

LEVEL II MEMORANDUM

DATE: January 24, 2019

TO: Chief Academic Officers, Montana University System

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

RE: March 2019 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 February 21st. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, February 22nd. If no concerns are received, OCHE will assume that the proposals have your approval.

Level II Items

Montana State University Bozeman:

- Request for authorization to offer a Master of Science in Dietetic Systems Leadership
[Item # 182-2010-R0319](#) | [Request Form](#) | [Curriculum Proposal](#) | [Fiscal Analysis](#) | [Intent to Plan](#)
- Request for authorization to offer a Bachelor of Science in Ranching Systems
[Item # 182-2011-R0319](#) | [Request Form](#) | [Curriculum Proposal](#) | [Fiscal Analysis](#) | [Intent to Plan](#) | [Attachment A](#) | [Attachment B](#) | [Attachment C](#)
- Request for authorization to retitle the Division of Agricultural Education from 'Division' to 'Department'
[Item # 182-2012-R0319](#) | [Request Form](#)

Montana State University Northern:

- Request for authorization to offer a Plumber/Pipefitter A.A.S.
[Item # 182-2801-R0319](#) | [Request Form](#) | [Curriculum Proposal](#) | [Fiscal Analysis](#) | [Intent to Plan](#)
- Request for authorization to retitle the College of Education, Arts & Sciences, and Nursing (CEASN) to the College of Arts, Sciences, and Education (CASE)
[Item # 182-2802-R0319](#) | [Request Form](#)

The University of Montana Missoula:

- Request for authorization to offer an Accounting Fundamentals C.A.S
[Item # 182-1001-R0319](#) | [Request Form](#) | [Curriculum Proposal](#) | [Fiscal Analysis](#) | [Intent to Plan](#)
- Request for authorization to offer an ethics minor
[Item # 182-1002-R0319](#) | [Request Form](#) | [Curriculum Proposal](#) | [Fiscal Analysis](#) | [Intent to Plan](#)
- Request for authorization to offer a Bachelor of Arts in Linguistics
[Item # 182-1003-R0319](#) | [Request Form](#) | [Curriculum Proposal](#) | [Fiscal Analysis](#) | [Intent to Plan](#)
- Request for authorization to offer a Musical Theatre Performance option in the Theatre BFA
[Item # 182-1004-R0319](#) | [Request Form](#) | [Curriculum Proposal](#) | [Fiscal Analysis](#) | [Intent to Plan](#)
- Request for authorization to offer a Speech Language Pathology Audiology Assistant Certificate
[Item # 182-1005-R0319](#) | [Request Form](#) | [Curriculum Proposal](#) | [Fiscal Analysis](#) | [Intent to Plan](#)
- Request for authorization to offer a Communicative Sciences and Disorders Leveling Certificate
[Item # 182-1006-R0319](#) | [Request Form](#) | [Curriculum Proposal](#) | [Fiscal Analysis](#) | [Intent to Plan](#)

LEVEL II MEMORANDUM

- Request for authorization to retitle the Culinary Arts, Food Service Management, and Hospitality Management programs into the Big Sky Culinary Institute
[Item # 182-1007-R0319](#) | [Request Form](#)
- Request for authorization to retitle the Department of Counselor Education to the Department of Counseling
[Item # 182-1008-R0319](#) | [Request Form](#)
- Request for authorization to establish a Department of Public Administration and Policy
[Item # 182-1009-R0319](#) | [Request Form](#) | [Intent to Plan](#)
- Request for authorization to consolidate the School of Art and School of Media Arts into a merged School of Visual and Media Arts
[Item # 182-1010-R0319](#) | [Request Form](#)
- Request for authorization to consolidate the Department of Applied Computing and Engineering Technology into the Department of Business Technology
[Item # 182-1011-R0319](#) | [Request Form](#)
- Request for authorization to establish the Montana Youth Sports Safety Institute
[Item # 182-1013-R0319](#) | [Request Form](#) | [Center/Institute Proposal Form](#) | [Intent to Plan](#) | [Attachment 1: Letter of Support](#)
- Request for authorization to establish a Center for Population Health Research
[Item # 182-1014-R0319](#) | [Request Form](#) | [Center/Institute Proposal Form](#) | [Intent to Plan](#)
- Request for authorization to retitle the Rural Institute
[Item # 182-1015-R0319](#) | [Request Form](#)
- Request for authorization to terminate the Institute for Educational Research and Service
[Item # 182-1016-R0319](#) | [Request Form](#)

March 7-8, 2019

ITEM 182-2010-R0319

Item Name

Request authorization to offer a Master's of Science in Dietetic Systems Leadership

THAT

Montana State University (MSU) is requesting authorization to propose a new M.S. degree in dietetic systems leadership to accompany the current MSU dietetic internship (DI) which is a 12 non-degree graduate credit program.

EXPLANATION

The pathway to becoming a credentialed Registered Dietitian Nutritionist (RDN) will need to include integration into an M.S. degree program by 2024 to remain competitive and accredited. Per information released by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) in a June 2017 document, a M.S. degree and DI program will include graduate level integrated knowledge and experiential supervised practice learning requirements in one.

ATTACHMENTS

Academic Proposal form
Curriculum Proposal Form
Fiscal Analysis
Intent to Plan

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ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-2010-R0319 Submission Month or Meeting: March 7-8, 2019

Institution: Montana State University CIP Code: 51.3102

Program/Center/Institute Title: M.S. Dietetic Systems Leadership

Includes (please specify below): Online Offering X Options _____

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

 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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X **B. Level II:**

- X 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- X 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

Montana State University (MSU) Bozeman and Montana Dietetic Internship (MDI) administrators and faculty have developed a new curriculum leading to a Master of Science (M.S.) degree in dietetic systems leadership which supports the existing nutrition/dietetic career preparation degree and internship.

Why

The current MSU dietetic internship (DI) is a 12 non-degree graduate credit program required in the pathway to becoming a credentialed Registered Dietitian Nutritionist (RDN), that will need to be integrated into an M.S. degree program by 2024 to remain competitive and accredited. Per information released by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) in a June 2017 document, a M.S. degree and DI program will include graduate level integrated knowledge and experiential supervised practice learning requirements in one.

Resources

The M.S. integrated dietetic internship degree program proposed will be a four semester/27 credit online M.S. with a subsequent 41-week/twelve credit core leadership classes and supervised practice internship delivered at affiliate sites throughout the state of Montana and Wyoming. The potential student base for the new M.S./DI degree in dietetic systems leadership will be comprised of, 1) current MDI cohort (the combined M.S. DI required for accreditation by ACEND in the future), 2) past MDI graduates in professional practice seeking a graduate degree, and 3) other dietetics professionals in Montana and the nation motivated to complete a M.S. degree specific to dietetic systems leadership to remain competitive in evolving work environments.

The addition of a new M.S. degree in dietetic systems leadership to the existing supervised practice DI will create synergy between existing Health and Human Development programs and potentially other colleges on the MSU Bozeman campus (i.e., Nursing.) The dietetic internship/supervised practice portion of the proposed degree program will continue as currently administered utilizing MSU-Bozeman campus resources (Towne's Harvest Garden and Herrick Hall kitchen) plus established affiliate sites throughout the state of Montana and Sheridan, Wyoming.

Relationship to similar MUS programs

The MSU MDI program is the only accredited dietetic internship in Montana. There are no other similar or related programs in the MUS system.

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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]**

Montana State University (MSU) Bozeman and the College of Education, Health and Human Development are seeking authorization to offer an online Master of Science (M.S.) degree in dietetic systems leadership which supports the existing nutrition/dietetic career preparation degree and internship. The current MSU Montana Dietetic Internship (MDI) will need to be integrated into an M.S. degree program by 2024 to remain competitive and continue as the accredited pathway to becoming a Registered Dietitian Nutritionist (RDN) consistent with the Commission on Dietetic Registration changes. Per information released by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) in a June 2017 publication, a nutrition and dietetics M.S. degree program will include graduate level integrated knowledge and experiential supervised practice learning requirements in one.

- 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]**

The mission of the proposed Master of Science (M.S.) degree in dietetic systems leadership/dietetic internship (DI) combined program is congruent with that of the Department of Health and Human Development in providing populations in Montana or the Rocky Mountain region with dietetic services that can enrich human well-being. The M.S./DI combined program is a teaching and outreach program, as students and interns will be engaged in serving people at every stage of life with practical applications to enhance human health; accordingly, the program mission is congruous with the mission of the College of Education, Health and Human Development. The mission of Montana State University aims to, "...educate students, create(s) knowledge and art, and serve(s) communities by integrating learning, discovery, and engagement." The M.S./DI combined program mission is consistent with this in that it will promote the integration of learning, discovery, service and engagement in various dietetic practice settings located in rural and urban facilities in Montana.

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

The Master of Science (M.S.) degree in dietetic systems leadership/dietetic internship (DI) combined program curriculum supports the pathway for a career in dietetics. Montana State University administration, faculty and state stakeholders met in January 2016 to begin the process of resource and information discovery related to a new nutrition/dietetics M.S. The potential student base for the new M.S./DI combined degree will be comprised of, 1) current MDI interns (the combined M.S. and dietetic internship required for accreditation by ACEND in the future), 2) past MDI graduates in professional dietetic practice seeking a graduate degree only, and 3) other dietetics professionals in Montana and the nation motivated to complete a M.S. degree specific to nutrition/dietetics to remain competitive in evolving work environments.

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

The proposed M.S. degree in dietetic systems leadership/dietetic internship (DI) will be a combined program with no breaks beginning the M.S. portion with two online courses in the first summer, continuing with six online classes throughout the fall and spring terms. The second summer students will complete two courses on campus, then progress in the second year (fall and spring semesters) through 41 weeks of supervised

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practice/dietetic internship at affiliate locations throughout Montana and Sheridan, Wyoming. A professional project will be completed in the final supervised practice course. The M.S. degree will be awarded after requirement completion along with a Verification Statement mandatory for eligibility to sit for the Registered Dietitian Nutritionist credentialing examination. Please see Appendix A for the course listing/schedule.

Degree Requirements – 39 total credits

CLINICAL

Advanced Diet and Disease Systems	3 credits
Advanced Medical Nutrition Therapy	3 credits

FOOD MANAGEMENT

Food Innovation and Entrepreneurship	3 credits
Advanced Food Systems Management in Dietetics	3 credits

COMMUNITY NUTRITION/PUBLIC HEALTH SYSTEMS

Health Care Informatics	3 credits
Family Law & Public Policy	3 credits
Critical Thinking, Research & Evidence-Informed Practice	3 credits
Global Food Systems	3 credits

CORE

Research Methods, Evaluation and Application	3 credits
Food Systems Leadership for Nutrition Professionals	3 credits
Dietetic Professionalism/Supervised Practice	9 credits

a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	36
Credits in required courses offered by other departments	3
Credits in institutional general education curriculum	0
Credits of free electives	0
Total credits required to complete the program	39

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.

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Graduates of the Montana State University M.S. degree in dietetic systems leadership/dietetic internship combined program, will emerge from the program as entry-level registered dietitian nutritionists (RDNs) that are:

- Dynamic health care leaders with competent skills that foster an expanded vision of health and well-being in the context of food with an appreciation of system approaches for problem solving, and a sincere care for the health of communities and individuals;
- Highly capable individuals who can integrate sustainable food systems principles into dietetic practice;
- Able to provide service to meet the needs and enrich the well-being of diverse populations in Montana and the Rocky Mountain region.

Upon completion of an integrated M.S. degree in dietetic systems leadership/dietetic internship, graduates in professional practice will:

- Apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups and organizations;
- Apply and integrate client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes;
- Apply food system principles and management skills to ensure safe and efficient delivery of food and water;
- Apply community and population nutrition health theories when providing support to community or population nutrition programs;
- Integrate evidence-informed practice, research principles and critical thinking into dietetic practice.
- Display leadership, business and management principles to guide practice and achieve operational goals.
- Display professional behaviors and effective communication in nutrition and dietetics interactions.

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]

The Montana Dietetic Internship (MDI) program at MSU is the only accredited program in the state of Montana to provide supervised practice opportunities required to be eligible for RDN credentialing, complementing the only accredited Didactic Program in Dietetics (DPD) also at MSU from which graduates receive a Verification Statement qualifying them for supervised practice. With the Commission on Dietetic Registration changes to a minimum of a graduate degree for entry-level dietitian registration eligibility, students graduating from the undergraduate DPD program will be required to enroll in a graduate program along with a supervised practice program to complete the RDN career track. Developing a M.S. degree in dietetic systems leadership/dietetic internship combined program, will continue to serve the credentialing needs of future nutrition professionals.

The MSU Department of Health and Human Development has an M.S. degree in Exercise Physiology and Nutrition which prepares graduates for careers in the medical and health fields related to sports, exercise and nutrition. In contrast, the M.S. in dietetic systems leadership will prepare graduates for advanced clinical, food service and community nutrition careers as RDNs. The University of Montana offers an M.S. in Community Health which prepares graduates to take the Certified Health Education Specialist exam. All three of these degrees prepare individuals to serve and strengthen health care teams in Montana in unique disciplines that are important and complementary to the practice of dietetics. However, an M.S. in dietetic systems leadership will

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prepare Montana’s future institutional food service, clinical and community nutrition leaders with specific skills and competence in dietetic professional practice.

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

Institution Name	Degree	Program Title
Montana State University		No similar program in the MUS system exists.

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]

Not applicable.

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]

Not applicable.

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]

The first offering of the combined M.S. degree in dietetic systems leadership/dietetic internship combined program will be fall 2019 with a cap of 24 students. As well, in the fall of 2019 the final MDI program only year will accept 24 interns through the usual national selection process.

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

Fall Headcount Enrollment					Graduates				
AY 2020	AY 2021	AY 2022	AY 2023	AY 2024	AY 2021	AY 2022	AY 2023	AY 2024	AY 2025
24	24	24	24	24	0	24	24	24	24

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

The current MSU/MDI program enrolls 24 interns per year in a 41-week supervised practice internship. The number of students is projected to remain the same throughout the next five years. Furthermore, it

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is anticipated that the potential 24 student enrollment number will remain constant over the next five years through multi-program offerings consisting of the new M.S. degree and dietetic internship combined program, or dietetic internship only, or M.S. degree in dietetic systems leadership only.

c. What is the initial capacity for the program?

The current MDI program has capacity for 24 interns with supervised practice rotation sites throughout Montana and Sheridan, Wyoming. This will remain consistent in the proposed M.S. degree/dietetic internship combined program.

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 will be measured through achievement of program goals and learning outcomes, plus demonstrated competence in dietetic professional practice criteria determined by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

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]

Throughout the online M.S. degree program students will earn a "C" grade or better, and maintain a program GPA of 3.0 or higher in required coursework to advance to the dietetic internship/supervised practice year.

During the dietetic internship/supervised practice year, and up to five years beyond completion, assessment data will be collected from supervise practice site preceptors (every 2-7 weeks), selected employers (yearly) and graduates (at completion of the dietetic internship/supervised year plus years one and five post-graduation) to measure achievement of intended program goals and outcomes.

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

Throughout the online M.S. degree program students will earn a "C" grade or better, and maintain a program GPA of 3.0 or higher in required coursework to advance to the dietetic internship/supervised practice year.

The following are objective benchmarks to assess student learning throughout the internship/supervised practice year:

80% of preceptors will evaluate student intern competence throughout the 41-week program with an overall average rating of 3 or greater on a scale of 1 to 5 indicating performance is as expected, above average, or outstanding.

All students will earn an overall 80% score or higher in the application of sustainable food systems principles and food systems leadership in supervised practice coursework.

Upon completion of the M.S. degree/dietetic internship combined program data will be collected to measure meeting the following objectives:

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80% of graduates will pass the RDN exam on the first attempt as reported in the ACEND Exam Summary Report available to programs twice per year.

90% of MDI graduates will rate their M.S. degree/internship experience on how well prepared for entry-level practice they were with an overall average rating of 4 or greater on a 5 point Likert scale (4 = satisfied).

80% of employers will rate employees who are M.S. degree/internship graduates with an overall average rating of 4 or greater on a 5 point Likert scale (4 = satisfied).

Over a five-year period, 70% or more of M.S. degree/internship graduates who sought employment in dietetics will be employed within twelve months of program completion.

At five years, post-graduation from the M.S. degree/dietetic internship combined program, a survey will be issued to program graduates. Within five years, 25% of graduates will serve the populations of Montana and the Rocky Mountain regions through employment or volunteer service.

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

On-going preceptor evaluations will ensure adequate progress through the dietetic internship/supervised practice portion of the program.

At the completion of the M.S. degree/dietetic internship combined program students will be surveyed electronically, and a face-to-face feedback session will be conducted by a third-party reviewer to measure student satisfaction and perceived preparation/career readiness for entry-level dietetic practice. Feedback data will inform program change and enhancements to ensure program quality and value annually.

Yearly RDN exam scores will be collected to ensure that pass-rate goals are met and identify potential areas where graduates are receiving low RDN exam scores. Accordingly, competency achievement measures in identified areas will be assessed and program administrators will work with preceptors to increase the rigor of evaluation competency achievement.

At the one-year and five-year post-graduation time points graduates will be surveyed along with selected employers of graduates in Montana and the Rocky Mountain region to assess program preparation satisfaction. Subsequent review of the data will indicate which areas graduates and/or employers identify as not being adequately prepared for, or where additional support for enhanced entry-level job performance is needed. Review and adjustments of the corresponding M.S. coursework and dietetic internship components will ensue improvement or revision of components as appropriate based on feedback.

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

To become a registered dietitian nutritionist (RDN) an individual must successfully complete an accredited program in dietetics along with an accredited internship program; in 2024 the individual will also need a M.S. degree to be eligible to sit for the credentialing exam along with the internship verification

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statement. The current Montana Dietetic Internship (MDI) is a fully accredited program; the proposed M.S. degree/dietetic internship combined program will maintain full accreditation status with the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

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]*

The online M.S. degree in dietetic systems leadership will utilize current MSU electronic education platforms and University Information Technology Center (UIT) services.

The dietetic internship/supervised practice portion of the proposed degree program will continue as currently administered utilizing MSU-Bozeman campus resources (Towne's Harvest Garden and Herrick Hall kitchen) plus established affiliate sites throughout the state of Montana and Sheridan, Wyoming.

- 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 new needed facilities, equipment, space, or laboratory instruments must be obtained to support the proposed degree/internship program.

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

The addition of a new M.S. degree in dietetic systems leadership to the existing supervised practice dietetic internship (DI) will create synergy between existing Health and Human Development programs and potentially other colleges on the MSU Bozeman campus (i.e., Nursing.) Existing resources for graduate curriculum delivery include:

- Instructional faculty in the Health and Human Development Department (HHD)
 - Food & Nutrition
 - Tenured and non-tenured track faculty
 - Hospitality Management
 - Tenured and non-tenured track faculty
 - Sustainable Food Systems
 - Health and Human Performance
 - Professional Employees
 - Dietetics
- Instructional faculty in the College of Nursing

Impact: Teaching graduate online coursework may be in load or as added compensation/summer employment.

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Measures to maintain quality and productivity: When appropriate the use of non-tenured track faculty/professionals to deliver online coursework will assist in maintaining current instructional faculty workloads.

Dietetic internship/supervised practice coursework will be delivered to support the proposed combined program in the existing format utilizing Registered Dietitian Nutritionists (RDN) and other professionals as preceptors from program affiliate sites. MSU dietetic professional employees will continue as supervised practice coursework administrators and instructors.

Impact: No alteration or impact to current modes of operation for the dietetic internship/supervised practice portion of the program proposal are anticipated.

Measures to maintain quality and productivity: Meeting the Accreditation Council for Education in Nutrition and Dietetics (ACEND) measures for program quality will continue and productivity of program administrators and affiliate preceptors will continue as usual.

- 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]**

Professionals in the dietetics community will be recruited as non-tenured track instructors for the delivery of specialized content areas online.

Instructors will be sought with professional dietetic credentialing (RDN); at least three years of clinical practice; specialist certification in one or more of the Commission on Dietetic Registration (CDR) Board offered certifications in specialty areas (i.e., pediatric, renal, gerontological, sports dietetics, oncology, obesity and weight management, nutrition support); and, at least a M.S. degree. Class delivery in the online format will allow for instructors to be sourced from inside and outside the state of Montana.

Assistant director: graduate specialist program coordinator/instructor

This position will be filled by a Registered Dietitian Nutritionist (RDN) with responsibilities to perform a variety of professional and administrative duties that facilitate the day-to-day operations of the M.S./DI program. The position will be approximately 50% administration with 50% instruction. This individual will assist in program planning, development, and M.S. coordination; gathering and monitoring program feedback, and analyzing information regarding program operation and procedures; plus, coordinating graduate committees. The qualified candidate will have professional dietetic credentialing (RDN) and 2-3 years of relevant experience in dietetic practice, education, or program administration.

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]**

The available library and information resources are adequate to support the proposed program.

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- 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]**

Most the student time is spent off-campus and will not have an impact of existing student services.

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

Net positive revenues are projected when a new M.S. degree in dietetic systems leadership is combined with the existing dietetic internship (DI). The below projected revenues demonstrate a positive net revenue with the combined projected budgets of the new program.

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

	Year 1	Year 2	Year 3
Revenues	215,274	215,274	215,274
Expenditures	153,889	148,989	148,989
Net Revenue (revenues-expenditures)	61,385	66,285	66,285

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

Salary for new position: Graduate specialist program coordinator/instructor (0.5 NTT/0.5 Staff)

A fulltime non-tenured track program coordinator will be necessary for implementation of the new M.S. degree and dietetic internship combined program at a local competitive salary of \$60,000/year with approximately \$24,000/year benefits.

- 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]**

No reallocation of existing state appropriated funds is anticipated for program support.

- 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.**

No increase in base funding is anticipated to support the program.

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- 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]**

No one-time sources of funding are anticipated to support the program.

- 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]**

No federal grant or other grant(s) are anticipated in funding this program.

- 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.**

\$100/student course lab fee for HTR 5XX: Food Innovation and Entrepreneurship is intended. This fee will pay for costs incurred in experimental food testing and product development.

- 14. Complete the budget template below with the following information:**

- **Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program.**
- **Include reallocation of existing personnel and resources and anticipated or requested new resources.**
- **Amounts should reconcile subsequent pages where budget explanations are provided.**

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Signature/Date

College or School Dean:

 10/22/18

Chief Academic Officer:

 10-23-18


Chief Executive Officer:

 October 23, 2018

Flagship Provost*:

 10-23-18

Flagship President*:

 October 23, 2018

*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum


Rubric	Course	Semester	Credits	Location	Potential Faculty	Cost
NUTR 5xx/HDFS 465R	Family Law & Public Policy	Year 1 Summer	3	Online	M Vaterlaus	Summer salary
NUTR 5xx	Advanced Diet and Disease Systems	Year 1 Summer	3	Online	C McMilin	Summer salary
NRSG 610	Health Care Informatics	Year 1 Fall	3	Online	G Burg/Nursing	Adjunct - nursing
HDFS 515 <i>or</i> HHD 512	Statistical Approaches for CFC <i>or</i> Research Methods in HHD	Year 1 Fall	3	Online	HHD Faculty	In load
NUTR 5xx	Critical Thinking, Research & Evidence-Informed Practice	Year 1 Fall	3	Online	A Shovic	Adjunct – HHD
NUTR 5xx or HTR 5xx	Advanced Food Systems Management (in Dietetics)	Year 1 Spring	3	Online	M VanShenkof	In load
NUTR 5xx	Advanced Medical Nutrition Therapy	Year 1 Spring	3	Online	NTT/Clinical Professional	Adjunct – HHD
SFBS 551/SFBS 552	Global Food Systems/State of the Environment: Policy, Management, and Practice	Year 1 Spring	3	Online	SFS/New Ext Faculty/US NTT	Adjunct - HHD
HTR 5xx	Food Innovation and Entrepreneurship	Year 2 Summer	3	Campus	W Kuo	Summer salary
MONTANA DIETETIC INTERNSHIP (MDI)						
NUTR 591 (will change #)	Food Systems Leadership for Nutrition Professionals	Year 2 Fall	3	Campus	A Diffenderfer/ C Kaiser	In load
NUTR 598	Dietetic Professionalism/Supervised Practice	Year 2 Fall	3	Online/Assigned Locations	C Kaiser/ A Diffenderfer	In load
NUTR 598	Dietetic Professionalism/Supervised Practice	Year 2 Spring	6	Online/Assigned Locations	C Kaiser/ A Diffenderfer	In load

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: Bozeman
AWARD LEVEL: Grad
PROGRAM NAME: MS in Dietetic System Leadership/Dietetic Internship
PROGRAM CODE:

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
ENROLLMENT PROJECTIONS					
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	24	24	24	24	24
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	27	27	27	27	27
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	27	27	27	27	27
Completions					
Annual number of program completers	0	24	24	24	24
REVENUE					
Tuition Revenue (net of waivers)	\$215,274	\$215,274	\$215,274	\$215,274	\$215,274
Institutional Support					
Other Outside Funds (grants, gifts, etc.)					
Program Tuition/Fees					
Total Revenue	\$215,274	\$215,274	\$215,274	\$215,274	\$215,274
Total Revenue per Student FTE	\$7,973	\$7,973	\$7,973	\$7,973	\$7,973
EXPENDITURES					
Tenure Track Faculty	FTE	0.2	0.2	0.2	0.2
	Salary + Benefits	\$28,538	\$28,538	\$28,538	\$28,538
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE	0.9	0.9	0.9	0.9
	Salary + Benefits	\$78,848	\$78,848	\$78,848	\$78,848
Graduate Teaching Assistants	FTE				
	Salary + Benefits				
Staff	FTE	0.5	0.5	0.5	0.5
	Salary + Benefits	\$34,953	\$34,953	\$34,953	\$34,953
Total Faculty & Staff	FTE	1.6	1.6	1.6	1.6
	Salary + Benefits	\$142,339	\$142,339	\$142,339	\$142,339
Operations (supplies, travel, rent, etc)	\$6,650	\$6,650	\$6,650	\$6,650	\$6,650
Start-up Expenses (OTO)	\$5,000				
Total Expenses	\$153,889	\$148,989	\$148,989	\$148,989	\$148,989
Student FTE to Faculty (TT + NTT) Ratio	24.5	24.5	24.5	24.5	24.5
Net Income/Deficit (Revenue - Expenses)	\$61,385	\$66,285	\$66,285	\$66,285	\$66,285

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

NOTICE OF INTENT TO PLAN

Program/Institute Title: M.S. Dietetic Systems Leadership
Campus, School/Department: MSU-Bz, Health and Human Development
Contact Name/Info: Coleen Kaiser, coleenk@montana.edu
Expected Submission Date: SEPT 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 Montana State University (MSU) and Montana Dietetic Internship (MDI) administrators and faculty have been at work on developing a curriculum plan to support the pathway to a new nutrition/dietetics Master of Science (MS) degree. Our current dietetic internship (12 non-degree graduate credits) will need to be integrated into an MS degree program by 2024 in order to remain competitive and accredited. Competencies are being developed by the Accreditation Council for Education in Nutrition and Dietetics (ACEND); and the first draft has just undergone public review and commenting in December of 2016. According to preliminary information released by ACEND, an MS degree program will include integrated knowledge and experiential learning requirements in one program; preparation in client clinical care; team work, communication, research, professional practice; community and population health; leadership, management, food and food-service skills necessary to function as a generalist dietitian nutritionist and will meet dietitian nutritionist registration examination eligibility criteria. We have a potential student base that is comprised by current MDI interns (as this combined MS and internship will be required for accreditation by ACEND in the future), past MDI graduates in professional practice, and/or other professionals in the nation seeking to complete a MS degree specific to nutrition/dietetics.

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

MSU's undergraduate dietetics program in Food and Nutrition consistently has over 100 students enrolled. In order to complete the career track to become a Registered Dietitian, the graduates must go through at least 1,200 hours of supervised practice to be eligible for the credentialing exam. The ACEND accredited Montana Dietetic Internship at MSU currently provides this opportunity to 22-24 MSU and non-MSU graduates each year (<http://www.montana.edu/hhd/nondegree/mdi/index.html>). The Academy of Nutrition & Dietetics (AND) and its committee, the Council on Future Practice released a report in the fall of 2012 titled, "Council of Future Practice Visioning Report" (the full report can be accessed at, <http://mailer.eatright.org/t/21114/3358682/29094/35/>.) Recommendations in the report directly relating to dietetics professional credentialing include the following:

Recommendation 1

"Elevate the education preparation for the future entry-level RD to a minimum of a graduate degree from an ACEND-accredited program."

Recommendation 2

"Recommend that ACEND require an ACEND-accredited graduate degree program and/or consortium that integrates both the academic coursework and supervised practice components into a seamless (1-step) program as a requirement to obtain the future entry-level RD credential."

The Commission on Dietetic Registration (CDR) is the credentialing agency for the AND; CDR changed the entry-level registration eligibility requirement for a dietitian to a minimum of a graduate degree in April 2013. The action to change the degree requirement is effective January 1, 2024.

- ACEND Standards Committee. <http://www.eatrightacend.org/ACEND/content.aspx?id=6442485290>
- Commission on Dietetic Registration. <https://www.cdrnet.org/>
- Academy of Nutrition and Dietetics. <http://www.eatrightpro.org/>

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

The mission of the Montana Dietetic Internship Program is congruent with that of the Department of Health and Human Development in providing populations in Montana or the Rocky Mountain region with dietetic services that can enrich human well-being. The MDI Program can be considered a teaching and outreach program, and interns will be engaged in serving people at every stage of life with practical applications to enhance human health, thus the program mission is congruous with the mission of the College. The mission of the institution aims to, "...educate students, create(s) knowledge and art, and serve(s) communities by integrating learning, discovery, and engagement." The MDI program mission is consistent with this in that MDI promotes the integration of learning, discovery, service and engagement in various practice settings located in rural and urban facilities in Montana.

4) Describe how the proposed program/center/institute overlaps, complements, or duplicates existing

entities or offerings within the MUS system?

The Montana Dietetic Internship at Montana State University (MSU) is the only accredited program in the state of Montana to provide the supervised practice opportunities needed to be eligible for Registered Dietitian credentialing, complementing the only accredited Didactic Program in Dietetics (DPD) also at MSU from which graduates receive a Verification Statement making them eligible for supervised practice. With the Commission on Dietetic Registration changes to a minimum of a graduate degree for entry-level dietitian registration eligibility, students graduating from the undergraduate DPD program will be required to enroll in a graduate program to complete the Registered Dietitian career track. With MSU developing a Master of Science in Dietetic Systems Leadership, we will continue to serve the credentialing needs of future nutrition professionals. The MSU Department of Health and Human Development has an MS degree in Exercise Physiology and Nutrition which prepares graduates for careers in the medical and health fields related to sports, exercise and nutrition. In contrast, the MS in Dietetic Systems Leadership will prepare graduates for advanced clinical, food-service and community nutrition careers as Registered Dietitians. The University of Montana offers an MS in Community Health which prepares graduates to take the Certified Health Education Specialist exam. All three of these degrees prepare individuals to serve and strengthen health care teams in Montana in unique disciplines that are all important and complementary. The MS in Dietetic Systems Leadership will also prepare Montana's future institutional food service and community nutrition leaders.

Signatures

Intent to Plan

Program/Institute/Center Title: M.S. Dietetic Systems Leadership
 Campus: MSU-Bz, Health and Human Development
 Expected Submission Date: SEPT 2017

Signature/Date

College/School Dean: DocuSigned by: Alison Harmon 2/28/2017
09195817BB5D435...

Graduate Dean: DocuSigned by: Karlene A. Hoo 4/30/2017
(Graduate academic programs only) 1F6B90CC1B5B461...

Vice President Research: _____
(Research centers/institutes only)

Chief Academic Officer: DocuSigned by: Robert Mokwa 4/26/2017
9EDD74A82C3A419...

Chief Executive Officer: DocuSigned by: Waded Cruzado 2/27/2017
A782288C035847B...

Flagship Provost: DocuSigned by: Robert Mokwa 4/26/2017
9EDD74A82C3A419...

Flagship President: DocuSigned by: Waded Cruzado 2/27/2017
A782288C035847B...

Date of Final Review: September 13, 2017

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

March 7-8, 2019

ITEM 182-2011-R0319

Item Name

Request for authorization for Montana State University to offer a Bachelor of Science in Ranching Systems Degree Program

THAT

The College of Agriculture and Department of Animal and Range Sciences at Montana State University requests approval of the proposed Bachelor of Science, Ranching Systems Degree Program

EXPLANATION

The catalyst for this program originated from outside of MSU because of the high and increasing demand for well-educated individuals to take on the diversity of challenges of today's Ranching industry. We seek to create a BS Ranch Management Program (RMP) to prepare outstanding graduates with the diverse skill set needed to meet the challenges of today's complex grazing livestock/natural resource industry. RMP will be based on a systems-level approach that includes coursework and experiential/hands-on learning in animal production, natural resource management, economics and business, as well as applied skills such as communication and critical thinking, in a student-centered curriculum that integrates learning, discovery, and engagement in and out of the classroom.

ATTACHMENTS

- 182-2011-R0319-RF
- 182-2011-R0319-CUR
- 182-2011-R0319-FIS
- 182-2011-R0319-Intent to Plan
- 182-2011-R0319-A- New Curriculum
- 182-2011-R0319-B Ranch Management survey results
- 182-2011-R0319-C Ranch Management Admissions

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-2011-R0319 Submission Month or Meeting: March 8-9, 2019

Institution: Montana State University,
Bozeman CIP Code: 01.0104

Program/Center/Institute Title: Bachelor of Science in Ranching Systems

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:

- 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

The MSU College of Agriculture and the Department of Animal and Range Sciences seeks to create a BS Ranching Systems Degree Program (**RSP**) to prepare outstanding graduates with the diverse skill set needed to meet the challenges of today's complex grazing livestock/natural resource industry. **RSP** will be based on a systems-level approach that includes coursework and experiential/hands-on learning in animal production, natural resource management, economics and business, as well as applied skills such as communication and critical thinking, in a student-centered curriculum that integrates learning, discovery, and engagement in and out of the classroom.

Why

This catalyst for this program originated from outside of MSU because of the high and increasing demand for well-educated individuals to take on the diversity of challenges of today's Ranching industry. Based on our survey of individuals involved in the land and livestock business, there is a high and increasing demand for a **RSP** as described in this proposal. Native and agricultural land comprise 88% of the Great Plains/intermountain West. Much of this region is comprised of private land, 94 million acres of which remain as intact native range. Keeping ranchers in business leaves native ranges intact to the benefit of a multitude of ecological services (<http://www.worldwildlife.org/places/northern-great-plains>). The work ethic and traditions of western ranching are as important today as they were 100 years ago. However, the skills, knowledge, and critical-thinking abilities needed for present and future ranch managers has grown faster than the educational programs that service this vital element of the U.S food and natural resource industry.

Resources

RSP makes use of existing course with NTT dollars budgeted for potential increases in student enrollment in supporting courses. Human resources for **RSP** leader, student advising, internship oversight, and teaching **RSP** rubric courses are supported through an endowment. Physical resources are planned and in place in ABB.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Relationship to similar MUS programs

Course Category	Ag Business, Farm and Ranch Concentration	Animal Science Livestock, Management and Industry option	Natural Resources and Rangeland Ecology; Rangeland Ecology and Management option	Proposed RSP
Econ and Business	45	15	3	27
Animal Science	9	~43	~10	27
Rangeland Ecology/Environmental		~15	~61	26
math, biology, and chemistry	16	15	19	21
Internship, Seminar, etc.	0	3	0	7

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CURRICULUM PROPOSAL FORM

- 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]*

MSU Ranching Systems Degree Program (RSP) will prepare outstanding graduates with the diverse set of skills needed to meet the challenges of today's complex grazing livestock and natural resource industry. Our program will be based on a systems-level approach that includes course work and experiential/hands-on learning in animal production, natural resource management, economics and business, as well as applied skills such as communication and critical thinking, in a student-centered curriculum that integrates learning, discovery, and engagement in and out of the classroom. The proposed program is not related to other programs on campus and no changes in existing programs are needed.

- 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]*

Learning: RSP will be based on a systems-level approach that includes broad-based curriculum and experiential/hands-on learning, as well as applied skills such as communication and critical thinking. We will measure student success via MSU's strategic plan and our program assessment tools.

Discovery: RSP is linked with livestock/natural resource enterprises and scientific communities through courses, internships, and seminars. Thus, our students will be prepared to address the ever-evolving questions relevant to the grazing livestock/natural resources industry.

Engagement: RSP graduates will be engaged citizens of their broader communities by exchanging and applying knowledge to improve the sustainability of the grazing livestock industry. We will track our program's success in outreach and engagement.

Integration: RSP is a systems-level program that values all discipline-specific knowledge, research, and outreach needed to develop students as successful leaders in the Ranching Systems industry.

Access: RSP will be open to all, with admission to the junior level based on academic standing. Our goal is the highest quality education possible for motivated students within program capacity.

Stewardship: RSP will responsibly manage its human, physical, economic, and environmental resources in an open and sustainable manner.

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

In 2015, representatives from the Ranching/Natural Resource Industries approached Dean Boyer about the potential of renewing efforts, started by the Nature Conservancy, to establish a RSP. Boyer created a working group of faculty and industry representatives to investigate the potential and develop a working concept of a RSP BS. In 2016, the working group completed their task, including a survey of ranchers and other agricultural/natural resource professionals, on the need and structure of a RSP at MSU. Working with the MSU Foundation, we acquired sufficient funds to begin the program.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	44
Credits in required courses offered by other departments	62
Credits in institutional general education curriculum	12
Credits of free electives	0
Total credits required to complete the program (including 1 credit each summer of internship between 2nd and 3rd and 3rd and 4th years)	118

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.

Our graduates will:

1. Design and evaluate sustainable Ranching Systems by synthesizing and applying knowledge of livestock production, business and economic aspects of Ranching Systems, and rangeland ecology and management to a systems-level approach to Ranching Systems. [knowledge]
2. Critically review and evaluate information to make decisions regarding the management of the whole ranching enterprise in order to achieve management goals. [critical thinking]
3. Demonstrate effective oral and written communication to a variety of audiences, as well as within collaborative environments. [communication and collaboration]
4. Use scientific principles to formulate questions, explore solutions, and solve real-world problems based on scientific principles. [problem solving]
5. Demonstrate knowledge of complex ethical issues in their profession. [ethics]

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]

Survey results of individuals involved in the land and livestock business indicate a high and increasing demand for a RSP as described in this proposal. Grass, shrub, and agricultural land comprise 88% of the Great Plains/Intermountain West. Much of this region is comprised of private land, 94 million acres of which remain as intact native range. Keeping ranchers in business leaves native ranges intact to the benefit of a multitude of ecological services (<http://www.worldwildlife.org/places/northern-great-plains>). To adequately manage these

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CURRICULUM PROPOSAL FORM

resources in a sustainable manner takes an experienced, well-trained, and educated professional. The work ethic and traditions of western ranchers are as important today as they were 100 years ago. However, the skills, knowledge, and critical-thinking abilities required for present and future ranch managers have grown faster than the educational programs that service this vital element of the U.S food and natural resource industry.

RSP will be based on a systems-level approach that includes course work and experiential/hands-on learning in animal production, natural resource management, economics, and business, as well as applied skills such as communication and critical thinking. When fully funded, our RSP will be the preeminent BS program in Ranch management producing outstanding systems-level thinkers who will be the leaders in the grazing livestock industry in the northern Great Plains, and Intermountain West. In addition to RSP students, RSP will host seminars, workshops, and clinics partnering with Montana Extension Service to bring in nationally renowned experts to further serve all students, as well as ranchers, and commodity and natural resource entities.

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

Institution Name	Degree	Program Title
MSU	BS	Ag Business, Farm and Ranch Concentration
MSU	BS	Animal Science, Livestock, Management and Industry option
MSU	BS	Natural Resources and Rangeland Ecology; Rangeland Ecology and Management option

- 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 is no duplication at MSU. Although there are over 50 farm and/or Ranch Management programs in the U.S. (<http://www.educationcorner.com/farm-farm-and-ranch-management-colleges-universities.html>), these are either associate degrees or BS programs that are discipline-specific rather than a systems/experiential learning program as proposed. Our program would be the only BS program of its type in the nation. MSU has outstanding discipline-specific undergraduate programs in Ag Economics/Ag Business, Animal Science, and Natural Resources/Rangeland Ecology. Our survey (attached) indicate that Animal Science, Range Science, Management and Communication, Accounting and Finance, and Agricultural Economics are the top priority subject areas for an undergraduate RSP. Below is a table that shows the general program structure in the three related programs at MSU, along with the proposed RSP.

Course Category	Ag Business, Farm and Ranch Concentration	Animal Science Livestock, Management and Industry option	Natural Resources and Rangeland Ecology; Rangeland Ecology and Management option	Proposed RSP
Credits				
Econ and Business	45	15	3	27
Animal Science	9 ^a	~43	~10	27

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Rangeland Ecology/Environmental Studies		~15	~61	26
Freshman level math, biology, and chemistry	16	15	19	18
Internship, Seminar, etc.	0	3	0	7
^a combination of range/ecology and animal science ~ = includes blocks in which multiple discipline options are available				

- 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]*

The above table shows how the proposed RSP is different from closely related programs at MSU Bozeman. Faculty from each of these programs were members of the Dean’s RSP working group and were involved in the curriculum design of the proposed RSP. There are no programs in the MUS system similar to our proposed program. Although there is a 2-year Associate of Science Degree at Miles City Community College, it does not fill the same need as our proposed program. We have had conversations with Miles City Community College on how their students can transition into our proposed program.

