

## ACADEMIC ITEM APPROVAL MEMORANDUM

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Compiled here are academic item memoranda containing items approved since the September 2020 Board of Regents Meeting. This memorandum from September contains items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. The items before you have been approved and are now being shared with you for your notification.

- September 2020 Academic Item Memorandum

## ACADEMIC ITEMS MEMORANDUM

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**DATE:** October 5, 2020

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

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

**RE:** September 2020 Academic Items

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Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in September 2020. These proposals include items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. These Level I items are being sent to you for your review. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, raise them at the Chief Academic Officer's conference call on October 28<sup>th</sup>, 2020. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, October 30<sup>th</sup>. You will be notified of approved proposals by November 3<sup>rd</sup>. The Board of Regents will be notified of the approved proposals at the November meeting of the Board.

### **LEVEL I ITEMS:**

#### **1. OCHE Approvals**

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

- Request for authorization to withdraw the A.A.S. in Respiratory Care from moratorium and offer the program via blended delivery. Request to re-title the A.A.S. in Respiratory Care to A.A.S. in Respiratory Therapy.  
[Item #2901-L10920](#)

### **LEVEL II ITEMS:**

##### **Helena College University of Montana:**

- Request for authorization to establish a CAS and AS in Fire and Emergency Services  
[Item #191-1904-LII1120](#) | [Curriculum Form](#) | [Fiscal Form](#) | [Request To Plan](#)

Montana Board of Regents  
ACADEMIC PROPOSAL REQUEST FORM

SEPTEMBER 2020

ITEM 2901-L10920

**Notification of withdrawal of the A.A.S. in Respiratory Care from moratorium and of offering the program via a blended modality. Request for authorization to re-title the A.A.S. in Respiratory Care to A.A.S. in Respiratory Therapy.**

Institution: **Great Falls College MSU**

CIP Code: **51.0908**

Program/Center/Institute Title: **Respiratory Care**

Includes (please specify below): Face-to-face Offering: \_\_\_\_\_ Online Offering: \_\_\_\_\_ Blended Offering:  X

Options: \_\_\_\_\_

**Proposal Summary [360 words maximum]**

**What:** Bring the Respiratory Care program out of moratorium and modify delivery to allow remote delivery of didactic content while utilizing local Montana healthcare facilities to administer labs and clinical training under the supervision of program faculty. Funding approval has been received from OCHE to create the OneMSU Workforce Consortium, a partnership among Great Falls College MSU, City College at MSU Billings and Gallatin College MSU Bozeman, with Respiratory Therapy as the first shared program to be offered remotely.

GFCMSU also requests authorization to **re-title the program** from Respiratory Care to Respiratory Therapy. It is common practice for educational programs for the Respiratory Care profession to be titled as either "Respiratory Care Program" or "Respiratory Therapy Program." GFC MSU has decided to use the latter to represent the program and be more commensurate with current trends in the profession.

**Why:** Respiratory Care was placed into moratorium in January 2020 due to a decrease in enrollment and local demand. As evidenced by a recent needs analysis as well as the current and future demand spike caused by the Covid-19 pandemic, the present and future need for more respiratory therapists in Montana has been demonstrated. The OneMSU Workforce Consortium is proposing a remote, shared Respiratory Therapy program to serve health care providers in Great Falls, Billings and Bozeman starting fall 2021. This will allow the program to be more readily available to students across the MSU region.

**Resources:** No additional GFC MSU faculty will be required. The salary for the first three years of the Director of Clinical Education is being sought as outlined in the attached Business Plan.

**ATTACHMENTS**

Respiratory Therapy Business Plan

Please mark the appropriate type of request and submit with 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>.

Montana Board of Regents  
ACADEMIC PROPOSAL REQUEST FORM

         **A. Level I:**

**Campus Approvals**

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

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

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

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

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

**OCHE Approvals**

  X   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*

         **B. Level II:**

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

         2. **Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request 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 Request to Plan, except when eliminating or consolidating)

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



**GREAT FALLS  
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MONTANA STATE  
UNIVERSITY



## Respiratory Therapy Business Plan

### Overview

Great Falls College MSU, City College, and Gallatin College MSU are proposing a remote, shared Respiratory Therapy program to serve the health care providers in Great Falls, Billings, and Bozeman starting fall semester 2021. The program is part of a newly created Seamless OneMSU Allied Health Partnership to serve the North Central, Eastern, and South Western regions of the state.

Higher education institutions across the Montana University System are creating shared programming and offering of high cost programs in which one community may not have enough registered students or there may not be enough employment opportunities in any one location to be financially viable.

