of the College of Allied Health Professions is to prepare allied health professionals for their chosen field, and to meet the needs of society through education, discovery and service. Students matriculating at MSU Billings will be engaged with interprofessional education that is currently embedded in the College through the Master's in Health Administration, the Master's in Athletic Training, and the Master's in Clinical Rehabilitation and Mental Health Counseling.

Occupational therapy will provide additional opportunities for clinical and research collaboration. Occupational therapy's unique emphasis on both physical and mental disabilities affords collaborative opportunities with many other health professions. A graduate occupational therapy program is consistent with both Universities' aim to provide graduate studies and professional training.

Occupational therapists work side by side in many settings with physical therapists and speech language pathologists, which are two graduate programs already offered at UM-Missoula. At MSU Billings, the graduate program in Clinical Rehabilitation and Mental Health Counseling aligns with the practice of



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occupational therapy. Adding occupational therapy supports both university missions to maintain an interdisciplinary emphasis.

Additionally, occupational therapy faculty will engage in applied research and provide clinical services with their students and others at the universities, benefiting the local and global community.

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

At MSU Billings the graduate program in occupational therapy has the potential to effect other graduate programs such as Clinical Rehabilitation and Mental Health Counseling, Psychology and Athletic Training. Course work in each of the existing programs may be used in the OT program and faculty in each program may participate in research with OT students.

The graduate degree program in Occupational Therapy could have an effect on the existing structure of the School of Physical Therapy & Rehabilitation Science at UM-Missoula, in so much as students, pursuing this degree, may be taking classes with students of that unit. The degree-granting program will complement and not duplicate the current efforts of the Doctor of Physical Therapy degree; therefore, we do not anticipate any curricular changes to existing programs at the University of Montana.

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

There are currently no degree programs in Occupational Therapy at the University of Montana, MSU Billings or elsewhere within the Montana University system.

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

MSU Billings

*Discovering the MSUB Advantage*, MSU Billings' Strategic Plan/2013-2018 includes four core themes: 1) cultivating teaching excellence; 2) providing an environment for learning; 3) promoting and engaging in civic responsibility; and 4) enhancing the community.

Specifically, within core theme 2 MSU Billings has identified several opportunities that bolster their commitment to an inclusive student-learning environment. They include offering high-quality academic programs; further establishing MSU Billings' reputation as a high-value, affordable institution; building capacity for programs that are in high demand; enhancing student retention and graduation rates; building capacity to meet enrollment projections; increasing graduate program opportunities; and solidifying MSU Billings' position as the frontrunner of online learning in Montana.

The mission of MSU Billings' College of Allied Health is to prepare allied health professionals for their chosen field, and to meet the needs of society through education, discovery and service. The College of Allied Health Professions' Strategic Plan 2013-2018 embraced MSU Billings' core theme 2 and established an inter-departmental goal for an opportunity to achieve by expanding the College's graduate program offerings that included the implementation of an occupational therapy.

The addition of a master's level program in occupational therapy within MSU Billings' College of Allied Health Professions would fulfill a portion of MSU Billings' Strategic Plan and an inter-departmental goal of CAHP's

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Strategic Plan by increasing graduate program opportunities. The OT program would also be a demonstration of mission accomplishment within the College of Allied Health Professions by meeting the needs of society through education.

**UM Missoula**

Per the University of Montana's Strategic Plan (UM 2020: Building a University for the Global Century), there are five strategic issues identified to guide growth and prosperity for the University: partnering for student success, education for the global century, discovery and creativity to serve Montana and the world, dynamic learning environment, and the planning-assessment continuum.

The addition of a graduate occupational therapy program strongly aligns with the University's second strategic initiative to provide education for the global century. The University has identified indicators of success in this area that include expansion of graduate program enrollment by 500, increasing the number of advanced degrees awarded by 50%, and having 90% of graduates employed in their discipline or enrolled in advanced degree programs. An occupational therapy program would aid the University in achieving these goals by providing undergraduates with an additional choice of graduate degree program, thereby increasing enrollment in advanced degree programs. Occupational therapy graduates would be primarily employed within the field of occupational therapy, with a high rate of employment.

According to the strategic plan, another metric of success is to have 90% of students publish, present, and engage in research. An occupational therapy program at the graduate level of entry would contribute to this metric. Accreditation standards for OT programs mandate that the students engage in research, including implementation of a research study, and write scholarly reports suitable for presentation or publication in a peer-reviewed journal. These accreditation requirements would increase the number of University graduate students engaged in research.

The addition of an occupational therapy program would also support the University's third strategic issue: discovery and creativity to serve Montana and the world. Occupational therapy faculty could be sought who would engage in impactful disciplinary research and contribute to ongoing interdisciplinary research at the University. Occupational therapy faculty would engage in publishing and presenting their scholarly work, participate in professional meetings at state and national levels, seek grant funding, and create new health care programs that would benefit the citizens of Montana.

**UM-Missoula & MSU Billings**

Both universities seek to create more jobs and business opportunities for the state of Montana. Occupational therapy students will engage in fieldwork experiences within the state, providing needed services. Many of these fieldwork experiences will result in job opportunities for OT program graduates. As more occupational therapists graduate and seek employment in Montana, many facilities may use the opportunity to expand their available programs and setting in which they employ occupational therapists. Many facilities surveyed noted that they hoped to expand in the future or would be willing to add occupational therapy positions. One facility stated they were a "very small facility with very low acute volume, we are working on expanding, however, from prior experience this is a well needed addition to the area and the state of Montana as currently all students have to go out of state for training. The problem with this is that the majority of the students then do not return." It is anticipated that an occupational therapy program will have a significant impact on health care and employment opportunities in Montana as students will remain in the state for school and employment.