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]*

Our plan is to hire the RSP leader by the summer of 2019. We expect the program will be fully functional by the Fall 2019 with its first class of freshman and transfer students. After completing the first two years of the required curriculum, students will apply for admission to the RSP during their sophomore spring semester, with their admission to the program beginning with a summer internship. Admission will be based upon GPA, references, letter of application, and review by the admission committee. We anticipate that by 2023 there will be upwards of 55 students in the program.

- 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	27	39	52	55	0	0	0	8	9

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

We anticipate a high demand and interest in the RSP based on our survey along with multiple discussions with students, ranch families, and Ranch Management companies. We think the 15 freshman in the first year is a realistic and most likely conservative number. We based our estimate of growth using a conservative value based on the COA’s past 10 years of increased enrollment. We also included a conservative 50% retention rate from freshman to sophomore level based on MSU data on the COA’s five year average value of 55.4% (data available upon request).

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

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CURRICULUM PROPOSAL FORM

At the freshman and sophomore level, the curriculum is a broad-based, open-access program that serves as a solid foundation for a number of degree programs in the COA. During the spring semester of the sophomore year, students must apply for admission to the RSP (see attached). Capacity at the junior and senior levels will depend, in part, on progress to our funding goals of \$6 million. The highly structured internship program (internship is in conjunction with paid employment on vetted ranching operation) is anticipated to cost approximately \$2,000/student at the beginning of the program with cost declining as the program matures and we reach our funding goal (note: internship costs are covered through our endowed program). We estimate that our first class of graduating seniors will be eight students, with future growth similar to the COA past 10 years of increased student enrollment. The initial capacity is reflected in the table above. Given human and financial resources, we anticipate a graduating class of between 8 to 15 students by AY2025. This estimate is based upon our premise of no additional burden to existing faculty for advising or coordinating internships for RSP students.

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]*

The success of the program will be determined via the assessment process, along with graduate placement within the field of Ranch Management. We will also have an advisory committee specific to the RSP composed of academic and industry representatives that will provide input for program assessment and improvement. If an acceptable performance threshold has not been met, a program leader response is required. This includes: 1) Gather additional data next year to verify or refute the result, 2) Change something in the curriculum to try to fix the problem, 3) Change the acceptable performance threshold, and 4) Choose a different assignment to assess the outcome.

- 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]*

Annual Assessment Process

1. Data is collected from identified courses.
2. Random samples of collected assignments are scored by two faculty members using prepared scoring rubrics.
3. Assessment coordinator tabulates scores. Areas where the acceptable performance threshold has not been met are highlighted.
4. The scores are presented to the faculty for assessment.
5. The faculty reviews the assessment results and makes decisions on how to respond.
 - Faculty can respond to assessment results even if the acceptable performance threshold has been met
 - It is OK to determine that changes are not needed when students are demonstrating proficiency with each learning outcome

Montana Board of Regents
CURRICULUM PROPOSAL FORM

6. A summary of the year’s assessment activities and faculty decisions is reported to the Provost’s Office in the Department’s Annual Assessment Activities report.

Outcome from 4b	Year					
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1	X			X		
2	X			X		
3		X			X	
4			X			X
5			X			X

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

Direct measures include:

1. Examinations, papers, and presentations in RSP seminar and ranching systems courses
2. Student internship assessment presentations and papers
3. RSP leader evaluation of internship
4. Internship ranch enterprise level (livestock, hay, amenities, etc.) project
5. Internship ranch grazing plan
6. Internship water and natural resource use plan

Indirect measures include:

1. Course evaluations
2. Annual reviews about the student’s progress, results of a satisfaction or exit survey
3. Advisory group feedback
4. Student placement data
5. Rate of completion time

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

RSP will be assessed annually and will provide evidence of assessment activities, findings and improvements through the annual report. The complete assessment plan including actions that will be taken when goals are not met is available upon request.

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

There is no accreditation associated with the proposed RSP.

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]*

Montana Board of Regents
CURRICULUM PROPOSAL FORM

The need for the RSP is only office space (planned for and available in the Animal BioScience Building) and access to MAES land, livestock, and other facilities, which is currently planned for and available. Scheduling of RSP rubric courses will be done in such a manner as to not conflict with other courses and to make use of available class and conference room space within the COA.

- 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]*

None

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

Animal and Range Sciences Department has the existing instructional, support, and administrative resources to successfully implement and maintain the program without additional MSU funds or competition for existing resources. The RSP will result in more students in the COA but the impact on required courses will be minimum and similar to the COA current percentage increase in student enrollment. All RSP courses, student advising and mentorship will be done by the RSP leader whose salary is covered through a Foundation Endowment. Quality and productivity of the RSP will be measured using our assessment tools and through the placement of our graduates and the reputation of our program. Maintaining and constantly improving a quality and productive RSP to serve the ever changing Ranching industry will be accomplished with a two-fold approach to student success: 1) admission to the RSP will be based on academic standards, as well as a board of admissions, made up of faculty from COB and COA and 2) the RSP will also have an advisory committee made up of academic and industry representatives that will annually evaluate the programs productivity.

- 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]*

A program leader will be hired. This will be an endowed position with an annual salary of approximately \$120,000. We have been successful in our fund raising endeavors to begin the search for this position. We will conduct an international search to fill the endowed program leader position.

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]*

Library and information resources are adequate for the purposes of the proposed program.

- 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]*

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Yes. As indicated in the Revenue and Expenditure Section, the RSP will generate tuition dollars with no need of state or MAES support other than bridge funds as the program becomes fully funded. Although the program will make use of existing classes, new courses and all degree related student services will be covered by the RSP leader and endowment funds.

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

Rather than drawing from existing university funds, the RSP will ultimately be 100% supported through endowment funds. In the budget, section 14 calculations for NTT support are for courses outside of the RSP rubric that may be impacted by the increased enrollment of students coming to MSU for the RSP.

- 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.

	Year 1	Year 2	Year 3
Revenues	\$256,530	\$336,754	\$431,979
Expenses	\$166,918	\$164,418	\$197,687
Net Income/Deficit (revenues-expenses)	\$89,612	\$172,336	\$234,292

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

There will be search costs associated with filling the endowed RSP leader position. As with all faculty searches within the COA, the cost will be covered by the COA and Department of Animal and Range Sciences. These funds are currently available. There will be no request for start-up funds from the VP of research office.

- 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]*

This program does not require reallocation of existing state appropriated funds.

- 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.

This program does not require an increase in base funding.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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]*

The RSP is funded through an endowment set up by the Foundation. Currently there are both bridge fund and long-term fund commitments to the RSP. Ultimately the program will be maintained on endowment funds.

- 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]*

No federal grants or other sources of short term grants or contract are needed to initiate or maintain the program. However, the RSP leader will be expected to compete in pedagogy and other related funding opportunities as they become available and add to the quality and capacity of the program.

- 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 will be no student fees associated with the RSP program our courses

- 14.** Complete the fiscal analysis form.

See attached

Signature/Date

College or School Dean:

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:

Flagship President*:

*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum (briefly presented below and provided in more detail in attachment)

Freshman Fall	Credit	Freshman Spring	Credit	
AGED 140 or COMX 111	3	ANSC 100	3	
BIOB 170	4	BIOB 160	4	
CHMY 121	4	ECNS 101IS	3	
NRSM 101	3	M 121Q	3	
NRSM 102	1	WRIT 101W	3	
TOTAL	15	TOTAL	16	31
Sophomore Fall	Credit	Sophomore Spring	Credit	
ACTG 201	3	ACTG 202	3	
CHMY 123	4	ANSC 234	1	
ECNS 204 IS	3	ANSC 265	3	
ENSC 245	3	BIOO 230	4	
		BGEN 242D	3	
STAT 216Q	3	BMIS 211	3	
TOTAL	16	TOTAL	17	33
Junior Summer			Credit	
RMP 3xx			1	1
the 1 credit internship is in conjunction with employment on a RMP leader vetted ranch				
Junior Fall	Credit	Junior Spring	Credit	
ANSC 202	3	IA or IH core	3	
ANSC 320	3	ANSC 322	3	
ANSC 321	4	ANSC 337	3	
		RM 3bb Seminar	1	
RM 3aa Seminar	1	BMGT 335	3	
AGSC 342	3	NRSM 430 or	3	
TOTAL	14	ECNS 332		
		TOTAL	16	30
Senior Summer			Credit	
RMP 4xx			1	1
the 1 credit internship is in conjunction with employment on a RMP leader vetted ranch				
Senior Fall	Credit	Senior Spring	Credit	
ENSC 272CS	3	BMGT 406	3	
IA/IH core	3	NRSM 353	3	
AGSC 454 or BIOO 435	3	WILD 426	3	
ANSC 434R	4	RMP 4yy Systems	2	
RM 4aa Seminar	1	TOTAL	11	
TOTAL	14			25
				121

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: MSU-Bozeman
AWARD LEVEL: UG
PROGRAM NAME: Ranching Systems
PROGRAM CODE:

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	27	39	52
Credit Hours						
annual avg. credits hours earned per student in program related curriculum			27	27	27	27
Student FTE						
Undergrad: (Headcount x CH)/30		0	13.5	24.3	35.1	46.8
Graduate: (Headcount x CH)/24						
Completions						
Annual number of program completers						8

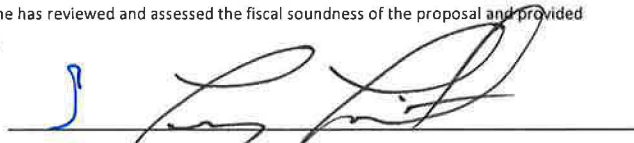
REVENUE		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Tuition Revenue (net of waivers)			\$81,530	\$146,754	\$211,979	\$282,638
Institutional Support						
Other Outside Funds (grants, gifts, etc.)			\$175,000	\$190,000	\$220,000	\$240,000
Program Tuition/Fees						
Total Revenue		\$0	\$256,530	\$336,754	\$431,979	\$522,638
Total Revenue per Student FTE		#DIV/0!	\$19,002	\$13,858	\$12,307	\$11,167

EXPENDITURES		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Tenure Track Faculty	FTE		1.0	1.0	1.0	1.0
	Salary + Benefits		\$155,340	\$155,340	\$155,340	\$155,340
Non-tenure Track Faculty <small>*Includes Adjunct Instructors Note: NTT for non-RM rubric courses for anticipated increase in student numbers</small>	FTE				0.2	0.3
	Salary + Benefits				\$14,269	\$21,404
Graduate Teaching Assistants	FTE					
	Salary + Benefits					
Staff	FTE		0.1	0.1	0.1	0.1
	Salary + Benefits		\$4,078	\$4,078	\$4,078	\$4,078
Total Faculty & Staff	FTE		1.1	1.1	1.3	1.4
	Salary + Benefits		\$159,418	\$159,418	\$173,687	\$180,822

Operations (supplies, travel, rent, etc)		\$2,500	\$5,000	\$24,000	\$44,000	
Start-up Expenses (OTO)			\$5,000			
Total Expenses		\$0	\$166,918	\$164,418	\$197,687	\$224,822

Student FTE to Faculty (TT + NTT) Ratio	#DIV/0!	13.5	24.3	29.3	36.0
Net Income/Deficit (Revenue - Expenses)	\$0	\$89,612	\$172,336	\$234,292	\$297,816

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: Ranch Management Program

Campus, School/Department: MSU, Bozeman/Animal and Range Sciences

Expected Submission Date: April 24, 2018

Contact Name/Info: Patrick Hatfield, Head, Department of Animal and Range Sciences

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.

Our mission is to produce outstanding graduates with the diverse set of skills needed to meet the challenges of today's grazing livestock and natural resource industry. We will accomplish this mission by developing a BS Ranch Management degree program at MSU based on an academic/industry partnership to build the foundational skills needed for the nation's future leaders in ranch management. Our degree program will be based on a systems-level approach that includes course work and experiential/hands-on learning in animal production, natural resource management, economics, and business, as well as applied skills such as communication and critical thinking that are important to the grazing livestock industry. When fully supported and staffed our Ranch Management Program will be a preeminent program producing outstanding systems-level thinkers that will be the leaders in the livestock industry in the northern Great Plains, and Intermountain West regions.

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

Based on a survey of Montana Stock Growers Association members, and other individuals involved in the land and livestock management business, conducted in 2016 by the MSU College of Business (COB), there is high demand for a Ranch Management degree program in Montana and the Northern Rockies/Great Plains. In addition to the increasing demand for talented managers of large investment-type land holding, the need for expertise on **existing** ranches ranks as the most important need to Montana Stock Growers Association members and industry stakeholders. According to the MSU COB survey, the need for ranch management education is increasing rapidly and the need can be met with a BS level program that integrates education and experiential learning here at MSU.

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

Learning: The MSU Ranch Management Program will prepare outstanding graduates with the diverse set of skills needed to meet the challenges of today's complex grazing livestock and natural resource industry. Ours will be a rigorous program that produces the type of graduates needed by the livestock industry. Our degree program will be based on a systems-level approach that includes course work and experiential/hands-on learning in animal production, natural resource management, economics, and business, as well as applied skills such as communication and critical thinking in a student-centered curriculum that integrates learning, discovery, and engagement in and out of the classroom. We will measure program and student success by following the MSU strategic plan. We will develop a MSU Ranch Management Program

Montana University System INTENT TO PLAN FORM

learning assessment tool that targets mastery of: 1) discipline-specific knowledge and 2) critical thinking, oral communication, written communication, quantitative reasoning, understanding of diversity, and understanding of contemporary issues. Graduate rates and job placement also will be tracked to continually improve the program. Because the program will be “gated” prior to the junior level we are confident the graduation rate will consistently exceed the MSU graduation rate average. Because the MSU Ranch Management Program has its foundational support from the grazing livestock industry, based on a critical need for the type of individuals our program will graduate, we also are confident that our job placement rate will exceed the university average. Based on our survey results related to salary/compensation, we are confident that the average starting salary with additional compensation (i.e. housing, vehicle, food from operation, ability to raise own livestock, etc.) will easily exceed the national average starting salary of \$50,000 for college graduates (<http://www.cnbc.com/2016/05/16/college-grads-enjoy-the-best-job-market-in-years.html>).

Discovery: The program does not have a classic research or creative activity component. However, because of the program’s direct link with livestock enterprises through our internship programs and the Ranch Management advisory committee, our students and faculty will be more aware and better prepared to address researchable questions of value to the grazing livestock and natural resources industry.

Engagement: Graduates from the MSU Ranch Management program will be leaders, lifetime learners, scholars, and engaged citizens of their local, regional, national and global communities, working together with both rural and urban community partners to exchange and apply knowledge and resources to improve the sustainability of the grazing livestock industry. Within our Ranch Management assessment plan we will track our programs success in 1) increased service, outreach and engagement, 2) MSU Ranch Management graduates will have global and multicultural understanding and experiences, and 3) MSU Ranch Management students will have increased lifelong learning opportunities for leadership development through the program’s Seminar Series and MSU Extension’s Continuing Education Program. Other opportunities will be pursued and developed as additional funding becomes available.

Integration: The Department of Animal and Range Sciences has a long and rich history as a multi-faceted program that includes research, teaching, and extension in a multi-discipline program that is in a constant loop of communication and partnership serving the goals of the land-grant mission. The Ranch Management Program is, at its core, a systems-level program that values all the discipline-specific knowledge needed to develop students who will be successful leaders in the Ranch Management Industry. Within our Ranch Management assessment plan, we will track our program’s success in 1) Increased integration of learning, discovery, and engagement, and 2) Increased work across disciplines.

Access: The MSU Ranch Management Program will be open to all. However, entry into the program will be restricted to the junior year to match our student numbers with the program’s highly structured internship program and to create a strong cohort producing graduates needed to serve the industry. Within our Ranch Management assessment plan, we will track our program’s success in 1) Educating the maximum program capacity of students while maintaining quality of the program, and 2) Diversifying the program student body.

Stewardship: The MSU Ranch Management Program will responsibly manage its human, physical, economic and environmental resources in an open and sustainable manner. For stewardship, the Department of Animal and Range Sciences’ assessment plan overlaps and tracks the objectives and metrics for stewardship.

- 4) **Describe how the program/center/institute overlaps, complements, or duplicates existing efforts in the MUS. Describe efforts that will be made to collaborate with similar programs at other institutions. If no efforts will be made, please explain why.**

NO. Although there are over 50 Farm and Ranch Management Colleges and degree programs in the U.S. <http://www.educationcorner.com/farm-farm-and-ranch-management-colleges-universities.html>, these are predominately associate degrees, or if BS programs, they are typically discipline-specific (i.e. Ag Business, Agronomy,

Montana University System

INTENT TO PLAN FORM

Animal Science) rather than a systems/experiential learning program as proposed at MSU. There is only one other true Ranch Management Program in the U.S. with a program and reputation similar to what we propose at MSU. Although the Texas A & M University at Kingsville, King Ranch Institute for Ranch Management is an outstanding program it only produces 3 MS level Ranch Managers each year (no BS program) and has a primary focus on the southern Great Plains. Our proposed program would be the only systems level BS program of its type in the nation.

Signature/Date

College/School Dean:

Charles Boye

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:

RL Motawa / 4-20-18

Flagship President*:

RL Motawa For President W. Cruzado 4-23-18

*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.

2019-2020 Catalog

Montana State University
COLLEGE OF AGRICULTURE
B.S. in Ranching Systems

Ranching Systems Program (RSP)

DRAFTName: _____ **Draft** _____

ID#: _____

Date: _____

A minimum of 120 credits is required to graduate, 42 must be 300 level or above.

** = Several labs

course	title	cr	yr	semester	Class times	prerequisites
AGED 140US Or COMX 111US	Leadership Dev for Ag & Individual Employee Public Communication	3	FR	FS (F)	F = MW 8-8:50 or 9-9:50 ** S = MW 9-9:50 Several Sections **	
ANSC 100	Intro to Animal Science	3	FR	FS (S)	F = MWF 8-8:50 S = MWF 8-8:50	
BIOB 160	Princ of Living Systems	4	FR	FS (S)	F = MWF 12-12:50 1 Lect ** S = MWF 12-12:50 or 1:10-2 **	CHMY 121IN or CHMY 141
BIOB 170	Princ of biological diversity	4	FR	FS (F)		
CHMY 121IN	Intro General Chemistry	4	FR	FSSu (F)	F = MWF 2:10-3 or MWF 8-8:50 ** S = MWF 8-8:50 **	C- or above in M096 or M097 or Level 3H Math Placement
ECNS 101IS	Econ Way of Thinking	3	FR	FS (S)	F= TR 12:15-1:30 or MWF 8-8:50 S = MWF 2:10-3:00 or TR 9:25-10:40 or 12:15-1:30	Level 3H math suggested
NRSM 101	Natural Resource Conservation	3	FR	F	TR 8-9:15 or TR 9:25-10:40	
NRSM 102	Montana Range Plants Lab	1	FR	F	Several Sections	
WRIT 101W	College Writing I	3	FR	FSSu (S)	Several Sections	
	Total	28				

ACTG 201	Principles of Financial Acct	3	SO	FSSu(F)	Several Sections	M121Q or Level 4/5 M course
ACTG 202	Principles of Managerial Acct	3	SO	FSSu(S)	Several Sections	ACTG 201
ANSC 234	Livestock Mgmt Beef 1	1	SO	S	MW 1:10-3 or MW 3:10-5	ANSC 100
ANSC 265	Funct Anatomy of Dom Animals	3	SO	S	TR 10:50-12:05	BIOB 160 & SO standing
BIOO 230	Identification of Seed Plants	4	SO	S	TR 8-8:50 **	BIOB 170
BGEN 242D	Intro to International Business	3	SO	FS (S)	F = TR 1:40-2:55 or TR 3:05-4:20 S = TR 1:40-2:55	None
BMIS 211	Intro to Bus Decision Support	3	SO	FSSu(S)	Several Lectures	M 121Q
CHMY 123	Intro to Organic & Biochem	4	SO	FSSu(F)	F= MWF 8-8:50 ** S = MWF 8-8:50 **	C- or above in CHMY 121IN or CHMY 143
ECNS 204IS	Microeconomics	3	SO	FS (F)	F = Several Lectures S = Several Lectures	ECNS 101IS or ECNS 251IS and M 121Q
ENSC 245	Soils	3	SO	F	TR 9:25 – 10:15 or TR 11-11:50**	M 096 or M097 or equivalent
STAT 216	Intro to Statistics	3	SO	FSSu(F)	Several Lectures	Level 3H or B- M096/097
	TOTAL	33				
RSP 3xx	Junior Internship	1	JR	Su		

IA or IH core		3	JR	FSSU (S)		
AGSC 342	Forages	3	JR	F	MW 11:00-11:50 T 10-11:50 Lab	Sophomore standing
ANSC 320	Animal Nutrition	3	JR	F	MWF 10-10:50	ANSC 100,265,266 &CHMY 123 or CHMY 211
ANSC 321	Physiology of Reproduction	4	JR	F	MWF 8-8:50 1 Lect/4 Rec	ANSC 100,265,266 &CHMY 123 or CHMY 211
ANSC 322	Princ Animal Breeding&Genetics	3	JR	S	MWF 8-8:50	ANSC 100, BIOB 160, STAT216
ANSC 337	Disease of Domestic Lvstk	3	JR	S	TR 9:25-10:40	ANSC 110, 222, 265 & 266
NRSM 430 or ECNS 332	Natural Resource Law Econ of Natural Resources	3	JR	S S	<u>S = TR 1:40 -2:55</u> <u>S = MWF 10-10:50</u> S = TR 3:05-4:20	<u>Jr Standing, WRIT 201 or 221</u> ECNS 204IS or ECNS 251IS
BMGT 335	Management & Organization	3	JR	FS (S)	F = MWF 11-11:50 S = TR 1:40-2:55	Junior standing
RSP 3xx	Junior Seminar - I	1	JR	F		
RSP 3xy	Junior Seminar - II	1	JR	S		
	TOTAL	30				
RSP 4xx	Senior Internship	1	SR	Su		

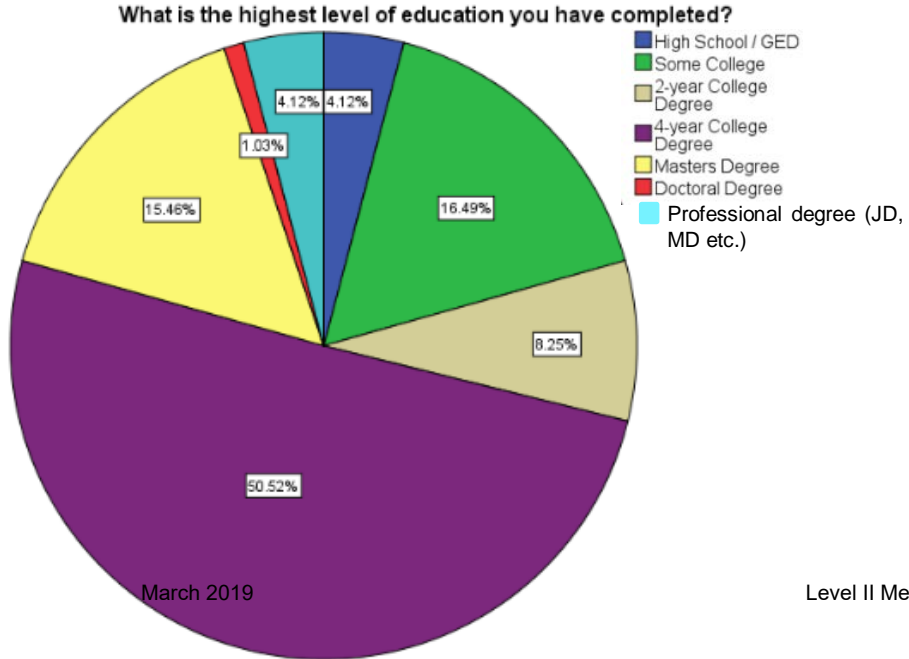
IA or IH core		3	SR	FSSU		
AGSC 454 or BIOO 435	Agrostology Plant systematics	3	SR	F odd yrs F even yrs	M 12-12:50 M 1:10-5 Lab	BIOB 170IN & BIOO 230
ANSC 434R	Beef Cattle Mgmt	4	SR	F	TR 9:25-10:15 TR 1:10-3:00 Lab	NRSM 101, 102 & ANSC 320 ANSC 321 & 322 preferred
BMGT 406	Negotiation/Dispute Resolution	3	SR	S	F 12:00-2:50	BMGT 335
ENSC 272CS	Water Resources	3	SR	F	TR 6:30-8:00pm	None
WILD 426	Wildlife Habitat Mgmt	3	SR	S	M 1:10-2 F 1:10-3	NRSM 240 or BIOE 3
RSP 4xx	Senior Seminar	1	SR	F		
RSP 4yy	Diversity Ranching Systems	2	SR	S		
	Total	25				



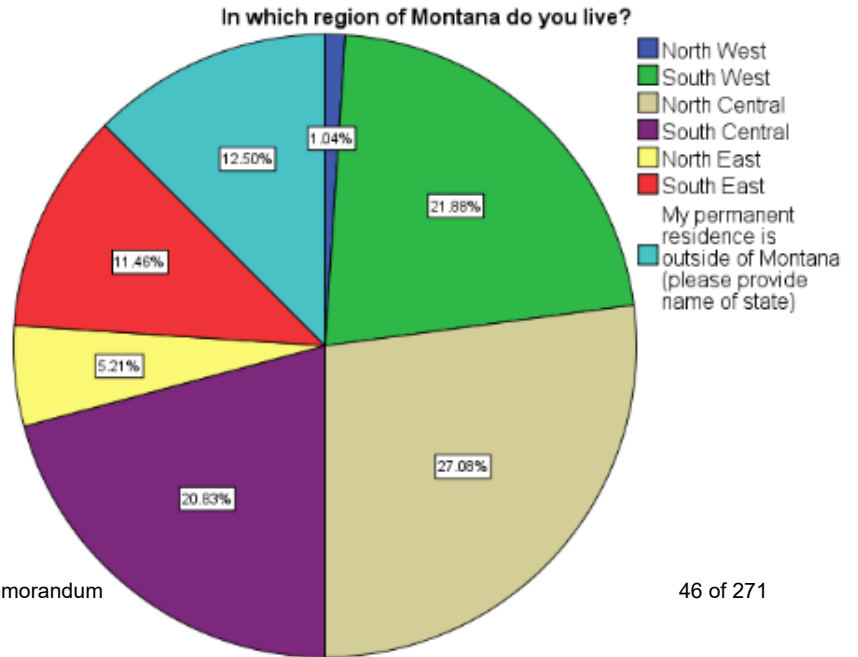
Survey Demographics

Stockgrowers: 106 responses

-Mostly Ag. professionals and ranch/farm owner-operators



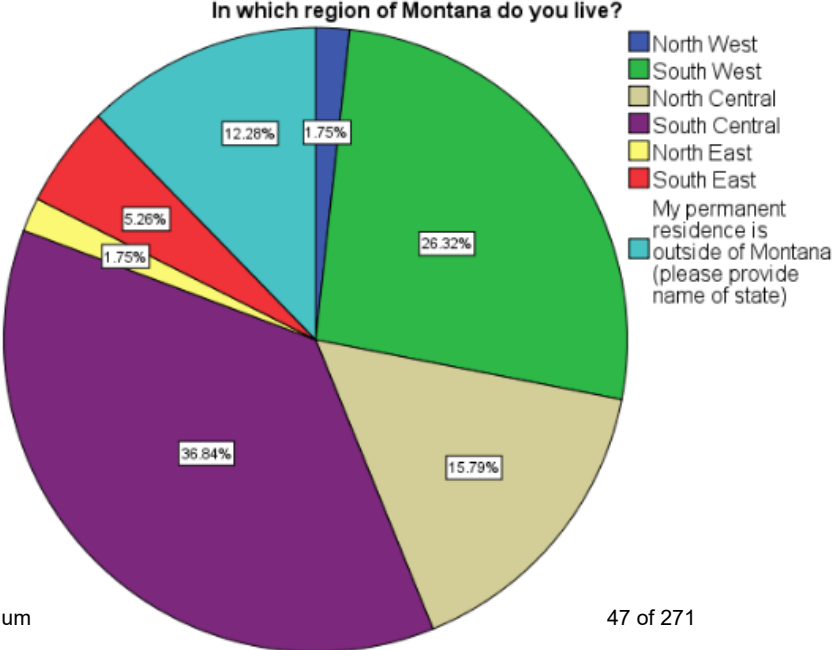
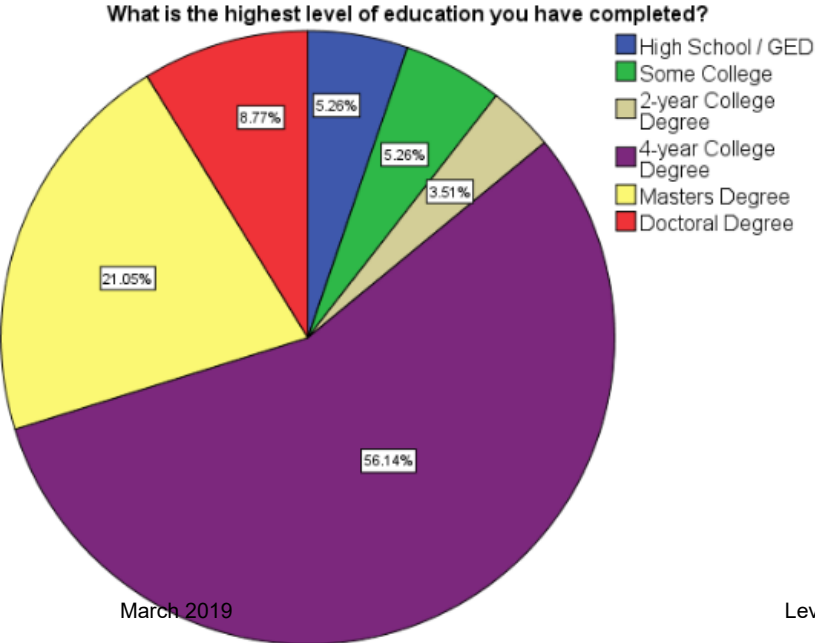
Level II Memorandum



Survey Demographics

Stakeholder group: 62 responses

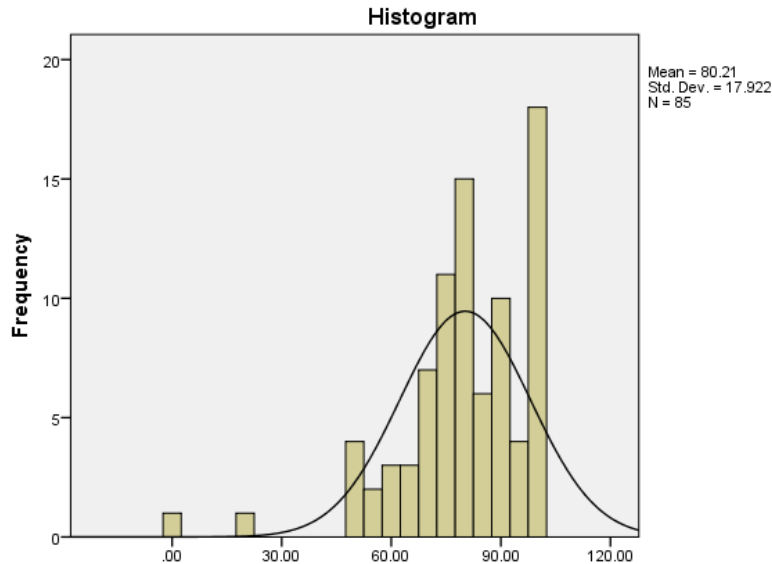
-Mostly Ag. professionals, ranch/farm owner-operators and other



Program Need

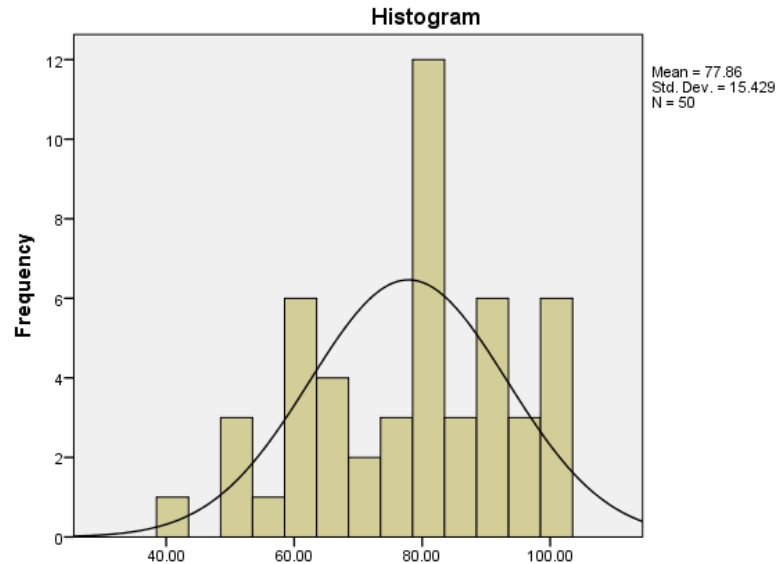
Q.3: How great is the need in Montana and the Northern Rockies/Great Plains for a Ranch Management Program as described?

Stockgrowers mean: 80.21



Use the slider scale to indicate your response to the question.-How great is the need in Montana and the Northern Rockies/Great Plains for a Ranch Management Program as described?

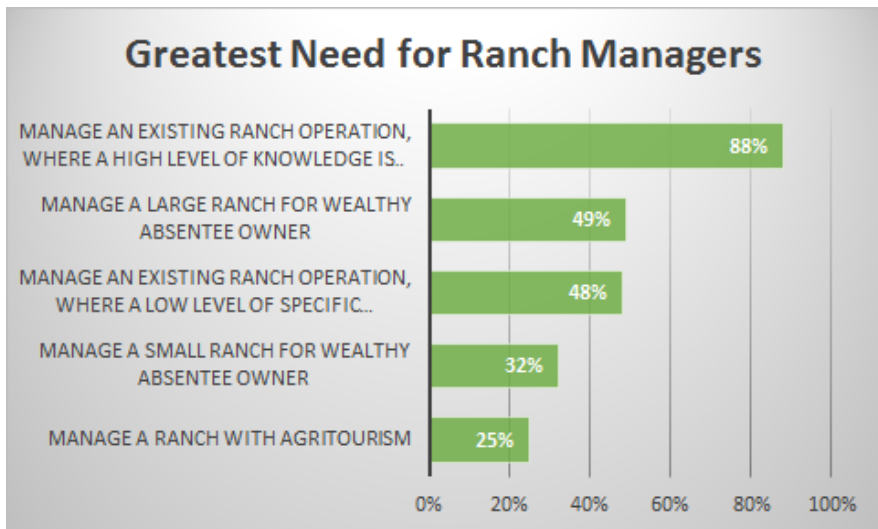
Stakeholders mean: 77.86



Use the slider scale to indicate your response to the question.-How great is the need in Montana and the Northern Rockies/Great Plains for a Ranch Management Program as described?

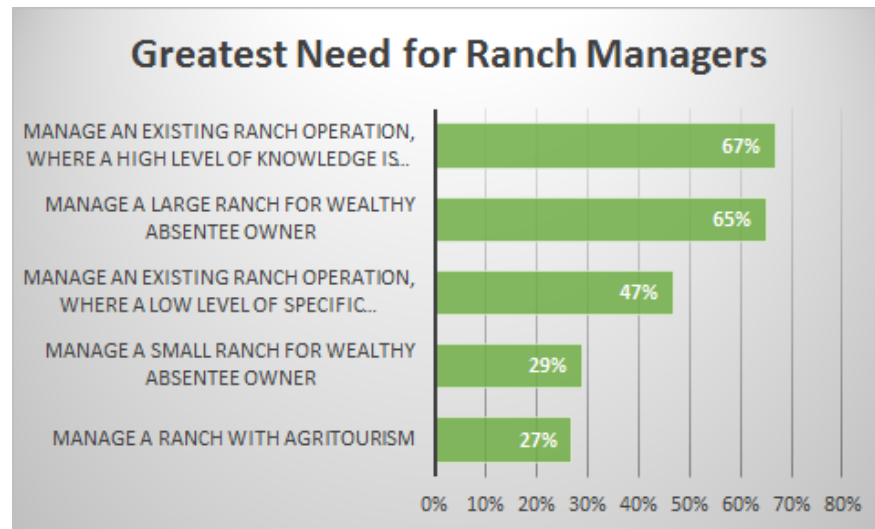
Q.4: Where do you see the greatest need for well trained and experienced ranch managers? *Select as many categories as you deem appropriate.*

Stockgrowers



March 2019

Stakeholders

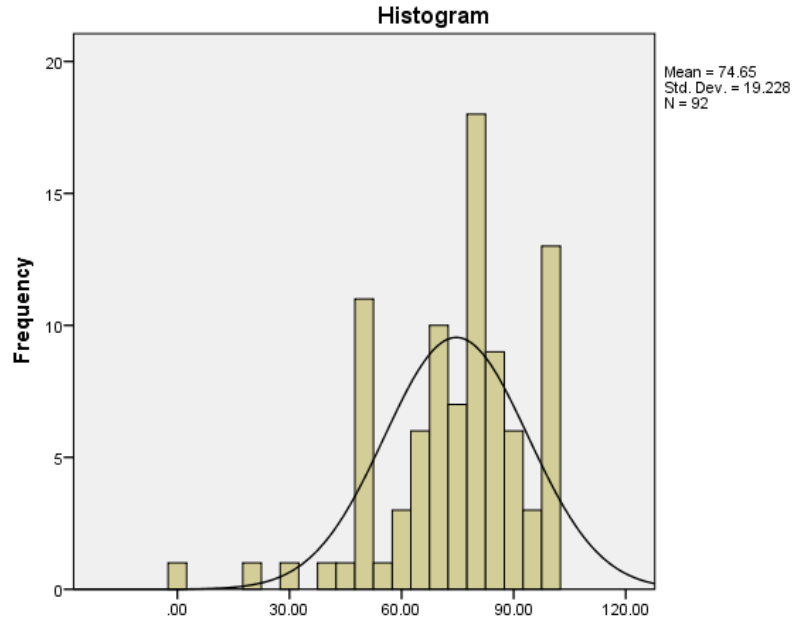


Level II Memorandum

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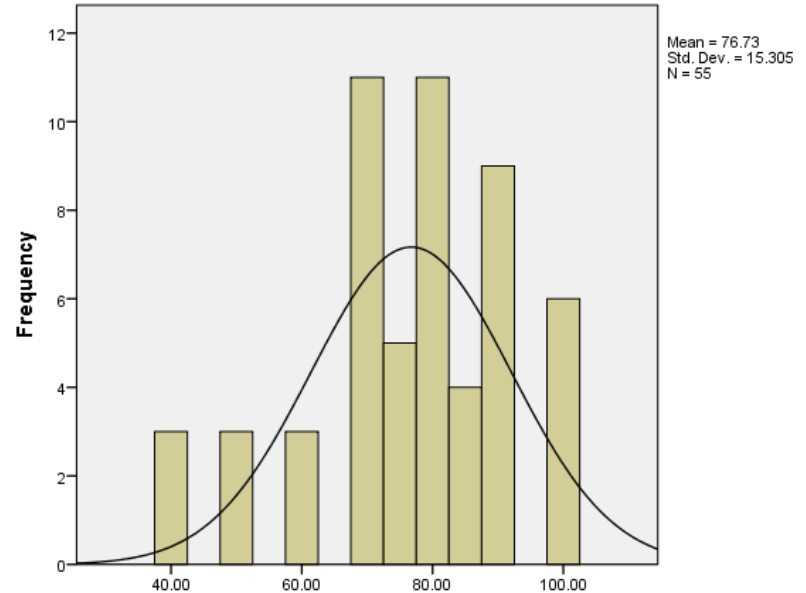
Q.5: How is this need changing?

Stockgrowers mean: 74.7



1. How is this need changing?-Is this need decreasing or increasing?

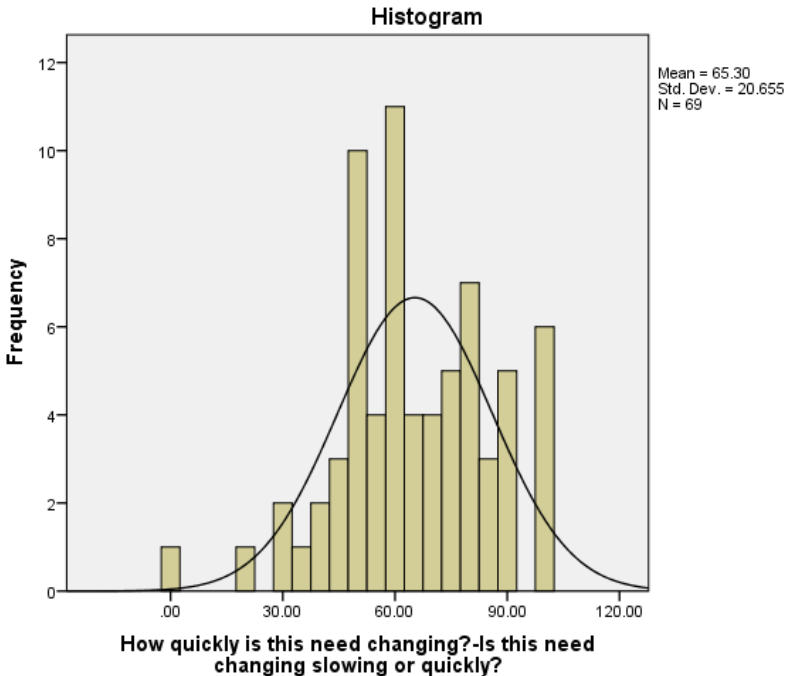
Stakeholders mean: 76.7



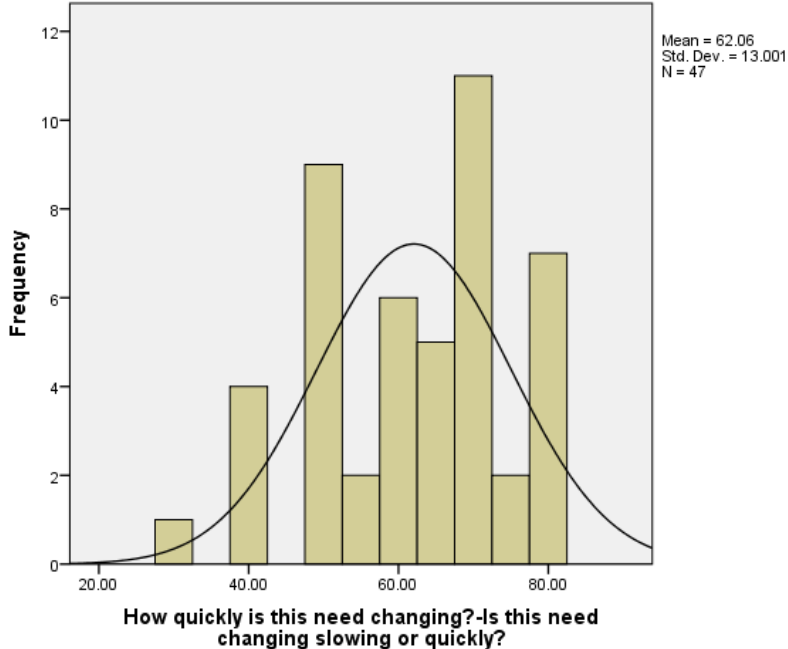
1. How is this need changing?-Is this need decreasing or increasing?