By offering the lectures using remote technologies and partnering with local health care providers to host clinical and lab education, the MUS is able to meet employer needs and attract students (your future employees) from a broader reach across the state.

Currently, there is a model in place with the Surgical Technology program offered by Great Falls College MSU and delivered in Billings and Bozeman.

### Program Information

The Respiratory Therapy program is a two-year, (72<sup>-73</sup> credit) AAS degree program and is accredited through the Commission on Accreditation for Respiratory Care (CoARC).

Great Falls College MSU has been offering the Respiratory Therapy for 39 years in a traditional on-campus format. Within the last several years, enrollment decreased; thus, not being financially viable to continue. However, by offering the program in the remote delivery model such as Surgical Technology, the program will be more readily available to students across the MSU region.

Each college will provide pre-requisite courses, student recruitment and advising, and remote technologies for students to access lectures. Secure remote testing will be offered by Great Falls College MSU as well as remote tutoring. Each of the colleges will provide library and research materials.

Great Falls College MSU will pay for the Program Director/faculty position, provide the remote lectures and video recordings of demonstrations, secure remote testing, and tutoring, and will pay for the travel expenses of both the Program Director and Director of Clinical Education. The campuses will develop and execute an aggressive and coordinated marketing plan in 20-21 to inform and attract students to the program.

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**Program Financials**

**Financial Impact**

Year	Program	FTE	Program Capacity	Percent of Capacity	REVENUE				EXPENSES*			Net Impact	Financial Impact Per FTE
					State Funding	Tuition & Mand Fees	Program Fees	Grant & Equip Funding	Unrestricted	Designated & Restricted	Grant & Equip		
2020	Respiratory Therapy	10.2	30	34%	\$ 89,172.00	\$ 34,963.07	\$ 1,176.00	\$ 35,828.00	\$ 232,105.00	\$ 447.00	\$ 35,828.00	\$ (107,240.93)	\$ (10,482.98)
	Respiratory Therapy	22.0	30	73%	\$ 158,342.01	\$ 75,189.40	\$ 3,500.00		\$ 230,000.00	\$ 3,500.00		\$ 3,531.41	\$ 160.52

**FY20 Expenditures**

<b>321551 Respiratory Therapy</b>	
<b>Description</b>	<b>FY20 Actuals</b>
Salaries/Other Comp	\$168,510.04
Benefits	54,914.30
Travel	839.32
Operations	7,841.31
<b>Totals</b>	<b>\$232,104.97</b>

**Request for Support**

The colleges are seeking financial commitment for the next three years from four healthcare facilities to share the cost of and provide:

1. The Director of Clinical Education - \$95,000. (Includes salary, benefits, stipend, and required summer contract. It is forecasted to take three years to bring program enrollment up to a self-sustaining state.)
2. Hospital Based Clinical Coordinator - Department employee release hours will vary for each institution based on department setup and should be estimated to be 8-16 hours/week. Students will have three hours of lab/week. The site coordinator will need time to supervise and direct the lab exercises as well as prep, setup, and teardown. All lab exercises are managed by the DCE so each site will have a consistent curriculum and the site coordinator will not have to "create" any new content or activities. They will simply help the students with the assigned labs and send the competency completions to the DCE for assessment and record keeping.
3. Space in which to hold labs and clinicals.
4. Release time for a department therapist to work as site coordinator working with the Director of Clinical Education to manage clinical and laboratory requirements.

Montana Board of Regents  
ACADEMIC PROPOSAL REQUEST FORM

November/2020

ITEM 191-1904-LII 1120

**ITEM TITLE: Request for authorization to establish a CAS and AS in Fire and Emergency Services**

Institution: Helena College University of Montana

CIP Code: 43.0203

Program/Center/Institute Title: CAS in Fire and Emergency Services and AS in Fire and Emergency Services

Includes (please specify below): Face-to-face Offering: X Online Offering: \_\_\_\_\_ Blended Offering: X

Options: Helena College – additional instructional sites in Livingston and Frenchtown.

**Proposal Summary [360 words maximum]**

Helena College has offered an Associate of Applied Science degree in Fire Rescue Technology for many years, but the program has been suffering from declining enrollment as well as low retention and high cost per completion. As a result, we paused enrollment of new students to do a thorough assessment of the program. Information gathered in meetings with our local and regional fire and emergency services providers,-as well as a comprehensive review of labor market data, and interviews with recent program graduates led us to request the substantial changes to this program.

This is a bit of an uncommon combination of stackable credentials; however, we feel these truly meet the needs of the industry and prepare students for future employment with opportunities for mobility and growth within their profession.