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- 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.**

At this time, the proposed degree program in occupational therapy using a Consortium model at UM-Missoula and MSU Billings will be the only one of its kind within the Montana University System. The accreditation office for Occupational Therapy (ACOTE) has been consulted to move forward with this unique Consortium model.

**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.**

The curriculum proposed for the Master of Science in Occupational Therapy is largely driven by accreditation requirements that mandate minimum standards (American Occupational Therapy Association). Several of the courses will be taught interprofessionally with other existing programs, achieving that objective while creating faculty efficiencies. Newly hired Occupational Therapy faculty, upon approval of the proposed degree program, will develop individual course syllabi. Admission of students will not occur until the fall of 2018.

**Anticipated Sequence of Classes**

<b>Fall Year 1</b>		<b>15 Credits</b>
PT/OT 510	Applied Clinical Anatomy	5
OT 503	Professional Skills I: Practice Skills & Ethics	2
OT 521	Evaluation and Assessment of Occupational Participation	2
OT 560	Occupational Therapy Theory & Evidence Based Practice	3
PT/OT 520	Development Through the Life Span	3
<b>Spring Year 1</b>		<b>15 Credits</b>
PT/OT 536	Applied Neuroscience & Neurology	5
OT 504	Professional Skills II: Communication & Interpersonal Interaction with Clients	2
OT 552	Infant & Childhood Occupations and Therapeutic Interventions	4
OT 555	Level 1 Fieldwork: Infants & Children	1
OT 561	Research Methods	3

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Fall Year 2		14 Credits
OT 570	Occupational Performance & Mental Health	4
OT 505	Professional Skills III: Organization & Management in Occupational Therapy	2
OT 553	Adolescent & Young Adult Occupations and Therapeutic Interventions	4
OT 556	Level 1 Fieldwork: Adolescents & Young Adults	1
OT 562	Data Collection & Analysis	3

Spring Year 2		14 Credits
OT 526	Leadership & Management	4
OT 506	Professional Skills IV Community Based Occupational Therapy Practice:	2
OT 554	Adult & Elder Occupations and Therapeutic Interventions	4
OT 557	Level 1 Fieldwork: Adults & Elders	1
OT 563	Scientific Writing for Publication	3

Level II Fieldwork Courses		12 Credits
OT 587	Clinical Fieldwork Level II A	6
OT 589	Clinical Fieldwork Level II B	6

<b>Total (not including electives)</b>		<b>70 Credits</b>
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**Course Descriptions**

OT 503 – Professional Skills I: Practice Skills & Ethics

An introduction to occupational therapy and its relationship to the health care system. Topics include introduction to OT as a profession, medical terminology, medical records, teaching & learning, ethics, laws and professional issues in occupational therapy.

OT 504 – Professional Skills II: Communication & Interpersonal Interaction with Clients

Principles of communication in working with clients needing occupational therapy rehabilitation. Emphasis will be placed on clinical reasoning as it relates to group processes, cultural competency and individual experiences of persons with disability.

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**OT 505 – Professional Skills III: Organization & Management in Occupational Therapy Practice**  
Application of organization and management principles and practices in both traditional and innovative occupational therapy practice settings. Knowledge of the external and internal forces acting on the health, education, and social service systems, in which occupational therapists typically work, provides the foundation for developing skills as a team member, collaborator, supervisor, manager, entrepreneur, or advocate for occupational therapy services. Students gain knowledge, skills, and attitudes necessary for effective management and supervision, for attending to fiduciary responsibilities, and for addressing legal and ethical concerns.

**OT 506 – Professional Skills IV: Community Based Occupational Therapy Practice**  
Occupations involve active participation in culturally relevant and meaningful activities throughout the life span. This course engages students in the exploration of the concepts of occupational alienation, deprivation, marginalization and imbalance. During the semester, students develop an understanding of these concepts and their relationship to achieving occupational justice for diverse populations.

**OT 510 – Applied Clinical Anatomy**  
Anatomy of the neuromusculoskeletal system and body cavities in relation to movement and function with clinical correlates.

**OT 520 – Development Through the Lifespan**  
Presentation of changes in adults as they progress through the lifespan. Includes the functional changes associated with aging, assessing occupational performance and interpretation of functional outcome measures.

**OT 521 - Evaluation and Assessment of Occupational Participation**  
An overview of skills required for the assessment of occupational participation in a variety of contexts, ages, and populations. Students learn to critically evaluate: 1) assessment tools and evaluation methods based on evidence from research, current models of practice, and clinical utility, and 2) multi-dimensional demands of activities and occupations, client factors and process skills related to occupational performance, and the role of environmental context in the occupational analysis process.

**OT 526 – Leadership & Management**  
Practice management and operations explored with emphasis on strategic planning, human resource management, regulatory compliance/risk management, quality improvement and coding payment.

**OT 536 – Applied Neuroscience & Neurology**  
Anatomy of the head and neck with emphasis on the motor and sensory systems under normal and altered conditions. Review of clinical interventions and applications to occupational therapy.

**OT 552 – Infant & Childhood Occupation & Therapeutic Intervention**  
This course will describe the foundations of pediatric occupational therapy practice including theory and core concepts; models of practice and service delivery; the assessment and treatment process; and alterations in performance components, skills, and participation for children with various disabilities. Using multiple case studies, students will engage in diagnostic reasoning and evaluation, research disability trajectories and occupational participation, and create appropriate goals and treatment plans.

**OT 553 – Adolescent & Young Adult Occupations & Therapeutic Interventions**  
During this course, students will enhance their knowledge of typical adolescent/young adult development

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and learn to recognize signs or symptoms of occupational dysfunction. Students will develop skill in designing occupational therapy interventions appropriate for specific conditions associated with this age group.