Q.6: Is this need changing slowly or quickly?

Stockgrowers mean: 65.3



Stakeholders mean: 62

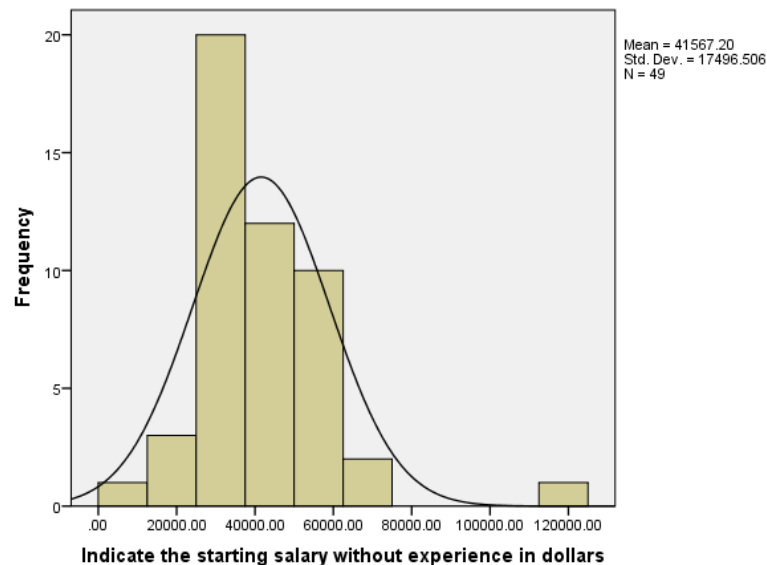
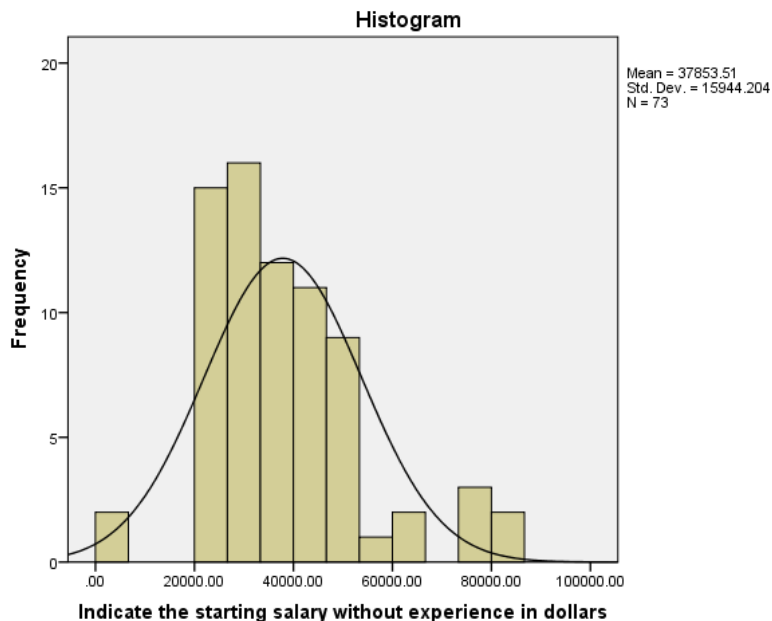


X value of 0 = "slowly". X value of 100 = "quickly"
Level II Memorandum

Q.7.1: From your experience, what is the current annual salary for an ENTRY LEVEL ranch manager?

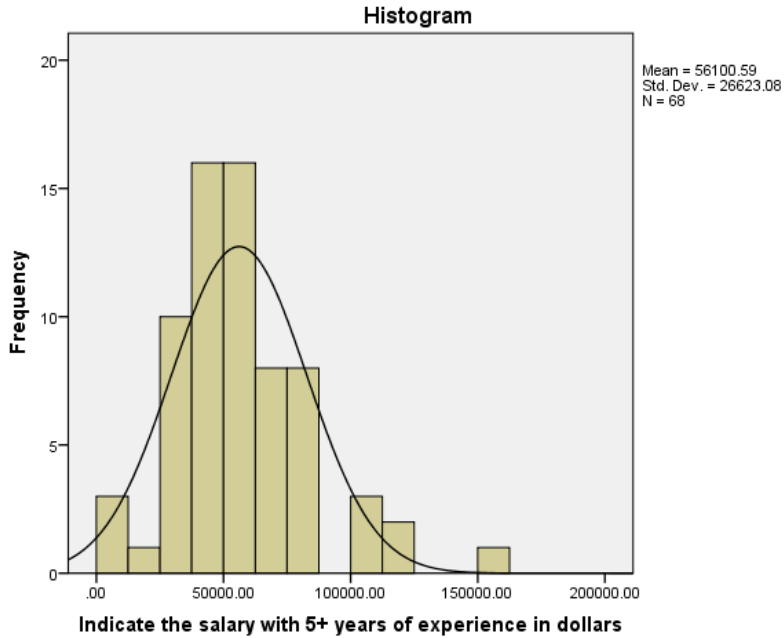
Stockgrowers mean: \$37,853

Stakeholders mean: \$41,567



Q.7.2: From your experience, what is the current annual salary for a ranch manager with 5+ years of experience?

Stockgrowers mean: \$56,100



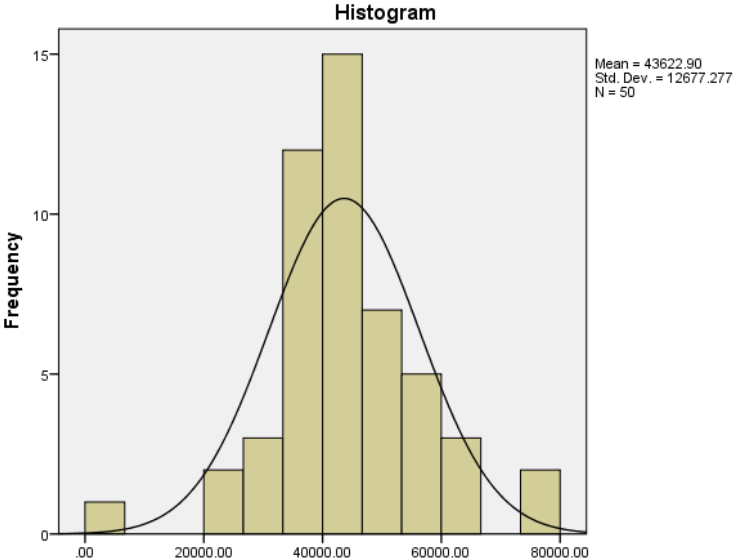
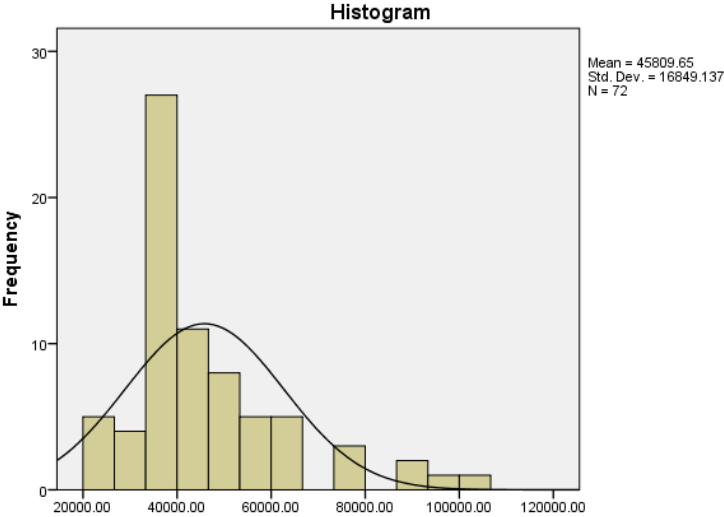
Stakeholders mean: \$59,990



Q.8: If an ENTRY LEVEL manager has completed the MSU Ranch Management program as described above, what might this person's starting salary be?

Stockgrowers: \$45,809
\$7,956 more than without (+17%)

Stakeholders mean: \$43,622
\$2,055 more than without (+5%)

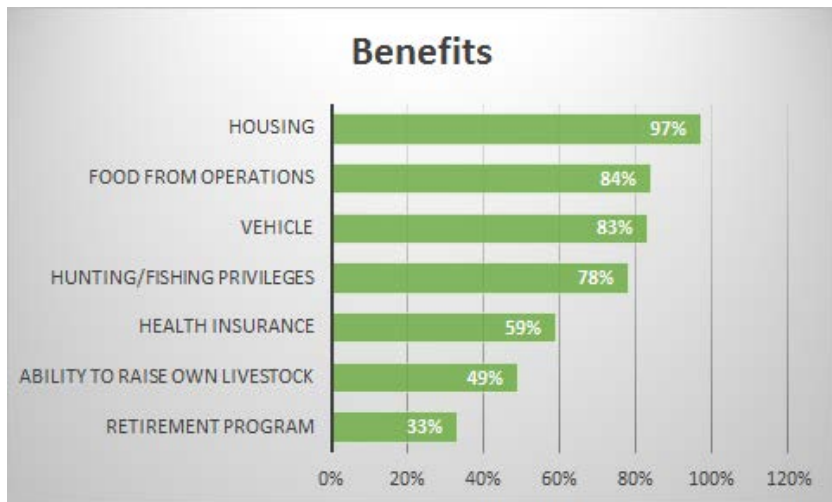


Once again, please consider for following program description when answer this question: During...- Indicate in dollars the starting salary for someone who has completed the program as described above

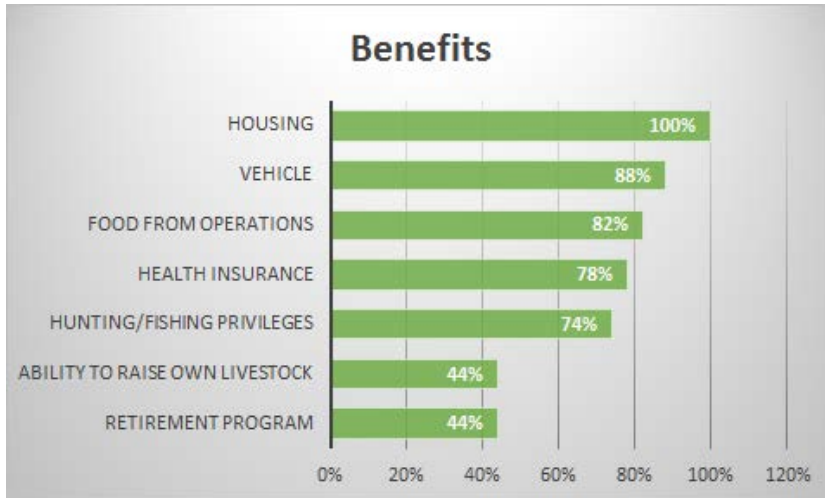
Indicate in dollars the starting salary for someone who has completed the program as described above

Q.9: From your experience, what is usually included in the benefit package for the job of a ranch manager? *Select as many categories as you deem appropriate.*

Stockgrowers

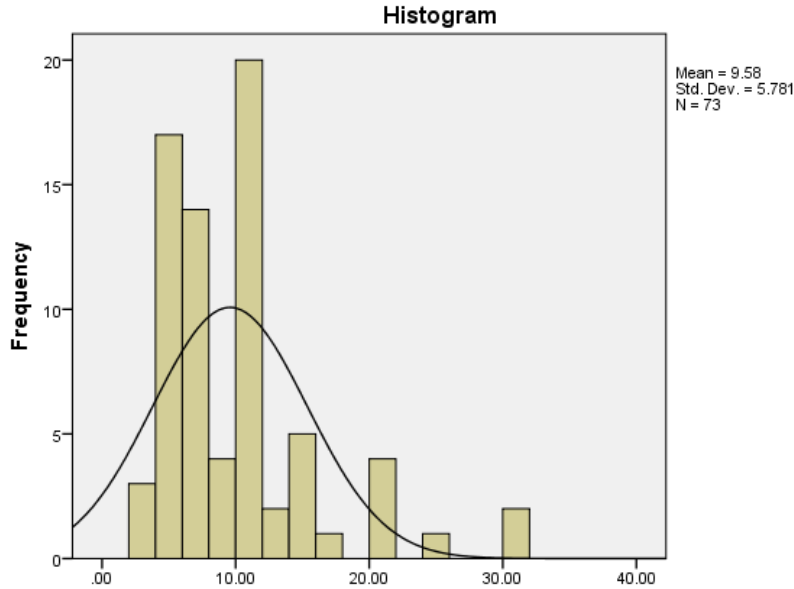


Stakeholders

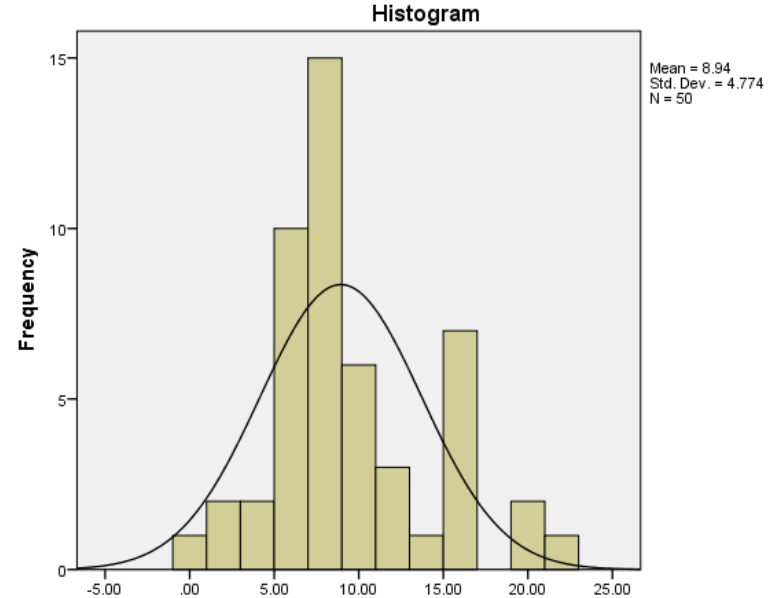


Q.10: Use the slider scale below to indicate your estimate of the average employment period (in years) for a ranch manager position. In other words, how long does the average ranch manager work in a specific ranch manager job?

Stockgrowers mean: 9.5 years



Stakeholders mean: 9 years



Use the slider scale below to indicate your estimate of the average employment period (in years)...How long (in years) does the average ranch manager work in a specific ranch manager job?

Level II Memorandum

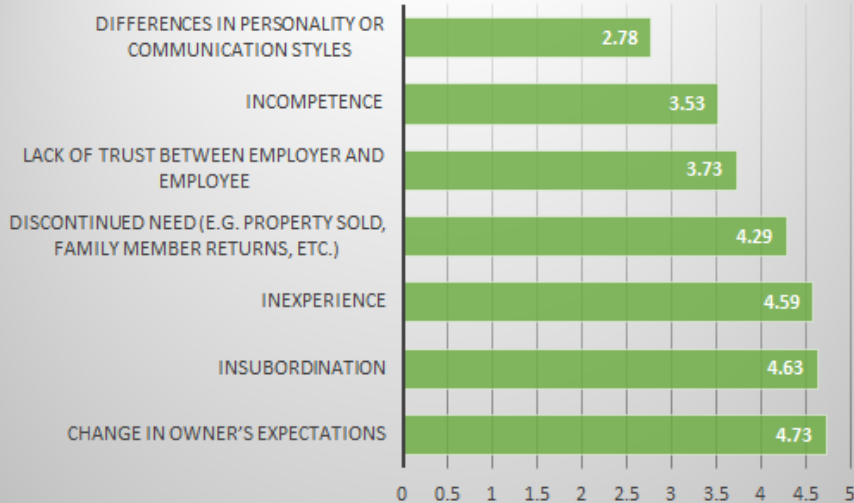
How long (in years) does the average ranch manager work in a specific ranch manager job?

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Q.11: When a ranch manager is asked to leave (terminated), rank order the reasons which contribute most frequently to this decision (1= most frequently, 8= least frequently)?

Stockgrowers

Reasons for Termination



March 2019

Level II Memorandum

Stakeholders

Reasons for termination



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Q.12: When a ranch manager chooses to leave (resigns), rank order the reasons which contribute most frequently to this decision (1= most frequently, 9= least frequently)?

Stockgrowers

Reasons for resignation

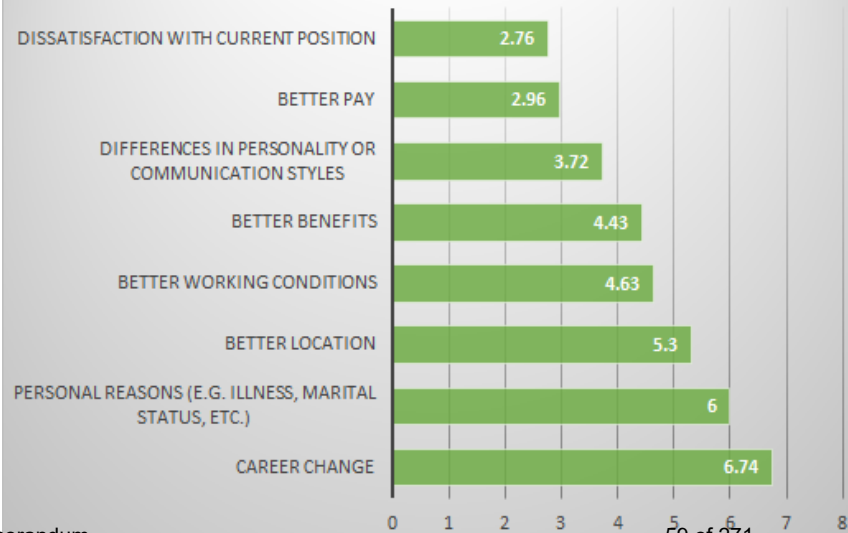


March 2019

Level II Memorandum

Stakeholders

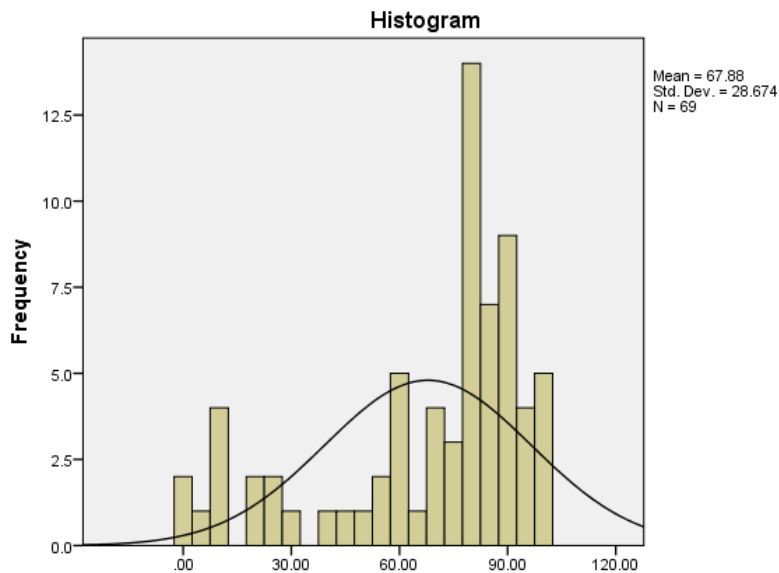
Reasons for resignation



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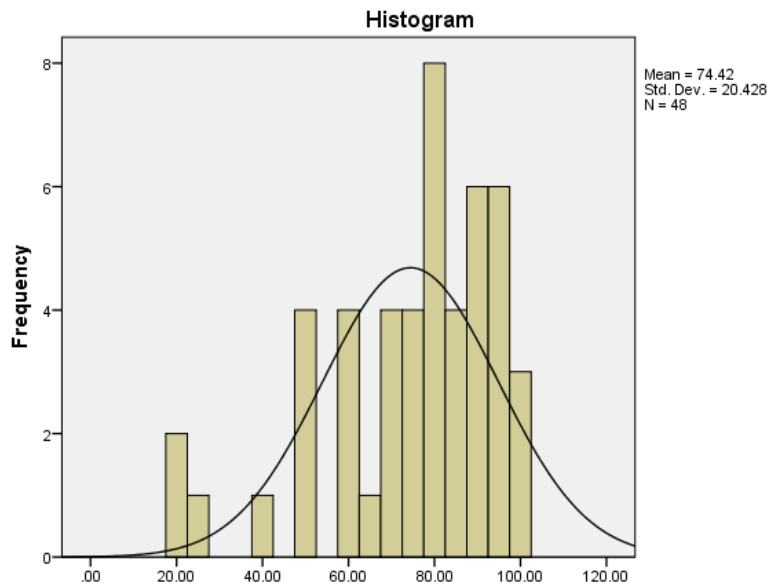
Q.13: To what degree does the challenge of hiring and retaining good ranch managers impact the overall success of your business?

Stockgrowers mean: 67.9



Use the slider scale to indicate your response to the question: To what degree does the challenge of hiring and retaining good ranch managers impact the overall success of your business?

Stakeholders mean: 74.42

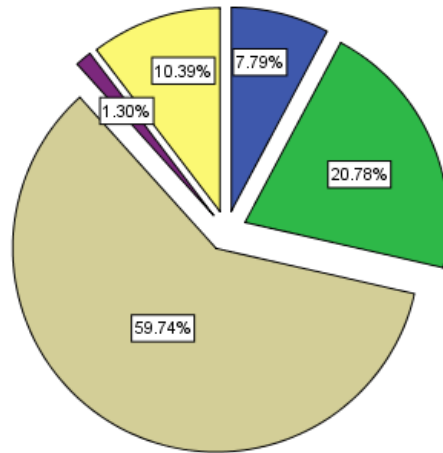


To what degree does the challenge of hiring and retaining good ranch managers impact the overall success of your business?

Program Content

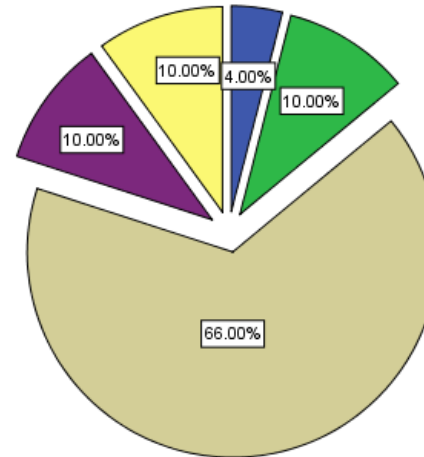
Q.14: What level of Agricultural education do think is necessary (when combined with some amount of experience) to be an effective ranch manager?

Stockgrowers



- Certificate program
- Two year Associate Degree
- Bachelor Degree
- Masters Degree
- Other (please specify)

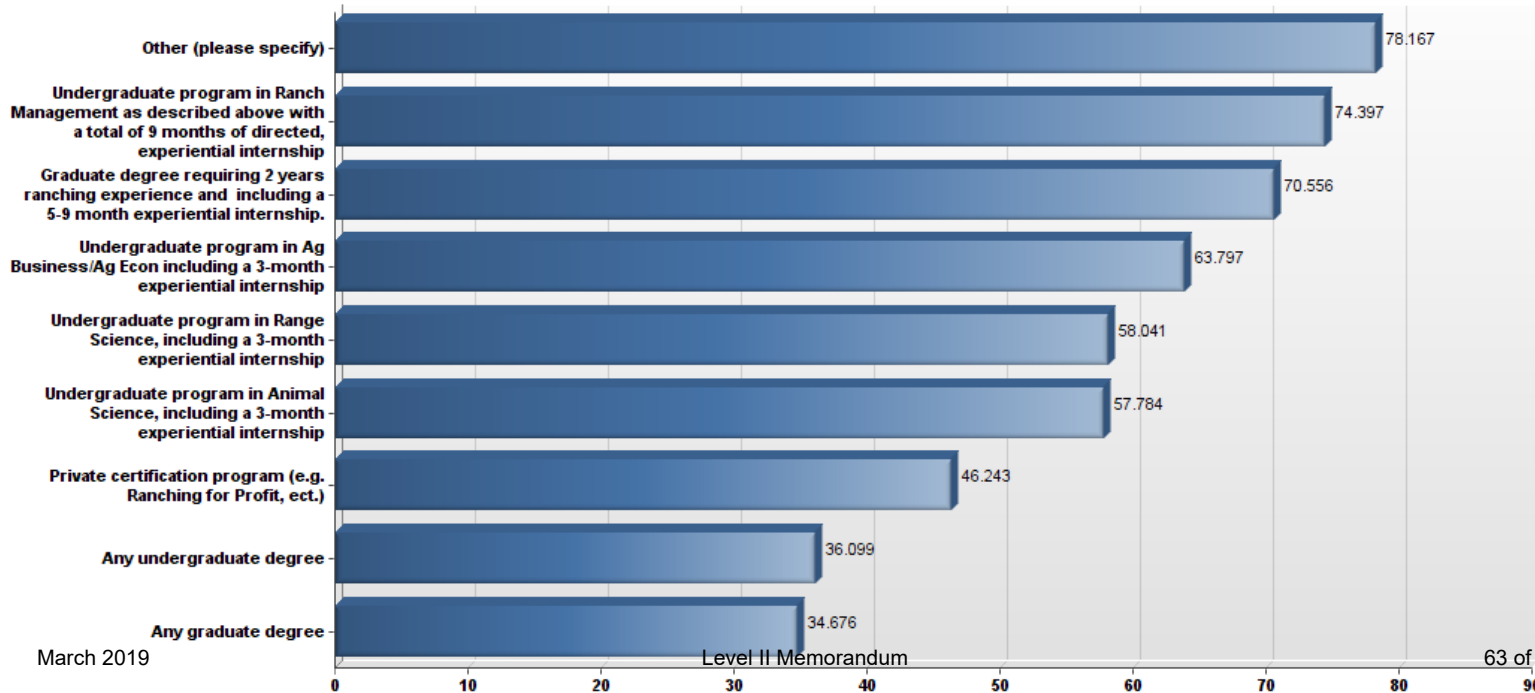
Stakeholders



- Certificate program
- Two year Associate Degree
- Bachelor Degree
- Masters Degree
- Other (please specify)

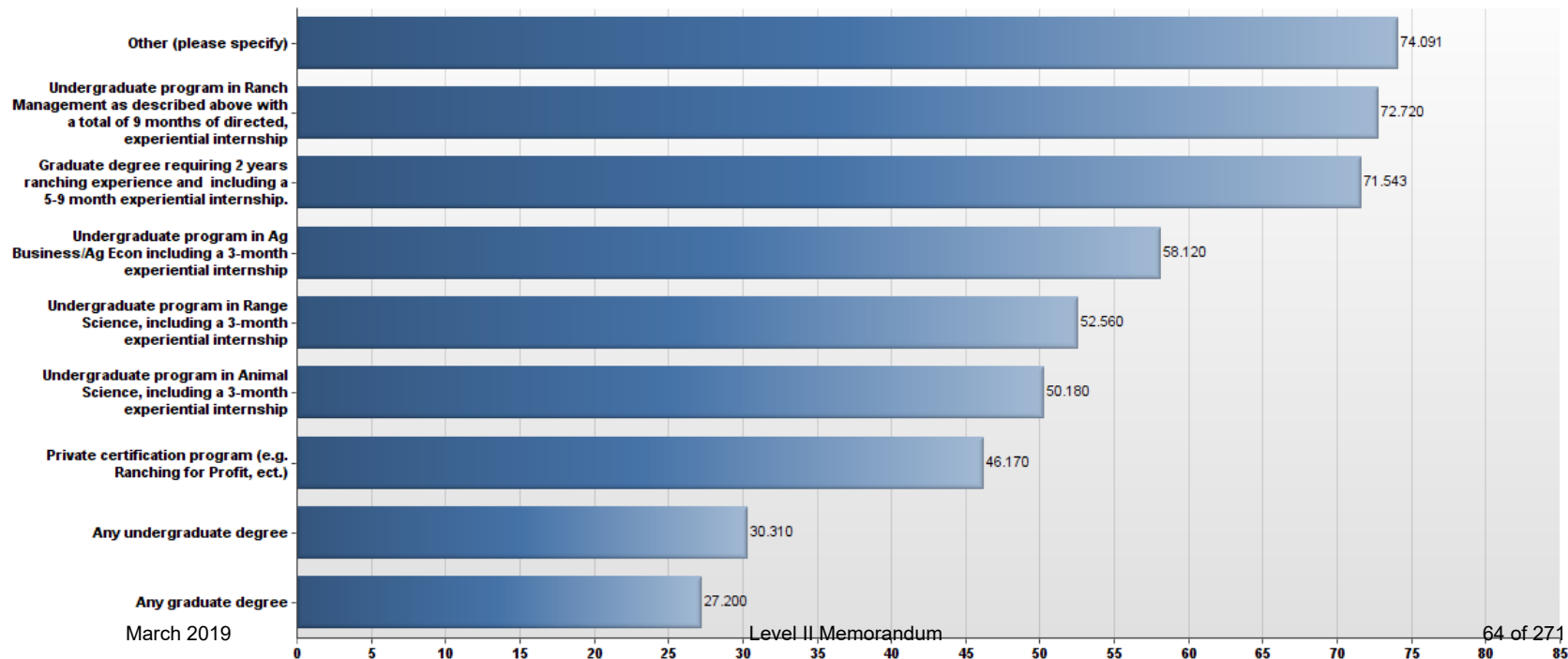
Q.15: In your opinion, how successful MIGHT each of these programs be in creating the foundation for an outstanding “ranch manager”?

Stockgrowers



Q.15 Continued: In your opinion, how successful MIGHT each of these programs be in creating the foundation for an outstanding “ranch manager”?

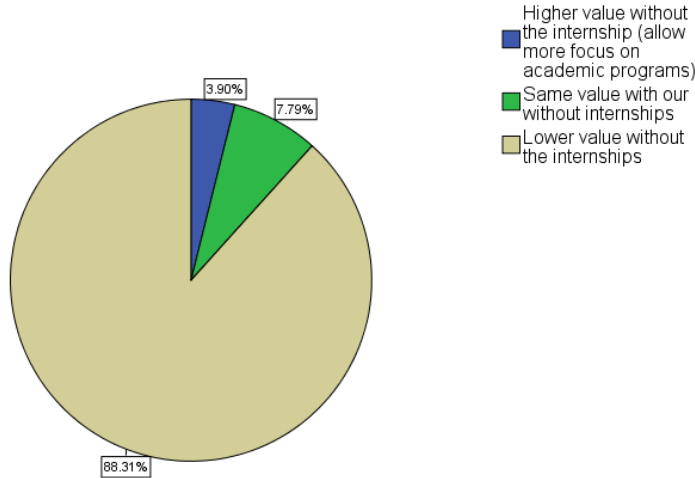
Stakeholders



Q.16: In the first five choices above that include some level of on Ranch internship programs, how valuable would the above programs be without the internship?

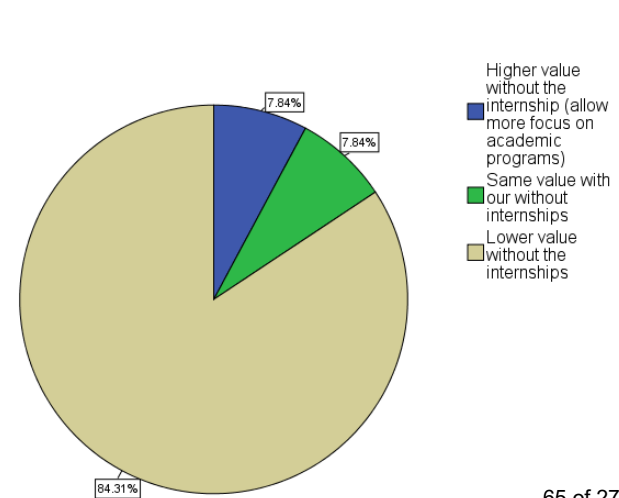
- Undergraduate program in Animal Science, including a 3-month experiential internship
- Undergraduate program in Range Science, including a 3-month experiential internship
- Undergraduate program in Ag Business/Ag Econ including a 3-month experiential internship
- Undergraduate program in Ranch Management as described above with a total of 9 months of directed, experiential internship
- Graduate degree requiring 2 years ranching experience and including a 5-9 month experiential internship.

Stockgrowers



March 2019

Stakeholders

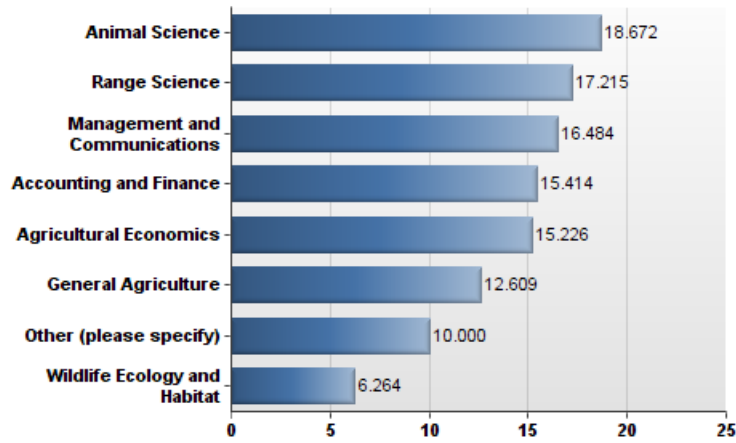


Level II Memorandum

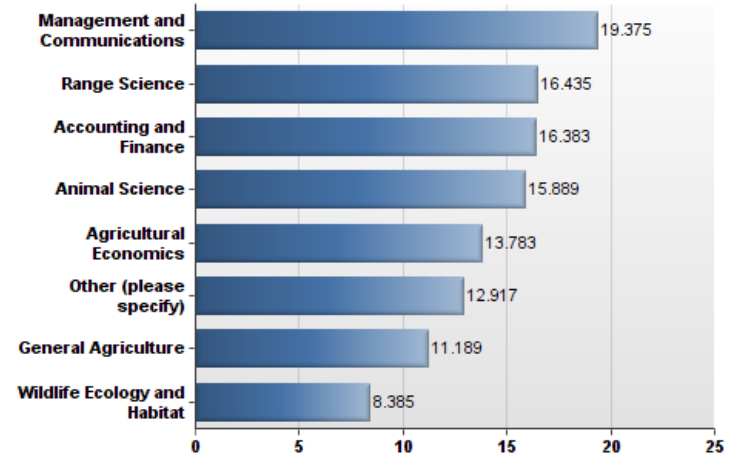
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Q.17: Out of a total of 100%, indicate what percentage of a program in Ranch Management should be dedicated to each of the following subject areas.

Stockgrowers

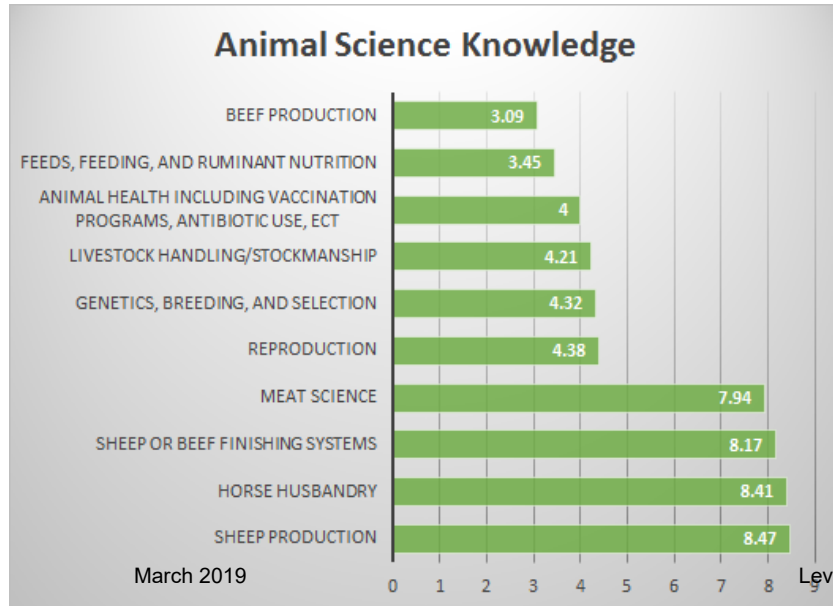


Stakeholders

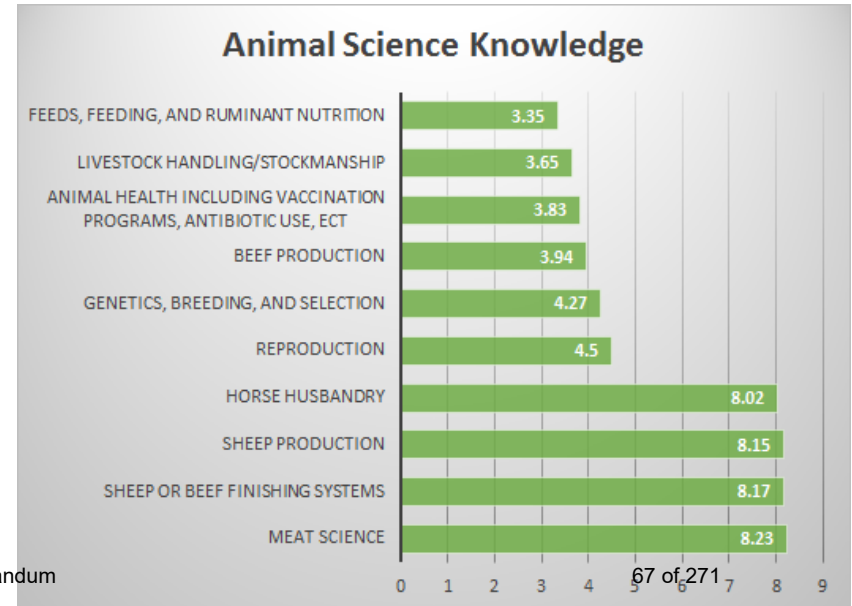


Q.18: Below is a list of Animal Science knowledge and skills that might be taught in a Ranch Management program. Please rank order the list from most important (1) to least important (11).

Stockgrowers



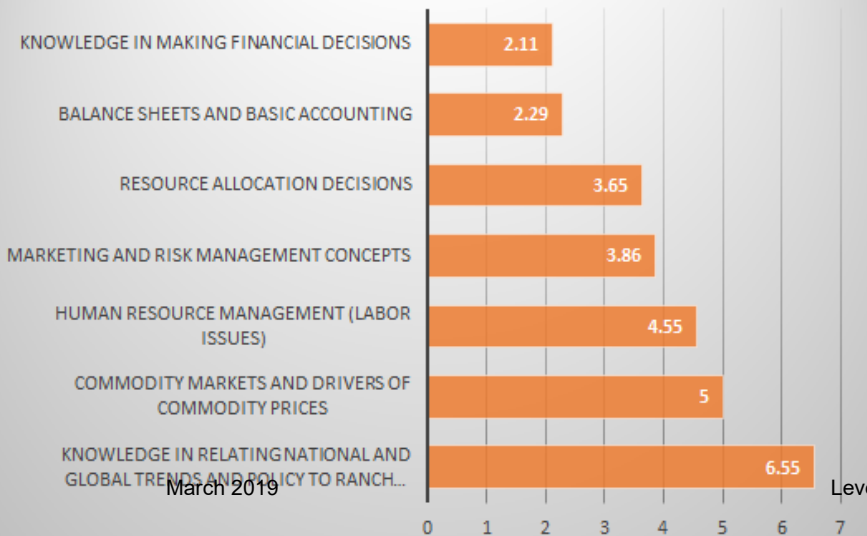
Stakeholders



Q.19: Below is a list of Agricultural Economics knowledge and skills that might be taught in a Ranch Management program. Please rank order the list from most important (1) to least important (8).