This program will include both a Certificate of Applied Science which will lead into an Associate of Science degree. The reason for this uncommon pairing is to provide the level of technical education required for immediate employment within the fire and emergency services field; but also allows students to complete requirements of the associate of science which will give them the needed coursework to work into a bachelors and potentially master's degree as they advance in their careers. This industry is very much moving in this direction, and very often requires these higher-level degree for career advancement.

In addition to earning two separate college credentials through this program, students will also earn multiple industry recognized certifications through IFSAC and Pro Board which are necessary for employment in the fire and emergency services industry.

In summary, we are requesting an Associate of Science in Fire and Emergency Services degree which requires 67-69 credits. This is above the norm, but we do so to ensure students receive the necessary fire science training through classroom, lab instruction and work-based learning required for this field. The work-based learning component will serve to assist the local fire departments in strengthening the workforce and provide community support while at the same time benefitting the college in allowing us to reduce cost of the program.

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**ACADEMIC PROPOSAL REQUEST FORM**

**What:** Helena College is requesting a CAS and AS in Fire and Emergency Services

**Why:** This is in response to listening sessions with students and industry as well as an effort to increase enrollment, retention, and completion in this program while decreasing overall cost per student.

**Resources:** Minimal resources will be needed as this program is already in place with equipment and faculty and administrative duties have been taken on by the Executive Direction of Career and Technical Education and her Administrative Associate.

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**ATTACHMENTS**

**Curriculum Proposal Form**

**Fiscal Analysis Form**

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       **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. Per email instructions from Joe Thiel on Sept. 17. Adding Frenchtown Fire Dept.**

  X  

**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)

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



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**B. Level II:**

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

**Note:** This program will be offered synchronously at Livingston and Frenchtown residency fire programs.

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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]*

This request is for a CAS in Fire and Emergency Services and an AS in Emergency Services (stackable credentials). These programs will replace the existing two-year AAS in Fire and Rescue currently being offered at Helena College. Academic requirements necessary for the core, and hands-on requirements needed to meet industry standards will be combined in this curriculum. Work-based learning will be a required component of this degree. Revising this program will result in students obtaining national certifications and training for employment while being more prepared for the workforce and future educational opportunities. The addition of the work-based learning credits does increase the total number of credits to higher than usual for a typical Associate of Science Degree; however, we feel this is a critical component to student success and employer satisfaction upon hiring.

- 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 Helena College is to be a comprehensive two-year college that provides access to and support of high quality lifelong educational opportunities for our diverse community. This program serves that mission well in that we are offering both a certificate of applied science and an associate of science in the same discipline. It is the hope that this program will be able to be offered statewide in even the most rural communities in partnership with local fire industry support. This is a true testament of a partnership between education and industry to serve both the students and the community. By offering the AS in Fire and Emergency Services we are creating a pathway and providing access for students to continue to higher education which is required for promotion in the Fire Service. Students will graduate from this program with both educational credentials as well as multiple industry recognized certifications. This program is meeting all five of the Helena College strategic goals and many of sub-goals.

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

Helena College has offered an AAS degree in Fire and Rescue for many years. Over the past decade this program has experienced declining enrolment and completion as well as a high cost per student ratio. Through careful program assessment, review of department of labor data, focus groups with recent graduates, and conversation with local industry as well as conversation with other MUS institutions, Helena College felt this was the best option for this program. Intensive curriculum review and revision was done to ensure alignment with national standards and the accrediting bodies (IFSAC and Pro Board) to provide students with all of the necessary industry curriculum but also the General Education Core so that students can then move on to obtain higher level credentials.

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

Program Description CAS- The Certificate of Applied Science in Fire and Emergency Services Program is designed to prepare students with basic entry-level skills into the fire and emergency services profession. In one year of training, students will receive the academic requirements as well as industry recognized certifications which will allow them to be workforce ready. This degree will also serve as a stackable credential for the Associate of Science degree in Fire and Emergency Services.

Program Description AS - The Associate of Science in Fire and Emergency Services Program is designed to prepare students for the fire and emergency service industry through intense academic training and

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industry preparedness. Students in this program will graduate with either an Associate of Science degree in Fire and Emergency Services which concentrates on professional certifications in alignment with the U.S. Fire Administration’s Federal Fire and Emergency Services Higher Education (FESHE) curriculum as well as the attainment of general education curriculum which will allow students to transfer to a bachelor program. These students will be well-trained and academically prepared to enter and advanced career with fire and emergency service agencies in Montana as well as nationwide.