**OT 554 - Middle & Late Adulthood Occupations & Therapeutic Interventions**

Knowledge of typical occupational roles for mid- and later life will provide a foundation for understanding the physical, psychosocial, temporal and environmental conditions that may impede occupational participation. Students will develop skills in occupational therapy assessment and intervention for conditions commonly associated with the aging process.

**OT 555 – Level I Fieldwork: Infants & Children**

This course provides occupational therapy students with a clinical experience in the use of therapeutic intervention to facilitate participation of children with disabilities and their families in everyday occupations within their community. In this clerkship students are expected to apply appropriate theory and principles to assessment and intervention, to conduct standardized assessment and observations according to appropriate guidelines, to collaborate and consult with stakeholders, to design and implement a therapeutic intervention, and to document and evaluate the effectiveness of an intervention.

**OT 556 – Level I Fieldwork: Adolescent & Young Adults**

This course provides occupational therapy students with a clinical experience involving occupational therapy practice with adolescents and young adults. In this Level-I experience, students are expected to apply appropriate theory and principles to assessment and the planning and carrying out of occupational therapy interventions with adolescents and young adults with disabilities.

**OT 557 – Level I Fieldwork: Adults & Elders**

This course provides occupational therapy students with a clinical experience involving occupational therapy practice with adults thirty-five years old and up. In this Level-I experience, students are expected to apply appropriate theory and principles to assessment and the planning and carrying out of occupational therapy interventions with adults with disabilities.

**OT 560 – Occupational Therapy Theory and Evidence-Based Practice**

This course is designed to inform students regarding the role and creation of practiced-based evidence in occupational therapy. The course covers the concepts, methods, and strategies related to evidence-based practice. The goal of the course is to support students in the development of critical reading and writing skills with particular relevance to understanding human occupation and the practice of occupational therapy through scientific inquiry. This course is the first in the sequence leading to the development of a proposal and completion of a research project.

**OT 561 – Research Methods**

This course is the second in the four course Scientific Inquiry sequence supporting the Evidence Based Practice Strand of the OT curriculum. This and other courses are designed to support the development and use of evidence in occupational therapy practice. This course provides an overview of research and evaluation procedures that have particular relevance to understanding human occupation and the practice of occupational therapy through scientific inquiry.

**OT 562 – Data Collection & Analysis**

This course supports the development of a research proposal and the skills needed to implement a research project. This course builds on the skills developed through pre-requisite coursework as well as courses completed in the first year of the MSOT program (OT 671, OT 672 & OT 621). Through a series of lectures,

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small group discussions and lab activities students are guided through the development of a research proposal and analysis of data.

**OT 563 – Scientific Writing for Publication**

In this course students complete the collection and analysis of their data as well as the development of a final paper and poster presentations of their study findings. The skills addressed in this course include data entry and management, data analysis and preparation of tables and figures and the integration of the findings with existing literature. The emphasis on scientific writing and presentation emphasizes the importance of contribution to the OT literature and continuing education programs.

**OT 570 – Occupational Performance & Mental Health**

Psychological responses to illness, disability and functional limitations to include patient motivation, patient/professional interaction, and treatment of persons with chronic pain.

**OT 587 – Clinical Fieldwork Level II A**

This course is a twelve-week supervised practical application of occupational therapy in an approved practice setting. The student is required to complete a minimum of 24 weeks full-time in order to pass fieldwork and be eligible to take the certification examination. The student begins fieldwork after all academic coursework has been successfully completed.

**OT 589 – Clinical Fieldwork Level II B**

This course is a twelve-week supervised practical application of occupational therapy in an approved practice setting. The student is required to complete a minimum of 24 weeks full-time in order to pass fieldwork and be eligible to take the certification examination. The student begins fieldwork after all academic coursework has been successfully completed.

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

It is assumed there will be cohorts of 20 students at UM-Missoula and cohorts of 20 at MSU Billings, with two-thirds estimated to be residents, see below for the projected progression of student admissions, given a six semester (2 semesters of summer field experiences) beginning 2018/2019. Please see response to question 5A for a more specific timeline for implementation of the program.

Year	1	2	3	4	5
<b>Class 1</b>	40	40	0		
<b>Class 2</b>		40	40	0	
<b>Class 3</b>			40	40	0
<b>Class 4</b>				40	40
<b>Class 5</b>					40
<b>Total per year</b>	40	80	80	80	80
<b>(Estimated # in/out of state)</b>	27/13)	54/26	54/26	54/26	54/26

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**4. Need**

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

A Master of Occupational Therapy professional degree program is needed to serve Montana's growing population, which presents greater needs than the current number of occupational therapists in the state can manage. Only four states directly border Montana, providing five occupational therapy programs (Idaho State University, University of Mary, University of North Dakota main campus and Wyoming satellite campus, and University of South Dakota). Combined, these programs graduate approximately 125 occupational therapists per year. The entire region graduates approximately 288 occupational therapists per year, which is not enough to meet the needs of the region. According to the Bureau of Labor Statistics, Montana and all four bordering states are among those that employ the fewest occupational therapists, at the lowest wages. Therapists surveyed in Montana overwhelmingly believed there was a need for an occupational therapy program at UM (79%), and 68% felt there was a need for an occupational therapy assistant program. Facilities agreed, with one commenting, "at any given time, we have several OT positions open. This is definitely a need. We have needs for COTAs as well."