Stockgrowers

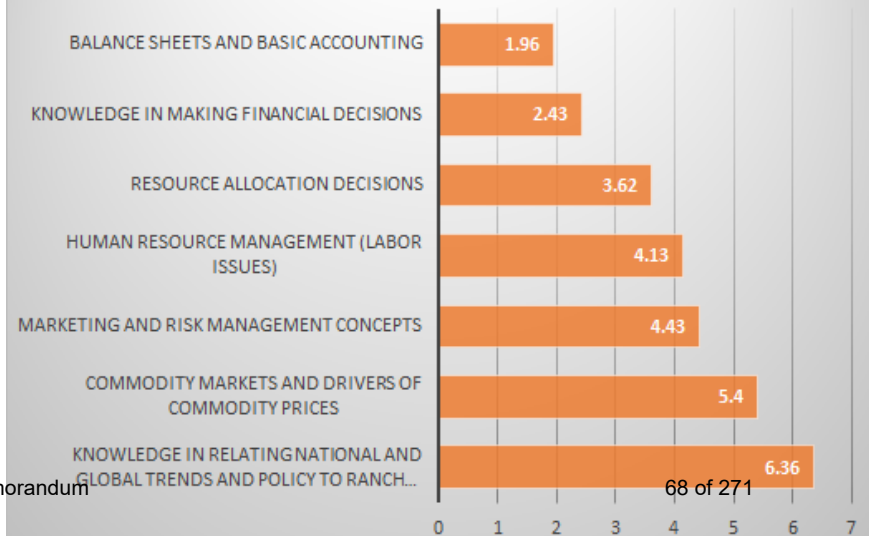
Agricultural Economics Knowledge



March 2019

Stakeholders

Agricultural Economics Knowledge



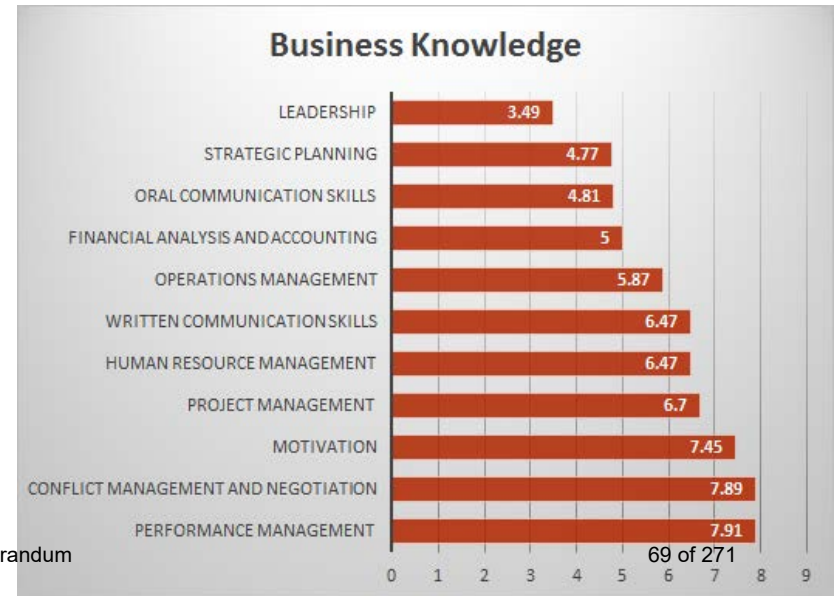
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Q.20: Below is a list of Business knowledge and skills that might be taught in a Ranch Management program. Please rank order the list from most important (1) to least important (15).

Stockgrowers

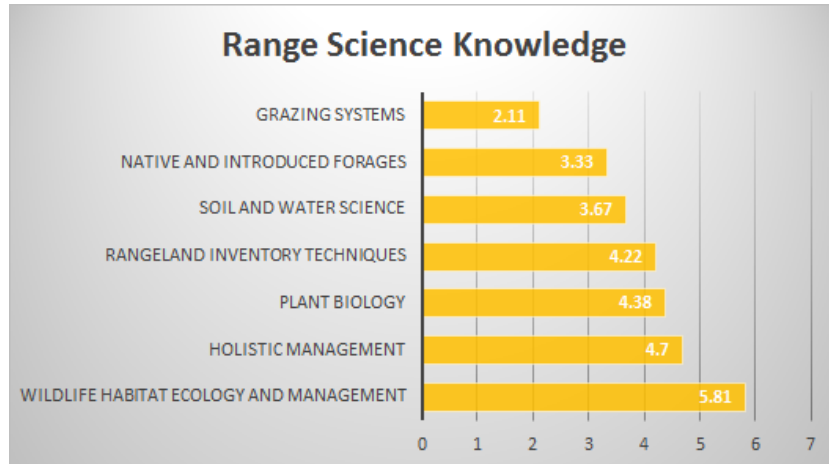


Stakeholders



Q.21: Below is a list of Range Science knowledge and skills that might be taught in a Ranch Management program. Please rank order the list from most important (1) to least important (8).

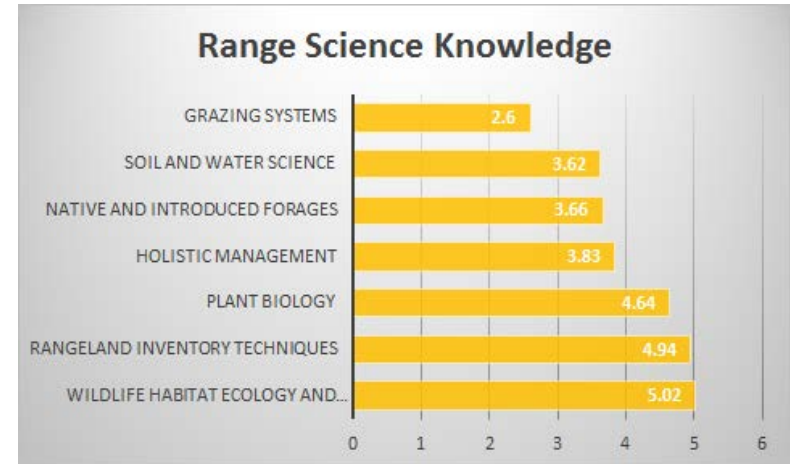
Stockgrowers



March 2019

Level II Memorandum

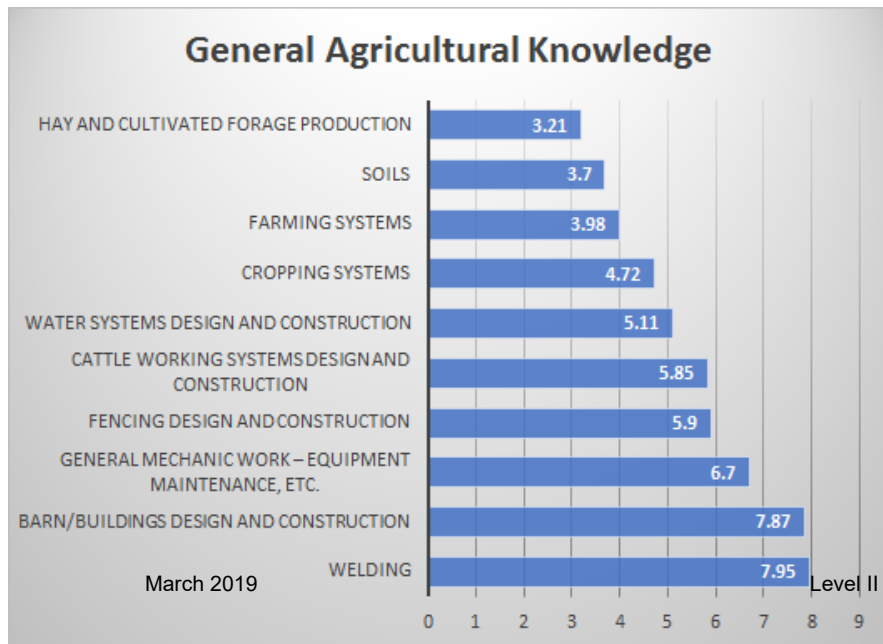
Stakeholders



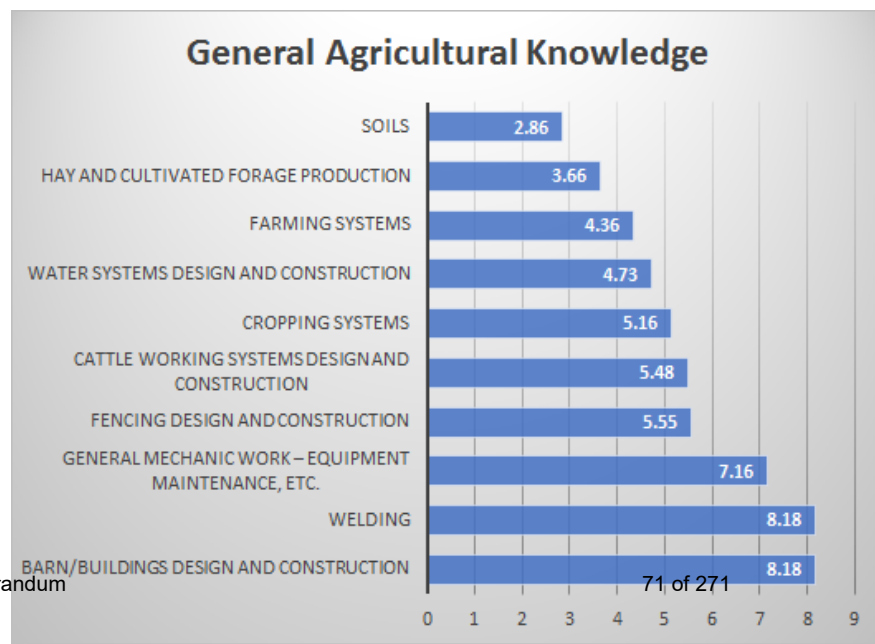
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Q.22: Below is a list of General Agricultural knowledge and skills that might be taught in a Ranch Management program. Please rank order the list from most important (1) to least important (11).

Stockgrowers

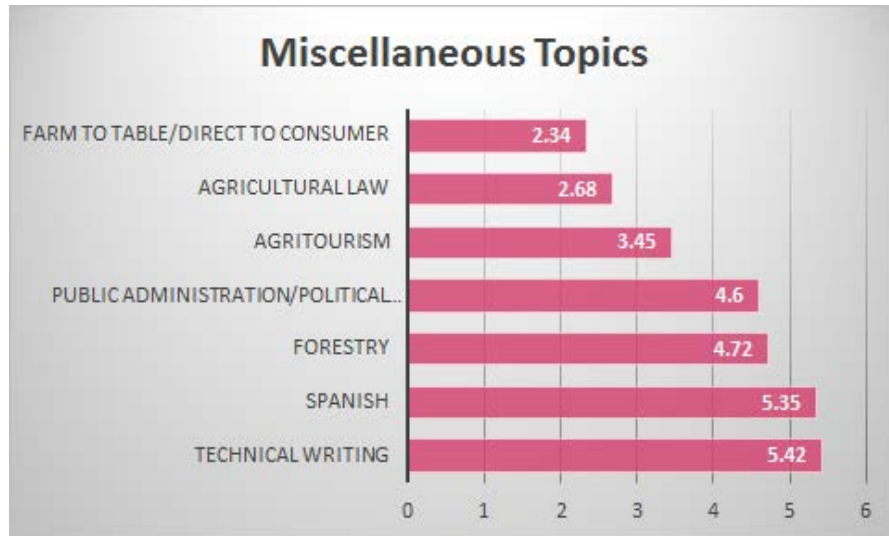


Stakeholders

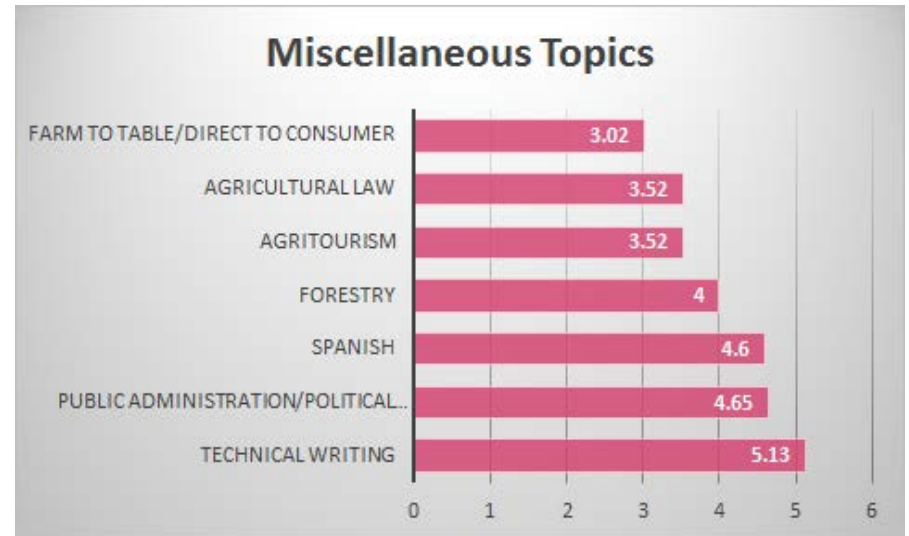


Q.23: Below is a list of miscellaneous topics that might be taught in a Ranch Management program. Please rank order the list from most important (1) to least important (8).

Stockgrowers



Stakeholders



Summary

- Wide support for a ranch management program
- Preference towards bachelors degree with internships
- Stockgrower group expects the increase in wages to be far higher with the program than the stakeholder group (17% increase vs. 5% increase)
- Stockgrowers prioritize animal science, range science and management and communications for content
- Stakeholders strongly prioritize management and communications for content followed by range science and accounting/finance

Admission to the Ranching Systems Program

The first two years of classes are considered open enrollment, which means any student may apply to Montana State University and pursue the first two years of the Ranching Systems curriculum. During the second year of the Ranching Systems curriculum, students are required to apply for formal admission to the Ranching Systems Program which will start with the summer internship following the sophomore year. Those students not successful in the admissions process will be counseled to pursue a more discipline specific field of study such as Ag Business, Animal Science, or Natural Resource and Rangeland Ecology. The first two years of the Ranching Systems curriculum provide a sound foundation for any of the above mention degree program. All academic levels of Ranching Systems students will be advised by the Ranching Systems Program Leader.

Admission and continued enrollment in the Ranching Systems Program is based on: 1) maintaining a GPA of 3.0, 2) letter of application to the Ranching Systems Program Committee (subset of the program advisor committee, admissions group will be faculty from COB and COA) and successful completion of the first two years of course work. The number of students admitted to the Ranching Systems Program will also be determined in accordance with available financial (foundation) and human resources. Admission to the program will be awarded to those applicants with the greatest potential and highest scholastic achievement. Transfer students will be evaluated on an individual basis, but must complete one full academic year at MSU before applying to the Ranching Systems Program.

Requirements

1. 3.0 overall GPA with no less than a C- in any required course
2. In addition to completing the required first two years of courses, a student must submit a letter of application to the Ranching Systems admissions committee (adm) which will be a subcommittee of the Ranching Systems advisory committee (adv). Each applicant is reviewed by the admissions committee and scored on a 1-12 point system, with a 12 being the highest score and 1 the lowest. A student's score is the average of the adm committee scores. To gain admittance to the program a student should score a minimum of six points. The committee will be made up of:
 - a. The Ranching Systems Program leader - adm and adv
 - b. Animal and Range Sciences Department Head - adv
 - c. Major donor representatives - adv
 - d. Industry representatives - adv
 - e. College of business faculty member - adm and adv
 - f. Agricultural Economics and Economics faculty member - adm and adv
 - g. Animal Science faculty member - adm and adv
 - h. Range Science faculty member - adm and adv
3. Required Course Work - To apply for admittance, a student must have completed the required courses listed below with a minimum overall GPA of 3.0 prior to the start of their third year. Students in the upper level RMP must maintain a GPA of 3.0 or better to remain in the program.

ACTG 201 Principles of Financial Accounting	CHMY 123 Intro to organic and biochemistry
ACTG 202 Principles of Managerial Accounting	COMX 111US or AGED 140US Public Communication
ANSC 100 Introduction to Animal Science	ECNS 101IS Economic Way of Thinking
ANSC 234 Livestock Management - Beef	ECNS 204IS Microeconomics
ANSC 265 Anatomy & Physiology of Domestic Animals	ENSC 245 Soils
BIOB 160 Principles of Living Systems	M 121Q College Algebra
BIOB 170IN Principles of Biological Diversity	NRSM 101 Natural Resource Conservation
BIOO 230 Identification of Seed Plants	NRSM 102 Montana Range Plants
BMIS 211 Introduction to Business Decision Support	STAT 216Q statistics
CHMY 121IN Intro to General Chemistry	WRIT 101W College Writing

Note: Admission standards for the Ranching Systems Program are based on existing standards used in business, art, and architecture.

<http://art.montana.edu/areas-of-study/index.html>

<http://arch.montana.edu/programs/undergraduate/applicationprocess.html>

March 7-8, 2019

ITEM 182-2012-R0319

Item Name

Request for authorization for Montana State University to return the "Division of Agricultural Education" to its original designation as the "Department of Agricultural Education".

THAT

Montana State University proposes to retile the "Division of Agricultural Education" to the "Department of Agricultural Education".

EXPLANATION

The faculty and staff in the Division of Agricultural Education would like to return to their status as the Department of Agricultural Education. The proposed retitling will bring the department into alignment with its current functional operation, with the organizational structure in the College of Agriculture, and the BOR recognized terminology. The current title causes confusion among stakeholders. Faculty and staff have worked in recent years to increase visibility with Agricultural Educators throughout the state, and this clarification will aid in those connections.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-2012-R0319 Submission Month or Meeting: March 7-8, 2019

Institution: Montana State University - Bozeman CIP Code: 13.1301 01.0801

Program/Center/Institute Title: Agricultural Education

Includes (please specify below): Online Offering Options Broadfield Teaching; Communications, Leadership, & Extension; Master's Program

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 Retitling of Agricultural Education group from 'Division' to 'Department'

Why Currently the group known as Agricultural Education is termed 'Division'. The institutional knowledge behind this name has been lost and the group currently operates as a 'Department' with the College of Agriculture. The proposed retitling will bring the title into alignment with the current functional operation of the group and the BOR recognized terminology.

Resources none

Relationship to similar MUS programs none

March 7-8, 2019

ITEM 182-2801-R0319

Item Name

Request authorization to offer Plumber/Pipefitter A.A.S

THAT

MSU-Northern requests permanent authorization be granted by the Board of Regents to offer the plumber/pipefitter associate of applied science.

EXPLANATION

The Department of Labor and Industry projects that 60% of the existing skilled trade's workforce are nearing retirement age. According to Montana State Department of Labor Statistics, there are presently 77 registered apprentices in the Pipefitter occupation meaning there are currently 3 pipefitters retiring for every entry level Apprentice. This program at MSU-Northern will assist in filling that labor gap and provide a pool of trained workers for these industrial projects.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Curriculum Proposal Signature/Date form
Attachment #1-Fiscal Analysis Form
Attachment #2-Intent to Plan form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-2801-R0319 Submission Month or Meeting: March 7-8, 2019

Institution: MSU-Northern CIP Code: 46.0502

Program/Center/Institute Title: Plumber/Pipefitter Associate of Applied Science Degree

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

X **B. Level II:**

- _____ 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- X _____ 2. **Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 3. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- _____ 4. **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)
- _____ 5. **Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What: MSU-Northern proposes an A.A.S. degree in Plumbing/Pipefitting degree to educate students in all aspects of welding and provide a background in plumbing, equipping students to work in a refinery, on a pipeline, or on an industrial complex project.

Why: The Department of Labor and Industry projects that 60% of the existing skilled trade's workforce are nearing retirement age. According to Montana State Department of Labor Statistics, there are presently 77 registered apprentices in the Pipefitter occupation meaning there are currently 3 pipefitters retiring for every entry level Apprentice. This program at MSU-Northern will assist in filling that labor gap and provide a pool of trained workers for these industrial projects. This Plumber/Pipefitter option allows the Welding Certificate students to continue their education and earn an Associates of Applied Science Degree in Plumbing/Pipefitting. It also allows these same students additional training towards an additional degree in Plumbing Technology. This program will fill a void of qualified, trained apprentice workers to replace those that retire.

Resources: Current lab/lecture space for both Welding and Plumbing programs provide adequate space for lectures, lab assignments and storage of equipment. No additional equipment will need to be purchased. No add new full time faculty will be required. If enrollment continues to grow, adjunct faculty will be needed to handle the expanded classes.

Relationship to similar MUS programs: Montana State University Northern is the only campus of the Montana University System that teaches both Welding and Plumbing Technology.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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 proposed Associate of Applied Science Degree will train students to begin work as a plumber/pipefitter with extensive training as a welder. This Plumber/Pipefitter program will educate students in all aspects of welding and provide a background in plumbing, equipping students to work in a refinery, on a pipeline, or on an industrial complex project. It will include extensive training in fabrication of welded specialty parts, along with training in proper support, working at heights, assembly of piping systems, and print reading. This degree is designed around existing programs on campus.

- 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]*

MSU-Northern's mission to "provide higher education to students for professional and technical careers..." is met by providing a pool of trained workers to meet the increasing labor gap caused by aging and retiring workers. A core theme of Northern's to "partner with external entities to expand learning experiences" has developed strong ties with our industry partners who have requested this program to help meet this job demand. MSU-Northern is the only MUS campus to have both Welding certificates and an A.A.S. in Plumbing Technology and this new Plumber/Pipefitter program would allow these welding certificate students to expand their education and open up more job opportunities for them in Plumbing and Welding as a Pipefitter.

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

Various labor statistics indicate that 60% of the skilled workforce are nearing retirement, prompting our Plumbing Advisory Board to request a program addressing the need for more pipefitters. Since Northern has an existing Plumbing Technology Program with 10 welding credits imbedded into the curriculum, the faculty took the existing plumbing and welding programs, developed the new program with an eye on industry requirements and submitted this new program to Northern's Academic Senate for curriculum review/approval. Once the campus faculty approved this new program, the program moved to the Provost Office and to the Chancellor's Office for final review and approval.

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

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

	Credits
--	---------

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Credits in required courses offered by the department offering the program	50
Credits in required courses offered by other departments	
Credits in institutional general education curriculum	12
Credits of free electives	
Total credits required to complete the program	62

- 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.

This proposed program will prepare the graduate with extensive welding experience along with introductory skills in basic plumbing. Students will gain experience with complex piping systems that are found in modern oil refineries and crude oil transmission lines to those refineries. It will include extensive training in fabrication of welded specialty parts, along with training in proper support, working at heights, assembly of piping systems, and print reading.

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]*

The Department of Labor and Industry projects that 60% of the existing skilled trade’s workforce are nearing retirement age. According to Montana State Department of Labor Statistics, there are presently 77 registered apprentices in the Pipefitter occupation meaning there are currently 3 pipefitters retiring for every entry level Apprentice. This program at MSU-Northern will assist in filling that labor gap and provide a pool of trained workers for these industrial projects. This Plumber/Pipefitter option allows the Welding Certificate students to continue their education and earn an Associates of Applied Science Degree in Plumbing/Pipefitting. It also allows these same students additional training towards an additional degree in Plumbing Technology. This program will fill a void of qualified, trained apprentice workers to replace those that retire.

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

Institution Name	Degree	Program Title
N/A	N/A	N/A

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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- 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]*

N/A

- 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]*

Montana State University Northern is the only campus of the Montana University System that teaches both Welding and Plumbing Technology. Since MSU-Northern is combining already existing courses on the campus of MSU-Northern from welding and plumbing, the possibility of collaborating with another campus on this unique program was not an option.

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]*

Our goal is to have students graduating with this degree by May 2019.

- 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_	AY_	AY_20	AY_21	AY_22	AY_	AY_
10	12	14			6	8	10		

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

Both Montana State and Federal projections were used to determine the need for additional pipefitters. According to the US Bureau of Labor Statistics, employment of plumbers, pipefitters, and steamfitters is projected to grow 16 percent from 2016 to 2026, much faster than the average for all occupations. New construction and building maintenance and repair should drive demand for these workers, and overall job opportunities are expected to be good.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

States with the highest concentration of jobs and location quotients in this occupation

State	Employment	Employment per thousand jobs	Location quotient	Hourly mean wage	Annual mean wage
Louisiana	10,850	5.70	1.90	\$25.45	\$52,930
North Dakota	1,760	4.23	1.41	\$24.01	\$49,950
Oklahoma	6,600	4.19	1.40	\$23.36	\$48,600
Montana	1,890	4.11	1.37	\$30.70	\$63,860
Nebraska	3,900	4.02	1.34	\$25.42	\$52,880

- c. What is the initial capacity for the program?
20 students annually

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 will be measured by the number of enrolled students, over all GPA of the students, starting wage of the graduates, and the placement rate of the students in their field of study. A significant percentage of the work force in plumbing and welding are reaching retirement age creating an increasing gap between skilled workers and apprentices (three skilled workers retire for every student going into the trade). This increasing job skill gap is a need area that Northern can step into and turn out trained apprentice workers to fill. This program will be evaluated each year to determine the success from the listed gauges. The program will seek the advice of the Plumbing Advisory Board to help steer the direction of the program and guide any changes that may be needed in curriculum or training.

- 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]*

The College of Technical Sciences at Northern has the processes in place to evaluate the program. The university guideline would be followed to insure the program would be in compliance with university rules. Since this is a blending of two existing programs that are already being assessed, it will be a seamless effort to comply with this requirement. The processes in place include Academic Senate review, Student evaluation of Faculty, weekly assignments and quizzes, and both lab and lecture tests.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

NWCCU accreditation and Montana University System Board of Regents guidelines will be followed. These include scheduled reviews and program reviews.

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

The Advisory Board for the Welder/Pipefitters program will be instrumental in reviewing and overseeing the quality of the program. Reviews by the Curriculum Development committee, Academic Senate will provide input to the Advisory Board to see that the program is meeting the expectations of the industry representatives. Any data will be shared with the Dean, Provost, Department Chair, and the Academic Senate for input.

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

There is no specific accreditation for plumbers & pipefitters. Graduate must still pass welding certifications and follow the specific pathway from apprentice to journeyworkers. Graduates may have the option to join an association such as the United Association (UA) Union of Plumbers, Fitters, Welders, and Service Techs.

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]*

The combined lab/lecture space for both the Welding and Plumbing programs exceed 12,000 square feet. This provides adequate space for lectures, lab assignments and storage of equipment. Both existing programs have current equipment used in industry to guarantee the students train on equipment used today in the industry. No additional equipment will need to be purchased.

- 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]*

Montana Board of Regents
CURRICULUM PROPOSAL FORM

No additional resources or monies will be required. All courses are presently being taught at Montana State University Northern. Any additional costs will be covered by lab fees.

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

There are presently two Welding instructors and one Plumbing instructor at Montana State University Northern. The lecture and lab areas are existing and this proposed new pipefitter option will add additional students to existing classes.

- 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]*

No new full time personnel will be required. If enrollment continues to grow, adjunct faculty will be needed to handle the expanded classes.

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]*

Montana State University Northern has an excellent library that stocks current Plumbing and Welding Journals and publications for this proposed program.

- 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]*

Montana State University Northern has the capacity to handle the influx of additional students. This proposed A.A.S Plumber/Pipefitter program will allow Welding Certificate graduates the option of an additional year of education that will open up new job opportunities in a job growth area.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Additional existing students would stay at MSU Northern for an additional year. This would increase the FTE of Northern by 8-10 students per year.

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.

	Year 1	Year 2	Year 3
Revenues	\$19,419	\$22,158	\$27,648
Expenses	0	0	0
Net Income/Deficit (revenues-expenses)	\$19,419	\$22,158	\$27,648

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

No new additional expenses are anticipated.

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]*

No additional funding is anticipated. Lab fees will pay for any increased need for materials.

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.

N/A

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]*

N/A

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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]*

N/A

- 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.

Presently, the Welding Program requires a fee of \$100.00 per welding course. The Plumbing Program has a program fee of \$75.00. Totaled, the fees required for this new program would be \$850.00 for the proposed two year program of study.

- 14.** Complete the fiscal analysis form.

SEE ATTACHED FORM WITH SIGNATURES

Signature/Date

College or School Dean:

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:

Flagship President*:

*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

There is no proposed new curriculum for this program. This program has been designed around existing programs using the existing curriculum.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Signature/Date

College or School Dean: X *Dail E. Keyser*

Chief Academic Officer: *[Signature]*

Chief Executive Officer: *Gregory D. Keyser* 12-27-2018

Flagship Provost*: *R. L. Mohr* 1-14-19

Flagship President*: *[Signature]* January 17, 2019

*Not applicable to the Community Colleges.

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: MSU Northern
 AWARD LEVEL: UG
 PROGRAM NAME: Plumber/Pipefitter
 PROGRAM CODE:

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		7	8	10	10	12
Credit Hours						
annual avg. credits hours earned per student in program related curriculum		23	23	23	23	23
Student FTE						
Undergrad: (Headcount x CH)/30		5.366666667	6.133333333	7.666666667	7.666666667	9.2
Graduate: (Headcount x CH)/24						
Completions						
Annual number of program completers		7	8	10	10	12


REVENUE		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Tuition Revenue (net of waivers)		\$19,213	\$21,958	\$27,448	\$27,448	\$32,937
Institutional Support						
Other Outside Funds (grants, gifts, etc.)						
Program Tuition/Fees		\$200	\$200	\$200	\$200	\$200
Total Revenue		\$19,413	\$22,158	\$27,648	\$27,648	\$33,137
Total Revenue per Student FTE		\$3,617	\$3,613	\$3,606	\$3,606	\$3,602

EXPENDITURES		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Tenure Track Faculty	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits					
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits					
Graduate Teaching Assistants	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits					
Staff	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits					
Total Faculty & Staff	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits					

Operations (supplies, travel, rent, etc)						
Start-up Expenses (OTO)						
Total Expenses		\$0	\$0	\$0	\$0	\$0

Student FTE to Faculty (TT + NTT) Ratio	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Net Income/Deficit (Revenue - Expenses)	\$19,413	\$22,158	\$27,648	\$27,648	\$33,137

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.


 7-16-18

 Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana University System
INTENT TO PLAN FORM

182-2801-R0319_A2

Program/Center/Institute Title: **Plumber/Pipefitter Associate of Applied Science**

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

Expected Submission Date: **Spring
2018**

Contact Name/Info: **Lorren Schlotfeldt, Assistant Professor, Plumbing Technology**

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.

Plumber/Pipefitter will train students in all aspects of welding and provide a background in plumbing that will train students to work in a refinery, pipeline, or industrial complex project. It will include extensive training in fabrication of welded specialty parts, along with training in proper support, working at heights, assembly of piping systems, and print reading.

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

The Department of Labor and Industries projects that 60% of the existing workforce in the trade's area are nearing retirement age. This program at MSU Northern will fill that labor gap and provide a trained pool of workers for these industrial projects. This Plumbing/Pipefitter option allows the Welding Certificate students to continue their education and earn an Associates of Applied Science Degree in Plumbing/Pipefitting. It also allows those same students additional training towards an Associate's Degree in Plumbing Technology.

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

MSU Northern already has a strong Trades area of study. This new proposed option will require no additional lab or lecture areas nor will it require any additional full time faculty. Our mission statement of providing higher education to students for professional and technical careers through an institution dedicated to the teaching and the pursuit of knowledge will be met by providing this new option in Northern's College of Technical Sciences. Northern already has strong ties with industry partners that will continue to support existing programs along with this new proposed program of study.


Montana University System
INTENT TO PLAN FORM

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

MSU Northern has the only Plumbing Technology Program in Montana's University System. The Welding Program is also an existing program. This proposed option combines both Plumbing and Welding into another Degree option that will give students additional career opportunities. There will be no duplication in the Montana University System.

Signature/Date

College/School Dean: 

Chief Academic Officer: 

Chief Executive Officer: *Regina S. Kegel*

Flagship Provost*: *RK M* 10/27/17

Flagship President*:  Oct 30, 2017

*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.

March 7-8, 2019

ITEM 182-2802-R0319

Item Name

Request authorization to re-title the College of Education, Arts & Sciences, and Nursing (CEASN) to the College of Arts, Sciences, & Education (CASE).

THAT

MSU-Northern requests Board of Regents authorization to re-title the College of Education, Arts & Sciences, and Nursing (CEASN) to the College of Arts, Sciences, & Education (CASE).

EXPLANATION

Due to the creation of the new College of Health Sciences in Spring 2017, several health related programs (Nursing and Health Promotion) moved from CEASN to the new college. This restructuring required removing those programs from the old college name which led to the new name – College of Arts, Sciences, and Education.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-2802-R0319 Submission Month or Meeting: March 2019

Institution: MSU Northern CIP Code: _____

Program/Center/Institute Title: Change college name from CEASN to CASE

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

X **B. Level II:**

- _____ **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ **2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ **3. Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- _____ **4. 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 _____ **5. Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What Change of College name from College of Education, Arts & Sciences, and Nursing (CEASN) to College of Arts, Sciences, & Education (CASE)

Why Due to the creation of the new College of Health Sciences in Spring 2017, several health related programs (Nursing and Health Promotion) moved from CEASN to the new college. This restructuring required removing those programs from the old college name which led to the new name – College of Arts, Sciences, and Education.

Resources Some rebranding will be necessary. Supplies will be ordered with the new name as needed, but will not affect our overall resources any more than regular purchasing would.

Relationship to similar MUS programs MSU Billings has a College of Arts and Sciences and a College of Education. MSU has a College of Arts and Architecture and a College of Letters and Science. University of Montana has the College of Humanities and Sciences and the Phyllis J. Washington College of Education and Human Sciences. Montana Tech has the College of Letters, Sciences, & Professional Studies (CLSPS).

March 7-9, 2019

ITEM 182-1001-R0319

Request for Authorization to establish an Accounting Fundamentals C.A.S.

THAT

Missoula College requests authorization from the Montana Board of Regents to establish a certificate of applied science in accounting fundamentals.

EXPLANATION

The certificate was designed to meet the needs of regional employers, who have expressed a need for entry-level accounting technicians with cursory accounting knowledge, tech savvy, and solid communication skills. Students will use technology to gather, compile, reconcile, and analyze financial data and prepare financial statements. They will also analyze source documents to extricate and enter relevant data into accounting software and produce reports. Graduates will be equipped to serve as support to CPAs, accountants, and controllers.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Fiscal Analysis Form
Intent to Plan

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-1001-R0319 Submission Month or Meeting: March 7-9, 2019

Institution: Missoula College-UM CIP Code: 52.03

Program/Center/Institute Title: Accounting Fundamentals C.A.S.

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

X **B. Level II:**

- X **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- 2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- 3. Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- 4. 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)
- 5. Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What

Missoula College requests authorization to offer an Accounting Technology CAS.

Why

The certificate was designed to meet the needs of regional employers, who have expressed a need for entry-level accounting technicians with cursory accounting knowledge, tech savvy, and solid communication skills. Students will use technology to gather, compile, reconcile, and analyze financial data and prepare financial statements. They will also analyze source documents to extricate and enter relevant data into accounting software and produce reports. Graduates will be equipped to serve as support to CPAs, accountants, and controllers.

Resources

No resources are required.

Relationship to similar MUS programs

There are no similar programs in the MUS.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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]*

This C.A.S. is designed to meet needs of local/regional employers who have indicated they would be willing to hire graduates who possess cursory accounting knowledge, are tech savvy, and have a solid set of communication/soft skills. The C.A.S. – Accounting Fundamentals is also appropriate for the many small business owners that attend Missoula College, as they will benefit from a foundational accounting and business curriculum. All the courses needed for the C.A.S. are currently a part of the Business Technology Department curriculum (and part of the A.A.S. – Accounting Technology).

- 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]*

The mission of Missoula College is “to create a comprehensive, accessible, student-centered learning environment that fosters individual growth, facilitates workforce development, and provides a foundation for advanced academic achievement”. This program is directly the result of workforce development request from community employers.

The mission of the Business Technology Department is to “collaborate with local and regional business and industry to prepare graduates to compete in and contribute to a dynamic global society”. Furthermore, to accomplish this, programs are required to “deliver curricula which integrate experiential technical education with ethical awareness; verbal, interpersonal and written communications; quantitative and analytical process; professionalism; and teambuilding.” This curricula was developed in collaboration with regional business leaders and is specifically designed to increase ‘communication/soft skills’ as well as enhance quantitative capacity. Students can be expected to enter jobs at CPA firms, large regional employers that have accounting departments and non-profits that require accounting expertise.

The mission of the Accounting Technology program is to “prepare graduates to meet the needs of the business and nonprofit community in collecting, maintaining, analyzing and reporting accurate and timely financial data.”

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

Over the past few years, the Accounting Technology Program Director has been meeting regularly with five regional 'champion employers' to understand their workforce needs in the accounting field. Those meetings culminated in signing (4/19/17) of the first MT Registered Apprenticeship in the state in the “Finance” category. Members of the local ‘key employers’ that help craft the apprenticeship program, along with Accounting Tech Advisory Committee members, aided the Program Director in designing the C.A.S. from existing courses.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	14
Credits in required courses offered by other departments	9
Credits in institutional general education curriculum	9
Credits of free electives	0
Total credits required to complete the program	32

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.

- Students will use technology to gather, compile, reconcile and analyze financial data and prepare financial statements.
- Graduates will analyze source documents, extricate and enter relevant data into accounting software that produces reports (internal and external).
- Students will be prepared to communicate extensively with vendors, clients, and employees.
- Graduates will serve as support to CPAs, senior accountants and controllers.

5. 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]*

N/A

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

This program was developed in collaboration with local regional employers and the Missoula College Accounting Tech Advisory Committee; therefore, it is “Missoula-centric” and focused on local work force development.

6. 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]*

The program will first be offered Fall 2019.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Fall Headcount Enrollment					Graduates				
AY19-20	AY20-21	AY21-22	AY22-23	AY23-24	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24
8	10	11	12	13	4	5	6	6	7

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

The methodology is based primarily on conversations with prospective students and regional employers and local employers' unmet demand for employees. The Program Director projected that the number of students that will enter the C.A.S. will be about half of what the market needs. The Accounting Tech apprenticeship program has drawn a great deal of new interest to the program, and some students inquiring simply don't have the time to complete a full A.A.S. This program would meet their needs. Graduate numbers emulate the percentage of graduation that Program Director see in the A.A.S. – Accounting Technology degree.

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

Commensurate with the above headcount enrollment projections.

- 7. 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 program will be assessed based upon the response of the regional employers who helped craft this program. Are workforce needs being met (or partially met), and are students technically qualified in accounting fundamentals. If the above aren't being met, the employer group will help recraft the curriculum and hopefully help brainstorm about enhanced and/or targeted recruiting.

- 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]

<p><i>A. Embedded Classroom Activities</i> - Complete case studies, written papers and exams, technical practice sets and assignments and communicate analytical and technical information, both collectively and individually. Assessment activities occurring all semester, multiple times.</p>
<p><i>B. Advisory Committee</i> - The Accounting Technology Advisory Committee reviews curriculum, reviews programmatic accomplishments and challenges and offers industry guidance to strengthen program. Assessment activity occurs annually.</p>
<p><i>C. Student Course Evaluations</i> -Students complete course evaluations for each course, each semester.</p>
<p><i>D. Graduate Surveys</i> - Graduate surveys are administered by the Office of Career Services (prior to 2009), and by Program Director (post-2009), the positioning in the community validates program content and indicates workforce needs are being delivered. Assessment occurs twice per year.</p>

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Exams, projects, practice sets and written/oral communication will be utilized to identify that each student learning outcome of the syllabi associated with each course are being attained.

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

The Advisory Committee reviews curriculum and are intimately involved in crafting the Accounting Apprenticeship program. The outcomes of this program are aligned with student learning outcomes from our courses, and the Program Director works closely with the employers. If students are deficient in any of the co-identified outcomes, it will be revealed in the work place, and curriculum will be modified to target this competency.

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

There is no specific accreditation.

8. 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]*

The courses are primarily located at Missoula College, in classrooms designed to accommodate curriculum as appended in "A". Some of the courses require computing facilities and some require traditional classrooms; other courses are offered online. Courses that are required for the curriculum currently have facilities capacity.

- 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]*

There are no additional instruments, space, equipment or facilities required for the C.A.S. – Accounting Fundamentals.

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

All of the courses included in the C.A.S. – Accounting Fundamentals are supported by current instructional and administrative resources. It is anticipated that the Program Director – Accounting Technology will advise the incoming students (and hopefully recruit a portion of them to continue on for A.A.S. or enter the apprenticeship program). Quality and productivity of current program (A.A.S. – Accounting Technology) is not impaired as the

Montana Board of Regents
CURRICULUM PROPOSAL FORM

C.A.S. would potentially ‘feed into’ the A.A.S. (which has historically served to matriculate 3-5 students/year into the Accounting Bachelors program at University of Montana-Missoula’s Mountain Campus.

- 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]*

None required

10. 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]*

Information/library resources adequate.

- 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]*

Existing student services can serve this program.

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

- 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.

	Year 1	Year 2	Year 3
Revenues	\$28,975	\$36,219	\$39,841
Expenses	0	0	0
Net Income/Deficit (revenues-expenses)	\$28,975	\$36,219	\$39,841

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

There are no additional expenditures as current staff and faculty will incorporate the new students into existing courses/advising duties.

- 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]*

N/A

- 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.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

N/A

- 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]

N/A

- 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]

N/A

12. 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.

N/A

13. Complete the fiscal analysis form.

Signature/Date

College or School Dean:

DocuSigned by:
Roger Maclean
8C092E924171486...

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:

DocuSigned by:
Jon Harbor
34E1E62599324B7...

Flagship President*:

DocuSigned by:
Seth Bodnar
94F80417FFA449D...

