

LEVEL II MEMORANDUM

DATE: October 5th, 2018

TO: Chief Academic Officers, Montana University System

FROM: Brock Tessman, Deputy Commissioner for Academic, Research, and Student Affairs

RE: November 2018 Level II Proposals

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 October 31st. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, November 2nd. If no concerns are received, OCHE will assume that the proposals have your approval.

Level II Items

Dawson Community College:

- Request for authorization to establish an AAS degree and embedded certificates in Technical Skills
[Item #181-200-R1118](#) | [Request Form](#) | [Curriculum Proposal](#) | [Fiscal Analysis](#) | [Intent to Plan](#)

Montana State University - Bozeman:

- Request Authorization to rename the Western Lands & People's Center at MSU to the Ivan Doig Center for the Study of the Lands and Peoples of the North American West
[Item #181-2010-R1118](#) | [Request Form](#)

November 15-16, 2018

ITEM 181-200-R1118

Request for authorization to establish a new AAS Degree in Technical Skills

THAT

The Montana Board of Regents gives approval for Dawson Community College to offer Certificates of Technical Studies, Certificate of Applied Science and an Associate of Applied Science in Technical Skills.

EXPLANATION

This program will prepare students needing skills across multiple technical and trade disciplines for job placement or advancement. It provides a variety of knowledges, skills and hands-on experience for individuals looking to increase specific technical skills and to learn the soft skills necessary for advancement across a wide range of trades and technical fields. Students completing the degree may work in construction, oil & safety, transportation, technology, maintenance, agriculture, business, as well as related occupations. The program will included embedded one-semester Certificates of Technical Studies (CTS Tier I, II, III, IV), Certificate of Applied Science (CAS), and two-year Associate of Applied Science degree

ATTACHMENTS

- Academic Proposal Request Form
- Curriculum Proposal Form
- Fiscal Analysis
- Attachment #1 - Intent to Plan Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM **181-200-R1118**

Submission Month or Meeting: **November 15-16, 2018**

Institution: **Dawson Community College**

CIP Code: **30.9999**

Program/Center/Institute Title: **Technical Skills AAS/Certificates**

Includes (please specify below): Online Offering Options Certificates (Tiers 1-4, CAS); Associates of Applied Science

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/academicproposals.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*

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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 Associate of Applied Science in Technical Skills and embedded certificates are designed for students needing skills across multiple technical and trade disciplines for job placement or advancement. It provides a variety of knowledges, skills and hands-on experience for individuals looking to increase specific technical skills and to learn the soft skills necessary for advancement across a wide range of trades and technical fields.

There are multiple levels available with this program; Tier I certificate (15 credits), Tier II certificate (15 credits), Tier III certificate (15 credits), Tier IV certificate (15 credits), Certificate of Applied Science (30 credits), and the Associate of Applied Science (60 credits). The stacked approach to the program will afford participants multiple options for completion which build upon one another and provide flexibility for non-traditional students.

As a result of this program, students will assimilate and synthesize the practical skills necessary to be a successful in a broad range of technical and trades fields. Students successfully fulfilling requirements for individual tiers or an AAS in Technical Skills may work in construction, oil & safety, transportation, technology, maintenance, agriculture, business, as well as related occupations. The customizable nature of this program allows students to come away with specialized skills and general knowledge to be employed in high-wage fields across Montana. This program could also be used as a pre-apprenticeship option. Additional benefits for students include soft skills training imbedded in general education courses in mathematics, computers, human/business relations, and writing. Soft skills are frequently cited by employers as a top deficit in candidates for trades and technical skills jobs.

Although most programs in the MUS offer certificates and degrees in general studies, there are none that are targeted specifically at trades and technical skills.