The 2016 Montana Healthcare Workforce: Statewide Strategic Plan from the Montana Office of Rural Health/Area Health Education Center includes data regarding the 2015-estimated employment and the 2025 projected employment needs. The 2015 estimate of employed occupational therapists in Montana is 360. The 2025-estimated need for occupational therapists in Montana is 489. Considering the estimated addition of 129 occupational therapists, plus the need to have a number of occupational therapists who will replace the current OT workforce as they age out of active employment, there is a demonstrated need for a public university system OT program (2016 Montana Healthcare Workforce: Statewide Strategic Plan – [www.healthinfo.montana.edu](http://www.healthinfo.montana.edu)).

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

The proposed degree program in Occupational Therapy will serve students by receiving an education in a highly employable field. In 2016, the U.S. News and World Report ranked occupational therapy as 17<sup>th</sup> in best health care jobs, and 23<sup>rd</sup> best job overall. Occupational therapists held 114,600 jobs in 2015 (Bureau of Labor Statistics). Most occupational therapists worked full time in 2014. About 1 out of 4 worked part time. According to the Bureau of Labor Statistics, the job outlook for occupational therapists is good and is expected to continue to grow. The Bureau predicts that between 2014 and 2024 the field will experience a 27% growth in employment, or 30,400 new jobs. In Montana, the projected rate of growth for occupational therapists through 2024 is anticipated to be 21.7% (Montana Department of Labor and Industry, July 2015). The health care industry will demand more workers than any other industry in the state, adding 1,300 jobs every year through 2024 (Montana Department of Labor and Industry, May 2015). A shortage of qualified health care workers will affect the rate of the growth, since "there is not necessarily an available pool of workers who are ready and able to fill those positions as they become available. The health care industry is expected to require significant worker training to fill open positions" (Montana Department of Labor and Industry, May 2015).

Increasing the number of occupational therapists is critical for the State of Montana. The need for additional health care workers and an expanded health care system is due in part to the aging of the baby boomers and the increase in chronic conditions creating more demand for services (Dall et al., 2013). Another area of growth is the rise of children being diagnosed with autism spectrum disorder (Christensen et al., 2016), which requires additional school-based occupational therapists. In Montana, health care needs are rising due to



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general population growth and an increase in the number of older adults in the state (Montana Department of Labor and Industry, May 2015). Facilities currently experiencing shortages due to the low number of OTs in the state will be served by this program, particularly in rural areas.

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

A feasibility study conducted in the spring of 2016 at the University of Montana indicates a high demand for an Occupational Therapy program. A study completed by the EAB/COE Forum in the fall of 2016 at Montana State University Billings noted that increasing demand and high projected growth indicated an opportunity for a new occupational therapy program. Regional demand experienced an overall increase in demand of 64%, from 53 job openings to 87 between 2015 and 2016.

There is currently no Occupational Therapy program offered for students in the Montana University System and demand for a program in the MUS is high. As noted above, there are only five OT programs offered in the immediate region surrounding Montana, and those institutions do not graduate enough students to meet current needs. A public university OT program would be attractive to Montana resident students wishing to pursue a career in OT who also would like to remain in state. It is anticipated that those students who pursue their degree in state will also go on to practice in Montana as well.

Health care providers demonstrate the highest demand for occupational therapy professionals regionally. Jobs posted included those in acute care, senior care and veteran care. Educational institutions at the K-12 and post-secondary levels also post a significant number of jobs for occupational therapy professionals.

In the United States, there are currently 166 programs accredited as entry-level Master's programs, and 11 accredited as entry-level OTD programs. See <http://www.aota.org/Education-Careers/Find-School.aspx> for a complete listing of the programs. Enrollment in all occupational therapy programs has shown growth. According to the 2014/2015 Academic Programs Annual Data Report, occupational therapy enrollment grew from 10,239 in 2004 to 18,550 in 2014. In 2014, 6,945 students were admitted into entry-level masters programs, and 248 were admitted into OTD programs.

**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.**

Development of the Master of Science in Occupational Therapy begins by following Montana University System policies and procedures. To begin, feasibility studies were completed with support from the Office of Public Instruction. Several faculty members, licensed occupational therapists, business leaders, community members, clinical facilities, school facilities, and others were consulted and contributed to the feasibility study. After need for the program was demonstrated, proposals for a Department of Occupational and degree program in occupational therapy commenced at UM-Missoula. Meetings proposing a single cohort Consortium approach followed between leadership from UM-Missoula and MSU Billings ensued to develop a combined Level II proposal. We will continue to seek input from all constituents as the program develops. The program will be developed consistent with the requirements of the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association.

The accreditation process takes approximately two years and is designed to start before the first class of students enters the program and completed before the first class graduates.

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Step 1: Application for Candidacy Status

- a. Submit a Letter of Intent and eligibility data to ACOTE
- b. Hire program director
- c. Submit a Candidacy Application according to the approved timeline
  - Candidacy Status must be granted before students may be admitted or notified of admission to the program and is required in order for the program to proceed to Step 2.
  - It is suggested that the Letter of Intent be submitted and program director be hired well in advance of the deadline to increase the chances of entering the desired review cycle and to allow adequate time to prepare the Candidacy Application.

Step 2: Preaccreditation review

- a. Candidacy Status is granted by ACOTE
- b. First student cohort is admitted
- c. OT program completes a programmatic self-study to ensure the program's compliance with ACOTE standards
  - Upon review of the self-study, ACOTE grants, defers action on, or denies Preaccreditation Status.

Step 3: Initial onsite evaluation

- a. Two member team from ACOTE conducts onsite evaluation and prepares onsite report, which is used by ACOTE to grant, defer, or deny accreditation

Full details of the accreditation process are found in the ACOTE Accreditation Manual (Appendix H) or [www.acoteonline.org](http://www.acoteonline.org)

Overview of Accreditation Timeline and Program Start Dates

The table below shows a general timeline assuming Fall enrollment of the first cohort, and assuming the institution would like to start the program 2018/2019. An individual schedule will be prepared for the university by ACOTE once it has entered the accreditation process.