*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Accounting Fundamentals - Certificate of Applied Science

	A	S
____ ACTG 101 Accounting Procedures I	4	
____ ACTG 102 Accounting Procedures II		4
____ ACTG 180 Payroll Accounting		3
____ COMX115S Interpersonal Communication		3
____ WRIT 121 Technical Writing	3	
____ AMGT 240 Administrative Support for Automated Office		3
____ BGEN 235 Business Law		3
____ CAPP 120 Introduction to Computers	3	
____ CAPP 156 MS Excel		3
or		
____ CSCI 172 Intro to Computer Modeling		
____ M 115 Probability & Linear Math		3
Or		
____ M 103 Contemporary Mathematics		
Total Credits	16	16

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	Missoula College
AWARD LEVEL:	UG
PROGRAM NAME:	Accounting Fundamentals
PROGRAM CODE:	

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
ENROLLMENT PROJECTIONS					
Numbers estimated based on students historically expressing interest in one-year certificate that (for variety of reasons) were unable/unwilling to complete two-year A.A.S.					
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	8	10	11	12	13
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	32	32	32	32	32
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	8.533333333	10.66666667	11.73333333	12.8	13.86666667
Completions					
Annual number of program completers	4	5	6	6	7

REVENUE					
Tuition Revenue (net of waivers)	\$28,975	\$36,219	\$39,841	\$43,463	\$47,085
Institutional Support					
Other Outside Funds (grants, gifts, etc.)					
Program Tuition/Fees					
Total Revenue	\$28,975	\$36,219	\$39,841	\$43,463	\$47,085
Total Revenue per Student FTE	\$3,396	\$3,396	\$3,396	\$3,396	\$3,396

EXPENDITURES					
Tenure Track Faculty	FTE				
	Salary + Benefits				
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE	6600.0	6600.0	6600.0	6600.0
	Salary + Benefits	\$528	\$528	\$528	\$528
Graduate Teaching Assistants	FTE				
	Salary + Benefits				
Staff	FTE				
	Salary + Benefits				
Total Faculty & Staff	FTE	6600.0	6600.0	6600.0	6600.0
	Salary + Benefits	\$528	\$528	\$528	\$528

Operations (supplies, travel, rent, etc)	\$0	\$0	\$0	\$0	\$0
Start-up Expenses (OTO)	\$0	\$0	\$0	\$0	\$0
Total Expenses	\$7,128	\$7,128	\$7,128	\$7,128	\$7,128

Student FTE to Faculty (TT + NTT) Ratio	0.0	0.0	0.0	0.0	0.0
Net Income/Deficit (Revenue - Expenses)	\$21,847	\$29,091	\$32,713	\$36,335	\$39,957

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.

Rozie C Keller

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Lisa Swallow comments: The .2 FTE is assumed to cover ACTG101. The other courses with fewer seats available than projected FTEs - AGMT240 and BGEN235 - will have their course caps raised to accommodate the additional students. They are online courses and can do this.

Montana University System
INTENT TO PLAN FORM

Program/Center/Institute Title: Accounting Technology

Campus, School/Department: Missoula College/Business Technology Department

Expected Submission Date: Spring 2017

Contact Name/Info: Lisa Swallow, CPA CMA MS Associate Professor, Program Director

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 Certificate of Applied Science – Accounting Fundamentals – is designed to meet specific requests from regional key employers. It is a 32-credit program consisting of soft skill professional business development (21 credits) and fundamental accounting training (11 credits).

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

Over the past 18 months, the Program Director has been meeting regularly with five regional 'champion employers' which has culminated in a registered apprenticeship with the MT Department of Labor & Industry. It is the first in the "finance" category in Montana.

In the course of those meetings, it became clear that there is a local need for very entry-level accounting technicians in both the private and public sector. Employers indicated that they would be willing to hire students who possess cursory accounting knowledge, are tech savvy and who have a solid soft skill/communication set. The key employers are: AZM LLP and JCCS PLLC (both large, regional CPA firms), Rocky Mountain Elk Foundation, Corpat Inc. and Allegiance Benefits Corp.

It is also appropriate for the many small business owners that will benefit from a foundational accounting/business curriculum. This need has been expressed by the Accounting Tech Advisory Committee as well.

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

Montana University System
INTENT TO PLAN FORM

The mission of the Business Technology Department at Missoula College is to "collaborate with local and regional business and industry to prepare graduates to compete in and contribute to a dynamic global society". Furthermore, to accomplish this, programs are required to "deliver curricula which integrate experiential technical education with ethical awareness; verbal, interpersonal and written communications; quantitative and analytical process; professionalism; and teambuilding."

The mission of the Accounting Technology program is to "prepare graduates to meet the needs of the business and nonprofit community in collecting, maintaining, analyzing and reporting accurate and timely financial data." Primary goals of the program include "preparing graduates to work in small businesses ... or in large businesses as members of the accounting staff. Graduates are expected to communicate extensively with vendors, clients, and employees ... Program graduates use technology to gather, compile and analyze data."

Other than the items specifically deleted from the above description, the proposed C.A.S. directly meets the above criteria; furthermore, the curriculum is comprised of existing classes and was designed by area employers.

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

The Strategic Mission of the University states that "Two-year education must respond to local, regional, national, and global needs. The curriculum provides hands-on, practical experience with real-world applications, as well as developmental coursework to ensure that students are prepared to succeed in the college environment and in the field. The curriculum also provides academic certificates, two-year degrees, and college transfer programs for students desiring to enter baccalaureate programs." Clearly the C.A.S. – Accounting Fundamentals proposal is intended to address the above mission unilaterally.

Signature/Date

College/School Dean:

 11/9/17

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:

 ~~12/2~~ 2/22/18

Flagship President*:

*Not applicable to the Community Colleges.

Date of Final Review:

March 7-9, 2019

ITEM 182-1002-R0319

Request for Authorization to establish an ethics minor

THAT

The University of Montana requests authorization from the Montana Board of Regents to establish an ethics minor.

EXPLANATION

The certificate's interdisciplinary curriculum is designed to provide students with training in ethical frameworks and methods to help ensure successful execution of both future professional duties and personal endeavors. Students will acquire tools for critical reflection that will help them to address the major moral challenges of the 21st century, and strengthen their ability to pursue careers in business, science, journalism, advocacy, nonprofit work, law, and health care (among others).

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Fiscal Analysis Form
Intent to Plan

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-1002-R0319 Submission Month or Meeting: March 7-9, 2019

Institution: University of Montana-Missoula CIP Code: 38.0103

Program/Center/Institute Title: Ethics minor

Includes (please specify below): Online Offering _____ Options _____

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/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

X **B. Level II:**

- X **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- 2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- 3. Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- 4. 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)
- 5. Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What

Create an interdisciplinary ethics minor administered by the Department of Philosophy.

Why

Understanding ethical practices and increasing ethical knowledge is important to a successful life, both personally and professionally. Tailored to students majoring in other disciplines, UM's Ethics Minor is designed to enhance the capacities of critical thinking, social engagement, and reflection on major moral issues. The interdisciplinary curriculum provides students with training in ethical frameworks and methods to help ensure successful execution of both future professional duties and personal endeavors. Students will acquire tools for critical reflection that will help them to address the major moral challenges of the 21st century, and strengthen their ability to pursue careers in business, science, journalism, advocacy, nonprofit work, law, and health care (among others).

Resources

No new resources are necessary. Required courses for this interdisciplinary minor draw on existing courses that are regularly offered by 18 departments and programs at UM-Missoula.

Relationship to similar MUS programs

NA

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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 Philosophy Department, UM-Missoula, seeks to create an interdisciplinary Ethics Minor. Students will complete six ethics/value courses (18 credits). These courses fall into three categories: (1) One required lower-division course, chosen from 4 ethics/value courses; (2) Two required upper-division courses, chosen from 12 ethics/value courses; (3) Three electives, chosen from 36 ethics/value courses (offered at the 100-, 200-, 300-, and 400-levels), all of which are regularly taught at UM by 18 departments and programs. No changes to existing programs would be required.

- 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]*

In UM-Missoula's latest strategic vision, the mission statement identifies ethics as a critical component of the university's educational aims: "The University [...] educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities." In its discussion of the future of general education at UM-Missoula, the plan also identifies "ethical reasoning" as one of the core competencies that students will acquire. An Ethics Minor will draw on the diverse range of ethics/value courses that are presently taught at UM-Missoula, allowing students to deepen their ethical understanding of a whole host of critical questions that arise within and across multiple disciplines. The ability to study ethics in the interdisciplinary manner provided by the Ethics Minor could become another attractive reason for why students might choose to attend UM-Missoula.

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

Over the past few years, UM-Missoula has undergone a wide-ranging examination of its curriculum and existing departments and programs. As part of this process, the Philosophy Department has sought ways to build ties with other departments and programs and to increase interdisciplinary educational opportunities for students. An Ethics Minor is one educational vehicle that would allow students to benefit from one of UM-Missoula's existing curricular strengths without a need for increased revenue. After consulting with the acting Provost last year, the Department developed this proposal and has sought university review and approval through the normal curriculum approval process.

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

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

	Credits
Credits in required courses offered by the department offering the program	9
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	3

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Credits of free electives	9
Total credits required to complete the program	18

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.

1. Students will learn to think critically and imaginatively about the moral issues that they will face in their professional and personal lives. They will master the skills, methods, and knowledge that they will need for the rigorous, thoughtful, and creative treatment of normative analysis in general.
2. Students will study normative thinking and develop their critical evaluation skills; at the same time, they will gain familiarity with significant empirical information that will shape their practical normative arguments. They will learn from the diverse perspectives and ideas that are central to each of the various academic disciplines from which the minor is built.
3. Students will learn to communicate effectively about complex and sometimes highly charged issues. The ability to exchange information and viewpoints across a range of audiences and purposes is crucial to determining appropriate responses to today's moral problems. Students will learn to speak and listen in ways that allow them to learn from each other and to deliberate together rather than simply to debate with one another.

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]*

Understanding ethical practices and increasing ethical knowledge is important to a successful life, both personally and professionally. Tailored to students majoring in other disciplines, UM's Ethics Minor is designed to enhance the capacities of critical thinking, social engagement, and reflection on major moral issues. The interdisciplinary curriculum provides students with training in ethical frameworks and methods to help ensure successful execution of both future professional duties and personal endeavors. Students will acquire tools for critical reflection that will help them to address the major moral challenges of the 21st century, and strengthen their ability to pursue careers in business, science, journalism, advocacy, nonprofit work, law, and health care (among others).

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

There presently does not exist a comparable program within the MUS.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Institution Name	Degree	Program Title
N/A		

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]

N/A

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]

N/A

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]

If approved, the Ethics Minor at UM-Missoula will become available for students in AY2020.

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

Fall Headcount Enrollment					Graduates				
AY2020	AY2021	AY2022	AY2023	AY2024	AY2021	AY2022	AY2023	AY2024	AY2025
5	10	20	25	25	3	6	9	12	12

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

In the previous academic year (2017-18), there were 25 ethics/value courses (and 61 sections) offered at UM-Missoula that would count towards the Ethics Minor. This represents a total of 2,184 enrolled students, amounting to 6,552 SCHs. While it is difficult to predict based on this information exactly how many students would opt to pursue the Ethics Minor, total enrollments figures support the idea that this minor could have great future appeal.

c. What is the initial capacity for the program?

Given the wide availability of courses that count towards the Ethics Minor, the initial capacity is well beyond our estimated headcounts in the first few years. The chief goal will be to get the word out that this minor exists (via university advisors, deans, etc.).

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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 program will be based on total enrollment of students in the Ethics Minor and successful completion of the Ethics Minor as part of obtaining an undergraduate degree. If, as we do not anticipate, there is inadequate interest in the Ethics Minor, then it will be discontinued.

- 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]*

Students will be assessed primarily by means of the standard assessment that occurs during their normal coursework. If appropriate, students and faculty may be asked to provide feedback on the program and the suitability of the courses that are available.

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

Direct assessment measures include:

- coursework grades
- student feedback on program courses
- faculty feedback on program courses

Indirect assessment measures include:

- student evaluations of instruction

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

The Philosophy Department will oversee the collection and analysis of the various assessment tools in use. We will make changes to the program as needed for future years.

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

N/A

- 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]*

The 36 ethics/value courses that make up the curriculum for the Ethics Minor, all of which are regularly taught at UM by 18 departments and programs, will require the typical instructional space for face-to-face classes, and typical web presence for on-line classes. Since these courses are already being regularly taught, we do not anticipate that this new minor will require much if any increased use of physical resources, and so expect it to have little to no impact on existing programs.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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]*

N/A (see answer to 9a.)

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

The 36 ethics/value courses that make up the curriculum for the Ethics Minor, all of which are regularly taught at UM by 18 departments and programs, will require the typical instructional, support, and administrative resources. Since these courses are already being regularly taught, we do not anticipate that this new minor will require much if any increased use of instructional, support, and administrative resources, and so expect it to have little to no impact on 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]*

N/A (see answer to 10b).

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]*

The Ethics Minor will not require additional library and information resources above and beyond those deemed necessary by faculty who already regularly teach the 36 ethics/value courses that make up the curriculum.

- 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]*

Existing student services will be adequate for accommodating the Ethics Minor. We anticipate that it will have little to no impact on services for the rest of the student body.

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

The Ethics Minor will be, at a minimum, revenue neutral for UM-Missoula. We anticipate little to no impact on existing physical, personnel, and other resources (see answers above to questions 9, 10, and 11). In the event, as we anticipate, that the Ethics Minor gains traction with students, it has the potential to become another attractive reason for why students might choose to attend UM-Missoula. We currently do not have a way to determine the degree to which this would improve the university's future revenue.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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.

	Year 1	Year 2	Year 3
Revenues	N/A	N/A	N/A
Expenses	N/A	N/A	N/A
Net Income/Deficit (revenues-expenses)	N/A	N/A	N/A

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

N/A

- 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]*
- 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.
- 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]*
- 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]*

- 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.


N/A

- 14.** Complete the fiscal analysis form.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Signature/Date

College or School Dean:

DocuSigned by:

1829FE6B3E644DC...

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:



Flagship President:



*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Understanding ethical practices and increasing ethical knowledge is important to a successful life, both personally and professionally. Tailored to students majoring in other disciplines, UM-Missoula’s Ethics Minor is designed to enhance the capacities of critical thinking, social engagement, and reflection on major moral issues. The interdisciplinary curriculum provides students with training in ethical frameworks and methods to help ensure successful execution of both future professional duties and personal endeavors. Students will acquire tools for critical reflection that will help them to address the major moral challenges of the 21st century, and strengthen their ability to pursue careers in business, science, journalism, advocacy, nonprofit work, law, and health care (among others). Students will complete six ethics/value courses (18 credits). These courses fall into three categories: (1) One required lower-division course, chosen from 4 ethics/value courses; (2) Two required upper-division courses, chosen from 12 ethics/value courses; (3) Three electives, chosen from 36 ethics/value courses (offered at the 100-, 200-, 300-, and 400-levels), all of which are regularly taught at UM by 18 departments and programs. Below is the catalog language as it is intended to appear in the 2019-20 catalog.

Ethics Minor

Minor – Ethics

College of Humanities & Sciences

Degree Specific Credits: 18

Required Cumulative GPA: 2.0

Catalog Year: 2019-2020

Note: Students must complete a minimum of 18 credits in ethics/value courses; at least 6 credits must be in courses numbered 300 and higher.

Summary

Lower-Division Ethics/Value Course	3
Upper-Division Ethics/Value Courses	6
Elective Ethics/Value Courses	9
Total Hours	18

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Lower-Division Ethics/Value Course

Rule: Students must complete one lower-division ethics/value course:

Note: PHL 110E, PHL 112E, and PHL 114E fulfill the "Ethical & Human Values" requirement. PHL 210E fulfills the "Approved Writing Course" and "Ethical & Human Values" requirements.

Complete one of the following courses:	
PHL 110E - Introduction to Ethics	3
PHL 112E – Introduction to Ethics and the Environment	3
PHL 114E - Introduction to Political Ethics	3
PHL 210E - Moral Philosophy	3
Total Hours	3
Minimum Required Grade: C-	

Upper-Division Ethics/Value Courses

Rule: Students must complete two upper-division ethics/value courses:

Note: Special Topics courses taught at the 300- or 400-level (PHL 391, 491) may count as upper-division ethics/value courses provided that they have a suitable content (consult the Philosophy Department advisor).

Complete two of the following courses:	
PHL 311 - The Good, Right, Beautiful	3
PHL 317E – Law and Morality	3

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PHL 321E - Philosophy & Biomedical Ethics	3
PHL 323 - Ethics of Climate Change	3
PHL 351 - Philosophy and Feminism	3
PHL 412 - Ethics and Public Affairs	3
PHL 422 - Environmental Philosophy	3
PHL 427 - Topics in Philosophy of Art	3
PHL 429 - Philosophy and Literature	3
PHL 449 – History of Moral and Political Philosophy	3
PHL 450 - Contemporary Moral/Political Theory	3
PHL 455 - Philosophy of Society and Culture	3
Total Hours	6
Minimum Required Grade: C-	

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Elective Ethics/Value Courses

Rule: Students must complete three elective ethics/value courses:

Note: Courses that satisfy either the Lower-Division Ethics/Value Course requirement or the Upper-Division Ethics/Value Courses requirement cannot also satisfy the Elective Ethics/Value Courses requirement.

Complete three of the following courses:	
AHMS 270E - Medical Ethics	3
BGEN 220E - Business Ethics and Social Responsibility	3
CHMY 305E - Ethics, Literature and Writing in the Sciences	3
CLAS 365E - The Roots of Western Ethics	3
CSCI 215E - Social & Ethical Issues in CS	3
CSCI 315E - Computers, Ethics, and Society	3
EDU 407E - Ethics & Policy Issues	3
ENST 320E - Earth Ethics	3
GEO 304E - Science and Society	3
GH 316E - Talking to God: Bhagavad Gita	3
HONR 122E - Ways of Knowing II	3
HSTR 272E - Terrorism: Viol Mod Wrld	3

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HTH 475E - Legal and Ethical Issues Health and Exercise Professions	3
NASX 303E - Ecological Perspectives in Native American Traditions	3
NASX 304E - Native American Beliefs/Philos	3
NRSM 349E - Climate Change Ethics/Policy	3
NRSM 389E - Ethics Forestry & Conservation	3
PHL 110E - Introduction to Ethics	3
PHL 112E – Introduction to Ethics and the Environment	3
PHL 114E - Introduction to Political Ethics	3
PHL 210E - Moral Philosophy	3
PHL 311 - The Good, Right, Beautiful	3
PHL 317E – Law and Morality	3
PHL 321E - Philosophy & Biomedical Ethics	3
PHL 323 - Ethics of Climate Change	3
PHL 351 - Philosophy and Feminism	3
PHL 412 - Ethics and Public Affairs	3
PHL 422 - Environmental Philosophy	3
PHL 427 - Topics in Philosophy of Art	3

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PHL 429 - Philosophy and Literature	3
PHL 449 - History of Moral and Political Philosophy	3
PHL 450 - Contemporary Moral/Political Theory	3
PHL 455 - Philosophy of Society and Culture	3
PSCI 250E - Intro to Political Theory	3
RLST 281E - Comparative Ethics	3
S W 410E - Social Work Ethics	3
Total Hours	9
Minimum Required Grade: C-	

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: UM-Missoula
AWARD LEVEL: UG
PROGRAM NAME: Ethics Minor
PROGRAM CODE: PHIL

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		0	5	10	20	25
Credit Hours						
annual avg. credits hours earned per student in program related curriculum		0	6	6	6	6
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24		0	2	4	4	5
Completions						
Annual number of program completers		0	0	3	6	9

REVENUE		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Tuition Revenue (net of waivers)		\$0	\$14,364	\$28,728	\$28,728	\$35,909
Institutional Support		\$0	\$0	\$0	\$0	\$0
Other Outside Funds (grants, gifts, etc.)		\$0	\$0	\$0	\$0	\$0
Program Tuition/Fees		\$0	\$0	\$0	\$0	\$0
Total Revenue		\$0	\$14,364	\$28,728	\$28,728	\$35,909
Total Revenue per Student FTE		\$0	\$7,182	\$7,182	\$7,182	\$7,182

EXPENDITURES		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Tenure Track Faculty	FTE	\$0	\$0	\$0	\$0	\$0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE	\$0	\$0	\$0	\$0	\$0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Graduate Teaching Assistants	FTE	\$0	\$0	\$0	\$0	\$0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Staff	FTE	\$0	\$0	\$0	\$0	\$0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Total Faculty & Staff	FTE	\$0	\$0	\$0	\$0	\$0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Operations (supplies, travel, rent, etc)		\$0	\$0	\$0	\$0	\$0
Start-up Expenses (OTO)		\$0	\$0	\$0	\$0	\$0
Total Expenses		\$0	\$0	\$0	\$0	\$0

Student FTE to Faculty (TT + NTT) Ratio	0.0	0.0	0.0	0.0	0.0
Net Income/Deficit (Revenue - Expenses)	\$0	\$14,364	\$28,728	\$28,728	\$35,909

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.

Rozie C Keller

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana University System
INTENT TO PLAN FORM

Program/Center/Institute Title: Ethics Minor

Campus, School/Department: UM-Missoula, College of Humanities & Sciences, Philosophy Department Expected Submission Date: Fall 2018

Contact Name/Info: Paul Muench, Department Chair. Phone: 243-2351; Email: paul.muench@umontana.edu

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 Philosophy Department, UM-Missoula, seeks to create an interdisciplinary Ethics Minor. Students would complete six ethics/value courses (18 credits). These courses fall into three categories: (1) One required lower-division course, chosen from 4 ethics/value courses; (2) Two required upper-division courses, chosen from 12 ethics/value courses; (3) Three electives, chosen from 36 ethics/value courses (offered at the 100-, 200-, 300-, and 400-levels), all of which are regularly taught at UM by 18 departments and programs.

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

Understanding ethical practices and increasing ethical knowledge is important to a successful life, both personally and professionally. Tailored to students majoring in other disciplines, UM's Ethics Minor is designed to enhance the capacities of critical thinking, social engagement, and reflection on major moral issues. The interdisciplinary curriculum provides students with training in ethical frameworks and methods to help ensure successful execution of both future professional duties and personal endeavors. Students will acquire tools for critical reflection that will help them to address the major moral challenges of the 21st century, and strengthen their ability to pursue careers in business, science, journalism, advocacy, nonprofit work, law, and health care (among others).

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INTENT TO PLAN FORM

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


In UM-Missoula's latest strategic plan ("UM Strategic Vision: Creating Change Together"), the mission statement identifies ethics as a critical component of the university's educational aims: "The University [...] educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities." In its discussion of the future of general education at UM-Missoula, the plan also identifies "ethical reasoning" as one of the core competencies that students will acquire. An Ethics Minor will draw on the diverse range of ethics/value courses that are presently taught at UM-Missoula, allowing students to deepen their ethical understanding of a whole host of critical questions that arise within and across multiple disciplines. The ability to study ethics in the interdisciplinary manner provided by the Ethics Minor could become another attractive reason for why students might choose to attend UM-Missoula.

4) Describe how the program/center/institute overlaps, complements, or duplicates existing efforts in the MUS. Describe efforts that will be made to collaborate with similar programs at other institutions. If no efforts will be made, please explain why.

There presently does not exist a comparable program within the MUS. UM-Missoula is uniquely situated to offer an Ethics Minor.

Signature/Date

College/School Dean:

 9-13-18

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:

 9-23-18

Flagship President*:

 170A 14

*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.

March 7-9, 2019

ITEM 182-1003-R0319

Request for Authorization to establish a Linguistics B.A.

THAT

The University of Montana requests authorization from the Montana Board of Regents to establish a linguistics bachelor of arts degree.

EXPLANATION

The Linguistics Program at UM is the only program offering degrees in linguistics. Currently, only an MA and a minor are offered and there is no major in linguistics. The addition of the linguistics major will fill the gap of the levels of degrees offered at UM. Currently, students who wish to major in linguistics have been advised to major in anthropology or English and study linguistics as an option under the major of their choice. While this has been minimally serving the needs of students, it is not strategically ideal for those who wish to pursue studying linguistics.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Fiscal Analysis Form
Intent to Plan

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-1003-R0319 Submission Month or Meeting: March 7-9, 2019

Institution: University of Montana-Missoula CIP Code: 16.0102

Program/Center/Institute Title: Linguistics B.A.

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*

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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. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- 3. Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- 4. 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)
- 5. Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What

Create a Linguistics B.A.

Why

The Linguistics Program at UM is the only program offering degrees in linguistics. Currently, only an MA and a minor are offered and there is no major in linguistics. The addition of the linguistics major will fill the gap of the levels of degrees offered at UM. Currently, students who wish to major in linguistics have been advised to major in anthropology or English and study linguistics as an option under the major of their choice. While this has been minimally serving the needs of students, it is not strategically ideal for those who wish to pursue studying linguistics. In a world where linguistic discrimination often masks ethnic discrimination, our proposed Linguistics major will not only educate students about linguistic diversity but also equip them with the skills needed to confront these local and global challenges. Students emerge from our program with the skills and tools to be engaged leaders of local and global communities and institutions. Moreover, the intrinsically interdisciplinary nature of the field of linguistics provides natural avenues for collaboration with multiple programs across campus including Communicative Sciences and Disorders, Native American Studies, Environmental Science, Psychology, Modern and Classical Languages and Literatures, Anthropology, English, Communication Studies, Sociology, Education, Information Technology, and Computer Science.

Resources

No new resources are requested; existing resources are adequate to offer this degree.

Relationship to similar MUS programs

The University of Montana has the only linguistics program in the MUS.

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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 Linguistics Program proposes a BA in Linguistics. Currently, the Linguistics Program offers an MA and a minor in Linguistics, but no BA. The proposed BA fills a programmatic gap between an MA and a Minor. It complements other programs on campus: MCLL, Anthropology, CSD, English, Communication Studies, Sociology, Education, Information Technology, Environmental Science and Psychology. Requirements for the proposed BA consist of courses already being taught in Linguistics Program and a few from related fields. The degree will prepare students wishing to pursue careers including, but not limited to education, language teaching, research, publishing, editing, lexicography, and technical writing.

- 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]*

The proposed Linguistics BA is well-aligned with the UM Mission, the 2010 Strategic Plan, and the Strategic Vision.

Promoting linguistic diversity is an essential component of UM's core mission to provide "unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases" (p4). In a world where linguistic discrimination often masks ethnic discrimination, the proposed program will educate students about linguistic diversity and equip them with the skills needed to confront these local and global challenges.

The proposed program emphasizes the core values of the 2020 Strategic Plan - leadership, engagement, sustainability, and diversity - through focus on (i) documenting linguistic diversity at local and global levels, (ii) conducting original fieldwork in which students engage with speakers of understudied languages and (iii) exploring strategies for language sustainability to address the current vulnerability of 90% of the world's languages.

The proposed program aligns with UM Strategic Vision, Strategic Opportunity 3, by providing opportunities to Partner with Place. The major includes coursework focusing on Montana and other Indigenous languages of North America; courses on Native North American Linguistics and on Language Ecology. In addition, faculty research is integrated into multiple other courses.

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

The proposed program utilizes existing courses at UM. Thus, no development of additional courses is necessary. This proposal has been approved by the dean, provost, and went through the Faculty Senate curriculum review process.

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

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

	Credits
Credits in required courses offered by the department offering the program	27
Credits in required courses offered by other departments	8-10
Credits in institutional general education curriculum	
Credits of free electives	
Total credits required to complete the program	35-37

- 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 completion of the proposed BA in Linguistics, students will be able to:

1. identify classes of speech sounds according to their acoustic and articulatory properties, as well as their functional role in particular languages
2. identify and distinguish morphemes according to their form (free, bound, affix) and function (inflection vs. derivation) in familiar and unfamiliar languages.
3. identify (i) the constituent structure and phrase structure of sentences as well as (ii) the relation between surface and underlying structure.
4. identify the effects on language from among the following: context of utterance, geography, social status, gender, ethnicity, & age.
5. identify and distinguish the basic stages of development of language in the individual and second-language learners.
6. identify factors leading to language endangerment and extinction.

- 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]*

The Linguistics Program at University of Montana is the only program in Montana offering degrees in linguistics. Currently, an MA and undergraduate minor are offered. The proposed addition of a linguistics major will close the curricular gap between degrees, allowing students to pursue their interest in linguistics in a consistent and focused way. Currently, students wishing to major in linguistics must either attend an out-of-state school or settle for a different major (e.g., Anthropology or English) in order to earn an option in Linguistics. In addition to being less satisfied, these students are often less prepared for advanced study or the workforce.

As the Times Higher Education notes:

The skills acquired during a linguistics degree can be adapted for most industries. Direct career paths that can

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be followed are: lexicographer, speech and language therapist, languages teacher, copy editor, proofreader or a role in communications. Other career paths may include, but are not limited to, the civil service, marketing, journalism, law and IT. <https://www.timeshighereducation.com/student/subjects/what-can-you-do-linguistics-degree>

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

Institution Name	Degree	Program Title
University of Montana	Anthropology	BA in Anthropology with Linguistics Option
University of Montana	English	BA in English with Linguistics Option

- 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]*

Currently, students wishing to major in linguistics must either attend an out-of-state school or settle for a different major (e.g., Anthropology or English) in order to earn an Option in Linguistics. The options are also parallel (i.e., 12 credits in Anthropology, 24 credits in English). Students whose interest is to pursue linguistics are less satisfied with these options because either major requires non-linguistics courses and fewer linguistics courses. As a result, these students are often less prepared for advanced study or the workforce.

In addition, these options listed above require linguistics courses that are taught by the faculty of the Linguistics Program. Therefore, there are no duplicates in terms of human resources.

- 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]*

The UM Linguistics Program awards the only Linguistics degree in the state of Montana, and similar programs (i.e. Anthropology Major with Linguistics Option; English Major with Linguistics Option) require courses that are taught by the faculty of the requesting unit (Linguistics Program). Thus, collaboration is already been in place.

- 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]*

The program will be first offered from Fall 2019. As all the required courses already exist, implementation is the matter of advertising and advising.

In addition, UM has been selected to host the Institute on Collaborative Language Research (CoLang 2020) in June and July 2020 which will bring approximately 200 people on campus. The institute provides an opportunity for both graduate and undergraduate students (as well as language activists, researchers, and scholars) to receive training in community-based language documentation and revitalization. Because its advertising has already started, CoLang 2020 at UM will function as an extensive advertising event for the proposed program.

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

Fall Headcount Enrollment					Graduates				
AY19-20	AY20-21	AY21-22	AY22-23	AY23-24	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24
4	8	12	16	12	0	0	0	3	3

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

The initial headcount is projected based on the number of current and prospective students who have shown interest in majoring in Linguistics (e.g., students majoring in Anthropology with Linguistics Option, students majoring with English with Linguistics Option, students with Linguistics Minor; high school students in Montana inquiring about Linguistics major via email). Then the number is added to each year till the fourth year. The number on the fifth year is projected based on the number of students graduating the program. The projected number of graduates starts from the fourth year assuming the students complete the program in four years, and estimating a student dropping out of the program. The same calculation is applied to the fifth year.

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

We are projecting 4 new students for initial capacity.

- 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]*

The success of the program will be determined by the number of students declaring the major, and their graduation rate. If this definition of success is not met, retention strategies will be planned and implemented.

- 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]*

An exiting online examination will be developed by AY22-23. This assessment activity will occur in Spring 23 before obtaining a signature on the graduation form from the program director or the chair of the department.

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

Student learning will be assessed directly by the scores of the pre- and post-tests of LING 270 "Introduction to Linguistics" as well as the exiting exam mentioned in (8a). It will be indirectly measured by solving problem-sets required in classes and term papers where applicable.

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

The assessment findings will be reviewed by the linguistics faculty and develop further strategies for student learning in the future courses.

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

n/a

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]*

The Social Sciences Research Laboratory is available to support the successful implementation of the program. Students receive training in multiple software packages to enhance and deepen methods of analysis.

- 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]*

There is no need for additional resources.

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

The existing instructional resources are four tenure-line FTE in the Linguistics Program. As the proposed program utilizes the courses that have already been taught, there is no increased use of existing personnel resources anticipated. The Linguistics Program plans to increase the course caps to accommodate these new students.

- 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]*

There is no additional personnel requested. The data in Course Form indicate LING 270 "Introduction to Linguistics" has high enrollment. This is mainly because of reduction of a section caused by not backfilled while a faculty is on leave.

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]*

Yes. Mansfield Library already works with Linguistics Program through the offerings of minor and MA.

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- 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]*

No immediate change or needs of student services are anticipated.

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

The proposed program will attract students who are interested in pursuing linguistics from the state or Montana and near-by states. Note: UM is only location in the intermountain north-west to draw linguistics majors.

- 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.

	Year 1	Year 2	Year 3
Revenues	71,819	143,638	215,456
Expenses	5,000	5,000	13,000
Net Income/Deficit (revenues-expenses)	66,189	138,638	202,456

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

The expenses projected here include travels to large conferences where the programs can be announced and advertised (e.g., Linguistics Society of America) and development, printing and postage for brochures.

- 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]*

n/a

- 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.

n/a

- 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]*

n/a

- 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

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CURRICULUM PROPOSAL FORM

of those funds? [150 words]

n/a

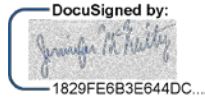
13. Student fees. If the proposed program intends to impose new course, class, lab, or program fees, please list the type and amount of the fee.

n/a

14. Complete the fiscal analysis form.

Signature/Date

College or School Dean:



Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:

A handwritten signature in black ink that reads "Jack M. Hultby".

Flagship President*:

*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM**Appendix A – Proposed New Curriculum****LINGUISTICS MAJOR****REQUIREMENTS 35~37 credits**Required Core Courses (18 credits)

LING 270S Introduction to Linguistics

LING 375X Linguistic Ecology and Language Endangerment

LING 470 Linguistic Analysis

LING 471 Phonetics-Phonology

LING 472 Syntax

LING 489 Morphology

Required Seminar (3 credits)

LING 494 Linguistics Seminar

Language Courses (8-10 credits)

8 to 10 credits of language courses (typically two semesters) taken at UM
General Education's Foreign Language course credits do not satisfy for major.

Elective Linguistics Courses (6 credits)

LING 473 Language and Culture

LING 474 Historical Linguistics

LING 475 Field Methods

LING 477 Bilingualism

LING 478 Learner Language

LING 484 North American Indigenous Languages and Linguistics

One course from:

MCLG 410 Methods for Teaching Foreign Language

SPNS 305 Spanish Phonetics and Phonology

SPNS 400 Applied Linguistics

ANTY 476 Methods for Native Languages

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: University of Montana-Missoula
AWARD LEVEL: UG
PROGRAM NAME: Linguistics BA
PROGRAM CODE:

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
ENROLLMENT PROJECTIONS					
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	4	8	12	16	12
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	30	30	30	30	30
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	4	8	12	16	12
Completions					
Annual number of program completers	0	0	0	9	4

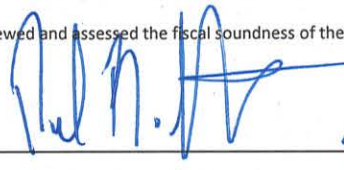
REVENUE					
Tuition Revenue (net of waivers)	\$28,728	\$57,455	\$86,183	\$114,910	\$86,183
Institutional Support	\$0	\$0	\$0	\$0	\$0
Other Outside Funds (grants, gifts, etc.)	\$0	\$0	\$0	\$0	\$0
Program Tuition/Fees	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$28,728	\$57,455	\$86,183	\$114,910	\$86,183
Total Revenue per Student FTE	\$7,182	\$7,182	\$7,182	\$7,182	\$7,182

EXPENDITURES						
Tenure Track Faculty	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Graduate Teaching Assistants	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Staff	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Total Faculty & Staff	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0

Operations (supplies, travel, rent, etc)	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Start-up Expenses (OTO)	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Total Expenses	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000

Student FTE to Faculty (TT + NTT) Ratio	0.0	0.0	0.0	0.0	0.0
Net Income/Deficit (Revenue - Expenses)	\$23,728	\$52,455	\$81,183	\$109,910	\$81,183

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.


2/20/19

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana University System
INTENT TO PLAN FORM

Program/Center/Institute Title: B.A. in Linguistics

Campus, School/Department: University of Montana - Missoula

Expected Submission Date: Fall 2018

Contact Name/Info: Mizuki Miyashita

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 Linguistics Program aims to establish a major in linguistics. The proposed program of study would include (i) training in core areas of linguistic analysis (phonetics, phonology, morphology, and syntax); (ii) advanced study in areas such as sociolinguistics, language development, historical linguistics indigenous languages, language endangerment, and computational linguistics; and (iii) coursework in one or more languages other than English. In addition to providing students with a comprehensive understanding of linguistics, the major is designed to develop transferable skills such as critical thinking, data collection, data processing, and data analysis. The proposed program would complement our existing degree offerings (minor; MA) and would create the first major in linguistics in the State of Montana.

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

The Linguistics Program at University of Montana is the only program in Montana offering degrees in linguistics. Currently, an MA and undergraduate minor are offered. The proposed addition of a linguistics major will close the curricular gap between degrees, allowing students to pursue their interest in linguistics in a consistent and focused way. Currently, students wishing to major in linguistics must either attend an out-of-state school or settle for a different major (e.g., Anthropology or English) in order to earn an Option in Linguistics. In addition to being less satisfied, these students are often less prepared for advanced study or the workforce.

As the Times Higher Education notes:

The skills acquired during a linguistics degree can be adapted for most industries. Direct career paths that can be followed are: lexicographer, speech and language therapist, languages teacher, copy editor, proofreader or a role in communications. Other career paths may include, but are not limited to, the civil service, marketing, journalism, law and IT. <https://www.timeshighereducation.com/student/subjects/what-can-you-do-linguistics-degree>

The Linguistics minor has experienced increased interest as enrollments decreased since peaking AY 2010-2011, the first year it was awarded. Five students declared it then; it increased the next year to 12. After its second year, seven students had earned it. Seven also earned it AY 17-18 and in AY 16-17, when many fewer students attended. We believe that, as enrollments trend upward, students declaring Linguistics as a major will increase accordingly. In brief, we consider the momentum as of now small but significant and propose it should be developed now.

Montana University System
INTENT TO PLAN FORM

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

Our proposed Major in Linguistics is well-aligned with the UM Mission, the 2010 Strategic Plan, and the new Strategic Vision. In addition, the proposed program will enhance collaboration across existing programs at UM.

Promoting linguistic diversity is an essential component of UM's core mission to provide "unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases" (p4). In a world where linguistic discrimination often masks ethnic discrimination, our proposed Linguistics major will not only educate students about linguistic diversity but also equip them with the skills needed to confront these local and global challenges.

The proposed program emphasizes the core values of the 2020 Strategic Plan - leadership, engagement, sustainability, and diversity - through focus on (i) documenting linguistic diversity at local and global levels, (ii) conducting original fieldwork in which students actively engage with speakers of understudied languages and (iii) exploring strategies for language sustainability to address the current vulnerability of 90% of the world's languages. Students emerge from our program with the skills and tools to be engaged leaders of local and global communities and institutions.

The proposed program aligns directly with UM Strategic Vision, Strategic Opportunity 3, by providing multiple opportunities to Partner with Place. The major includes coursework focusing on Montana and other Indigenous languages of North America (e.g., a seminar on Blackfoot Linguistics tailored to undergraduates); a course on Native North American Linguistics and a course on Language Ecology. In addition, faculty research on languages spoken in Montana is integrated into multiple other courses.

As noted above, the Linguistics Program at University of Montana is the only program in Montana offering degrees in linguistics. The proposed Major will fill the gap between our currently offered Minor and MA degrees, satisfying the needs of current students who wish to major in linguistics, and that of future students who currently must choose between remaining in-State and majoring in linguistics. Moreover, the intrinsically interdisciplinary nature of the field of linguistics provides natural avenues for collaboration with multiple programs across campus including Communicative Sciences and Disorders, Native American Studies, Environmental Science, Psychology, Modern and Classical Languages and Literatures, Anthropology, English, Communication Studies, Sociology, Education, Information Technology, and Computer Science.

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

Currently, two linguistics degrees are offered in the State of Montana: a minor and an MA. Both are offered by the Linguistics Program at UM. The proposed major will complement these degree offerings and will create the only major in linguistics in the State of Montana.

Signature/Date

College/School Dean:



7-31-2018

Chief Academic Officer:


Montana University System
INTENT TO PLAN FORM

Chief Executive Officer:

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.

March 7-9, 2019

ITEM 182-1004-R0319

Request for Authorization to establish a Musical Theatre Performance option in the Theatre BFA

THAT

The University of Montana requests authorization from the Montana Board of Regents to establish a Musical Theatre option in the Theatre bachelor of fine arts degree.

EXPLANATION

The School of Theatre & Dance and the School of Music propose to combine existing coursework in both Schools into an official interdisciplinary option in "Musical Theatre Performance" under the existing BFA in Theatre. The official option is preferred in order to track students in the program and efforts undertaken in the areas of Theatre, Dance, and Music.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Fiscal Analysis Form
Intent to Plan

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-1004-R0319 Submission Month or Meeting: March 7-9, 2019

Institution: University of Montana-Missoula CIP Code: 50.0509

Program/Center/Institute Title: Musical Theatre Performance option in Theatre B.F.A.

Includes (please specify below): Online Offering Options Musical Theatre Performance

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

X **B. Level II:**

- X **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- 2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- 3. Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- 4. 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)
- 5. Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What

The School of Theatre & Dance and the School of Music propose to combine existing coursework in both Schools into an official interdisciplinary option in “Musical Theatre Performance” under the existing BFA in Theatre. The official option is preferred in order to track students in the program and efforts undertaken in the areas of Theatre, Dance, and Music.

Why

Developing and strengthening interdisciplinary programs is at the forefront of the University’s mission. Musical theatre is inherently interdisciplinary and would utilize the strengths of existing theatre, dance, and music course offerings. There is high demand for musical-theater programs in our region and we have the faculty, facilities, and resources already in place to make such a program a reality.

Resources

Existing resources are adequate to offer this new option. Three years ago, we reimagined an existing faculty line in theatre directing for a musical theatre specialist. Since that time, we have been modifying curriculum to encourage interdisciplinary electives for students interested in musical theatre. In addition, the existing programs in Applied Voice Performance, Dance, and Acting already have most of the existing coursework and capacity to accommodate the increased enrollment. Most importantly, we have modified the Acting curriculum in order to offer that program with more efficiency in tandem with the Musical Theatre option without sacrificing quality.