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

Certificate of Applied Science	Credits
Credits in required courses offered by the department offering the program	21
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	30
<b>Associate of Science</b>	
Credits in required courses offered by the department offering the program	34
Credits in required courses offered by other departments	34
Credits in institutional general education curriculum	34
Credits of free electives	2
Total credits required to complete the program	68

- 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 CAS program students will be able to:

- 1) Demonstrate professional conduct by displaying a positive work ethic, flexibility, teamwork, physical fitness, safety consciousness, and sensitivity to diversity.
- 2) Demonstrate basic fire fighter skills in the areas of structural firefighting, wildland firefighting, hazardous materials and emergency response.
- 3) Effectively communicate and interact in the workplace as well as in the community.
- 4) Be prepared to sit for the Fire Fighter 1 exam.

Upon Completion of the AS program students will be able to:

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- 1) Demonstrate professional conduct by displaying a positive work ethic, flexibility, teamwork, physical fitness, safety consciousness, and sensitivity to diversity.
- 2) Demonstrate basic fire fighter skills in the areas of structural firefighting, wildland firefighting, hazardous materials and emergency response.
- 3) Demonstrate basic knowledge of fire protection services, fire prevention, and advanced rescue techniques.
- 4) Effectively communicate and interact in the workplace as well as in the community.

Be prepared to sit for the Fire Fighter 2 exam.

**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 Fire and Rescue program has been a long-standing program at Helena College. There are currently only two colleges in Montana, Helena College and City College, that provide fire service training, and there is a high demand for this occupation and associated occupations. The Fire and Rescue Advisory Board for Helena College has expressed concern regarding the amount of fire and rescue personnel that are retiring and the lack of replacement staff. They have also expressed that the fire and rescue workers are becoming more and more needed as all-hazard emergency responders; not just responding to fire emergencies but all emergencies. According to the Department of Labor Statistics there are currently 840 jobs for firefighters and 210 jobs for the first line supervisors of firefighting in Montana. The average wage for a career firefighter in Montana is \$51,880 and for a supervisor it is \$67,740. Nationally there are over 300,000 job openings in this occupation. (see Department of Labor data provided below ([https://www.bls.gov/oes/current/oes\\_mt.htm#31-0000](https://www.bls.gov/oes/current/oes_mt.htm#31-0000)))

Occupation code	Occupation title (click on the occupation title to view its profile)	Level	Employment	Employment RSE	Employment per 1,000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
33-2011	<a href="#">Firefighters</a>	detail	840	12.6%	1.799	0.81	\$25.27	\$24.94	\$51,880	4.4%
33-1021	<a href="#">First-Line Supervisors of Firefighting and Prevention Workers</a>	detail	210	16.1%	0.456	0.96	\$33.96	\$32.57	\$67,740	2.0%

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**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
City College	AS	Fire Science

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]

City College also offers an AS in Fire Science but these two programs have existed within the system for many years. As noted above, this is a high demand occupation and with only two programs in the state there is opportunity for both institutions to have adequate enrollment. In having conversations with City College they are actually excited to partner in this effort and align curriculum and offer this program statewide in even the most rural areas.

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]

Helena College is currently exploring a potential 2 +2 or 2 +3 articulation with University of Montana to the Bachelor of Science in Public and Community Health 2) City College who also currently has an Associate of Science in Fire Science is excited to partner with Helena College to align both of these programs as well as to support development of articulations. MSUB offers an online BAS option with differing concentration areas including Health Administration and Business. Although this is normally articulated to an AAS Degree, in conversation it was suggested that this could be an additional option for these students 3) MSU Billings also offers as online BSLS degree which would also be an excellent alternative for these students and this articulation has also been discussed. If the intent to plan is approved, we will move forward with designing articulation agreements in these areas as we feel this would provide excellent transfer options for students who attain their Associate of Science in Fire and Emergency Services.

**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]

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

Fall Headcount Enrollment					Graduates				
AY_21__	AY_22__	AY_23__	AY_24__	AY_25__	AY_21__	AY_22__	AY_23__	AY24__	AY25__
35	55	70	70	70	>21 with CAS	≥ 21 with CAS and >18 with AS	≥ 21 with CAS and >18 with AS	≥ 21 with CAS and >18 with AS	

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

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Due to the fact that this program is currently being offered in three locations, Helena, Missoula, and Livingston, with expected enrollment of 5 students in Livingston, 10-15 in Missoula and 10-15 in Helena for the first year, we are planning for 35 students. The hope is to expand in these locations and then promote the program statewide with the collaboration of local fire departments. A reasonable number for a cohort is 10-15 students based on instructor/student ratio and ability to provide internship/work-based learning experiences for students in each location. The projected numbers above reflect only the three locations but could be much larger based on community support.

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

The initial capacity for the program will be 25-35 students (see above for student numbers in each location).