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- 1. Overview of the request and resulting changes.** Provide a one-paragraph description of the proposed program. Will this program be related or tied to other programs on campus? Describe any changes to existing program(s) that this program will replace or modify. *[100 words]*

The Associate of Applied Science and embedded certificates in Technical Skills make up a new program designed for students needing to gain skills across multiple technical and trade disciplines for job placement or advancement. It provides a variety of knowledge and hands-on experience for individuals looking to increase specific technical skills and to learn the soft skills for advancement while also providing an onboard for college level course work to students who might not have considered a traditional AA or AS pathway.

- 2. Relation to institutional strategic goals.** Describe the nature and purpose of the new program in the context of the institution's mission and core themes. *[200 words]*

DCC has always been committed to providing education and training opportunities in a way that meets the changing needs of our students and community. We have a history of exploring innovative ways to engage our target population of students while considering the broader needs of our local workforce and employers. As our mission statement reads: Dawson Community College fosters a culture of excellence in education providing all students quality learning and opportunities for growth and partnership in local and global communities.

This program seeks to address a need for students interested in employment or advancement in technical and trades industries to gain a variety of skills and experience based on their individual needs and career goals. It provides flexibility based on employer needs and the customizable nature of this program allows students to come away with specialized skills and general knowledge to be employed in a variety of high-wage fields across Montana. This new program with stackable credentials provides Excellence through Academics and Excellence through Outreach.

- 3. Process leading to submission.** Briefly detail the planning, development, and approval process of the program at the institution. *[100 words]*

Research on this program across Montana and other states was completed and a proposal for the Technical Skills program was submitted to the President and Vice President for review. The proposal and Intent to Plan form was completed and sent to the Teaching and Learning Committee, where it was approved. The I2P has gone through the OCHE procedure. The Curriculum Proposal and program was approved by the Board of Trustees on August 27, 2018.

- 4. Program description.** Please include a complete listing of the proposed new curriculum in Appendix A of this document.

To address the above goals and DCC's commitment to students and community needs, there are multiple certificate levels available with this program: Tier I certificate (12-15 credits), Tier II certificate (12-15 credits), Tier III certificate (12-15 credits), Tier IV certificate (12-15 credits), Certificate of Applied Science (30 credits), and the Associate of Applied Science (60 credits). The stacked approach to the program will afford participants multiple options for completion which build upon one another and provide flexibility for non-traditional students.

- a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	40

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Credits in required courses offered by other departments	2
Credits in institutional general education curriculum	12
Credits of free electives	6
Total credits required to complete the program	60

- b. List the program learning outcomes for the proposed program. Use learner-centered statements that indicate what students will know, be able to do, and/or value or appreciate as a result of completing the program.

Upon successful completion of the Technical Skills program the learner will:

- Demonstrate safe workplace habits.
- Demonstrate knowledge, skills, attitudes, and practical experiences for entry-level employment in trades and technical skills.
- Assist students in the development of critical thinking and problem-solving skills, and the ability to conceptualize ideas.
- Expose students to courses in computation, communications, and human relations, and will assist students in developing an understanding and appreciation for diversity, social responsibility and communication.

5. **Need for the program.** To what specific student, regional, and statewide needs is the institution responding to with the proposed program? How will the proposed program meet those needs? Consider workforce, student, economic, societal, and transfer needs in your response as appropriate. [250 words]

As a result of this program, students will develop the practical skills necessary to be a successful in a broad range of technical and trades fields. Students successfully fulfilling requirements for individual tiers or an AAS in Technical Skills may work in construction, oil & safety, transportation, technology, maintenance, agriculture, business, as well as related occupations. The customizable nature of this program allows students to come away with specialized skills and general knowledge to be employed in high-wage fields across Montana. This program could also be used as a pre-apprenticeship option. According to a Montana Labor Market Information Report, there are estimated to be as many as 700 open positions annually from 2016-2026 in apprenticeable fields such as construction, carpentry, machine operators, welders, and maintenance workers.¹

Workers in Construction & Extraction fields earn an average of \$47,190 annually and Installation, Maintenance & Repair workers earn \$44,180 annually, both above the state average.² Additionally, workers with an

¹ Montana Department of Labor & Industry (MTDLI) Research & Analysis Bureau, *Montana Employment and Labor Force Projections: Job Growth from 2016 to 2026*, <http://lmi.mt.gov/Portals/135/Publications/LMI-Pubs/Labor%20Market%20Publications/Projections2016-26.pdf>, pg 24.