Relationship to similar MUS programs

NA

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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 School of Theatre & Dance and the School of Music propose to combine existing coursework in both Schools into an official interdisciplinary option in “Musical Theatre Performance” under the existing BFA in Theatre. The official option is preferred in order to track students in the program and efforts undertaken in the areas of Theatre, Dance, and Music.

- 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]*

Developing and strengthening interdisciplinary programs is at the forefront of the University’s mission. Musical theatre is inherently interdisciplinary and would utilize the strengths of existing theatre, dance, and music course offerings. Since January 2018, the UM faculty has received many communications from the President’s Office stressing the importance of interdisciplinary programs and multidisciplined approaches to teaching, and this is an effort to help achieve that goal.

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

Dr. David Cody, Professor of Music, conducted significant research into the demand for a musical-theatre curriculum during his sabbatical in Spring 2018. We believe this reorganization of existing curriculum will create a significant recruiting opportunity for the university with minimal additional investment. This curriculum was developed collectively by dance, music, and theatre faculty. Strategic hires in the area of musical theatre have been made over the last several years in anticipation of ultimately bringing this proposal forward.

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

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

	Credits
Credits in required courses offered by the department offering the program	52-59
Credits in required courses offered by other departments	31-35
Credits in institutional general education curriculum	18
Credits of free electives	12-15
Total credits required to complete the program	120

- 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.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

The graduating student should have demonstrated:

- A solid, well-rounded education;
- A working knowledge of the components of theatre, dance and music;
- A competency of fundamental skills including text analysis, musicianship, and dance technique;
- An ability to demonstrate an effective working process;
- An understanding of an ability to work within an ensemble;
- An ability to extend and express the imagination;
- A sense of responsibility and discipline;
- A desire to contribute to the art form; and
- An ability to find work.

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]*

There are 218 musical theatre degree programs in the US, but very few in our region. We have the opportunity to attract more in-state students (rather than see them study musical theatre out of state) as well as to attract more students from across the nation. We regularly attend national auditions in Seattle, where the majority of prospective students in attendance are interested in musical theatre. The College of Visual and Performing Arts needs curriculum in musical theatre in order to maintain its position as a flagship arts institution in the Northwest. There is high demand for musical-theater programs in our region and we have the faculty, facilities, and resources already in place to make such a program a reality.

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

Institution Name	Degree	Program Title
FVCC	AA	Associates of Arts (Articulation Agreement in Place for Theatre and Music)

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 is no duplication of the proposed curricula within 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]*

We have articulation agreements in place with FVCC for their 2-year transfer students interested in theatre. We gladly accept relevant CCN or other transfer credits in theatre, dance, and music from an accredited institution.

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]*

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Most of the coursework for the option is already in place and for the last few years, we have been advising students interested in musical theatre to take electives in MUSI and DANC. This year’s class of pre-BFA freshmen have been advised to take the prerequisite DANC, MUSI, and THTR coursework so that they can officially begin the option in the 2019-2020 academic year. We plan to phase in the advanced coursework over the next three years with the hope of graduating our first class in Spring 2022.

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

Fall Headcount Enrollment					Graduates				
AY 1819	AY 1920	AY 2021	AY 2122	AY 2223	AY 1819	AY 1920	AY 2021	AY 2122	AY 2223
10	20	30	40	40	0	0	0	10	10

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

The current BFA in Theatre with a specialization in Acting has around 40 interested students. 10 of those students have been placed in voice lessons and have declared an interest in the musical-theatre prerequisite coursework. Students are officially accepted into the BFA in Acting in their second year; we generally accept 10-15 students a year. In order to make room for BFA musical-theatre students, we would have to cap our BFA Acting acceptance rate at 10 and our BFA Musical Theatre acceptance rate at 10. We would therefore see a net increase of five total students in the BFA Theatre performance area per year.

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

Limited capacity in the applied voice studios in Music requires that we limit our acceptance rate to 8-10 students per academic year.

- 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 will be measured through examining:

- Successful enrollment of students into the program. We have already demonstrated that success with 15 new students enrolled in the BFA Musical Theatre first semester coursework in the Schools of Music and Theatre & Dance;
- Successful graduation rates; and
- Successful record of job placement both before and after graduation.

After a five-year period, an evaluation of this program will give us the opportunity to rework the curriculum to remain current in the field of musical theatre and to serve student needs for successful completion and career placement.

- 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]

- Music Theory Placement Exam (given during new student Orientation)

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- Applied Voice Juries (assessment exam at the end of each semester of vocal instruction)
 - Annual mid-year review in acting coursework
 - Feedback sessions following each audition/callback
 - Feedback and job offers from regional theatre companies during annual Professionals Weekend
- b. What direct and indirect measures will be used to assess student learning? *[100 words]*
- Successful participation in and completion of the performance of required musical-theatre productions, studio performances, and/or musical-theatre recitals
 - Successful completion of music theory and aural perception courses, keyboard-skills courses, applied vocal studies, and music ensemble classes
 - Successful completion of advanced acting, dance, and musical-theatre classes
 - Consistent and constant feedback to students through auditioning and performance opportunities from faculty in all three areas
- c. How will you ensure that the assessment findings will be used to ensure the quality of the program? *[100 words]*
- Student program and portfolio review
 - Critical analysis of musical-theatre productions and performances
- d. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation. *[100 words]*

The School of Music and the theatre degrees in the School of Theatre & Dance are accredited programs. The addition of a musical-theatre option will reside in and be reviewed by both the National Association of Schools of Theatre (NAST) and Music (NASM). The additional requirements for a musical-theatre student beyond the standards for theatre and music as distinctive degrees are included in the proposed curriculum and will meet the standards for competencies, experiences, and opportunities as outlined by both NAST and NASM.

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]*

The existing Performing Arts and Radio/Television Center will continue to function as the home of the School of Theatre & Dance. This is addition to studio spaces in McGill Hall, Schreiber Gym, and storage at Fort Missoula. We do not anticipate further physical resources beyond those that we regularly utilize. We also have access to the Music Building facilities.

- 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]*

Montana Board of Regents
CURRICULUM PROPOSAL FORM

The School of Theatre & Dance and the School of Music have been collaborating on musical-theatre productions for the last 10 years. The resources to support these endeavors are part of our regular annual budgeting. We will now institute formal training in these areas but the materials and facilities already exist.

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

Three years ago, we reimagined an existing faculty line in theatre directing for a musical theatre specialist. Since that time, we have been modifying curriculum to encourage interdisciplinary electives for students interested in musical theatre. In addition, the existing programs in Applied Voice Performance, Dance, and Acting already have most of the existing coursework and capacity to accommodate the increased enrollment. Most importantly, we have modified the Acting curriculum in order to offer that program with more efficiency in tandem with the Musical Theatre option without sacrificing quality.

- 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 time, we can offer the program with our existing number of faculty and staff. However, these numbers must be maintained as they are in order to do so.

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]*

Existing resources are adequate.

- 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]*

Existing resources are adequate; there are no anticipated implications for the student body.

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

N/A

- 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.

	Year 1	Year 2	Year 3
Revenues	\$53,864	\$107,728	\$161,592
Expenses	\$0	\$0	\$0

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Net Income/Deficit (revenues-expenses)	\$53,864	\$107,728	\$161,592
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b. Describe any expenses anticipated with the implementation of the new program. How will these expenses be met? *[200 words]* We will be able to manage the influx of new students through restructuring requirements to an alternating year cycle which frees up tenure track faculty to teach additional sections and some of our existing students will switch to the musical theatre option which will reduce the numbers slightly in existing courses.

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]*

N/A

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.

N/A

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]*

N/A

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]*

N/A

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.

We intend to create new courses to support the program, and each will carry the standard Theatre/Music/Dance Accompanist (\$40) and Materials or Professionals Development fees (\$35) that our existing courses carry.

14. Complete the fiscal analysis form.

N/A

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Signature/Date

College or School Dean:



1/2/2019

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:



Flagship President*:



*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Theatre B.F.A.

Bachelor of Fine Arts – Theatre; Musical Theatre Performance Option

College of Visual & Performing Arts

Degree Specific Credits: 87-90

Required Cumulative GPA: 2.0

Catalog Year: 2019-2020

Note: Students who intend to pursue the Bachelor of Fine Arts will normally enter the University as Bachelor of Arts students in Theatre. Students who intend to pursue the option in Musical Theatre will enter as probationary Bachelor of Fine Arts students in Theatre. Their status will be reevaluated at the mid-program audition at the end of the third semester.

General Education Requirements

Information regarding these requirements can be found in the [General Education Section](#) of the catalog.

Summary

Code	Title	Hours
	Lower-Division Core	15
	Upper-Division Core	6
	Option	66-69
Total Hours		87-90

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Lower-Division Core

Rule: Complete the following subcategories. 15 total credits required.

First Year Seminar

Note: Transfer and non-traditional students may waive this requirement by petition.

Code	Title	Hours
Complete one of the following courses:		
<u>C&I 194</u>	First Year Seminar	1
<u>DANC 194</u>	First Year Seminar	1
<u>THTR 194</u>	First Year Seminar	1
Total Hours		1

Minimum Required Grade: C-

Required Courses

Code	Title	Hours
Complete all of the following courses:		
<u>THTR 103</u>	Introd to House Management	1
<u>THTR 106</u>	Theat Prod I: Run Crew	1
<u>THTR 202</u>	Stagecraft I	3

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Code	Title	Hours
<u>THTR 220A</u>	Acting I	3
<u>THTR 235L</u>	Dramatic Literature	3
Total Hours		11

Minimum Required Grade: C-

Shop Experience I

Note: Students must select one of the following shop sections:

- Scene Shop (Section 01 or 04)
- Costume Shop (Section 02 or 05)
- Light Shop (Section 03 or 06)

Code	Title	Hours
Complete the following course:		
<u>THTR 107A</u>	Theat Prod I: Constr Crew	3
Total Hours		3

Minimum Required Grade: C-

Upper-Division Core

Rule: Complete the following subcategories. 6 total credits required.

Theatre History

Montana Board of Regents
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Code	Title	Hours
Complete the following course:		
<u>THTR 330H</u>	Theatre History I	3
Total Hours		3

Minimum Required Grade: C-

Advanced Writing

Code	Title	Hours
Complete one of the following courses:		
<u>THTR 331Y</u>	Theatre History II	3
<u>MUSI 416</u>	Topics in Music History	3
MUSI 417	Cultural Studies in Music	3
Total Hours		3

Minimum Required Grade: C-

Musical Theatre Performance Option

Notes:

- Students who intend to pursue the musical theatre option will normally enter the University as probationary Bachelor of Fine Arts students in Theatre with an option in Musical Theatre Performance. They should declare intent to pursue the BFA degree no later than the beginning of the second year of a four-year program. Final admission is granted by audition in the second year at the end of the third semester.
- *In order to maintain healthy practice, students must take at least one singing and dance technique course each semester in the program. Introductory courses will include an initial skill assessment to determine the appropriate placement level.*

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Rule: Complete the following subcategories. 66-69 total credits required.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Theatre Courses

Code	Title	Hours
Complete all of the following courses:		
<u>THTR 210</u>	Voice & Speech I	3
<u>THTR 221</u>	Acting II	3
<u>THTR 249</u>	Stage Makeup	2
<u>THTR 320</u>	Acting III	3
<u>THTR 322</u>	Musical Theatre Audition Technique	2
<u>THTR 410</u>	Advanced Acting: Musical Theatre	2
<u>THTR 484</u>	Adv Acting: Career Skills	1
Total Hours		16

Minimum Required Grade: C-

Senior Project

Note: This course must be taken during student's final semester.

Code	Title	Hours
Complete the following course:		
<u>THTR 499</u>	Senior Project: Musical Theatre Showcase	1
Total Hours		1

Minimum Required Grade: C-

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Music Courses

Code	Title	Hours
Complete all of the following courses:		
<u>MUSI 105</u>	Music Theory I	2
<u>MUSI 106</u>	Music Theory II	2
<u>MUSI 112A</u>	Choir	2
<u>MUSI 135</u>	Keyboard Skills I	1
<u>MUSI 136</u>	Keyboard Skills II	1
<u>MUSI 140</u>	Aural Perception I	2
<u>MUSI 141</u>	Aural Perception II	2
<u>MUSI 358</u>	Musical Theatre Workshop	2
<u>MUSI 362</u>	UM Cabaret	1
Total Hours		15

Minimum Required Grade: C-

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Music Applied Study

Note: Students must take two credits of x95 each term.

Code	Title	Hours
Complete all of the following courses:		
<u>MUSI 195</u>	Applied Study I	1-4
<u>MUSI 295</u>	Applied Study II	1-4
<u>MUSI 395</u>	Applied Study III	1-4
<u>MUSI 495</u>	Applied Study IV	1-4
Total Hours		16
Minimum Required Grade: C-		

Dance Composition

Code	Title	Hours
Complete the following course:		
<u>DANC 220A</u>	Creative Practice I	2
Total Hours		2
Minimum Required Grade: C-		

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Modern Experience I

Code	Title	Hours
Complete one of the following courses:		
<u>DANC 100A</u>	Introduction to Modern Dance	3
<u>DANC 200A</u>	Contemporary Modern II	2
<u>DANC 300</u>	Contemporary Modern III	3
<u>DANC 400</u>	Contemporary Modern IV	3
<u>DANC 404</u>	Advanced Contemporary Modern	3
Total Hours		2-3
Minimum Required Grade: C-		

Ballet Experience

Code	Title	Hours
Complete one of the following courses:		
<u>DANC 110A</u>	Introduction to Ballet	3
<u>DANC 210A</u>	Ballet II	2
<u>DANC 310</u>	Ballet III	2
<u>DANC 410</u>	Ballet IV	2
Total Hours		2-3
Minimum Required Grade: C-		

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Jazz Experience

Code	Title	Hours
Complete one of the following courses:		
<u>DANC 115A</u>	Introduction to Jazz Dance	3
<u>DANC 215A</u>	Jazz Dance II	2
<u>DANC 315</u>	Jazz III	2
Total Hours		2-3
Minimum Required Grade: C-		

Technique Experiences

Code	Title	Hours
Complete all of the following courses:		
DANC 108A	Dance Forms: Tap	1
DANC 291	ST: Musical Theatre Styles	2
Total Hours		3
Minimum Required Grade: C-		

Dance Electives

Note: Courses should be selected based on primary and secondary areas of interest in consultation with an advisor.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Code	Title	Hours
	Complete 4 elective DANC credits in consultation with an advisor.	

Total Hours **4**

Production Course

Note: Registration based on casting for Theatre & Dance productions.

Code	Title	Hours
Complete the following course:		

<u>THTR 395</u>	Practicum	1-3
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Total Hours **3**

Minimum Required Grade: C-

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: UM-Missoula
AWARD LEVEL: UG
PROGRAM NAME: Bachelor of Arts in Theatre, Option in Musical Theatre Performance
PROGRAM CODE: BA/THTR, MTHR Option

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
ENROLLMENT PROJECTIONS					
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	10	20	30	40	40
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	22.5	22.5	22.5	22.5	22.5
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	7.5	15	22.5	30	30
Completions					
Annual number of program completers	0	0	0	10	10

REVENUE					
Tuition Revenue (net of waivers)	\$53,864	\$107,728	\$161,592	\$215,456	\$215,456
Institutional Support	\$0	\$0	\$0	\$0	\$0
Other Outside Funds (grants, gifts, etc.)	\$0	\$0	\$0	\$0	\$0
Program Tuition/Fees	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$53,864	\$107,728	\$161,592	\$215,456	\$215,456
Total Revenue per Student FTE	\$7,182	\$7,182	\$7,182	\$7,182	\$7,182

EXPENDITURES						
Tenure Track Faculty	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Graduate Teaching Assistants	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Staff	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Total Faculty & Staff	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Operations (supplies, travel, rent, etc)	\$0	\$0	\$0	\$0	\$0	
Start-up Expenses (OTO)	\$0	\$0	\$0	\$0	\$0	
Total Expenses	\$0	\$0	\$0	\$0	\$0	
Student FTE to Faculty (TT + NTT) Ratio	0.0	0.0	0.0	0.0	0.0	
Net Income/Deficit (Revenue - Expenses)	\$53,864	\$107,728	\$161,592	\$215,456	\$215,456	

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.

Rosi C Keller

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Comments from CVPA: For courses that are close to cap without these additional students, we are restricting some courses to majors, raising the cap and realigning faculty teaching to accommodate any additional needed sections. We are not anticipating additional personnel costs for delivering this program.

Montana University System
INTENT TO PLAN FORM

Program/Center/Institute Title: Option in Musical Theatre Performance, BFA Theatre

Campus, School/Department: UM Missoula-Schools of Music and Theatre & Dance

Expected Submission Date: Fall 2018

Contact Name/Info: John DeBoer, john.deboer@umontana.edu, 812.322.2505

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 School of Theatre & Dance and the School of Music propose to combine existing coursework in both Schools into an official interdisciplinary option in "Musical Theatre Performance" under the existing BFA in Theatre. The official Level II option is preferred in order to track students in the program and efforts undertaken in the areas of Theatre, Dance, and Music.

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

Dr. David Cody from the School of Music conducted significant research into the demand for this curriculum during his sabbatical in the Spring of 2018 and we believe this reorganization of existing curriculum will create a significant recruiting opportunity for the University with minimal additional investment (The document outlining his research is available on request).

There are 218 musical theatre degree programs in the US, but very few in our region. We have the opportunity to attract more in-state students (rather than see them study musical theatre out of state) as well as attract more students from across the nation. We regularly attend national auditions in Seattle where the majority of HS students attending are interested in Musical Theatre. The College of Visual and Performing Arts needs curriculum in Musical Theater in order to maintain its position as the flagship arts institution in the Northwest. There is HIGH demand for musical theater programs in our region, and low supply. We have the faculty, facilities, and resources in place already to make such a program a reality.

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

Musical Theatre is inherently interdisciplinary and would utilize the strengths of the theatre, dance, and music programs. Since January, the UM faculty has received many communications from the president's office stressing the need and importance of interdisciplinary programs and multi-disciplined approaches to teaching. UM President Seth Bodnar reasserted this in an interview with UM Communications Director Paula Short:

Montana University System
INTENT TO PLAN FORM

Our liberal arts and sciences tradition and interdisciplinary focus are the foundation of undergraduate, professional, and graduate programs that foster critical thinking and integrative problem solving.

Developing and strengthening interdisciplinary programs is at the forefront of the university's new mission and I interpret this as a mandate for us to create something together in response. I can think of no better way for the College of Visual and Performing Arts to move forward with the new mission of the university than to create a true INTERDISCIPLINARY degree that draws upon the strengths in the music, theatre and dance programs and unites them in a rigorous and dynamic new degree.

- 4) Describe how the program/center/institute overlaps, complements, or duplicates existing efforts in the MUS. Describe efforts that will be made to collaborate with similar programs at other institutions. If no efforts will be made, please explain why.

There is no overlap between existing programs in the MUS. There are 2-Year transfer articulation agreements in place between the School of Music and the School of Theatre & Dance with Flathead Valley Community College but no undergraduate baccalaureate curriculum in Musical Theatre in the MUS. By instituting this option within the existing Theatre BFA, we can further improve our partnerships with professional theatres (run by UM faculty and alumni) that could provide apprenticeship and internship opportunities for UM students:

- In Missoula: Montana Repertory Theatre and the Missoula Children's Theatre
- In Montana: Bigfork Summer Playhouse, Grandstreet Theatre, and the Fort Peck Summer Theatre
- Nationally: Cour D'Alene Summer Playhouse, Arizona Broadway Theatre (Founded and run by UM Alumni), and with the opportunity to establish relationships numerous other professional musical theatre producing companies across the PNW.

Signature/Date

College/School Dean:

 9/6/18

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:

 9/10/18

Flagship President*:

 17 Oct 18

*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.

March 7-9, 2019

ITEM 182-1005-R0319

Request for Authorization to establish a Speech Language Pathology Audiology Assistant Certificate

THAT

The University of Montana requests authorization from the Montana Board of Regents to establish a speech language pathology audiology assistant certificate.

EXPLANATION

This program provides foundational courses in speech, language, and hearing development for a supervised work environment. SLP-Audiology Assistants are trained and supervised support personnel for speech-language pathology (SLP) and audiology services. This proposed certificate would help to reduce Montana's chronic shortage of speech, language and hearing services in the state and region and provides a direct career path for students upon certificate completion.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Fiscal Analysis Form
Intent to Plan

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-1005-R0319 Submission Month or Meeting: March 7-9, 2019

Institution: University of Montana-Missoula CIP Code: 51.0816

Program/Center/Institute Title: Speech Language Pathology Audiology Assistant Certificate

Includes (please specify below): Online Offering _____ Options _____

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/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

X **B. Level II:**

- X **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- 2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- 3. Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- 4. 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)
- 5. Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What

The Department of Speech, Language and Hearing Sciences requests to create a Speech Language Pathology Audiology Assistant Certificate program (requiring 38 credits).

Why

A great deal of evidence documents the critical shortage of SLPs and audiologists trained to serve the needs of individuals with speech, language, cognitive, and swallowing impairments, nationally, in the Mountain West, and in Montana. From September 2017 to August 2018 in the region, there were 33,219 unique job postings for speech-language pathology and audiology assistant positions to help address this shortage. On average, there were approximately 1,400 unique position openings per month in the region. The UM Department of Speech, Language, and Hearing Sciences houses the only undergraduate SLP and Audiology training program in Montana. The certificate program is integrated with the current Communicative Sciences and Disorders Post-Baccalaureate Leveling Program (online and face-to-face). As such, although this is a new proposed program, the majority of programming is already developed and offered in both an online and on-campus format.

Resources

The majority of SLP-Audiology Assistant students are expected to be online students and thus currently the Department of Speech, Language, and Hearing Sciences has worked in a budgetary model with UM Online that allows for percentage of funds generated through the provision of online courses to provide adjuncts and needed staff for the provision of online courses.

Relationship to similar MUS programs

NA

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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 Department of Speech, Language, and Hearing Sciences (SLHS) requests the development of the Speech-Language Pathology (SLP)– Audiology Assistant Certificate (online/face-to-face, 39 credits). This program is tied to the current post-baccalaureate leveling program and provides foundational courses in speech, language, and hearing development for a supervised work environment. SLP-Audiology Assistants are trained and supervised support personnel for speech-language pathology (SLP) and audiology services. SLP-Audiology Assistants are supervised by graduate-level trained SLPs and audiologists and may execute specific components of a speech, language, cognitive, and hearing programs as specified in treatment plans designed by an SLP or Audiologist.

- 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]*

This program is closely aligned with the institutional strategic goals including serving the immediate outreach and service needs of the state. The proposed program directly reduces the chronic state shortage of speech, language and hearing services in the state and region and provides a direct career path for students upon certificate completion.

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

In 2017, the faculty began developing the proposal for this program. The Intent to Plan form was completed in spring 2018 and the full proposal was reviewed by the dean, faculty senate, and provost in the fall of 2018.

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

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

	Credits
Credits in required courses offered by the department offering the program	38
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	0
Credits of free electives	0
Total credits required to complete the program	38

- 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.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Students will understand and apply the foundations of speech, language, and hearing development and treatment required to serve in a supervised assistant role to a certified speech language pathologist and/or audiologist.

Students will understand and apply the ethical and professional skills associate with working in an assistant role to speech-language pathologists and audiologists consistent with the guidelines of the American Speech Language Hearing Association.

- 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]*

A great deal of evidence documents the critical shortage of SLPs and audiologists trained to serve the needs of individuals with speech, language, cognitive, and swallowing impairments, nationally, in the Mountain West, and in Montana. From September 2017 to August 2018 in the region, there were 33,219 unique job postings for speech-language pathology and audiology assistant positions to help address this shortage. On average, there were approximately 1,400 unique position openings per month in the region. The UM Department of SLHS houses the only undergraduate SLP and Audiology training program in Montana.

The SLHS Department has worked closely with the Montana Board of Speech-Language Pathologists and Audiologists (the state licensure board), the Montana Council of Administrators of Special Education, the Montana Speech Language Hearing Association, and the Montana Office of Public Instruction who are all in favor of this certificate to help serve the speech, language, and hearing service needs of the state. This certificate allows for a direct career track toward an advanced position in the Montana public schools system and thus provides an incentive for persistence, retention, and completion within our existing programs (e.g., associate’s degree bac-track program with the Missoula College, post-baccalaureate leveling SLP program, Communicative Sciences and Disorders bachelor’s degree).

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

Institution Name	Degree	Program Title
NA		None

- 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]*

Not applicable

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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]*

Not applicable

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]*

It is anticipated the students will start the online program in Fall of 2019, but it is the hope that students completing the program will be granted certificates as of Summer of 2020.

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

Fall Headcount Enrollment					Graduates				
AY19	AY20	AY21	AY22	AY23	AY19	AY20	AY__	AY__	AY__
20	30	40	50	60	0	10	25	36	45

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

The projections are based primarily on data from the Quarterly Census of Employment and Wages (QCEW) from the Bureau of Labor Statistics (BLS) and the Bureau of Economic Analysis (BEA), which shows that demand for speech-language pathologists and audiologists in the region is expected to increase by 14% over the next four years. Regional trends also indicate growth above the national average over the next decade.

There is minimal competition in the region for an online Speech-Language Pathology and Audiology Assistant certificate. There is one online provider in the region: Northern Arizona University. Northern Arizona’s Speech Language Pathology Assistant certificate is a 21 credit, one-year program that does not meet the requirements of the state of Montana, but has experienced strong enrollment and completion numbers for its population.

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

40 students

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]*

The success of the program will be assessed via formal student satisfaction exit surveys and a survey of SLP-Audiology Assistant job placements. Success will be defined as overall high satisfaction and approximately 80% students feeling prepared and eligible to apply to their assistant position of choice. In addition, course evaluations will be reviewed for course and teaching feedback. Overall average ratings of good and excellent will be considered a successful evaluation.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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]*

On an annual basis, exit surveys will be completed indicating the percent of students with the SLP-Audiology Assistant Certificate, who are looking for an assistantship position, are hired to be an SLP/Audiology Assistant.

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

Student learning will be assessed directly through in-class grading assignments (tests, projects, interactions) as well as indirectly through more informal discussions in class lectures (online discussion forums).

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

The SLHS Department Chair will work with the Online Program Director/Coordinator to determine whether student reviews warrant a change in instructional assignment or mentorship of teaching, and this review will happen on an annual basis.

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

Not applicable for this program.

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]*

It is expected that the majority of students will be online students and thus little to no additional physical or facilities space is needed for the needs associated with this program. Historically, the Department of Speech, Language, and Hearing Sciences has worked in a budgetary model with UM Online that allows for percentage of funds generated through the provision of online courses to provide updates in computer technology if needed for the provision of online courses.

- 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]*

The anticipated SLP-A Assistant students will continue to be online learners or students in our current CSD undergraduate program who are interested in pursuing an additional 8 credits to complete this certificate as choice in place of immediately going on to graduate school to become a certified SLP or Audiologist.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

The majority of SLP-Audiology Assistant students are expected to be online students and thus currently the Department of Speech, Language, and Hearing Sciences has worked in a budgetary model with UM Online that allows for percentage of funds generated through the provision of online courses to provide adjuncts and needed staff for the provision of online courses.

- 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]*

As courses grow, the Department of Speech, Language, and Hearing Sciences continues to anticipate working in a budgetary model with UM Online that allows for percentage of funds generated through the provision of online courses to provide adjuncts and any associated staff needs as required.

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]*

The current library search databases and journals are adequate for this proposed program.

- 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]*

The majority of students take this program online, and thus if courses get too large, as has been the past practice, another course section will be opened to ensure appropriate class size and services. The current budgetary model with UM Online allows for percentage of funds generated through the provision of online courses to provide funding for student service needs related to the program.

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

The SLP-Audiology Assistant Certificate is anticipated to continue to grow and provide increasing financial benefits to UM. It is hoped that just as other self-generated revenue streams have supported the Department of Speech, Language, & Hearing Sciences, appropriate funding from this revenue stream will continue to help support important SLHS programming.

- 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.

	Year 1	Year 2	Year 3
Revenues	\$181,941	\$272,911	\$363,882
Expenses	0	0	0

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Net Income/Deficit (revenues-expenses)	\$181,941	\$272,911	\$363,882
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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 however minimal adjunct and staff needs are anticipated as the program continues to grow.

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]

No reallocation of funds are required.

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.

No increase in base funding is required.

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]

Not applicable

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]

Not applicable

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 student fees associated with this proposed program.

14. Complete the fiscal analysis form.

Signature/Date

College or School Dean:

DocuSigned by:
Reed Humphrey
D3FE78AF0D42425...

Chief Academic Officer:

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Chief Executive Officer:

Flagship Provost*:

DocuSigned by:
Jon Harbor
34E1E62599324B7...

Flagship President*:

DocuSigned by:
Seth Bodnar
94F80417FFA449D...

*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	UM-Missoula
AWARD LEVEL:	Undergraduate
PROGRAM NAME:	Speech-Language Pathology and Audiology Assistant Certificate
PROGRAM CODE:	

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
ENROLLMENT PROJECTIONS					
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	20	30	40	50	60
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	38	38	38	38	38
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	25.33	38.00	50.67	63.33	76.00
Completions					
Annual number of program completers	0	10	25	36	45

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
REVENUE					
Tuition Revenue (net of waivers)	\$181,941	\$272,911	\$363,882	\$454,852	\$545,823
Institutional Support	\$0	\$0	\$0	\$0	\$0
Other Outside Funds (grants, gifts, etc.)	\$0	\$0	\$0	\$0	\$0
Program Tuition/Fees	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$181,941	\$272,911	\$363,882	\$454,852	\$545,823
Total Revenue per Student FTE	\$7,181.88	\$7,181.88	\$7,181.88	\$7,181.88	\$7,181.88

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
EXPENDITURES						
Tenure Track Faculty	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Graduate Teaching Assistants	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Staff	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Total Faculty & Staff	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Operations (supplies, travel, rent, etc)		\$0	\$0	\$0	\$0	\$0
Start-up Expenses (OTO)		\$0	\$0	\$0	\$0	\$0
Total Expenses		\$0	\$0	\$0	\$0	\$0

Student FTE to Faculty (TT + NTT) Ratio	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Net Income/Deficit (Revenue - Expenses)	\$181,941	\$272,911	\$363,882	\$454,852	\$545,823

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

NOTICE OF INTENT TO PLAN

Program/Institute Title: Speech-Language Pathology Assistant Certificate

Campus, School/Department: UM- Missoula, Department of Communicative Sciences and Disorders

Expected Submission Date: 3/31/2017

Contact Name/Info: Julie Wolter, Associate Professor and Interim Department Chair
Julie.Wolter@mso.umt.edu

Mode of Delivery:

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.

Speech-Language Pathology Assistant Certificate

*A Speech-Language Pathology Assistant (SLPA) Certificate Program is proposed by the Department of Communicative Sciences and Disorders at the University of Montana. This program would provide core courses in communication development and disorders that would offer beneficial knowledge and skills for a supervised work environment. SLPAs are trained and supervised support personnel for speech-language pathology services. They are supervised by *speech-language pathologists (SLPs)* and may execute specific components of a speech, language, cognitive, or feeding program as specified in treatment plans designed by an SLP. SLPAs most often work in a public school setting but are also employed in healthcare settings. **Currently, a SLPA certificate program is not offered in the state of Montana.***

The proposed SLPA certificate by the Department of Communicative Sciences and Disorders at the University of Montana meets or exceeds the professional guidelines for Speech-Language Pathology Assistants published by the American Speech-Language-Hearing Association (ASHA) when it is obtained with an associate or baccalaureate degree. Coursework, clinical observations, and other requirements of the speech-language assistant program are based on principles derived from current research and evidence-based practices that have been documented to improve knowledge and skills outcomes for individuals with speech, language, cognitive, and swallowing deficits. The CSD faculty has consistently reviewed and continues to review the principles underlying all academic coursework along with the syllabi for all courses to ensure that the principles are up-to-date and appropriately addressed by the program's curriculum.

The SLP certificate is a total of 38 credits and includes the existing Communicative Sciences and Disorders classes of CSD 110, 210, 221, 222, 320, 330, 345, 365, 405, 411, 420, 450. Full details of these courses and syllabi will be provided upon request as well as in the formal proposal if this intent to plan is accepted.

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 great deal of evidence documents the critical shortage of speech-language pathologist (SLPs) trained to serve the needs of individuals with speech, language, cognitive, and swallowing impairments, nationally, in the Mountain West, and in Montana. A national survey of school administrators rated the shortage factor at 59%, but noted that it was much worse in the West (82%) and in the Mountain West Plains (78%) regions. **Speech-Language Pathology was recently rated in the top 10 most critical shortages by the Montana State Office of Public Instruction** (and one of the hardest positions to fill). In Montana, there are only 32.6 certified SLPs available for every 100,000 residents, 34% of the SLPs currently practicing are over the age of 55 and nearing retirement (ASHA, 2013). Montana ranks 46th in the nation for availability of SLP services. **The Department of Communicative Sciences and Disorders (CSD) of the University of Montana (UM) is the only SLP training program in Montana.** The program was disbanded in 1989 due to drastic state funding cuts and recently reinstated in 2009. **Although the CSD department is now thriving, fully accredited, and actively training individuals to become SLPs to serve the state, Montana continues to experience a critical shortage of trained individuals.***

Responding to these and related needs identified by local and state education agencies, *the UM's Department of Communicative Sciences and Disorders developed a Speech-Language Pathology Assistant (SLPA) certificate program to prepare individuals for a career in speech and hearing sciences.* This proposal seeks approval for the development of an SLPA certificate program in Speech-Language Pathology in the Department of Communicative Sciences and Disorders in the Phyllis J. Washington College of Education and Human Sciences. *This proposed program is poised to have a significant impact as no other program like it exists in the state and there is a high demand for speech-language pathology assistants at the state and national levels.* The addition of an SLPA certificate program will allow us to continue to grow our resources to meet the needs of the students, state, and nation. *It should be noted that all of the courses that are included in this proposed Speech-Language Pathology Assistant certificate are currently developed and being offered as part of the larger bachelor's degree in Communication Sciences and Disorders. As such, there is no added cost associated with the development of this certificate program.*

In addition, *this certificate would result in recruitment for increased enrollment and provide an incentive for increased completion, persistence, and retention rates in the CSD program.* Increased enrollment is expected and there is high demand for this certificate based on feedback from and coordination with agencies such as the Montana Board of Speech-Language Pathologists and Audiologists (the state licensure board), the Montana Council of Administrators of Special Education, the Montana Speech Language Hearing Association, and the Montana Office of Public Instruction. *This certificate allows for a direct career track toward a Level 2 position in the Montana public schools system and thus provides an incentive for persistence, retention, and completion within our existing*

programs (e.g., associate's degree back-track program with the Missoula College, post-baccalaureate SLP program, bachelor's CSD degree). Moreover, *we will be able to recruit a large group of students currently not served by curriculum* who are interested in only pursuing this certificate regardless of a degree. Moreover, this certificate program may be a step towards the aforementioned degrees once enrolled in our University of Montana classes.

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

Development of this SLPA certificate aligns with the strategic plan and mission delineated by UM leadership. For example, this program will provide opportunities for increased recruitment and enrollment as well as a strategic opportunity for support student persistence, retention and completion endeavors. Moreover, this certificate directly addresses the state needs associated with the aforementioned SLP critical shortage and the development of human service jobs and as such aligns with the outreach mission and the core values outlined by the Montana Board of Regents and the Montana Office of the Commissioner of Higher Education.

In addition, the *University of Montana has identified five strategic directions to guide our identity, growth, and future directions*. We will briefly mention each as it relates to this request for the Department of Communicative Sciences and Disorders to offer an SLPA certificate program.

Partnering for Student Success: Adding an SLPA certificate program will attract students who wish to seek a career in speech-language pathology, further encouraging undergraduate students to complete their undergraduate degree in this field. This certificate may help students obtain SLPA positions with greater ease. Coursework and other requirements of the UM SLPA certificate program are based on principles derived from current research and evidence-based practices that have been documented to improve knowledge and skills outcomes for individuals with speech, language, cognitive, and swallowing deficits. Furthermore, the SLPA certificate program is based upon minimum requirements suggested by the American Speech-Language Pathology Association (ASHA, 2016).

Education for the Global Century: Speech-language pathology is a rapidly growing field in the health sciences. The SLPA certificate program will enhance our national and international recruitment efforts. Attracting students from diverse backgrounds benefits the university at many levels. It often creates the possibility of pipelines of connections back and forth from countries and reservations to University of Montana.

Discovery and Creativity to serve Montana and the World: As mentioned earlier, Montana (and the world) is currently experiencing a shortage of certified speech-language pathologists to serve the speech, language, literacy, and swallowing needs of individuals with deficits in related areas. A certificate program that develops students' abilities to pursue and discover best science to test and treat deficits of speech-language pathology is directly in-line with this important institutional goal.

Dynamic Learning Environment: The proposed SLPA certificate program encompasses important dynamic learning aspects such as student individualization, inter-professional education, and opportunities for mentorship. Indeed, our unique environment at University of Montana allows us to

respond to all our student needs in a unique and focused manner. The proposed SLPA certificate program is no exception.

Planning and Assessment Continuum: Coursework and other requirements of the SLPA program are based on high quality standards and principles derived from current research and evidence-based practices that have been documented to improve knowledge and skills outcomes for children with speech, language, and related literacy deficits. The CSD faculty has consistently reviewed and continues to review the principles underlying the SLPA program along with the syllabi for all courses to ensure that the principles are up-to-date and appropriately addressed by the program's curriculum. Moreover, as the University of Montana devotes time and resources to enhanced fund-raising and accountability, we need to pay attention to our current students both for what they bring to this effort now, and what they might contribute as alumni. When people have earned their SLPA from an institution, they usually want to be proud of that accomplishment, and to contribute to the health and status of their alma mater.

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

The proposed SLPA certificate would be directly connected to our Bachelors of Science degree in communication science and disorders or the requirements associated with the Post-Baccalaureate Leveling Program in speech-language pathology as well as the Associate's of Arts degree in the Baccalaureate Track Program (collaborative program with Missoula College) that we offer in the Department of Communicative Sciences and Disorders. Students earning this certificate will not only be prepared to practice as SLPAs, they may integrate this certificate into their plan to complete an associate's degree at Missoula College or their post-baccalaureate leveling requirements. In addition this certificate program can be a step that prepares students to pursue a Baccalaureate Degree in Communication Sciences and Disorders, and eventually obtain Master's of Science in Speech-Language Pathology, should they choose to pursue higher education.

As the courses required to obtain the proposed certificate are already being offered at the University of Montana, no additional faculty or institutional support is needed for this proposed certificate program.

Signature/Date:

College/School Dean:

Chief Academic Officer:

Chief Executive Officer:

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.

March 7-9, 2019

ITEM 182-1006-R0319

Request for Authorization to establish a Communicative Sciences and Disorders Leveling Certificate

THAT

The University of Montana requests authorization from the Montana Board of Regents to establish a Communicative Sciences and Disorders Leveling Certificate.

EXPLANATION

The University of Montana's Speech, Language, and Hearing Sciences requests authorization to establish a Communication Sciences and Disorders (CSD) Leveling Certificate associated with the current CSD Post-Baccalaureate Leveling program (online/face-to-face). The terminal degree to become a certified speech-language pathologist or audiologist is a MS degree or clinical doctorate, and the CSD post-baccalaureate leveling program provides students who did not complete their first degree in CSD with the foundational knowledge in the areas of speech, language, and hearing development in order to be eligible to apply to graduate programs of speech-language pathology and audiology.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Fiscal Analysis Form
Intent to Plan

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-1006-R0319 Submission Month or Meeting: March 7-9, 2019

Institution: University of Montana-Missoula CIP Code: 51.0201

Program/Center/Institute Title: Communicative Sciences and Disorders Leveling Certificate

Includes (please specify below): Online Offering X Options _____

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/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

X **B. Level II:**

- X **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- 2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- 3. Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- 4. 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)
- 5. 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 establish a Communicative Sciences and Disorders Leveling Certificate.

Why

The terminal degree to become a certified speech-language pathologist or audiologist is a MS degree or clinical doctorate, and the CSD post-baccalaureate leveling program provides students who did not complete their first degree in CSD with the foundational knowledge in the areas of speech, language, and hearing development in order to be eligible to apply to graduate programs of speech-language pathology and audiology. A great deal of evidence documents the critical shortage of speech-language pathologist (SLPs) and audiologists trained to serve the needs of individuals with speech, language, cognitive, and swallowing impairments

Resources

No new resources are requested to begin this certificate. As courses grow, the Department of Speech, Language, and Hearing Sciences continues to anticipate working in a budgetary model with UM Online that allows for percentage of funds generated through the provision of online courses to provide adjuncts and any associated staff needs as needed.

Relationship to similar MUS programs

There are no other similar programs in the MUS.

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CURRICULUM PROPOSAL FORM

- 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 University of Montana’s Speech, Language, and Hearing Sciences (SLHS) Department requests the establishment of the Communication Sciences and Disorders (CSD) Leveling Certificate associated with current CSD Post-Baccalaureate Leveling program (online/face-to-face). The terminal degree to become a certified speech-language pathologist or Audiologist is a MS degree or clinical doctorate, and the CSD post-baccalaureate leveling program provides students who did not complete their first degree in CSD with the foundational knowledge in the areas of speech, language, and hearing development in order to be eligible to apply to graduate programs of speech-language pathology and audiology (at UM and within the US).

- 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]*

This program is closely aligned with the institutional strategic goals including serving the immediate needs of the state. The proposed program directly reduces the chronic state shortage of speech, language and hearing services in the state and region and provides a direct career path for SLP and Audiology graduate studies for students to find a job upon completion. The proposed certificate is aligned with the institutional strategic goal of providing needed training accessibility to all as this certificate is essential to allow for students to receive financial aid in a high demand program.