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Accreditation timeline.

Due Date	Items Due	Important Notes
2016	Feasibility studies completed	
On or before Nov. 1, 2017	Letter of Intent, Letter of Intent Data Form, and check for a non-refundable deposit of \$500 (applied to application fee)	The Letter of Intent: (1) declares the intention of the institution to develop and seek accreditation; (2) requests entry into the first step of the accreditation process for new programs; (3) provides information regarding the type and timelines of the proposed program; (4) states that the institution agrees not to admit students until Candidacy Status has been obtained; and (5) if the program will be offered by more than one institution
Prior to Dec. 15, 2017	Completed Candidacy Application and application fee due	
By Dec. 15, 2017	Hire Program Director	Once Program Director has been hired, accreditation staff will confirm an initial accreditation timeline for the program.
Prior to Jan. 15, 2018	Ensure new OT program has been authorized/ approved by state and institutional bodies before the application review is conducted by ACOTE	
By Jan. 15, 2018	Candidacy Application and check for the balance of the Application Fee	ACOTE will accept and review a maximum of 6 Candidacy Applications during a given cycle. Only institutions with a program director hired will be assigned to a Candidacy Application submission slot. The acceptance of Candidacy Applications will be based on the receipt date of the Letter of Intent (if signed by the program director) or date of notification that a program director has been hired. After the 6-program cap is reached, programs will be placed on a waiting list and may be subject to the next available review cycle. The planned student admission must be delayed accordingly.

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April 2018	Application review by ACOTE and action on status (grant, defer or deny Candidacy Status)	
April or May 2018	If Candidacy Status granted: Students may be notified of acceptance to program	
Aug. or Sept. 2018	First class enrolled/ Program start	
Dec. 2018	Initial report of programmatic self-study due to ACOTE	Note that the program must allow sufficient time in its timeline for development to permit submission of the initial Report of Self-Study to occur after students have completed some coursework.
April 2019	Preaccreditation review by ACOTE: grant, defer, or deny Preaccreditation Status	
Aug. 2019	In preparation for the on-site evaluation, the Program Director supplies an update of any information previously provided for preaccreditation review.	
Fall 2019	Onsite evaluation	
Dec. 2019	Accreditation action	

**6. Resources**

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

The proposed graduate degree program in Occupational Therapy represents a new, unique Consortium of academic programs including the University of Montana-Missoula and Montana State University-Billings. Implementing the program will require a program chair and a sufficient number of faculty with expertise necessary to ensure appropriate curricular design, content delivery, and program evaluation. To meet this need, four faculty members, in addition to the chair, will be hired between the collaborating campuses. While we would expect to solicit appropriate funding through a combination of private gifts, state agency support, internal resource reallocation and as feasible, public – private partnerships with area health care providers.

**Montana University System**  
**INTENT TO PLAN FORM**

Program/Center/Institute Title: **Master of Science Occupational Therapy**

Campus, School/Department: **College of Allied Health Professions, Montana State University Billings**

Expected Submission Date: **Spring 2017**

Contact Name/Info: **Diane K. Duin, Dean, CAHP, MSUB**

To increase communication, collaboration, and problem solving opportunities throughout the MUS in the program/center/institute development process, please complete this form not more than 18 months in advance of the anticipated date of submission of the proposed program/center/institute to the Board of Regents for approval. The completed form should not be more than 2-3 pages. For more information regarding the Intent to Plan process, please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

**1) Provide a description of the program/center/institute.**

The Department of Health Care Services, College of Allied Health Professions at Montana State University Billings intends to offer an entry-level Master of Science (MS) degree. Occupational therapy is a health profession which is committed to helping people of all ages who have an illness or disability to do those things that are important and meaningful to them such as eating, dressing, school activities, and work. The occupational therapist helps by making changes in any of the things that may limit an individual's ability to do those tasks, including the environment, the task, or the person's skills needed for the task. This program, through course work and field experiences, will prepare students to work with people of all ages who need specialized assistance to lead independent, productive lives.

**2) Describe the need for the program/center/institute. Specifically, how the program/center/institute meets current student and workforce demands. (Please cite sources).**

Employment opportunities for occupational therapists is projected to grow 27 percent from 2014 to 2024, much faster than the average for all occupations (Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics). In Montana the need is great. There is, currently, one occupational therapist per 2,847 Montanans. In 2011 the Montana Office of Rural Health reported there was a 17.1% vacancy rate in OTs with a 2010 employment of 260 a projected need for 447 OTs by 2018. Currently there is not a master's in occupational therapy degree offered by any MUS institution.

**3) Describe how the program/center/institute fits with the institutional mission, strategic plan, and existing institutional program array.**

Montana State University Billings' mission is to provide a university experience characterized by excellent teaching, support of individual learning, engagement in civic responsibility, and community enhancement. The mission of the College of Allied Health Professions (CAHP) is to prepare allied health professionals for their chosen field. A MSOT advances the MSUB mission and the mission of CAHP by supporting the individual in her or his learning, and engaging in our civic responsibility by providing a program necessary to the healthcare community in Montana.

Occupational therapists work with individuals who have conditions that are mentally, physically, developmentally or emotional disabling. Occupational therapists assist individuals to develop, recover or maintain daily living and work skills. An entry-level master's program in occupational therapy will coordinate with and enhance the CAHP master's degree in Clinical Rehabilitation and Mental Health Counseling. Additionally, CAHP offers an entry-level

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master's degree in Athletic Training. Many of the modalities taught in the AT program are very similar to modalities taught in OT.