² MTDLI Research & Analysis Bureau, *Information Wage Rates by Occupation-July 2016*, <http://lmi.mt.gov/Portals/135/Publications/LMI-Pubs/Labor%20Market%20Publications/OES%20Pub%202016.pdf>, pg 135, 145.

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Associates Degree, regardless of the specific discipline, are less likely to be unemployed³ and make on average 20% more than students with only a high school diploma.⁴

One of the benefits for students in offering an AAS in Technical Skills is the inclusion of soft skills training in the way of general education courses in mathematics, computers, human/business relations, and writing. There are expected to be as many as 900 state-wide jobs available annually for individuals with medium- to high-level soft skills in complex problem solving and judgment and decision making, key concepts taught in college coursework.

6. Similar programs. Use the table below to identify and describe the relationship between any similar programs within the Montana University System.

Although most programs in the MUS offer certificates and degrees in general studies, there are none that target trades and technical skills.

Institution Name	Degree	Program Title
NA	NA	NA

a. If the proposed program substantially duplicates another program offered in the Montana University System, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. [200 words]

There are no similar programs in the MUS.

b. Describe any efforts that were made to collaborate with similar programs at other institutions. If no efforts were made, please explain why. [200 words]

NA

7. Implementation of the program. When will the program be first offered? If implementation will occur in phases, please describe the phased implementation plans. [100 words]

Since this program draws heavily on combining existing general education and trades/technical courses, the certificate tiers and AAS can be offered starting in Spring 2019. To keep up with changing demand from

³ USDOL Bureau of Labor Statistics, *Unemployment rates and earning by educational attainment, 2016*, https://www.bls.gov/emg/ep_chart_001.htm (October 24, 2017)

⁴ The National Center for Higher Education Management Systems, *Difference in Median Earnings Between a High School Diploma and an Associates Degree*, <http://www.higheredinfo.org/dbrowser/index.php?submeasure=364&year=2010&level=nation&mode=data&state=0>

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employers and student interest, DCC would be able to add additional CTE coursework to the program based on input from industry and the workforce. Even as coursework is added, the underlying structure of general education paired with an individualized menu of trades and technical courses will ensure that this program remains relevant for DCC students long into the future.

- a. Complete the following table indicating the projected enrollments in and graduates from the proposed program.

Fall Headcount Enrollment					Graduates				
AY 19	AY 20	AY 21	AY 22	AY 23	AY 19	AY 20	AY 21	AY 22	AY 23
15	25	30	35	40	5	15	20	20	20

- b. Describe the methodology and sources for determining the enrollment and graduation projections above. *[200 words]*

With the program having one-semester certificates, a Certificate of Applied Science and Associate of Applied Science option, we expect a variety of new students and students who will change their major to complete a degree. As there are multiple completion options, we expect students to graduate and enter every semester.

- c. What is the initial capacity for the program?

There are no inherent limits on how many students can be served in this program. The only limitation would be on class size for high-demand trades courses (i.e. welding courses having a maximum number of students per cohort) and pre-requisites, but because of the flexible nature of the program, other courses could be substituted in any given semester ensuring an unlimited number of students could enroll in this program at a given time, similar to other general education certificates.

8. **Program assessment.** How will success of the program be determined? What action would result if this definition of success is not met? *[150 words]*

Success of the programs will be determined by the student learning outcomes completed each semester that is used for curriculum mapping and an annual report that is evaluated and reviewed by the Assessment Committee. Program review is completed every three years, however, program directors and instructors receive the number of students and FTE every quarter to help evaluate. There are three actions that can be taken: program continuance; additional information with an action plan; program discontinuance.