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

Over two years ago, the current CSD post-baccalaureate leveling program experienced success and high demand, but online students were unable to receive financial aid in non-degree seeking status. The idea to formalize the program into a certificate was developed in order to solve the financial aid issue. The proposal has gone through the Intent to Plan process, the Faculty Senate curricular review, and has been approved by the faculty, dean, chair, and provost.

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

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

	Credits
Credits in required courses offered by the department offering the program	30
Credits in required courses offered by other departments	
Credits in institutional general education curriculum	
Credits of free electives	
Total credits required to complete the program	30

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CURRICULUM PROPOSAL FORM

- 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.

Students will understand and apply the foundations of speech, language, and hearing foundations required to be eligible to apply for acceptance into an advanced terminal degree graduate program of speech language pathology and/or audiology.

- 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]*

A great deal of evidence documents the critical shortage of speech-language pathologist (SLPs) and audiologists trained to serve the needs of individuals with speech, language, cognitive, and swallowing impairments, nationally, in the Mountain West, and in Montana. Speech-Language Pathology was recently rated in the top 10 most critical shortages by the Montana State Office of Public Instruction and Montana ranks 46th in the nation for availability of SLP services. The UM Department of SLHS houses the only undergraduate SLP and Audiology training program and graduate SLP program in Montana. The terminal degree to become an SLP or audiologist is a Masters (SLP) or clinical doctoral (audiology) degree, and undergraduate CSD training is required to be eligible to apply for this graduate training.

This CSD Post-Baccalaureate Leveling certificate allows those who received an undergraduate degree other than CSD a direct career track toward a graduate degree in the speech-language pathology or audiology to meet the critical shortage needs of the state. Moreover, this certificate is essential to allowing the current CSD Post-Baccalaureate Leveling Program to be fully accessibility to a large group of post-baccalaureate student who either currently cannot afford to attend the post-baccalaureate leveling program without financial aid and/or choose not to attend a non-certificate program.

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

There are no other programs in the state of Montana.

Institution Name	Degree	Program Title

- 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]*
NA

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CURRICULUM PROPOSAL FORM

- 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]*

The CSD Post-Baccalaureate Leveling Certificate Program is integrated with the proposal for the SLP-Audiology Assistant Program. That is, the 30 credits for this proposed certificate program are the foundation that provides a career path for students, who then only need 8 more credits to go on to complete a SLP-Audiology Assistant certificate (if they choose not to go on to pursue a graduate degree to become and SLP or audiologist).

- 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]*

The program is currently offered for students, but they are not awarded a credential upon completion. It the hope is that students completing the program will be granted certificates as of Fall of 2019.

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

Fall Headcount Enrollment					Graduates				
AY 19	AY20	AY21	AY22	AY23	AY19	AY20	AY21	AY22	AY23
30	32	35	37	40	0	22	25	27	30

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

These numbers are based on the past five years of data from the current online leveling program (without the certificate of completion) and this is: 1) an anticipated jump in students completing the full CSD Post-Baccalaureate Leveling Program given the now available financial aid with a certificate. 2) a projected growth trajectory that reflects the estimated growth numbers and trends of the current program.

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

40 leveling students

- 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]*

The success of the program will be assessed via formal student satisfaction exit surveys and a survey of SLP/Audiology Program graduate acceptance rates. Success will be defined as overall high satisfaction and approximately 80% students feeling prepared and eligible to apply to their graduate program(s) of choice. In addition, course evaluations will be reviewed for course and teaching feedback. Overall average ratings of good and excellent will be considered a successful evaluation.

- 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]*

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On an annual basis, students will be surveyed to determine the percent of students completing the certificate who are accepted into highly competitive SLP and Audiology graduate school programs through the country including that of University of Montana (UM SLP graduate program received 310 applications for 32 graduate spots in 2018).

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

Student learning will be assessed directly through in-class grading assignments (tests, projects, interactions) as well as indirectly through more informal discussions in class lectures (online discussion forums).

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

The department Chair will work with the Online Program Director/Coordinator to determine whether student reviews warrant a change in instructional assignment or mentorship of teaching, and this review will happen on an annual basis.

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

Not applicable for this certificate.

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]*

Currently the majority of leveling students are online students and thus little to no additional physical or facilities space is needed for the needs associated with this program. Historically, the UM SLHS Department has worked in a budgetary model with UM Online that allows for percentage of funds generated through the provision of online courses to provide updates in computer technology if needed for the provision of online courses.

- 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]*

The anticipated leveling students will continue to be online learners and as such no increase in physical or facilities space is needed.

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

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Currently the majority of leveling students are online students and thus currently the UM Department of Speech, Language, and Hearing Sciences has worked in a budgetary model with UM Online that allows for percentage of funds generated through the provision of online courses to provide adjuncts and associated staff for the teaching of online courses.

- 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]*

As courses grow, the Department of Speech, Language, and Hearing Sciences continues to anticipate working in a budgetary model with UM Online that allows for percentage of funds generated through the provision of online courses to provide adjuncts and any associated staff needs as needed.

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]*

The current library search databases and journals are adequate for this proposed program.

- 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]*

The majority of students take this program online and thus if courses get too large, as has been the past practice, another course section will be opened to ensure appropriate class size and services. The current budgetary model with UM Online allows for percentage of funds generated through the provision of online courses to provide funding for student service needs related to the program.

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

The Communicative Sciences and Disorders Leveling Certificate Program is anticipated to continue to grow and provide increasing financial benefits to UM. Indeed, this self-generated revenue stream has supported the Department of Speech, Language, & Hearing Sciences funding historic needs associated with SLP Graduate Program accreditation- it is the hope that this revenue will continue to help support important associated SLHS programming at a level required for accreditation. This program will work with the proposed Speech-Language Pathology- Audiology Certificate (See formal proposal) to provide multiple career and degree pathways for success -and thus is related to other potential revenue streams as well .

- 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.

	Year 1	Year 2	Year 3
Revenues	\$215,456	\$229,820	\$251,366
Expenses	0	0	0
Net Income/Deficit (revenues-expenses)	\$215,456	\$229,820	\$251,366

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- 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 as this is not a new program but a proposal for a certificate associated with an existing program.

- 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]

No reallocation of funds are required.

- 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.

If the UM Online funding model changes from previous years then it is anticipated that the current funding required for years past for the success of the program will be provided.

- 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]

Not applicable

- 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]

Not applicable

- 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 student fees associated with this proposed certificate program.

- 14.** Complete the fiscal analysis form.

Signature/Date

College or School Dean:

Chief Academic Officer:

DocuSigned by:
Reed Humphrey
D3FE78AF0D42425...

Montana Board of Regents
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Chief Executive Officer:

Flagship Provost*:



Flagship President*:



*Not applicable to the Community Colleges.

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Appendix A – Proposed New Curriculum

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	UM-Missoula
AWARD LEVEL:	Post-bacclaureate
PROGRAM NAME:	Speech-Language Pathology Leveling Certificate
PROGRAM CODE:	

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
ENROLLMENT PROJECTIONS					
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	30	32	35	37	40
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	30	30	30	30	30
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	30.00	32.00	35.00	37.00	40.00
Completions					
Annual number of program completers	0	22	25	27	30

REVENUE					
Tuition Revenue (net of waivers)	\$215,456	\$229,820	\$251,366	\$265,730	\$287,275
Institutional Support	\$0	\$0	\$0	\$0	\$0
Other Outside Funds (grants, gifts, etc.)	\$0	\$0	\$0	\$0	\$0
Program Tuition/Fees	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$215,456	\$229,820	\$251,366	\$265,730	\$287,275
Total Revenue per Student FTE	\$7,181.88	\$7,181.88	\$7,181.88	\$7,181.88	\$7,181.88

EXPENDITURES						
Tenure Track Faculty	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE	1.0	1.0	1.0	1.0	1.0
	Salary + Benefits	\$102,600	\$102,600	\$102,600	\$102,600	\$102,600
Graduate Teaching Assistants	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Staff	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Total Faculty & Staff	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$102,600	\$102,600	\$102,600	\$102,600	\$102,600

Operations (supplies, travel, rent, etc)	\$0	\$0	\$0	\$0	\$0
Start-up Expenses (OTO)	\$0	\$0	\$0	\$0	\$0
Total Expenses	\$102,600	\$102,600	\$102,600	\$102,600	\$102,600

Student FTE to Faculty (TT + NTT) Ratio	30.0	32.0	35.0	37.0	40.0
Net Income/Deficit (Revenue - Expenses)	\$112,856	\$127,220	\$148,766	\$163,130	\$184,675

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.

Rosi C Keller

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana University System

NOTICE OF INTENT TO PLAN

Program/Institute Title: Communication Sciences and Disorders Leveling Certificate

Campus, School/Department: UM- Missoula, Department of Communicative Sciences and Disorders

Expected Submission Date: 4/2/2017

Contact Name/Info: Julie Wolter, Associate Professor and Interim Department Chair
Julie.Wolter@mso.umt.edu

Mode of Delivery:

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

Communication Sciences and Disorders(CSD) Leveling Certificate program is offered in the UM Department of Communicative Sciences and Disorders and designed for individuals returning to school with a completed bachelor's degree in a field other than speech-language pathology. The terminal degree to become a certified speech-language pathologist is a Masters of Science degree and the leveling program provides post baccalaureate students with the foundational knowledge in the areas of speech, language, and hearing development in order to be eligible to apply to graduate programs of speech-language pathology and audiology (within the United States or at UM). This program can be completed in one year via two separate 10-course program options; a face-to-face option for students on the University of Montana campus and a fully-online option for students participating at a distance or who prefer flexible scheduling. **Currently, a CSD Leveling certificate is not offered in the state of Montana.**

The courses associated with the CSD Leveling certificate have been offered in Montana only by the UM CSD department for many years and are in great demand through the UM CSD post-baccalaureate leveling program. The program and the now proposed related certificate by the Department of Communicative Sciences and Disorders at the University of Montana meets or exceeds the professional guidelines published by the American Speech-Language-Hearing Association (ASHA. Coursework, clinical observations, and other requirements of the CSD Leveling certificate program are based on principles derived from current research and evidence-based practices that have been documented to improve knowledge and skills outcomes for individuals with speech, language, cognitive, and swallowing deficits. The CSD faculty has consistently reviewed and continues to review the principles underlying all academic coursework along with the syllabi for all courses to ensure that the principles are up-to-date and appropriately addressed by the program's curriculum.

The CSD-Leveling certificate is a total of 30 credits and includes all classes currently offered in the CSD Post-baccalaureate leveling program; CSD 210, 221, 222, 320, 330, 345, 365, 405, 411, 420, and 450. Full details of these courses and syllabi will be provided upon request as well as in the formal proposal if this intent to plan is accepted.

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 great deal of evidence documents the critical shortage of speech-language pathologist (SLPs) trained to serve the needs of individuals with speech, language, cognitive, and swallowing impairments, nationally, in the Mountain West, and in Montana. A national survey of school administrators rated the shortage factor at 59%, but noted that it was much worse in the West (82%) and in the Mountain West Plains (78%) regions. **Speech-Language Pathology was recently rated in the top 10 most critical shortages by the Montana State Office of Public Instruction** (and one of the hardest positions to fill). In Montana, there are only 32.6 certified SLPs available for every 100,000 residents, 34% of the SLPs currently practicing are over the age of 55 and nearing retirement (ASHA, 2013). Montana ranks 46th in the nation for availability of SLP services. **The Department of Communicative Sciences and Disorders (CSD) of the University of Montana (UM) is the only SLP training program in Montana.** The program was disbanded in 1989 due to drastic state funding cuts and recently reinstated in 2009. **Although the CSD department is now thriving, fully accredited, and actively training individuals to become SLPs to serve the state, Montana continues to experience a critical shortage of trained individuals.***

The terminal degree to become a certified speech-language pathologist is the graduate master's degree. Responding to these and related needs to train in the requisite undergraduate leveling training for, *the UM's Department of Communicative Sciences and Disorders developed a Post-Baccalaureate Leveling Program to prepare individuals returning to school with a completed bachelor's degree in a field other than speech-language pathology to be able to apply for a graduate speech language pathology master's degree program.* This proposal seeks approval for the development of a corresponding **Communication Sciences and Disorders Leveling Certificate program** in the Department of Communicative Sciences and Disorders in the Phyllis J. Washington College of Education and Human Sciences. *This proposed certificate is needed for multiple reasons:*

- *This CSD leveling certificate will allow non-degree seeking students with a formal certification end product that allows for students to receive financial aid to complete these leveling courses required to apply for a graduate degree in speech-language pathology.* Many in-state and out-of-students alike have not been able to pursue our current post-baccalaureate program to be able to gain foundational skills required to apply to graduate school to become speech-language pathologists because they are simply not able to afford returning to school without financial assistance. Despite the Department of Communicative Sciences and Disorders recent U.S. Department of Education Office of Special Education and Related Services Personnel Preparation grant that is associated with funding students in rural areas in Montana and in American Indian Tribal areas, the grant funding does not cover all students who are in need of support in order to return to school. This certificate is vital to meet the requirements associated with the ability for students to receive financial aid.
- The CSD Leveling certificate will provide a recruitment benefit as the formal documentation reflecting the completion of the CSD post-baccalaureate leveling program is a sought after by many current and prospective students. A certificate helps students to streamline their entrance into graduate programs of speech-language pathology (and audiology) upon acceptance across

the country and is a “product” that is thus requested and prioritized by many individuals who are seeking out and determining which post-baccalaureate programs to consider for enrollment.

Again, it should be emphasized that all of the courses that are included in this proposed CSD-Leveling certificate are currently developed and being offered as part of the popular Communicative Sciences and Disorders Post-Baccalaureate Leveling Program. As such, there is no added cost associated with the development of this certificate program. Thus, by adding this CSD-Leveling certificate, the current successful post-baccalaureate leveling program in the Department of Communicative Sciences and Disorders will likely result in a significant increase enrollment.

In summary, *this certificate would result in recruitment for increased enrollment and provide an incentive for increased retention rates in the UM CSD program.* Increased enrollment is expected and there is high demand for this certificate based on feedback from prospective students. Currently this post-baccalaureate leveling program enrolls on average between 35-45 students a year for each of the 10 courses and will likely increase by at least 10-20% or more given this addition of an associated and valuable CSD-Leveling certificate. Often those students who attend the UM leveling program either in-state or out-of-state decide to apply for and attend the UM speech-language pathology Masters of Science graduate program. *This certificate allows for a direct career track toward a graduate degree in the speech-language pathology to meet the critical shortage needs of the state. Moreover, we will be able to recruit a large group of students who either currently cannot afford to attend the post-baccalaureate leveling program without financial aid and/or choose not to attend a non-certificate program.*

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

Development of this CSD-Leveling certificate aligns with the strategic plan and mission delineated by UM leadership. For example, this program will provide opportunities for increased recruitment and enrollment as well as a strategic opportunity for support student retention endeavors. Moreover, this certificate directly addresses the state needs associated with the aforementioned SLP critical shortage and the development of human service jobs and as such aligns with the outreach mission and the core values outlined by the Montana Board of Regents and the Montana Office of the Commissioner of Higher Education.

In addition, the *University of Montana has identified five strategic directions to guide our identity, growth, and future directions.* We will briefly mention each as it relates to this request for the Department of Communicative Sciences and Disorders to offer a CSD-Leveling certificate program. **Partnering for Student Success:** Adding an CSD Leveling certificate program will attract post-baccalaureate students who wish to seek a career in speech-language pathology, further encouraging and supporting individuals with various backgrounds such as education, linguistics, social science to pursue a SLP career that will help alleviate the critical shortage in Montana and the nation. Coursework and other requirements of the UM post-baccalaureate Leveling program are based on principles derived

from current research and evidence-based practices that have been documented to improve knowledge and skills outcomes for individuals with speech, language, cognitive, and swallowing deficits.

Education for the Global Century: Speech-language pathology is a rapidly growing field in the health sciences. The CSD-Leveling certificate program will enhance our national and international recruitment efforts. Attracting students from diverse backgrounds benefits the university at many levels. It often creates the possibility of pipelines of connections back and forth from countries and reservations to University of Montana.

Discovery and Creativity to serve Montana and the World: As mentioned earlier, Montana (and the world) is currently experiencing a shortage of certified speech-language pathologists to serve the speech, language, literacy, and swallowing needs of individuals with deficits in related areas. A certificate program that develops students' abilities to pursue and discover best science to test and treat deficits of speech-language pathology is directly in-line with this important institutional goal.

Dynamic Learning Environment: The proposed CSD-Leveling certificate program encompasses important dynamic learning aspects such as student individualization, inter-professional education, and opportunities for mentorship. Indeed, our unique environment at University of Montana allows us to respond to all our student needs in a unique and focused manner. The proposed CSD-Leveling certificate program is no exception.

Planning and Assessment Continuum: Coursework and other requirements of the CSD-Leveling program are based on high quality standards and principles derived from current research and evidence-based practices that have been documented to improve knowledge and skills outcomes for children with speech, language, and related literacy deficits. The CSD faculty has consistently reviewed and continues to review the principles underlying the CSD-Leveling program along with the syllabi for all courses to ensure that the principles are up-to-date and appropriately addressed by the program's curriculum. Moreover, as the University of Montana devotes time and resources to enhanced fund-raising and accountability, we need to pay attention to our current students both for what they bring to this effort now, and what they might contribute as alumni. When people have earned their CSD-Leveling certificate from an institution, they usually want to be proud of that accomplishment, and to contribute to the health and status of their alma mater.

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

The proposed CSD-Leveling certificate would be directly connected to our proposed Speech Language Pathology Assistant Certificate Program as well as the Masters of Science Graduate Degree that we offer in the Department of Communicative Sciences and Disorders. Students earning this CSD Leveling certificate will not only be prepared to formerly apply to graduate school in obtain Master's of Science in Speech-Language Pathology, they may integrate this certificate into their plan to complete a Speech-language pathology assistant certificate (an addition of only 5 credits) to be eligible to serve as a Level 2 position in the Montana public schools system as coordinated with the licensing Montana Board of Speech-Language Pathologists and Audiologists.

As the courses required to obtain the proposed certificate are already being offered at the University of Montana, no additional faculty or institutional support is needed for this proposed certificate program.

Signature/Date: *Dani a Walter*
College/School-Dean: *[Signature]* SUSAN HARPER - NORTON

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*: *[Signature]* 3/12/18

Flagship President*: *[Signature]* 23 Apr 18

*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.

March 7-9, 2019

ITEM 182-1007-R0319

Request for authorization to retitle the Culinary Arts, Food Service Management, and Hospitality Management programs into the Big Sky Culinary Institute

THAT

Missoula College requests authorization from the Montana Board of Regents to retitle the Culinary Arts, Food Service Management, and Hospitality Management programs into the Big Sky Culinary Institute.

EXPLANATION

The Culinary Arts and Food Service Management Program have transformed into a collection of degrees and certificates, with a student-staffed restaurant (Blackfoot Café) and an extended library collection of cookbooks. The term institute is a common nomenclature used for culinary schools and is the preferred term used by the American Culinary Federation—the program’s accrediting body—when describing a culinary institution. It denotes postsecondary culinary education and separates programs specializing in culinary fundamentals and/or unaccredited programs. This would also help bolster Missoula College to have the first institute in place at the college.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-1007-R0319 Submission Month or Meeting: March 7-9, 2019

Institution: Missoula College CIP Code: 12.0500

Program/Center/Institute Title: Big Sky Culinary Institute retitled from Culinary Arts, Food Service Management, and Hospitality

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

X **B. Level II:**

1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
2. **Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
3. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
4. **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 5. **Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What

Missoula College requests authorization from the Montana Board of Regents to retitle the Culinary Arts, Food Service Management, and Hospitality Management programs into the Big Sky Culinary Institute.

Why

The Culinary Arts and Food Service Management Program have transformed into a collection of degrees and certificates, with a student-staffed restaurant (Blackfoot Café) and an extended library collection of cookbooks. The term institute is a common nomenclature used for culinary schools and is the preferred term used by the American Culinary Federation—the program’s accrediting body—when describing a culinary institution. It denotes postsecondary culinary education and separates programs specializing in culinary fundamentals and/or unaccredited programs. This would also help bolster Missoula College to have the first institute in place at the college.

Resources

NA

Relationship to similar MUS programs

Missoula College discussed this retitling with Flathead Valley Community College and Gallatin College and they did not object to the new name.

March 7-9, 2019

ITEM 182-1008-R0319

Request for Authorization to retitle the Department of Counselor Education to Department of Counseling.

THAT

The University of Montana requests authorization from the Montana Board of Regents to retitle the Department of Counselor Education to Department of Counseling.

EXPLANATION

The Department of Counselor Education would like to change its name to the Department of Counseling for three reasons: 1) to more accurately reflect the breadth of professionals our department trains, 2) to more clearly reflect how our training aligns to market demand for professional counselors, and 3) to more closely align with our Department mission and recruit a broad array of prospective students into multiple program offerings. The new name reflects a professional shift in the nomenclature of similar departments as well.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-1008-R0319 Submission Month or Meeting: March 7-9, 2019

Institution: University of Montana-Missoula CIP Code: 13.11

Program/Center/Institute Title: Department of Counselor Education retitled to Department of Counseling

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

X **B. Level II:**

- _____ **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ **2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ **3. Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- _____ **4. 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 **5. 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 Department of Counselor Education to Department of Counseling.

Why

The Department of Counselor Education would like to change its name to the Department of Counseling for three reasons: 1) to more accurately reflect the breadth of professionals our department trains, 2) to more clearly reflect how our training aligns to market demand for professional counselors, and 3) to more closely align with our Department mission and recruit a broad array of prospective students into multiple program offerings. The new name reflects a professional shift in the nomenclature of similar departments as well.

Resources

NA

Relationship to similar MUS programs

Montana State University has three M.S. programs in Counseling (Marriage and Family, School Counseling, and Mental Health Counseling) in the Department of Health and Human Development. Our request is consistent with the national, and in this case state-wide, trend towards Master's degrees in Counseling as opposed to Counselor Education.

March 7-9, 2019

ITEM 182-1009-R0319

Request for Authorization to establish a Department of Public Administration and Policy

THAT

The University of Montana requests authorization from the Montana Board of Regents to create a Department of Public Administration and Policy.

EXPLANATION

The Master of Public Administration Program (MPA) (including the public administration certificate, nonprofit certificate and nonprofit minor) will be structured as a separate academic unit (Department of Public Administration & Policy) within the Blewett School of Law and aligned with the Baucus Institute, where the program faculty will reside. The program curriculum will not be changed. This is a creation of a new unit, reporting to the Dean of the Law School.

ATTACHMENTS

Academic Proposal Request Form
Intent to Plan

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-1009-R0319 Submission Month or Meeting: March 7-9, 2019

Institution: University of Montana-Missoula CIP Code: 44.0401

Program/Center/Institute Title: Department of Public Administration and Policy

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

X **B. Level II:**

- _____ 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 2. **Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 3. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- X _____ 4. **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)
- _____ 5. **Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What

The Master of Public Administration Program (MPA) (including the public administration certificate, nonprofit certificate and nonprofit minor) will be structured as a separate academic unit (Department of Public Administration & Policy) within the Blewett School of Law and aligned with the Baucus Institute, where the program faculty will reside. The program curriculum will not be changed. This is a creation of a new unit, reporting to the Dean of the Law School.

Why

1. Housing MPA programming, a professional degree program in a professional school offers a long-term administrative structure and plan for a growing program. Seventy-five percent of MPA programs are housed outside Political Science departments, and many of the strongest are aligned with free-standing Institutes.
2. The MPA program already has a long history and strong joint program with the Blewett School of Law.
3. The new department provides long-term stability and support for MPA programming, which is essential to seek for the first time and maintain national accreditation standards for NASPAA (MPA accreditation body).
4. Ensures high quality public and nonprofit service education for public service professionals in Montana, the region, and nationally.
5. Opportunities to expand online and in-person programming which serve cohorts of practicing administrators in the public and nonprofit sectors.
6. Forges new opportunities for pre-career and mid-career professionals via practitioner clinics through the Indian Law Clinic.
7. Provides opportunities for international growth in collaboration with Baucus Institute's China Study Abroad Program and Ambassador Baucus's connections in China.
8. Realigns programming in order to meet national norms and public service competencies, an expectation for nationally accredited public administration programs.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Resources

This move will make more resources available to the program through financial support from the Baucus Institute. The MPA program also includes a fee.

Relationship to similar MUS programs

MSU-Bozeman has an in-person MPA program.

Montana University System
INTENT TO PLAN FORM

Program/Center/Institute Title: Department of Public Administration and Policy

Campus, School/Department: UM-Missoula, Blewett School of Law, Dept of Public Administration and Policy

Expected Submission Date: Spring 2019

Contact Name/Info: Sara Rinfret, PhD, MPA Director, 406-243-4702; sara.rinfret@umontana.edu

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 Master of Public Administration Program (MPA) (which includes the public administration certificate, nonprofit certificate and minor) will be structured as a separate academic unit (Department of Public Administration & Policy) within the University of Montana's Blewett School of Law and aligned with the Baucus Institute, where the program faculty will reside. The curriculum remains unchanged.

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

1. AY 19 the MPA program and faculty will physically and fiscally relocate to the Alexander School of Law within the Baucus Institute as a result of recommendations by Presidents Shelia Stearns and Seth Bodnar.
2. Housing MPA programming, a professional degree program in a professional school offers a long-term administrative structure and plan for a growing program. Seventy-five percent of MPA programs are housed outside Political Science departments, and many of the strongest are aligned with free-standing Institutes.
3. The MPA program already has a long history and strong joint program with the Blewett School of Law.
4. Provides long-term stability and support for MPA programming, which is essential to seek and maintain national accreditation standards for NASPAA (MPA accreditation body).
5. Ensures high quality public and nonprofit service education for public service professionals in Montana, the region, and nationally.
6. Opportunities to expand online and in-person programming which serve cohorts of practicing administrators in the public and nonprofit sectors.
7. Forges new opportunities for pre-career and mid-career professionals via practitioner clinics through the Indian Law Program.
8. Provides opportunities for international growth in collaboration with Baucus Institute's China Study Abroad Program and Ambassador Baucus's connections in China.
9. Realigns programming in order to meet national norms and public service competencies, an expectation for nationally accredited public administration programs.
10. Will enhance marketability and recruitment for students and faculty.

Montana University System
INTENT TO PLAN FORM

11. Meeting Workforce Needs: Government is the largest employer in the U.S. (OPM, 2016) and an unmet workforce need for Montana's (MT Department of Labor, 2017). The Department of Public Administration & Policy meets workforce needs by:

- Graduating, on average, 30 students per year (since 1976);
- 77% job placement rate within one year (MUS, 2016);
- Average starting salary, \$45,000 (MUS, 2016); and
- Allows public service professionals working for state, local, federal, or nonprofit agencies to, "analyze and evaluate information to solve policy problems" (NASPAA, 2016).

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

The Department of Public Administration & Policy strengthens the UM mission through:

Academic excellence:

- Flexibility in course delivery – online and in person
- *Top Management Degrees* (2016) ranked our nonprofit specialization within the top 10 in the US; and MPA program (2017) within the top 20

Interdisciplinary Emphases:

- The departmental program electives can be completed by interdisciplinary coursework, sampled from nonprofit administration, law, economics, environmental studies, business, public health, education, and forestry.

Meeting workforce demand:

- Meet 177 unfilled public administration jobs in our state (MT Department of Labor, 2016)

Our current students and alumni educate competent and engaged citizens that serve our:

Local/State Communities:

Jen Zellmer-Cuersema (UM Staff Senate, Athletics Advisor)
Shyra Scott (Missoula County Clerk & Recording)
Mike Maas (Montana Public Service Commission)
Gordy Pace (Director of IT)
Judy Fredenburg (Research and Sponsored Programs)
Anne Hughes (Missoula County Communications Director)
Dayna Swanson (Office of Senator Tester)
Holly Luck (Office of Senators Melcher, Baucus, and Walsh)

Tribal Communities:

Eldena Bear Don't Walk (tribal judge, first female Chief Justice of the Crow Tribe)
Debra DuMontier (Office of Special Trustee for American Indians)

Nonprofit/International Communities:

Deena Mansour (Associate Director of the Mansfield Center)
Jesse Mahugh, Executive Director of Big Brothers Big Sisters of Flathead County
Jordan Lyons, Resource Specialist Supervisor at Missoula Aging Services
Aubrie Lyons (Director of Montana World Affairs Council)

Montana University System
INTENT TO PLAN FORM

- 4) Describe how the program/center/institute overlaps, complements, or duplicates existing efforts in the MUS. Describe efforts that will be made to collaborate with similar programs at other institutions. If no efforts will be made, please explain why.

The Department of Public Administration and Policy is the first of its kind in the MUS. It will meet national standards consistent with accreditation standards across the United States.

MSU-Bozeman has a small, in-person MPA program. The MSU program takes a theoretical approach; the UM program is applied. The UM MPA program can be completed online and/or in-person.

MSU MPA Mission: The Master of Public Administration (MPA) program at MSU provides students with professionally relevant, and theoretically grounded training, enabling them to become effective and ethically reflective practitioners, guided by values of integrity and service, as they pursue careers in the diverse settings of democratic governance.

UM MPA Mission: The UM MPA program mission prepares pre-career and mid-career professionals for dynamic and impactful work in the public and nonprofit sectors by developing a core set of skills, scholarly knowledge, applied, and basic research.

Signature/Date

College/School Dean:

 Dean, Blewett School of Law

Chief Academic Officer:

Chief Executive Officer:

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.

March 7-9, 2019

ITEM 182-1010-R0319

Request for Authorization to Consolidate the School of Art and School of Media Arts into the School of Visual and Media Arts

THAT

The University of Montana requests authorization from the Montana Board of Regents to consolidate the School of Art and the School of Media Arts into the School of Visual and Media Arts.

EXPLANATION

The School of Art and the School of Media Arts propose a merger of their two academic units, to form a single unit, the School of Visual and Media Arts, which would remain in the College of Visual and Performing Arts. The new school will feature a shared set of courses fundamental to all degree-seeking students in the existing BA and BFA tracks.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-1010-R0319 Submission Month or Meeting: March 7-9, 2019

Institution: University of Montana-Missoula CIP Code: 50.07; 50.0102

Program/Center/Institute Title: Consolidate the School of Arts and the School of Media Arts into the School of Visual and Media Arts

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

X **B. Level II:**

- _____ 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 2. **Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 3. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- X _____ 4. **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)
- _____ 5. **Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What

The School of Art and the School of Media Arts propose a merger of their two academic units, to form a single unit, the School of Visual and Media Arts.

Why

There has been unprecedented change and growth in the fine arts over the past fifteen years, as advances in digital media continue to catalyze new disciplines (gaming, digital fabrication, data visualization, interactive media and web design) while reimagining existing ones (animation, sound design, sonic arts and filmmaking). The School of Media Arts has developed their curriculum in response to these new approaches and students have enthusiastically embraced their offerings, as witnessed by their enrollment growth over the past five years. The School of Art also moved to update many areas to incorporate digital technology and data arts into its' already solid traditional programs. As a result we have on campus a robust set of classes that stretch over two schools that should be accessible to both school's students but that are difficult to find, accommodate, and coordinate. Both units see a great opportunity to solve these difficulties by integrating their offerings; providing breadth, depth, tradition, innovation and expanded growth through face-to-face and online delivery.

Resources

No additional administrative personnel will be required for this alignment. Online revenue will permit the SoVMA to support the growth of its online programming without draining other resources that are dedicated to on-campus programming.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Relationship to similar MUS programs

This internal merger of existing schools should not impact other MUS programs.

March 7-9, 2019

ITEM 182-1011-R0319

Request for Authorization to consolidate the Department of Applied Computing and Engineering Technology into the Department of Business Technology

THAT

Missoula College requests authorization from the Montana Board of Regents to consolidate the Departments of Business Technology and Applied Computing and Engineering Technology into the Department of Business Technology.

EXPLANATION

The Department of Applied Computing and Engineering Technology has only two faculty FTE. The Departments have been working together to share resources already, and the request to consolidate will allow them to improve processes and efficiencies for internal operations and faculty evaluation procedures.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-1011-R0319 Submission Month or Meeting: March 7-9, 2019

Institution: Missoula College CIP Code: _____

Program/Center/Institute Title: Department of Applied Computing and Engineering Technology consolidated into the Department of Business Technology

Includes (please specify below): Online Offering _____ Options _____

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/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

X **B. Level II:**

- _____ 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 2. **Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 3. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- X _____ 4. **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)
- _____ 5. **Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What

The Department of Applied Computing and Engineering Technology will be consolidated into the Department of Business Technology.

Why

The Department of Applied Computing and Engineering Technology has only two faculty FTE. The Departments have been working together to share resources already, and the request to consolidate will allow them to improve processes and efficiencies for internal operations and faculty evaluation procedures.

Resources

This change will save resources by eliminating the release time and stipend for one departmental chairperson.

Relationship to similar MUS programs

NA

March 7-9, 2019

ITEM 182-1013-R0319

Request for Authorization to establish the Montana Youth Sports Safety Institute

THAT

The University of Montana requests authorization from the Montana Board of Regents to establish the Montana Youth Sports Safety Institute.

EXPLANATION

The mission of the Montana Youth Sports Safety Institute (MYSSI). The Mission of MYSSI is to promote safety in youth sports across Montana, protect youth sports athletes from injury, and to provide education and services to parents, coaches, athletes, and other medical professionals to support safety in sport. Youth sports in Montana is facing a critical need for education, resources, and support, to implement best practices protecting our youth athletes from potentially catastrophic injury.

ATTACHMENTS

Academic Proposal Request Form
Research Center and Institute Proposal Form
Intent to Plan
Attachment 1: Letter of Support

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-1013-R0319 Submission Month or Meeting: March 7-9, 2019

Institution: University of Montana-Missoula CIP Code: _____

Program/Center/Institute Title: Montana Youth Sports Safety Institute

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
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X **B. Level II:**

- _____ 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 2. **Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 3. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- X _____ 4. **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)
- _____ 5. **Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What

The University of Montana requests authorization to create the Montana Youth Sports Safety Institute.

Why

In Montana, it is estimated that over 150 different youth sports organizations exist. Many of these organizations rely heavily on volunteers to ensure the day-to-day operations are maintained which are vital to the success of the organization. With tens of thousands of Montana youth participating in these organizations, the administrative oversight of these programs is burdensome from the perspective of administering sport safety policy. In the past year, the Korey Stringer Institute published a study examining state level implementation of health and safety policies pertaining to preventing sudden death and catastrophic injury in secondary school athletics. They scored and ranked each state on existing policies that focused on schools requiring pre-participation physical exams, AED accessibility, heat acclimation protocols, handling traumatic head injuries, access to appropriate health care, and emergency action planning. The results of their study indicate that Montana ranked 48/51, scoring 33% out of a possible 100% compliance with existing best practices. Since the rankings were released, Montana has fallen in rank to 49/51 while other states are working diligently to improve youth sports safety. Supporting these findings, we examined compliance with the current concussion legislation two years ago. Our findings revealed that only 80% of Montana schools that responded to our survey had a legislatively required (for the state of Montana and MHSA sanctioned schools) concussion policy in place. We performed a preliminary examination of barriers to implementing these policies and discovered that limited resources within the school system were identified as a key barrier. The MYSSI intends to serve as the "boots on the ground" to examine the needs of these different organizations and to provide necessary support through service, education and research to ensure that they are implementing best practices in youth sports safety.

Resources

All resources required to support the MYSSI's mission will be requested through external funding sources whether it be through grant funding or sponsorships. We have initiated securing funding through a small grant that was awarded this fiscal year to develop emergency preparedness clinics for coaches, parents and administrators to introduce the type of work the

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MYSSI intends to conduct in local communities. Thus far, with two emergency preparedness clinics completed, the response has been overwhelmingly positive.

Relationship to similar MUS programs

There are no other programs in the MUS system that focus specifically on emergency preparedness in youth sports and youth sports safety.

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Research Centers and Institutes differ from one another in focus, scope, and staffing, but each contributes in unique ways to the common goals of expanding knowledge, generating new discoveries and/or having a positive impact on society through informing policy and systemic change. Communities of researchers and staff in Research Centers and Institutes provide a stimulating environment that encourages early researchers and challenges experienced researchers. Research Centers and Institutes also contribute to the education and training of the researchers of the future by serving as learning environments for students. Interdisciplinary collaboration is promoted by Research Centers and Institutes both within the Institution and among MUS Institutions. Research Centers and Institutes do not provide didactic coursework, confer academic degrees or academic certificates or require accreditation by external accrediting bodies. Research Centers and Institutes frequently provide a portal for obtaining external funding in response to federal and/or state research priorities. As such, apparent duplication of mission between MUS research centers and institutes is not generally problematic as with academic programs due to the different sources of funding.

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

The Montana Youth Sports Safety Institute (MYSSI) will provide a dynamic learning environment for undergraduate and graduate students and also provide services that fulfill the needs of youth sports athletes in Montana. The mission is to promote safety in youth sports across Montana, protect youth sports athletes from injury, and provide education and services to parents, coaches, athletes and other medical professionals to support safety in youth sport. To meet this mission, four different areas of work have been identified: 1) Advocacy through policy development, monitor legislative initiatives/changes and provide support for youth sports organizations/schools, advocate for resources necessary to promote safe field, court, play environments for youth athletes in Montana; 2) Education of key stakeholders such as parents, coaches, youth sports participants, and medical providers on emergency preparedness, concussion management and recognition, and injury prevention strategies through educational workshops, seminars, and resource development; 3) Service by providing athletic training services to youth sports organizations and schools that currently do not have access to an athletic trainer, developing networks of health care professionals to serve youth sports in Montana, conducting CPR and AED training for coaches, parents, athletes and administrators, conducting field based injury screen assessments, and conducting concussion baseline assessments including cognitive, ocular and balance screening; and 4) Research that is essential to accurately assess the unique needs of Montana based youth athletes and athletic organizations/schools to facilitate resource development and implementation of best practices in youth sports safety and to examine compliance with current legislative initiatives and best practice recommendations in order to better inform evolving policies and standards within state and organization sport agencies.

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

A. State the Institute/Center's mission.

Vision of the Montana Youth Sports Safety Institute (MYSSI): Promote safety in sport for all youth athletes in Montana.

The mission of the Montana Youth Sports Safety Institute (MYSSI) is to promote safety in youth sports across Montana, protect youth sports athletes from injury, and to provide education and services to parents, coaches, athletes and other medical professionals to support safety in sport.

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RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

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

The MYSSI fulfills the mission to serve youth sports athletes and their families in the state of Montana in the following areas:

Goal 1: Advocacy: The MYSSI will advocate for safety in sports in the following ways:

- Policy development to promote best practices for safety in youth sports
- Monitor legislative initiatives and provide support for youth sports organizations to comply with laws surrounding youth sports safety
- Advocate for resources necessary to promote safe field, court, play environments for youth athletes in Montana

Goal 2: Education on emergency preparedness, concussion management and recognition, and injury prevention strategies:

- Conduct coaches clinics on emergency preparedness in sports
- Provide medical professionals with continuing education opportunities
- Educate parents on youth sports safety
- Educate athletes to promote best practices in youth sports safety
- Resource development (digital and print resources)

Goal 3: Service

- Provide and expand athletic training services to youth sports organizations and schools who currently do not have access to an athletic trainer or appropriate health care provider
- Develop networks of health care professionals to serve youth sports in Montana
- Conduct free CPR and AED training for coaches, parents, athletes and administrators
- Conduct field based injury screen assessments*
- Conduct concussion baseline assessments including cognitive, ocular and balance screening*

*lab based opportunities will be developed by partnering with institutions across Montana to increase accessibility to these tests and resources

Goal 4: Research

- We will conduct research to accurately assess the unique needs of Montana based youth athletes and athletic organizations to facilitate resource development and implementation of best practices in youth sports safety.

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- Examine compliance with current legislative initiatives and best practice recommendations in the generation of future state and organization specific recommendations that better protect athletes.
- Engage undergraduate and graduate students in research initiatives supporting the mission and vision of the MYSSI.

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

Over 30 million children participate in one or more youth sports each year. Youth sports organizations (YSOs) are typically governed independently and strive to promote physical activity in a safe environment. However, a recent study revealed that most of these national governing bodies fall short on best practices in sports safety policies. The CDC reports that on average nearly 3 million children are treated in the emergency room each year for sport related injuries. While most of these injuries are sprains and strains, the Korey Stringer Institute reported 34 deaths related to youth sports participation from 2010-2014. Ensuring safety policies are in place and implemented can prevent catastrophic injury. While many initiatives are underway within each sports' national governing body, as well as legislative changes occurring at both the national and state level to promote player safety, local youth sports organizations and high schools are often left on their own to determine how to implement these recommendations.

In Montana, it is estimated that over 150 different youth sports organizations exist. Many of these organizations rely heavily on volunteers to ensure the day-to-day operations are maintained which are vital to the success of the organization. With tens of thousands of Montana youth participating in these organizations, the administrative oversight of these programs is burdensome from the perspective of administering sport safety policy. In the past year, the Korey Stringer Institute published a study examining state level implementation of health and safety policies pertaining to preventing sudden death and catastrophic injury in secondary school athletics. They scored and ranked each state on existing policies that focused on schools requiring pre-participation physical exams, AED accessibility, heat acclimation protocols, handling traumatic head injuries, access to appropriate health care, and emergency action planning. The results of their study indicate that Montana ranked 48/51, scoring 33% out of a possible 100% compliance with existing best practices. Since the rankings were released, Montana has fallen in rank to 49/51 while other states are working diligently to improve youth sports safety. Supporting these findings, we examined compliance with the current concussion legislation two years ago. Our findings revealed that only 80% of Montana schools that responded to our survey had a legislatively required (for the state of Montana and MHSAA sanctioned schools) concussion policy in place. We performed a preliminary examination of barriers to implementing these policies and discovered that limited resources within the school system were identified as a key barrier. The MYSSI intends to serve as the "boots on the ground" to examine the needs of these different organizations and to provide necessary support through service, education and research to ensure that they are implementing best practices in youth sports safety.