**4) How does the proposed program/center/institute fit within the MUS system?**

The MUS system strives to answer the workforce needs of Montana through education. Since there is not an entry-level master's degree in occupational therapy in the State of Montana, the additional of the OT degree at MSUB would assist MUS in responding to current and projected need for occupational therapists to live and work in Montana.

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**Signatures**

College/School Dean: DocuSigned by:  
Diane Drin \_\_\_\_\_ 8/9/2016  
99B47BCEA130480...

Graduate Dean: DocuSigned by:  
Diane Drin \_\_\_\_\_ 8/9/2016  
(Graduate academic programs only) 99B47BCEA130480...

Vice President Research: \_\_\_\_\_  
(Research centers/institutes only)

Chief Academic Officer: DocuSigned by:  
Robert Hoar \_\_\_\_\_ 8/9/2016  
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Chief Executive Officer: DocuSigned by:  
Mark Nobe \_\_\_\_\_ 8/9/2016  
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Flagship Provost:<sup>1</sup> DocuSigned by:  
Robert Mokwa \_\_\_\_\_ 8/19/2016  
9EDC74A82C3A419...

Flagship President:<sup>1</sup> DocuSigned by:  
[Signature] \_\_\_\_\_ 8/21/2016  
7D6A4CE96C3F415...

Date of Final Review: November 18, 2016

When submitting the proposal to the BOR, include this signed form with the Level II request.

<sup>1</sup> Not applicable to the Community Colleges  
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**B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.**

The program will have the following minimum space needs:

- Four faculty offices and an administrative office (130 SF each for 650 SF total) (two offices on each campus)
- Work room, on each campus, to house copy machine, files, etc. (~200 SF)
- Resource/ fieldwork room, on each campus, to accommodate fieldwork files and related equipment (~200 SF)
- Conference room, 10 occupancy, on each campus, to accommodate meetings for student research and other faculty meetings (~200 SF)
- Access to a lecture style classroom with occupancy for 100 (~ 2500 SF) on each campus
- Access to a Technology Enhanced Interactive Learning (TEIL) classroom on each campus.
- Each campus will also need:
  - 1 classroom/ lab space, 40 occupancy, containing sinks, counters, and multiple plugs to accommodate splinting and modalities; also, movable student tables/ chairs (~1000 SF)
  - 1 classroom/ lab space, 40 occupancy, containing mat tables, pediatric equipment (some may be suspended from ceiling), and supplies; also, movable student tables/ chairs (~1000 SF)
  - 1 classroom, 40 occupancy, containing mat tables and other rehabilitation equipment; also, movable student tables/ chairs (~1000 SF)
  - Access to a working kitchen, bathroom with bathtub, washer and dryer, bedroom (regular bed, potentially also a hospital bed), and living room (small sofa or armchair). The room should be large enough to accommodate groups of students for observation or practice. This could be a separate space, but ideally would be combined with a large classroom space so that students could move seamlessly between lecture and lab activities (~1500 SF) (see Figure 1 below as an example layout).
  - Storage space for wheelchairs, assessments, and other supplies (~300 SF)

This would mean a minimum of 8600 SF usable space (not taking into account wall thickness, restrooms, etc.). Additional space needs may include workspace for graduate and research assistants, fieldwork office, student lounge, and additional lab space for faculty research.

For UM-Missoula, at Missoula College, a new building located across the river from the main UM campus is a primary location for the UM-Missoula cohort. The top floor has not yet been designed, and could be specifically modified to accommodate the needs of an occupational therapy program with the inclusion of a working apartment containing a kitchen, bathroom, bedroom, and laundry to facilitate occupational



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interventions. Ultimately, the space could be used for both an occupational therapy program and an occupational therapy assistant program, which could be an effective means of sharing not only space but also equipment, supplies, faculty and other resources.

For MSU Billings, Yellowstone Building is being designed to accommodate an occupational therapy program. This includes offices, workrooms, conference rooms, classrooms (both lecture style and TEIL) and occupational therapy lab space inclusive of kitchen, bathroom, bedroom and laundry.

**7. Assessment**

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

The Occupational Therapy program will be evaluated according to guidelines set forth by the American Council for Occupational Therapy Education of the American Occupational Therapy Association. Accreditation processes include the completion of a self-study and on-site evaluation by ACOTE. As part of these requirements, standardized assessment of the program including faculty and curricula will be incorporated into new Departmental Standards.

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Program/Center/Institute Title: **MS/OTD in Occupational Therapy**

Campus, School/Department: **UM-Missoula, College of Health Professions & Biomedical Sciences**

Expected Submission Date: **Fall 2017**

Contact Name/Info: **Reed Humphrey, Dean, CHPBS**

To increase communication, collaboration, and problem solving opportunities throughout the MUS in the program/center/institute development process, please complete this form not more than 18 months in advance of the anticipated date of submission of the proposed program/center/institute to the Board of Regents for approval. The completed form should not be more than 2-3 pages. For more information regarding the Intent to Plan process, please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

**1) Provide a description of the program/center/institute.**

**Occupational Therapy (OT) – graduate program to prepare professionals in Occupational Therapy. It is yet to be determined if this should be at the master's degree level or clinical doctorate.**

**2) Describe the need for the program/center/institute. Specifically, how the program/center/institute meets current student and workforce demands. (Please cite sources).**

Health Care Career Opportunities Nationwide (USDL, Bureau of Labor Statistics) indicate an increase in the number of licensed occupational therapists in the US by 29%, or nearly 33,000 jobs, in the next decade. There is presently no MUS institution in Montana that offers this degree. The Office of Public Instruction funded a feasibility study at UM to create a program based on the shortages in Montana.