- a. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program. When will assessment activities occur and at what frequency? *[150 words]*

Faculty and adjuncts will use a template for identification of SLO's, the direct measure for assessment and a benchmark of success for each outcome. The report conforms to the college template and contains:

- a. The list of SLOs by course
- b. The assessment measure used for each SLO
- c. Assessment results - student progress towards achieving the SLO
- d. An explanation of how the results are used to improve student learning

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SLO reports are due by January 15 for fall courses and by June 15 for spring courses. The reports are compiled and submitted to the AVP to evaluate results and assist faculty in improving outcomes, if necessary.

The DCC assessment committee will then be responsible for reviewing the annual report which documents the number of SLO's assessed, the number of SLO's which ranked below three on the indirect measure, and the percentage of courses which were assessed for SLO's.

- b. What direct and indirect measures will be used to assess student learning? *[100 words]*

The direct measure of assessment will be the assessment reports on the student learning outcomes that are completed by faculty and adjuncts each semester. An indirect measure will be the student evaluation of instruction that are completed for each class each semester.

- c. How will you ensure that the assessment findings will be used to ensure the quality of the program? *[100 words]*

The assessment reports are first compiled by faculty and adjuncts, which allows them to see the data first. It will then be reviewed by the VP and Assessment Committee. Faculty will also see a summary of the student evaluation of instruction to determine areas of improvement.

- d. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation. *[100 words]*

NA

9. Physical resources.

- a. Describe the existing facilities, equipment, space, laboratory instruments, computer(s), or other physical equipment available to support the successful implementation of the program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated? *[200 words]*

As this program is an amalgamation of existing general education and CTE course work, there are minimal additional physical resources that will be needed. Classroom space is already designated for the general education and trades courses, many of which are not consistently operating at capacity. As such, filling these classes will be more efficient use of classroom/lab space already designated for its use.

- b. List needed facilities, equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. (Enter the costs of those physical resources into the budget sheet.) How will the need for these additional resources be met? *[150 words]*

No additional physical needs have been identified at this time. As we look to expand and increase offerings, equipment and supplies may be necessary.

10. Personnel resources.

- a. Describe the existing instructional, support, and administrative resources available to support the successful implementation of the program. What will be the impact on existing programs of increased

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use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained? *[200 words]*

Initially, since this program will be built with existing catalog course work, there will be minimal impact on existing instructional personnel beyond a potential increase to class size in courses that are not operating at capacity. Existing support and administrative resources will be used in recruiting/outreach to identify and inform potential students about this program and in advising to help students successfully navigate building the program to fit their individualized needs. This will operate the same as advising for general education courses with the new emphasis being on what skills/knowledge students need to meet employment goals. As enrollment for the first year is evaluated, so will the needs. At this time, there aren't any concerns over the quality and productivity of existing programs.

- b. Identify new personnel that must be hired to support the proposed program. (Enter the costs of those personnel resources into the budget sheet.) What are the anticipated sources or plans to secure the needed qualified faculty and staff? *[150 words]*

At this point, DCC has not identified the need for new personnel. As industry or student needs change, we will evaluate adding additional courses and instructional personnel to meet demand.

11. Other resources.

- a. Are the available library and information resources adequate for the proposed program? If not, how will adequate resources be obtained? *[100 words]*

DCC's library provides easy access to quality information, including books and ebooks; magazine, newspaper, and journal articles; audiovisual materials; a variety of other learning resources, and is searchable via an intuitive and easy-to-use online platform (Primo). We are a partner in the Montana academic library consortium, TRAILS, which brings together 23 academic libraries to share resources, as well as the Primo interface to search 17 Montana academic libraries' collections. DCC on-campus and distance students have access to all of the electronic materials via an authentication system as well as physical items that can be obtained on campus or shipped anywhere within the United States.

- b. Do existing student services have the capacity to accommodate the proposed program? What are the implications of the new program on services for the rest of the student body? *[150 words]*

There are no implications for the rest of the student body at DCC. This provides another program option for potential students. There is currently classroom space and dorm rooms available for new students entering into the program. Current designated individuals will be able to help with student services for this additional capacity.