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

The vision and mission of the MYSSI align synergistically with the HHP department and college mission by creating opportunities for students to actively engage in educational, research and service activities that will directly impact the surrounding communities in Western Montana and across the state. Because of the efficiencies between UM (HHP) and the MYSSI missions, the

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RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

development of the institute is essential to enhance opportunities for undergraduate and graduate student research in our department college, and university, also increasing opportunities for interprofessional education as well as cross-institutional collaboration.

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

The vision and mission of the MYSSI also exhibit synergistic alignment with the University of Montana Strategic Vision of Creating Change Together and supports the mission of the University by engaging citizens of local communities, integrating research and education to serve the needs of Montanans. Currently, there is not an institute in the state of Montana that integrates students with research, service and education to inform policy development and implement best practices in youth sports safety.

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

Funding the MYSSI is a priority through the development and submission of competitive externally funded grants. The MYSSI will provide an immediate avenue to attract additional external funding and collaborators to further establish this as the leading education and research arm of its kind in the state. As the reputation of MYSSI grows in the community and across the region, anticipated growth will yield additional resources in addition to private donors/corporate sponsors. Anticipated increases in research productivity of the MYSSI will evolve strategically through regional, national and international presentations and through peer -reviewed publications of our research findings. Scientific activities of the MYSSI will include study design, data collection, analyses, presentation and publication of research findings. Many of these activities will be carried out by MYSSI staff and partners in collaboration with undergraduate and graduate student researchers, visiting researchers, and research colleagues within the US and abroad. Educational activities will include the continued delivery of coaching, parent, athlete, medical provider seminars and clinics focusing on promoting best practices in youth sports safety and emergency preparedness in youth sports.

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

Valerie Moody PhD, LAT, ATC, CSCS, Professor Department of Health and Human Performance, Program Director Athletic Training- Dr. Moody will serve as the Principal Investigator and Executive Director of the MYSSI. Support personnel and co-collaborators for the MYSSI include two head athletic trainers, Dustin Burton and Paul Capp, from the Missoula community, as well as a graduate student enrolled in the undergraduate and graduate programs within the Department of Health and Human Performance. Essential to this application, there are no internally supported start-up funding requests or financial contingencies that might prevent immediate implementation or ongoing MYSSI program success with collaborating partners. Indeed, initial success is founded on leveraging impactful experiential opportunities with existing graduate and undergraduate research assistants which be hired as the needs arise and as funds from grants and private sources become available.

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

MYSSI involvement will primarily be with the Department of Health and Human Performance, which is one of the largest departments on campus enhancing educational and research opportunities for these students. Collaborative opportunities exist with other academic programs on campus, particularly programs in Biomedical Sciences.

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RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

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

The MYSSI will be housed within the Department of Health and Human Performance (HHP). Dr. Valerie Moody will serve as Executive Director and will report to the Departmental Chairperson of HHP.

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

Working towards the development of the institute, we have worked preemptively with several agencies and will continue to explore further collaboration potential with the following agencies/organizations:

- YMCA- Katie Grutsch
- Missoula Area Youth Hockey Association
- Montana High School Association (MHSA)
- Brain Injury Alliance of Montana
- Safe Kids Coalition
- Secondary school and youth sports athletic trainers
- Montana Athletic Trainers' Association
- Montana Coaches Association
- Korey Stringer Institute- Robert Huggins
- Oregon State University-Dr. Sam Johnson
- Watson Center for Brain Health – Mark Watson (Founder), British Columbia
- Youth Sports Organizations/Schools across Montana
- Montana Officials Association
- Private & Corporate sponsors/donors

B. Identify advisory council information.

Once the MYSSI is approved and established, we will develop an advisory council consisting of external stakeholders and other medical professionals with a vested interest in youth sports safety in Montana. The anticipated advisory council will consist of physicians, youth sports administrators, athletic trainers, and other medical professionals strategically spread geographically throughout the state in order to ensure adequate representation of the needs of our youth sports organizations.

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

While core faculty have performed the foundational work of the MYSSI for several years, this year we applied for funding to support formal expansion of the work to be performed by the MYSSI. As proof of concept for future success, we received a small grant (Foundation for Community Health grant) to facilitate the development of emergency preparedness clinics for coaches, parents and administrators in the Western Montana region. Much of the work we plan to do will be supported through additional future grant funding. The development of the MYSSI will enhance viability in securing external funding. Because the working scope of the MYSSI is dependent upon external grant funding, there are no anticipated costs to the home department or university, nor is lab space required at this time. To advance the work of the MYSSI, time and effort by founders/authors has focused on writing grant submissions to support research initiatives, travel costs, and resource development. As the MYSSI is established, we plan to develop sponsored partnerships (corporate) to facilitate development.

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RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

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.

We are not requesting additional resources or staffing.

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.

All resources required to support the MYSSI's mission will be requested through external funding sources whether it be through grant funding or sponsorships. We have initiated securing funding through a small grant that was awarded this fiscal year to develop emergency preparedness clinics for coaches, parents and administrators to introduce the type of work the MYSSI intends to conduct in local communities. Thus far, with two emergency preparedness clinics completed, the response has been overwhelmingly positive.

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

There are no other programs in the MUS system that focus specifically on emergency preparedness in youth sports and youth sports safety. Moreover, while some MUS-system researchers have conducted significant foundational work in the area of traumatic brain injury and injury risk assessments, none has specifically focused on youth athletes under the age of 18, nor has the focus of prior efforts been to inform state and organizational policy. Regionally, The University of Washington has developed a Health and Sports Safety Institute largely focusing on sport related concussion; nationally, the Korey Stringer Institute exists which is based out of the University of Connecticut. Both of these institutes have similar goals and objectives to improve sports safety and promote best practices at all levels and have been very successful. We have been in communication with the Korey Stringer Institute and have relayed to them our goal to establish the MYSSI. As evidenced by a support letter from KSI (see attachment), established youth sport safety groups have been supportive of the generation of this institute proposal, and indicate an eagerness to collaborate once the MYSSI is formalized.

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

No other programs in the MUS system focus specifically on emergency preparedness in youth sports and youth sports safety. As indicated above, the current program does not duplicate any existing efforts in regard to youth athlete (under the age of 18) safety or formalized educational efforts to inform state and organizational policy. We anticipate that the research currently conducted in these areas will complement the work we will do through the MYSSI and may lead to future collaborations.

B. In cases of substantial duplication, explain the rationale for the proposed Center/Institute.

No duplication exists between this proposal and ongoing work within the MUS or state of Montana.

7. Assessment: How will the success of the center/institute be measured?

Success of the MYSSI will be measured in several ways:

- Grant proposals submitted
- Grants received

Montana Board of Regents

RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

- Number of publications and presentations
- Attendee satisfaction with emergency preparedness clinics
- Number of CPR/AED, emergency preparedness clinics conducted each year
- Number of youth sports organizations assisted each year
- Improved knowledge of coaches, parents, administrators on youth sports safety (assessed before and after each clinic)
- Satisfaction with educational resource development (survey data)
- Number of participating graduate and undergraduate trainees
- Career advancement of graduate/undergraduate through inclusion on refereed publications and experience as research presenters at professional meetings

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 concept proposal for the MYSSI was formally developed Fall 2017. After review and approval by Missoula based athletic trainers, the proposal was brought forward to the Department of Health and Human Performance faculty for review and approval. The proposal was approved in April 2018 by HHP faculty. The intent to plan form was submitted June 2018. The full proposal for Board of Regents for the MYSSI was developed over summer 2018. In the interim, we have notified the Korey Stringer Institute, the Missoula YMCA, Missoula Safe Kids Coalition, the Montana Brain Injury Alliance as well as the Montana High School Association of our intent to move forward with the MYSSI development and have discussed ways in which we could collaborate in the future on research, educational and advocacy issues to promote best practices in youth sports safety in Montana.



Montana University System
INTENT TO PLAN FORM

Program/Center/Institute Title: Montana Youth Sports Safety Institute (MYSSI)

Campus, School/Department: University of Montana, PJW COEHS, HHP

Expected Submission Date: August 2018

Contact Name/Info: Valerie Moody Professor, Program Director Athletic Training

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 Montana Youth Sports Safety Institute (MYSSI) intends to provide a dynamic learning environment for undergraduate and graduate students and provide services that fulfill the needs of youth sports athletes in Montana. The mission will be to promote safety in youth sports across Montana, protect youth sports athletes from injury, and to provide education and services to parents, coaches, athletes and other medical professionals to support safety in sport. To meet the mission of the institute, four different areas of work have been identified: 1) **Advocacy** through policy development, monitor legislative initiatives/changes and provide support for youth sports organizations/schools, advocate for resources necessary to promote safe field, court, play environments for youth athletes in Montana; 2) **Education** of key stakeholders such as parents, coaches, youth sports participants, and medical providers on emergency preparedness, concussion management and recognition, and injury prevention strategies through educational workshops, seminars, and resource development; 3) **Service** by providing athletic training services to youth sports organizations and schools who currently do not have access to an athletic trainer, developing networks of health care professionals to serve youth sports in Montana, conducting CPR and AED training for coaches, parents, athletes and administrators, conducting field based injury screen assessments, and conducting concussion baseline assessments including cognitive, ocular and balance screening; and 4) **Research** to accurately assess the unique needs of Montana based youth athletes and athletic organizations/schools to facilitate resource development and implementation of best practices in youth sports safety and to examine compliance with current legislative initiatives and best practice recommendations so that state and organization specific recommendations can be made.

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

Over 30 million children participate in one or more youth sports each year. Youth sports organizations (YSOs) are typically governed independently and strive to promote physical activity in a safe environment. However, a recent study revealed that most of these national governing bodies fall short on best practices in sports safety policies. The CDC reports that on average nearly 3 million children are treated in the emergency room each year for sport related injuries. While most of these injuries are sprains and strains, the Korey Stringer Institute reported 34 deaths related to youth sports participation from 2010-2014. Ensuring safety policies are in place and

Montana University System INTENT TO PLAN FORM

implemented can prevent catastrophic injury. While many initiatives are underway within each sports' national governing body, as well as legislative changes occurring at both the national and state level to promote player safety, local youth sports organizations and high schools are often left on their own to determine how to implement these recommendations. In Montana, it is estimated that over 150 different youth sports organizations exist. Many of these organizations rely heavily on volunteers to ensure the day-to-day operations are maintained which are vital to the success of the organization. With tens of thousands of Montana youth participating in these organizations, the administrative oversight of these programs can quickly become burdensome. In the past year, the Korey Stringer Institute published a study examining state level implementation of health and safety policies pertaining to preventing sudden death and catastrophic injury in secondary school athletics. They scored each state and ranked them based on existing policies that focused on schools requiring pre-participation physical exams, AED accessibility, heat acclimation protocols, handling traumatic head injuries, access to appropriate health care, and emergency action planning. The results of their study indicate that Montana ranked 48/51, scoring 33% out of a possible 100%. Supporting these findings, we examined compliance with the current concussion legislation two years ago. Our findings revealed that only 80% of Montana schools that responded to our survey had a concussion policy in place as this is a legislative requirement for Montana, as well as MHSA sanctioned schools. We examined barriers to implementing these policies and largely, limited resources were identified as a key barrier. The MYSSI intends to serve as the "boots on the ground" to examine the needs of these different organizations and to provide necessary support through service, education and research to ensure that they are implementing best practices in youth sports safety.

Supporting References 1) Andersen JC, Courson RW, Kleiner DM, McLoda TA. National Athletic Trainers' Association position statement: emergency planning in athletics. *J Athl Train.* 2002;37(1):99-104. 2) Casa DJ, Guskiewicz KM, Anderson SA, Courson RW, Heck JF, Jimenez CC, McDermott BP, Miller MG, Stearns RL, Swartz EE, Walsh KM. National Athletic Trainers' Association position statement: preventing sudden death in sports. *J Athl Train.* 2012;47(1):96-118. 3) Courson R. Preventing sudden death on the athletic field: the emergency action plan. *Curr Sports Med Rep.* 2007;6:93-100. 4) Pagnotta KD, Mazerolle SM, Casa DJ. Exertional heat stroke and emergency issues in high school sports. *J Strength Cond Res.* 2010;24(7):1707-1709. 5) Huggins, RA, et al. The Inter-Association Task Force Document on Emergency Health and Safety: Best-practice recommendations for youth sports leagues. *J Athl Train.* 2017; 52(4): 384-400. 6) Adams, WM. State-level implementation of health and safety policies to prevent sudden death and catastrophic injuries within secondary school athletics. *Ortho J Sp Med.* 2017; 5(9).

- 3) **Describe how the program/center/institute fits with the institutional mission, strategic plan, and existing institutional program array.** We believe the vision and mission of the MYSSI fit perfectly within the University of Montana Strategic Vision of Creating Change Together and supports the mission of the University by engaging citizens of local communities, integrating research and education to serve the needs of Montanans. The MYSSI will provide an immediate avenue to attract additional funding and collaborators to further establish this as the leading education and research arm of its kind in the state. Currently, there is not an institute of this kind in the state that has the ability to integrate students with research, service and education to inform policy development and implement best practices in youth sports safety.

- 4) **Describe how the program/center/institute overlaps, complements, or duplicates existing efforts in the MUS. Describe efforts that will be made to collaborate with similar programs at other institutions. If no efforts will be made, please explain why.**

To our knowledge there are no other programs in the MUS system that focus specifically on emergency preparedness in youth sports and youth sports safety. We are aware that there are some researchers who have done significant

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work in the area of traumatic brain injury and injury risk assessments, particularly on the UM and MSU campus. However, much of the work has not specifically focused on youth athletes under the age of 18, nor has the focus been to inform policy. We anticipate that the research currently conducted in these areas will complement the work we will do through the MYSSI and may lead to some future collaborations.

Signature/Date

College/School Dean:  1/8 Mary Vogt

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:  5/29/18

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.



August 27, 2018

University of Montana Board of Regents,

The following is intended to serve as a letter of support for the development of the Montana Youth Sports Safety Institute (MYSSI). Currently I serve as the President of Research and Athlete Performance and Safety at the University of Connecticut's Korey Stringer Institute. In similar fashion, in 2010 the Korey Stringer Institute opened its doors with the mission of preventing sudden death in sport and physical activity following the tragic death of Korey Stringer, an offensive lineman from the Minnesota Vikings who suffered an exertional heatstroke during a pre-season practice. Since our inception, our institute has grown from an operational budget of \$100,000/yr. to a \$1.2million/yr. and we have fulfilled a need in sport that has saved countless lives. Currently we employ a staff of 12 and have another 40-60 volunteers each semester which is largely comprised of undergraduate students who desire the opportunity to make an impact on society and their communities and gain research experience. It is my understanding that the MYSSI hopes to adopt a similar model. I can tell you from our experience that this is a fantastic model to have on a university campus and I applaud Montana for considering this model and seeing the potential benefits.

In terms of the mission and vision of the MYSSI, currently there is a great need for more organizations like this on a local level. As a national leader in sports safety at the youth and high school levels, one of the major barriers is the implementation and dissemination of this knowledge directly to the coaches, parents, and league administrators. It is my understanding that this will be at the krux of what MYSSI stands for. We completely support the formation of the MYSSI to assist the state of Montana with the dissemination of knowledge surrounding youth sport safety. The attention to safety given to youth sports leagues across this country is severely lacking and education and advocacy is the best place to start. At KSI we have made it our mission to continue to assist and collaborate with institutes such as this and we are so proud of Montana for being one of the first states to identify this gap and take action.

Please do not hesitate to reach out to me if there is any other information that may supplement MYSSI's plan.

Warm Regards,

Robert A. Huggins, PhD, LAT, ATC

Assistant Research Professor

President of Research and Athlete Performance and Safety

Korey Stringer Institute, University of Connecticut, Storrs, CT 06269

860-486-6711; Robert.huggins@uconn.edu



Gifts to support The Korey Stringer Institute may be made through the UConn Foundation, Inc. a tax-exempt 501(c)(3) corporation dedicated exclusively to benefit the University, and are deductible for federal incomes tax purposes to the extent allowable by law. All gifts will be used to benefit The Korey Stringer Institute and its mission.

March 7-9, 2019

ITEM 182-1014-R0319

Request for Authorization to establish a Center for Population Health Research

THAT

The University of Montana requests authorization from the Montana Board of Regents to establish a Center for Population Health Research.

EXPLANATION

The Center for Population Health mission is to support state-of-the-art approaches for identifying, modifying and testing intervention strategies applicable to the health of children residing in rural communities.

ATTACHMENTS

Academic Proposal Request Form
Research Center and Institute Proposal Form
Intent to Plan

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-1014-R0319 Submission Month or Meeting: March 7-9, 2019

Institution: University of Montana-Missoula CIP Code: 51.2201

Program/Center/Institute Title: Center for Population Health Research

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*

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ACADEMIC PROPOSAL REQUEST FORM

X **B. Level II:**

- _____ 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 2. **Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 3. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- X _____ 4. **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)
- _____ 5. **Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What

The University of Montana Requests authorization to establish a Center for Population Health Research.

Why

Montana is the most rural state in the West region, according to the proportion of total population residing in rural communities. It is well understood that rural populations, especially rural children, suffer disproportionately from several chronic diseases and risk factors that adversely impact quality of life. Resources and studies targeting rural health have primarily focused on addressing problems of access to healthcare services and healthcare professionals. Access to care is unquestionably important, but improving overall health and reducing risks among rural children requires a more comprehensive understanding of how prevention strategies can be developed for, adapted to, and tested in rural communities. Our overall goal is to build a sustainable Center for Population Health Research (CPHR). The CPHR will support state-of-the-art approaches for identifying, modifying and testing intervention strategies applicable to the health of children residing in rural communities, adhering to the social, ecological, environmental, behavioral and resource contexts that are both understudied and distinct from urban health contexts.

Resources

The Centers of Biomedical Research Excellence (COBRE) is funded through the National Institutes of Health, National Institute of General Medical Sciences (NIGMS). If funded, the COBRE award will provide \$1.5 million direct cost for the first year, \$7.5 million direct cost over five years. Including indirect costs, the total funded amount over five years would be \$10.78 million. After five years, the CPHR would be eligible to apply for a Phase II award to support five additional years. All CPHR investigators will be supported in applying for extramural research grants, thereby creating a sustainable source of funding to support the CPHR mission and the associated academic programs.

Relationship to similar MUS programs

There are other centers oriented toward rural health research but do not overlap in scope with this proposal.

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Research Centers and Institutes differ from one another in focus, scope, and staffing, but each contributes in unique ways to the common goals of expanding knowledge, generating new discoveries and/or having a positive impact on society through informing policy and systemic change. Communities of researchers and staff in Research Centers and Institutes provide a stimulating environment that encourages early researchers and challenges experienced researchers. Research Centers and Institutes also contribute to the education and training of the researchers of the future by serving as learning environments for students. Interdisciplinary collaboration is promoted by Research Centers and Institutes both within the Institution and among MUS Institutions. Research Centers and Institutes do not provide didactic coursework, confer academic degrees or academic certificates or require accreditation by external accrediting bodies. Research Centers and Institutes frequently provide a portal for obtaining external funding in response to federal and/or state research priorities. As such, apparent duplication of mission between MUS research centers and institutes is not generally problematic as with academic programs due to the different sources of funding.

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

Center for Population Health Research

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

A. State the Institute/Center's mission.

Our overall mission is to support state-of-the-art approaches for identifying, modifying and testing intervention strategies applicable to the health of children residing in rural communities.

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

The overall goals is to build a sustainable Center for Population Health Research (CPHR). We will achieve this by accomplishing the following specific aims:

Aim 1. Support, develop and expand a critical mass of researchers in Montana addressing rural children's health issues.

Aim 2. Establish research cores that provide Center investigators with state-of-the-art technical tools and outreach and knowledge translation support to expand opportunities for effective rural-oriented research.

Aim 3. Create a sustainable Center-based culture that fosters multidisciplinary success around prevention research through mentoring, collaborative exchange and support for scholarly productivity and achievement.

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

Montana is the most rural state in the West region, according to the proportion of total population residing in rural communities. It is well understood that rural populations, especially rural children, suffer disproportionately from several chronic diseases and risk factors that adversely impact quality of life. Resources and studies targeting rural health have primarily focused on addressing problems of access to healthcare services and healthcare professionals. Access to care is unquestionably important, but

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improving overall health and reducing risks among rural children requires a more comprehensive understanding of how prevention strategies can be developed for, adapted to, and tested in rural communities. Our overall goal is to build a sustainable Center for Population Health Research (CPHR). The CPHR will support state-of-the-art approaches for identifying, modifying and testing intervention strategies applicable to the health of children residing in rural communities, adhering to the social, ecological, environmental, behavioral and resource contexts that are both understudied and distinct from urban health contexts.

Several key barriers limit the potential for developing a center focused on prevention research that improves rural children's health, and the CPR is specifically designed to address these barriers. First, the data sources and modeling approaches for characterizing and understanding health are primarily developed within and for urban area applications. These resources and strategies would be relevant for rural application, but require adaptations that account for factors distinct from urban settings, including sparsely distributed populations, place-specific environmental and occupational exposures and unique social support structures among other characteristics. To address this gap, the CPHR's Data and Modeling (DM) Core will support MUS researchers in capture and management of sensitive health data, rural-informed biostatistical and mathematical modeling approaches and high performance computational resources. Second, translating knowledge of scientific findings to stakeholders in a way that informs intervention projects and policy requires thoughtful strategies, researcher training and support from the policy and health economics disciplines. The CPHR Outreach Core will provide the multi-disciplinary resources to facilitate dissemination of research to stakeholders, receipt of stakeholder input to inform next research steps and translation of findings within relevant policy and health economic frameworks. Third, researchers engaged in prevention research at rural academic institutions are often diffusely distributed across multiple colleges, departments and disciplines without the well-resourced centering framework that can be found in many academic medical centers. The CPHR will provide the administrative structure, resources and sense of place to develop a center culture that will enable collaborative, multi-disciplinary and eventually synergistic research to thrive. Lastly, a sustainable center requires a critical mass of scientifically competitive investigators. The CPHR will develop the competitiveness of three promising young investigators as project leaders and attract additional new investigators to the CPHR by supporting rural health pilot projects.

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

The CPHR provides a platform for faculty research and graduate student training for several departments and colleges at UM, particularly those units affiliated with the University of Montana Health and Medicine (UMHM) initiative. Although our research theme is oriented around health of rural children, we anticipate that the research support cores established through the Center can be leveraged by any researcher engaging in population health research. For example, our current projects will be supported by the Data and Modeling Core through capture of pediatric electronic health records from a variety of health care providers. Once this model is established, the Core will be able to expand to electronic health records for other patient populations per the needs of other UMHM faculty and student researchers.

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

The following reflects on the CPHR relationship to the University of Montana refreshed Mission and Key Strategies for Distinction (President Bodnar, May 2018).

Mission. CPHR contributes to the UM Mission of 'provide a high-quality and accessible education at a world-class research university.' CPHR will advance the mission of supporting '...learners prepared to

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build and sustain communities.’ Specifically, the Center is oriented towards translating research findings to support community partners in the implementation of sustainable public health interventions and policy. The multidisciplinary nature of CPHR also provides a rich platform for ‘...conversations that question and expand the frontiers of knowledge to tackle the world’s most complex challenges.’

UM Communities of Excellence. As a public health oriented center, CPHR contributes to the missions of the campus programs devoted to Health & Human Development. For the Justice, Policy & Public Service Community, CPHR draws upon outreach, policy and health economics expertise from several academic programs.

Appreciation for People and Place. CPHR addresses rural children’s health and is thus closely oriented to ‘our Rocky Mountain West setting and our vibrant Missoula community.’ CPHR outreach core will disseminate ‘...visible research and creative scholarship that benefit our region.’ CPHR will also play an essential role in advancing ‘...strong public-private partnerships.’ CPHR’s Data and Modeling Core is developing important collaborations with healthcare providers and other stakeholders to meet community health goals.

3. Briefly describe the Institute/Center’s anticipated activities.

Activities include support of three research projects led by junior faculty and three support cores. Project titles and activities of the three support cores are described below.

Project titles:

- Wildfire impacts on pre-, peri-, and post-natal outcomes in a rural state
- Mathematical modeling of factors that influence children's respiratory health
- Bridging the rural-urban disparity: human papillomavirus vaccine uptake in Montana

Administrative Core: The Administrative Core will 1) provide executive leadership and coordination for the Center, 2) oversee mentorship and professional development of Center investigators, 3) provide resources for graduate student training and promote Center growth and 4) sustainability through marketing of resources and recruitment of new MUS investigators.

Data and Modeling Core (DMC): The DMC provides a centralized resource for 1) state-of-the-art data acquisition and management, 2) biostatistics and modeling expertise, and 3) high performance computational resources.

The Outreach Core: The Outreach Core provides a centralized resource for 1) providing a platform for researchers to engage with communities including the formation of an Community Advisory Board, 2) identifying emerging needs for rural children’s health, 3) vetting future CPR projects from the stakeholder perspective, and 4) assisting researchers to become active participants in how their data are disseminated, interpreted and adapted toward policy and impact.

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

The Center includes a multidisciplinary team with faculty representing several colleges and departments. As part of the Administrative Core functions the Center will expand these collaborative partnerships to include faculty in other departments and other MUS campuses that share an interest in improving rural children’s health.

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The Center founding faculty and their affiliations are indicated in the table below.

Faculty	Department/Unit	College
Curtis Noonan	SPCHS	CHPBS
Tony Ward	SPCHS	CHPBS
Paul Smith	SPCHS	CHPBS
Erin Semmens	SPCHS	CHPBS
Erin Landguth	SPCHS	CHPBS
Sophia Newcomer	SPCHS	CHPBS
Kimber McKay	Anthropology/SPCHS	CHS/CHPBS
Jacqueline Brown	Psychology	CHS
Chris Fiore	Psychology	CHS
Jon Graham	Mathematical Sciences	CHS
Leonid Kalachev	Mathematical Sciences	CHS
Katrina Mullen	Economics	CHS
Sara Rinfret	Public Administration	Law

CHS = College of Humanities and Sciences; CHPBS = College of Health Professions and Biomedical Sciences; Law = Alexander Blewett III School of Law; SPCHS = School of Public and Community Health Sciences.

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

As indicated above several departments will be initially involved in the CPHR, including the School of Public and Community Health Sciences, Anthropology, Economics, Psychology, Mathematical Sciences and Public Administration. All research projects will support graduate research students in a variety of programs.

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

Dr. Curtis Noonan, Professor in the School of Public and Community Health Sciences, will be the Director of the Center for Population Health Research (CPHR) with support from Dr. Tony Ward, CPHR Deputy Director, and Dr. Paul Smith, CPHR Medical Director. The Center will report to the University of Montana (UM) Vice President for Research and Scholarly Activity and to the Director of the UM Health and Medicine (UMHM) initiative.

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

- St. Patrick’s Hospital
- Providence Health Network
- Community Medical Center
- Billings Clinic
- Partnership Health Center
- Missoula Fire Sciences Lab, U.S. Forest Service
- Institute for Disease Modeling
- Montana State University

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- University of Washington
- Columbia University
- University of California, Los Angeles
- University of Virginia
- Montana Department of Health and Human Services
- Shodair Children’s Hospital
- Headwaters Health Foundation

B. Identify advisory council information.

The Center will form a Scientific External Advisory Committee composed of experienced leaders in the fields most closely related to the research topics and research support cores functions.

The Outreach Core has also identified an initial Community Advisory Board (CAB) to advise on some of this core’s functions. The current members of the CAB are indicated in the table below.

CAB Member	Position/Experience	Relevance to CPHR
Laura Williamson	State Epidemiologist, Montana Dept of Public Health and Human Services	State health priorities; access to state medical records and vital statistics databases
Jeffrey Folsom	President, Folsom Strategies, Director of Policy and Special Projects: Center for Children Families and Workforce Development (Univ MT)	Expert in policy development in Montana; can guide CPR researchers on policy implications of research
Denise Juneau	Former State Superintendent, Office of Public Instruction (2009-2017)	Will provide guidance on school-based research programs and policy
Richard Opper	Former Director, Montana Dept of Public Health and Human Services (2013-2016); Former Director, Montana Dept of Environmental Quality (2005-2012)	Will provide guidance on federal / state / local children focused health programs and policy
Brenda Solorzano	CEO, Headwaters Health Foundation	Foundation dedicated to improving the health and wellness of all Western Montanans, priority health rankings to guide researchers
Abdallah F. Elias, MD	Medical Director, Shodair Children’s Hospital	Montana's premier provider of psychiatric treatment for children and adolescents.

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

The Centers of Biomedical Research Excellence (COBRE) is funded through the National Institutes of Health, National Institute of General Medical Sciences (NIGMS). If funded, the COBRE award will provide \$1.5 million direct cost for the first year, \$7.5 million direct cost over five years. Including indirect costs, the total funded amount over five years would be \$10.78 million. After five years, the CPHR would be eligible to apply for a Phase II award to support five additional years. All CPHR investigators will be

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supported in applying for extramural research grants, thereby creating a sustainable source of funding to support the CPHR mission and the associated academic programs.

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 other faculty or resources are requested.

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 other resources are requested.

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.

Two academic-based centers in Montana are oriented toward rural health research, but do not overlap in scope with our proposed CPHR. The UM Rural Institute for Inclusive Communities (RIIC) is funded through the U.S. Administration for Community Living and is committed to creating better lives for rural people with disabilities (<http://ruralinstitute.umt.edu/>). The RIIC will serve as an important resource for future CPHR investigators planning to work within some of the rural communities in which RIIC is already engaged. Montana State University (MSU), hosts a COBRE Phase I Center for American Indian and Rural Health Equity (CAIRHE). CAIRHE supports community-based participatory research projects, primarily with Montana's American Indian communities (<http://www.montana.edu/cairhe/projects/index.html>). Neither community-based participatory research nor research with Montana's American Indian communities is a focus of CPHR activities. However, if future CPHR researchers work within these areas, they would benefit from the expertise offered through CAIRHE. In a similar fashion we anticipate that the resources and expertise offered through CPHR's research support cores will be leveraged by some CAIRHE researchers. To increase its critical mass of investigators and collaborative opportunities CPHR will expand its reach to other MUS campuses. The Montana INBRE program will assist in identifying future researchers and partners across MUS.

There are few federally-funded research centers focused on rural health, and none in the West region that focus on prevention research for rural children's health. Among the currently funded Federal Office of Rural Health Policy (FORHP) research centers only one lies in the 13 state West region. This University of Washington center includes Montana as part of its Washington, Wyoming, Alaska, Montana, Idaho (WWAMI) Rural Health Research Center, but the center focuses primarily on issues related to the rural healthcare workforce with no current projects on children's health. Just outside the West region, the neighboring states of North and South Dakota have federally-funded centers targeting rural health. The University of North Dakota hosts the FORHP Rural Health Research Gateway that serves as a clearinghouse for research findings of the Rural Health Research Centers. South Dakota's Sanford Research hosts a COBRE-funded the Center for Health Outcomes and Population Research (CHOPR) focused on community-based research in rural, primarily American Indian, populations.

The MUS is a key partner on two NIGMS-supported Clinical and Translational Research (CTR) centers. The CTR Infrastructure Network (CTR-IN) is a consortium of 13 mountain west institutions. The American Indian/Alaska Native CTR (AIANCTR) is a consortium of 7 institutions in Montana and Alaska. Each of

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these CTR programs allocate substantial resources to supporting pilot projects. The CPHR leadership team have leadership roles on these CTR center, and our direct involvement with these programs will help in identifying future CPHR researchers that require additional support beyond their CTR project to achieve independent status. The CTR programs also offer a conduit for promoting our CPHR mission and core resources.

B. In cases of substantial duplication, explain the rationale for the proposed Center/Institute.

Not applicable.

7. Assessment: How will the success of the center/institute be measured?

The initial indicator of success for the Center will be receipt of a COBRE Phase I award. When funded, the key programmatic milestone will be success by junior faculty project leads in obtaining extramural research project grant (RPG) funding. As project leads 'graduate' from COBRE project support, new project leads will be recruited to the Center.

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.

Only one COBRE Phase I application is allowable per institution per year. The University of Montana Office of the Vice President for Research and Creative Scholarship released an internal request for COBRE Phase I proposals, and this Center was chosen to move forward with a full application.

The following documents/approvals have been completed or are in progress:

- a. One-paragraph description of the program was submitted to the Office of the Provost and added to the Academic Program Planning List for UM.
- b. Intent to Plan form was signed by Dean's, Vice President of Research and Provost and reviewed by all of the Chief Academic Officers in the MUS.
- c. Full proposal and all required forms were submitted to the Office of the Provost.
- d. The Provost and the Faculty Senate will provide a written rationale for a recommendation of approval or disapproval to the President.
- e. The President considers all recommendations and provides a written explanation of the decision to each reviewer and the University community.
- f. Upon approval, the proposal will be sent to the Board of Regents for final authorization.

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Program/Center/Institute Title: Center for Population Health Research (CPHR)

Campus, School/Department: UM Missoula, School of Public and Community Health Sciences Expected Submission Date: Sep 2018

Contact Name/Info: Curtis Noonan, curtis.noonan@umontana.edu, 406-243-4957

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.

This is a research center submitted for funding to NIH as a Phase I Center of Biomedical Research Excellence. Our overall goal is to build a sustainable Center for Population Health Research (CPHR). CPHR will support state-of-the-art approaches for identifying, modifying and testing intervention strategies applicable to the health of children residing in rural communities. We will achieve this goal by (a) supporting a critical mass of Montana researchers to address rural children's health issues; and (b) establishing research support cores that provide Center investigators with state-of-the-art technical tools and outreach and knowledge translation support to expand opportunities for effective rural-oriented research.

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

The proposed Center includes faculty from multiple disciplines, but the research and training outputs are most directly oriented towards public health. Today, the public health sector is in dire need of highly-qualified public health professionals. For example, the Association of Schools of Public Health recently predicted a shortage of 250,000 professionals by 2020, equating to about one-third of the existing public health workforce in the US. In Montana, we are seeing similar trends. Over 50% of the lead local public health officials in Montana are planning to retire within 10 years, and 25% of local health department top executives are 60 years of age and older (MT DPHHS 2012; NACCHO 2013). SPCHS faculty recently co-authored the recent "Montana Public Health Workforce Development Plan," identifying public health workforce needs and strategies for coordination of training and education events (DPHHS, 2018). Through the proposed activities conducted by staff and faculty of this Center, we will not only address the needs identified in the Workforce Development Plan, but we will also proactively address important intervention strategies applicable to the health of children residing in rural Montana communities. The Center projects also support Ph.D. students from several academic programs, including public health, mathematical sciences and psychology.

Montana University System
INTENT TO PLAN FORM

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

Mission. CPHR contributes to the UM Mission of ‘provide a high-quality and accessible education at a world-class research university.’ CPHR will advance the mission of supporting ‘...learners prepared to build and sustain communities.’ Specifically, the Center is oriented towards translating research findings to support community partners in the implementation of sustainable public health interventions and policy. The multidisciplinary nature of CPHR also provides a rich platform for ‘...conversations that question and expand the frontiers of knowledge to tackle the world’s most complex challenges.’

UM Communities of Excellence. As a public health oriented center, CPHR contributes to the missions of the campus programs devoted to Health & Human Development. For the Justice, Policy & Public Service Community, CPHR draws upon outreach, policy and health economics expertise from several academic programs.

Appreciation for People and Place. CPHR addresses rural children’s health and is thus closely oriented to ‘our Rocky Mountain West setting and our vibrant Missoula community.’ CPHR outreach core will disseminate ‘...visible research and creative scholarship that benefit our region.’ CPHR will also play an essential role in advancing ‘...strong public-private partnerships.’ CPHR’s Data and Modeling Core is developing important collaborations with healthcare providers and other stakeholders to meet community health goals.

4) Describe how the program/center/institute overlaps, complements, or duplicates existing efforts in the MUS. Describe efforts that will be made to collaborate with similar programs at other institutions. If no efforts will be made, please explain why.

Two academic-based centers in Montana are oriented toward rural health research, but do not overlap in scope with our proposed CPHR. The UM Rural Institute for Inclusive Communities (RIIC) is funded through the U.S. Administration for Community Living and is committed to creating better lives for rural people with disabilities (<http://ruralinstitute.umd.edu/>). The RIIC will serve as an important resource for future CPHR investigators planning to work within some of the rural communities in which RIIC is already engaged. Montana State University (MSU), hosts a CoBRE Phase I Center for American Indian and Rural Health Equity (CAIRHE). CAIRHE supports community-based participatory research projects, primarily with Montana’s American Indian communities (<http://www.montana.edu/cairhe/projects/index.html>). Neither community-based participatory research nor research with Montana’s American Indian communities is a focus of CPHR activities. However, if future CPHR researchers work within these areas, they would benefit from the expertise offered through CAIRHE. In a similar fashion we anticipate that the resources and expertise offered through CPHR’s research support cores will be leveraged by some CAIRHE researchers. To increase its critical mass of investigators and collaborative opportunities CPHR will expand its reach to other MUS campuses. The Montana INBRE program will assist in identifying future researchers and partners across MUS.

Montana University System
INTENT TO PLAN FORM

Signature/Date

College/School Dean: DocuSigned by:
Reed Humphrey
79ACC42A42E7413... 9/10/2018

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*: DocuSigned by:
Jon Harbor
3065018F28384DA... 9/10/2018

Flagship President*: DocuSigned by:
Sara Bodnar
11072018F28384DA... 9/12/2018

*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.

March 7-9, 2019

ITEM 182-1015-R0319

Request for Authorization to retitle the Rural Institute

THAT

The University of Montana requests authorization from the Montana Board of Regents to retitle the Rural Institute: A Center for Excellence in Developmental Disabilities to the Rural Institute: A Center for Excellence on Disabilities

EXPLANATION

The term “developmental disabilities” refers to disabilities that have their genesis in the first 22 years of life. In our 40-year history we have worked with people who live with a variety of disabilities across the lifespan, including those who acquire disability in their adult and aging years (e.g., brain injury, mobility impairment due to accident, vision/hearing loss due to age, and so on). We seek to clarify our role as a Center for Excellence on Disabilities, consistent with many of the other centers in our 67-center network nationwide.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-1015-R0319 Submission Month or Meeting: March 7-9, 2019

Institution: University of Montana-Missoula CIP Code: _____

Program/Center/Institute Title: Rural Institute: A Center for Excellence on Disabilities

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

X **B. Level II:**

- _____ 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 2. **Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 3. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- _____ 4. **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 _____ 5. **Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What

Retitle the University of Montana-Missoula Rural Institute: A Center for Excellence in Developmental Disabilities to the Rural Institute: A Center for Excellence on Disabilities

Why

The term “developmental disabilities” refers to disabilities that have their genesis in the first 22 years of life. In our 40-year history we have worked with people who live with a variety of disabilities across the lifespan, including those who acquire disability in their adult and aging years (e.g., brain injury, mobility impairment due to accident, vision/hearing loss due to age, and so on). We seek to clarify our role as a Center for Excellence on Disabilities, consistent with many of the other centers in our 67-center network nationwide. Maintaining the term “developmental” in our title may impose unnecessary limits with funding agencies that support disability-related education, research and service initiatives for adult populations. “Center for Excellence on Disabilities” is more accurate to our mission and experience. Replacing “in” with “on” improves the grammatical structure of the title. The center has gained international stature as the “The Rural Institute.” We use the shortened name due to its strong brand identity. We continually seek to balance this brand with the full approved name. The revised name and shortened name provide opportunities to insert various qualifiers such as, “...inclusive communities,” “...disability and inclusion,” “...on disabilities.” These qualifiers enable the center to tailor its expertise to specific audiences and issues of interest to students, faculty, research partners and potential external funders while acknowledging the concepts in the official name with greater efficiency.

Resources

This change will not require resources. Changes to printed and electronic materials will be made as needed.

Relationship to similar MUS programs

NA

March 7-9, 2019

ITEM 182-1016-R0319

Request for Authorization to terminate the Institute for Educational Research and Service

THAT

The University of Montana requests authorization from the Montana Board of Regents to terminate the Institute for Educational Research and Service.

EXPLANATION

Over the past five years, the Institute for Educational Research and Service has experienced a decline in the number of funded projects. Programs under the Institute have closed and some that were formerly housed within the Institute now operate successfully as independent centers.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 182-1016-R0319 Submission Month or Meeting: March 7-9, 2019

Institution: University of Montana-Missoula CIP Code: _____

Program/Center/Institute Title: Institute for Educational Research and Service Termination

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

X **B. Level II:**

- _____ 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 2. **Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 3. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- X _____ 4. **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)
- _____ 5. **Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What

Termination of the Institute for Educational Research and Service.

Why

The Institute for Educational Research and Service (IERS) is a program of the PJW College of Education and Human Sciences. Over the past five years, IERS has experienced a decline in the number of funded projects. The National Native Children's Trauma Center and the Montana Safe Schools Center were formerly housed within the Institute and now operate successfully as independent centers. Other programs under the Institute have closed, such as the Co-Teach preschool, which had been a cornerstone of the Institute's outreach to the community. Since the retirement of the IERS director in 2016, the function of the center has been solely administrative and maintained just one employee until their retirement in 2018. There is an increase in collaboration among faculty members across disciplines who preferred to serve as principal investigators of their own projects.

Resources

No resources are required. Grant development and support will be provided for college faculty through the revision of an existing position.

Relationship to similar MUS programs

NA