**3) Describe how the program/center/institute fits with the institutional mission, strategic plan, and existing institutional program array.**

The addition of an Occupational Therapy (OT) Program at UM fits into the strategic initiatives in health and medicine. UM is committed to creating new programs to meet the needs of Montanans and new programs need to be in an academic environment that can embrace interprofessional education, a key element in new health care education programs. An OT program dovetails with the existing program in Physical Therapy and provides for considerable efficiencies.

**4) How does the proposed program/center/institute fit within the MUS system?**

As campuses align their strategic initiatives to meet the needs of families and students in Montana, the addition of an OT program at UM is a perfect fit in the area of health care education. Within the MUS system, a professional degree in health care should be centered in a partnership with other health care programs to promote

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interprofessional collaborative practice, so an OT program on the UM-Missoula campus is the proper fit in the MUS.

Signature/Date

College/School Dean: *CHPDS* *PAES Humphrey, Dean* 5/11/16

Chief Academic Officer: *[Signature]*

Chief Executive Officer: *[Signature]*

Flagship Provost\*: *[Signature]* 6/4/16

Flagship President\*: *Roger Ching* 5/22/16

\*Not applicable to the Community Colleges.

Date of Final Review:

When submitting the proposal to the BOR, include this signed form with the Level II request.

MSUB Budget

<b>Proposed Program Budget</b>				
<b>Occupational Therapy Masters</b>				
<b>2 Cohorts of 15 students</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Enrollment Assumptions</b>				
Resident Students	12	22	21	21
Nonresident Students	2	7	7	6
Retention Rate		98%	98%	98%
Total # of Students	14	28	28	27
<b>Estimated Revenues</b>				
Resident Tuition Academic Year	\$ 5,929	\$ 6,106	\$ 6,290	\$ 6,478
Resident Tuition Summer Semester	2,964	3,053	3,145	3,239
Nonresident Tuition Academic Year	19,710	20,301	20,910	21,537
Nonresident Tuition Summer Semester	9,855	10,151	10,455	10,769
Program fee per year	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500
<b>Total Tuition and Program Fee Revenue</b>	<b>\$ 173,562</b>	<b>\$ 453,625</b>	<b>\$ 532,996</b>	<b>\$ 530,790</b>
<b>Estimated Salary and Benefit Expenses</b>				
Faculty Salaries	\$ 176,000	\$ 177,760	\$ 181,315	\$ 184,942
Benefits (19.106 %)	\$ 33,627	\$ 33,963	\$ 34,642	\$ 35,335
Medical Insurance (\$12,648 each)	\$ 25,296	\$ 26,561	\$ 27,889	\$ 29,283
Administrative Assistant (FTE x 2080 x \$11/hour)	\$ 22,880	\$ 23,109	\$ 23,571	\$ 24,042
Benefits (16.8 %)	\$ 3,844	\$ 3,882	\$ 3,960	\$ 4,039
Medical Insurance (\$12,648 for .50 FTE and above)	\$ 12,648	\$ 13,280	\$ 13,944	\$ 14,642
<b>Total Salary Expenses</b>	<b>\$ 274,294</b>	<b>\$ 278,555</b>	<b>\$ 285,321</b>	<b>\$ 292,283</b>
<b>Estimated Operating Expenses</b>				
Travel	\$ 5,000	\$ 7,500	\$ 7,500	\$ 7,500
Marketing	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Accreditation Fees	\$ 12,180	\$ 4,120	\$ 4,244	\$ 4,371
Equipment/Facilities	\$ 220,000	\$ 26,000	\$ 26,000	\$ 26,000
Clinical Expenses	\$ 2,500	\$ 4,843	\$ 4,676	\$ 4,676
Recruiting/Start Up	\$ 120,000	\$ 20,000	\$ 20,000	\$ 20,000
<b>Total Operating Expenses</b>	<b>\$ 364,680</b>	<b>\$ 67,463</b>	<b>\$ 67,420</b>	<b>\$ 67,547</b>
<b>Total Estimated Expenses</b>	<b>\$ 638,974</b>	<b>\$ 346,018</b>	<b>\$ 352,741</b>	<b>\$ 359,830</b>
<b>Estimated Net Revenue</b>	<b>\$ (465,412)</b>	<b>\$ 107,607</b>	<b>\$ 180,254</b>	<b>\$ 170,960</b>
<b>Accumulated Surplus/(Deficit) including development costs</b>	<b>\$ (465,412)</b>	<b>\$ (357,806)</b>	<b>\$ (177,551)</b>	<b>\$ (6,591)</b>