12. Revenues and expenditures. Describe the implications of the new program on the financial situation of the institution. *[100 words]*

At this time there are no new expenditure specifically associated with the addition of this program. Existing instructional and student support services are already budgeted for.

- a. Please complete the following table of budget projections using the corresponding information from the fiscal analysis form for the first three years of operation of the new program.

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	Year 1	Year 2	Year 3
Revenues	5,567	16,700	22,267
Expenses	5,359	5,359	18,437
Net Income/Deficit (revenues-expenses)	208	11,341	3,830

- b. Describe any expenses anticipated with the implementation of the new program. How will these expenses be met? *[200 words]*

No new expenses are anticipated at this time.

- i. If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs? *[150 words]*

NA

- ii. If an increase in base funding is required to fund the program, indicate the amount of additional base funding and the fiscal year when the institution plans to include the base funding in the department's budget.

NA

- iii. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends? *[150 words]*

NA

- iv. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? *[150 words]*

NA

13. **Student fees.** If the proposed program intends to impose new course, class, lab, or program fees, please list the type and amount of the fee.

There are no new course fees identified at this time. Students will pay fees on existing general education and CTE courses as previously established. If additional courses are added for the program with course fees, the internal approval process will be followed.

14. Complete the fiscal analysis form.

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Signature/Date

College or School Dean: NA

Chief Academic Officer: Juci Moran 9/24/18

Chief Executive Officer: Jwd M... 9/24/18

Flagship Provost*: NA

Flagship President*: NA

*Not applicable to the Community Colleges.

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Appendix A – Proposed New Curriculum

Sample Curriculum

1st Semester

Certificate of Technical Studies Tier I

Technical Credits	12-15cr
TOTAL	12-15cr

Planning to earn CAS/AAS

DCC101	Dawson College Success	1cr
WRIT101	College Writing I	3cr
CAPP131	Basic M5 Office	3cr
Technical Credits		8-10cr
TOTAL		15-17cr

2nd Semester

Certificate of Technical Studies Tier II

Technical Credits	12-15cr
TOTAL	12-15cr

Planning to earn CAS/AAS

M111	Technical Math	3cr
BMGT237	Human Relations in Business	3cr
Technical Credits		9-12cr
TOTAL		15-18cr
CAS		30-35cr

3rd Semester

Certificate of Technical Studies Tier III

ECP100	First Aid/CPR	1cr
Technical Credits		11-15cr
TOTAL		12-17cr

4th Semester

Certificate of Technical Studies Tier IV

Technical Credits	12-15cr
TOTAL	12-15cr

Associate of Applied Science

Technical Credits	15-18cr
TOTAL	15-18cr
AAS	60-67cr

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: Dawson Community College
AWARD LEVEL:
PROGRAM NAME: Technical Skills
PROGRAM CODE: 30.999

ENROLLMENT PROJECTIONS	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
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ENROLLMENT PROJECTIONS	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	15	25	30	35	40
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	15	15	15	15	15
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	9.375	15.625	18.75	21.875	25
Completions					
Annual number of program completers	5	15	20	20	20

REVENUE	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Tuition Revenue (net of waivers)	\$5,567	\$16,700	\$22,267	\$33,400	\$44,533
Institutional Support					
Other Outside Funds (grants, gifts, etc.)					
Program Tuition/Fees					
Total Revenue	\$5,567	\$16,700	\$22,267	\$33,400	\$44,533
Total Revenue per Student FTE	\$594	\$1,069	\$1,188	\$1,527	\$1,781

EXPENDITURES	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Tenure Track Faculty					
FTE					
Salary + Benefits					
Non-tenure Track Faculty					
FTE	0.3	0.3	0.5	0.5	0.5
Salary + Benefits	\$5,359	\$5,359	\$18,437	\$18,437	\$18,437
Graduate Teaching Assistants					
FTE					
Salary + Benefits					
Staff					
FTE					
Salary + Benefits					
Total Faculty & Staff					
FTE	0.3	0.3	0.5	0.5	0.5
Salary + Benefits	\$5,359	\$5,359	\$18,437	\$18,437	\$18,437
Operations (supplies, travel, rent, etc)					
Start-up Expenses (OTO)					
Total Expenses	\$5,359	\$5,359	\$18,437	\$18,437	\$18,437
Student FTE to Faculty (TT + NTT) Ratio	37.5	52.1	37.5	43.8	50.0
Net Income/Deficit (Revenue - Expenses)	\$208	\$11,341	\$3,830	\$14,963	\$26,096

The signature of the campus Chief Financial Officer signifies that he/she has reviewed and assessed the fiscal soundness of the proposal and provided his/her recommendations to the Chief Academic Officer as necessary.


 Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana University System
INTENT TO PLAN FORM

Program/Center/Institute Title: Technical Skills AAS/Certificates

Campus, School/Department: Dawson Community College

Expected Submission Date: April 2018

Contact Name/Info: Traci Masau, AVP Academics

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/academicproposals.asp>.

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

The Associate of Applied Science and embedded certificates in Technical Skills are designed for students needing skills across multiple technical and trade disciplines for job placement or advancement. It provides a variety of knowledges, skills and hands-on experience for individuals looking to increase specific technical skills and to learn the soft skills necessary for advancement across a wide range of trades and technical fields.

There are four levels available with this program; Tier I certificate (15 credits), Tier II certificate (15 credits), Tier III certificate (15 credits), Tier IV certificate (15 credits), Certificate of Applied Science (30 credits), and the Associate of Applied Science (60 credits). The stacked approach to the program will afford participants multiple options for completion which build upon one another and provide flexibility for non-traditional students.

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

As a result of this program, students will assimilate and synthesize the practical skills necessary to be successful in a broad range of technical and trades fields. Students successfully fulfilling requirements for individual tiers or an AAS in Technical Skills may work in construction, oil & safety, transportation, technology, maintenance, agriculture, as well as related occupations. The customizable nature of this program allows students to come away with specialized skills and general knowledge to be employed in high-wage fields across Montana. This program could also be used as a pre-apprenticeship option. According to a Montana Labor Market Information Report, there are estimated to be as many as 700 open positions annually from 2016-2026 in apprenticeable fields such as construction, carpentry, machine operators, welders, and maintenance workers.¹

Workers in Construction & Extraction fields earn an average of \$47,190 annually and Installation, Maintenance & Repair workers earn \$44,180 annually, both above the state average.² Additionally, workers with an Associate's

¹ Montana Department of Labor & Industry (MTDLI) Research & Analysis Bureau, *Montana Employment and Labor Force Projections: Job Growth from 2016 to 2026*, <http://lmi.mt.gov/Portals/135/Publications/LMI-Pubs/Labor%20Market%20Publications/Projections2016-26.pdf>, pg 24.

² MTDLI Research & Analysis Bureau, *Information Wage Rates by Occupation-July 2016*, <http://lmi.mt.gov/Portals/135/Publications/LMI-Pubs/Labor%20Market%20Publications/OES%20Pub%202016.pdf>, pg 135,

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INTENT TO PLAN FORM

Degree, regardless of the specific discipline, are less likely to be unemployed³ and make on average 20% more in wages than students with only a high school diploma.⁴

One of the benefits for students in offering an AAS in Technical Skills is the inclusion of soft skills training in the way of general education courses in mathematics, computers, human/business relations, and writing. There are expected to be as many as 900 state-wide jobs available annually for individuals with medium- to high-level soft skills in complex problem solving and judgment and decision making, key concepts taught in college coursework.

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

This program and embedded certificates fit within our mission by 1) providing affordable and open access to quality teaching and learning; and 2) 1.D expand the number of learning opportunities offered each year including a variety of general education elective courses offered each year and career exploration experiences available to students.

4) Describe how the program/center/institute overlaps, compliments, or duplicates existing efforts in the MUS.