UM Budget

	A	B	C	D	E	F	G
1	Occupational Therapy Program at UM						
2	Estimate of Revenue and Expenses						
3	Attachemnt #2						
4				Program Year	Program Year	Program Year	Program Year
5			Development Year	1	2	3	4
6	Total Number of Students			15	29	28	28
7							
8	Tuition Revenue						
9	Resident			\$ 106,255	\$ 201,884	\$ 191,259	\$ 191,259
10	Non-Resident			\$ 197,075	\$ 394,150	\$ 394,150	\$ 394,150
11	Other Tuition		Per Student	\$ 67,500	\$ 130,500	\$ 126,000	\$ 126,000
12	Total			\$ -	\$ 370,830	\$ 726,534	\$ 711,409
13	Legislative allocation						
14	Other allocation		\$ -	\$ -	\$ -	\$ -	\$ -
15							
16	Total Revenue		\$ -	\$ 370,830	\$ 726,534	\$ 711,409	\$ 711,409
17							
18	Expenses			\$ 24,722	\$ 25,053	\$ 25,407	\$ 25,407
19	Faculty						
20	Professor		\$ 98,000	\$ 99,960	\$ 101,959	\$ 103,998	\$ 106,078
21	Associate Professor		\$ -	\$ 86,700	\$ 88,434	\$ 90,203	\$ 92,007
22	Assistant Professor		\$ -	\$ -	\$ -	\$ -	\$ -
23	Research/Grad Assistant		\$ -	\$ -	\$ -	\$ -	\$ -
24	Staff		\$ 35,000	\$ 71,400	\$ 72,828	\$ 74,285	\$ 75,770
25	Clinical Coordinator			\$ 21,675	\$ 22,109	\$ 22,551	\$ 23,002
26	Program Director			\$ 16,660	\$ 16,993	\$ 17,333	\$ 17,680
27	Total Faculty/Staff Compensation		\$ 133,000	\$ 296,395	\$ 302,323	\$ 308,369	\$ 314,537
28	Benefits	31.5% plus \$1160 p/m Health Insurance	\$ 69,735	\$ 149,044	\$ 150,912	\$ 152,816	\$ 154,759
29	Total Compensation/Benefits		\$ 202,735	\$ 445,439	\$ 453,235	\$ 461,186	\$ 469,296
30							
31	Professional Development		\$ 2,500	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
32	Clinical Education Expense		\$ -	\$ 2,505	\$ 4,843	\$ 4,676	\$ 4,676
33	Equipment/ Facilities		\$ 360,000	\$ 26,000	\$ 26,000	\$ 26,000	\$ 26,000
34	Accreditation		\$ 12,180	\$ 4,120	\$ 4,244	\$ 4,371	\$ 4,502
35	Recruiting/Start-Up		\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
36	Marketing		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
37	Total		\$ 597,415	\$ 503,064	\$ 513,321	\$ 521,233	\$ 529,474
38							
39	Funding Surplus/(Deficit)		\$ (597,415)	\$ (132,235)	\$ 213,213	\$ 190,176	\$ 181,935
40	Accumulated Surplus/(Deficit) excluding Development Costs			\$ (132,235)	\$ 80,978	\$ 271,154	\$ 453,089
41	Accumulated Surplus/(Deficit) including Development Costs		\$ (597,415)	\$ (729,650)	\$ (516,437)	\$ (326,261)	\$ (144,326)
42							
43	Expense						
44	Per Student- UM			\$ 33,538	\$ 17,701	\$ 18,615	\$ 18,910
45	Per Student- MSU Billings			\$ 34,098	\$ 10,822	\$ 11,426	\$ 12,062
46	Revenue						
47	Per Student- UM			\$ 24,722	\$ 25,053	\$ 25,407	\$ 25,407
48	Per Student- MSU Billings			\$ 15,022	\$ 18,103	\$ 21,361	\$ 21,869
49							
50	Occupational Therapy Program at UM						
51	Assumptions						
52			Development Costs/ Assumptions	Program Year	Program Year	Program Year	Program Year
53				1	2	3	4
54	Students						
55	Number of Students in Program			15	29	28	28
56	Resident	Retention Rate	95%	10	19	18	18
57	Non-Resident	Retention Rate	100%	5	10	10	10
58							
59	Tuition Revenue						
60	Resident	\$ 10,316	3% increase Year 1	\$ 10,625	\$ 10,625	\$ 10,625	\$ 10,625
61	Non-Resident	\$ 39,415	No increase	\$ 39,415	\$ 39,415	\$ 39,415	\$ 39,415
62							
63	Program Tuition	\$ 4,500	Per Student	\$ 67,500	\$ 130,500	\$ 126,000	\$ 126,000
64							
65	Other Revenue			\$ -	\$ -	\$ -	\$ -
66							
67	Program Personnel						
68	Number of Faculty/Staff - FTE's		2.0	4.0	4.0	4.0	4.0
69	Professor - Director		1.0	1.0	1.0	1.0	1.0
70	Associate Professor		0.0	1.0	1.0	1.0	1.0
71	Assistant Professor			0.0	0.0	0.0	0.0
72	Research/Grad Assistant		0.0	0.0	0.0	0.0	0.0
73	Staff		1.0	2.0	2.0	2.0	2.0
74	Benefits	31.5% plus \$1160 p/m Health Insurance					
75							
76	Personnel Salaries						
77	Professor	1.02 \$ 98,000		\$ 99,960	\$ 101,959	\$ 103,998	\$ 106,078
78	Associate Professor	1.02 \$ 85,000		\$ 86,700	\$ 88,434	\$ 90,203	\$ 92,007
79	Assistant Professor	1.02 \$ -		\$ -	\$ -	\$ -	\$ -
80	Research/Grad Assistant	1.02 \$ -		\$ -	\$ -	\$ -	\$ -
81	Staff	1.02 \$ 35,000		\$ 35,700	\$ 36,414	\$ 37,142	\$ 37,885
82							
83	Instructional Support						
84	Professional Development		\$ 2,500	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
85	Summer Supplements	1.02 \$ -		\$ -	\$ -	\$ -	\$ -
86							
87	Operating Expenses						
88	Clinical Education Expense		\$ -	\$ 2,505	\$ 4,843	\$ 4,676	\$ 4,676
89	Equipment/Supplies	Estimate	\$ 100,000	\$ 26,000	\$ 26,000	\$ 26,000	\$ 26,000
90	Facilities	Estimate	\$ 260,000				
91	Accreditation Fees	Application Fee and Annual fee	\$ 12,180	\$ 4,120	\$ 4,244	\$ 4,371	\$ 4,502
92	Recruiting/Start-Up	Faculty Recruitment	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
93	Marketing	Student Recruitment	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000