According to a joint report by the Montana Department of Labor and Industry and the Montana University System, general Skills is the largest program within liberal arts, making up 14% of enrollment.⁵ Just as general Skills programs are designed to help students explore career interests prior to transferring to a four-year program, an AAS in Technical Skills allows trade and technical students an opportunity to obtain industry specific skills that will make them competitive in the job market. There are currently no similar programs within the MUS.

Signature/Date

College/School Dean/Chief Academic Officer:  4/6/18

Chief Executive Officer:  4/5/18

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.

³ USDOL Bureau of Labor Statistics, *Unemployment rates and earning by educational attainment, 2016*, https://www.bls.gov/emp/ep_chart_001.htm (October 24, 2017)

⁴ The National Center for Higher Education Management Systems, *Difference in Median Earnings Between a High School Diploma and an Associates Degree*, <http://www.higheredinfo.org/dbrowser/index.php?submeasure=364&year=2010&level=nation&mode=data&state=0>

⁵ MTDLI Research & Analysis Bureau, *Meeting State Workforce Demand*, <http://lmi.mt.gov/Portals/135/Publications/LMI-Publication%20Reports%20and%20Skills/StateCollegeReportMemofandum>

November 15-16, 2018

ITEM 181-2010-R1118

Item Name

Request authorization to rename the Western Lands & People's Center at MSU to The Ivan Doig Center for the Study of the Lands and Peoples of the North American West.

THAT

The Western Lands and Peoples Center in MSU's College of Letters & Science be renamed to The Ivan Doig Center for the Study of the Lands and Peoples of the North American West in memory of award-winning author Ivan Doig, known as "the dean of Western writers", who passed away on April 9, 2015

EXPLANATION

Carol Doig, Ivan's wife of 50 years, has made a \$1MM Planned Gift and a \$100,000 recurring, annual commitment to support the Western Lands and Peoples Center in honor of her late husband Ivan Doig, which will cover 100% of the Center's annual operating costs. This request conforms to Montana University System Board of Regent's Naming Policy, Montana State University's Commemorative Tributes Policy and Montana State University Alumni Foundation's Philanthropic Naming Guidelines.

ATTACHMENTS

Academic Proposal Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 181-2010-R1118 Submission Month or Meeting: November 15-16, 2018

Institution: MSU-Bozeman CIP Code: _____

Program/Center/Institute Title: The Ivan Doig Center for the Study of the Lands and Peoples of the North American West

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/academicproposals.asp>.

 A. Level I:

Campus Approvals

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

OCHE Approvals

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

B. Level II:

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

Proposal Summary [360 words maximum]

What: MSU's Center of Western Lands & Peoples will be renamed the Ivan Doig Center in memory of award winning author Ivan Doig.

Why: Ivan Doig - known as "the dean of Western writers" - won the Wallace Stegner Award in 2007, was a finalist for the National Book Award, a recipient of the National Endowment for the Arts fellowship, won the Western Heritage Award, won the Western Literature Association's Distinguished Achievement Award and many other awards recognizing and celebrating outstanding literature. Ivan was a Montana native, his most popular novels were set in the state, and he had a special relationship with Montana readers. He passed away on April 9, 2015. Carol Doig, Ivan's wife of 50 years, donated his extensive collection of writing, notes, manuscripts, photographs, and recordings to MSU Library's Special Collections after considering offers from Stanford and University of Washington.

Resources: Carol Doig has made a \$100,000 recurring, annual commitment and \$1MM Planned Gift to support the Western Lands and Peoples Center in honor of her late husband Ivan Doig which will cover 100% of the Center's annual operating costs. Per Montana State University Alumni Foundation's Philanthropic Naming Guidelines, Carol Doig's support meets the minimum requirements of naming a College-wide Center: a gift of \$1MM or a gift that would cover 20% of the Center's annual operating costs.

Relationship to similar MUS programs: This renaming will have no impact on any other programs or centers within the MUS.