- 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 this program will be measured by the following criteria:

- After one year at least 70% of the students will complete and graduate earning a CAS in Fire and Emergency Services. The hope is that all students will go on to the second year of the program but some will choose to go directly to work.
- At least 87% of students will continue into the second year that will be viewed as a success and these students will have the same completion rate as mentioned above.
- At least 80% of students will pass their national certifications for fire service employment.
- 90% of students will be employed within 1 year of graduation.

- 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]*

Assessment at Helena College is an ongoing process and a requirement for NWCCU. Helena College has an assessment database where faculty map student outcomes to program outcomes which are then mapped to institutional level outcomes and goals. This assessment happens for each course and each learning outcome. Annual program plans are made and assessed each year and we also have a mid-cycle and five-year program review. Our Director of Institutional Research and Effectiveness compiles all data and reports back on each program on a yearly basis.

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

Direct measures of student learning assessments will include course assessments (assignments, tests, practical exams, etc.) Indirect measures will include course evaluations, advisory board feedback, retention and completion data, placement data, student performance on national exams, and student satisfaction survey data.

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

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As part of Helena College's commitment to continuous quality improvement, and using data to make informed decisions, we have a specific committee (IDEA Committee) dedicated to collecting and reviewing all assessment data. We also use data from national surveys such as SENSE and CCSSE to ensure student engagement and success. Assessment data will also be gathered informally at bi-annual advisory board meetings to ensure that our local and regional industry partners are pleased with the employees they are hiring as graduates from our program. This data is compiled and reviewed by the IDEA committee and then communicated to each program. Each program must then create an annual plan which reviews data from the prior year and includes goal setting for the upcoming year. Mid-cycle and five year reviews are also done to thoroughly review the efficacy and success of each program.

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

Helena College's current Fire and Rescue program is accredited by IFSAC International Fire Service Accreditation Congress. We have informed the IFSAC Board of our programming changes and are working with them to maintain and continue our accreditation through this transition.

**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]*

This program has existed at Helena College for many years and therefore we already have a majority of the physical resources necessary. The program is moving from the Donaldson Campus to the Trades Campus (into the previous carpentry shop) which will require some minor construction and the purchase of minimal equipment. There is already classroom and office space available at the airport campus for the students and faculty. The program also already has the majority of the necessary equipment including a working fire engine, turnout gear, safety rigging etc. There will be no impact on existing programs other than this move will free up space on the Donaldson campus to potentially expand student space/programming.

- 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]*

Construction cost to renovate the construction lab to be a workable space for the fire program will include modifying the current garage door (\$3800), replacing the existing lighting with LED lighting (\$1400) and installing an exhaust system for the diesel fumes from the fire engine (\$4500). Lockers for student fire gear will also need to be purchased and will be mounted to the walls (\$6000). Due to the fact that this is a total of less than \$15,000, Helena College has identified current funding sources so no additional funding will have to be requested.

**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

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

The Executive Director of Career and Technical Education will be responsible for all administrative tasks associated with this program including the IFSAC accreditation requirements. There is also already an existing full-time faculty for this program and minimal support will also be needed from adjunct faculty that are already in place and budgeted for as this is a continuation of the previous programming. There will be no increase of personnel for this program and in fact, with the collaboration with industry and the work-based learning requirement as a part of this program, personnel costs will actually be greatly decreased and result in approximately a \$30,000 savings.

- 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 personnel will be required; therefore there will be no cost.

**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 the existing library at the Donaldson Campus as well as the satellite library on the Airport Campus will be adequate to provide support to these students as well as distance students who will also have access to all Helena College library databases.

- 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]*

Yes, due to the fact that this has been an existing program that is only changing from an AAS to an AS there will be no additional burden to student services or to the current student body.

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

Due to the fact that this has been an existing program at Helena College there will be no significant implications regarding the financial situation of the college. Helena College also has data from the previous AAS program that shows that historically this program resulted in net income/revenue for the college.



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<b>Fire and Rescue 2014-2019</b>			
<b>Program Review Data Summary</b>			
<b>Fiscal and Physical Resources</b>			
Data Definition: Instructional costs include program personnel and operating expenses	FY15	FY16	FY17
A. Program Expenditure/FTE PI	\$4,145	\$6,496	\$7,490
B. Average HC Program Expenditure/FTE	\$4,919	\$5,146	\$6,827
C. Program Expenditure/Completion	\$11,469	\$27,354	\$18,413
D. Average HC Program Expenditure/Completion	\$17,959	\$13,493	\$16,601
E. Student Program Fees-Fund Balance	\$11,170	\$7,230	\$8,448
F. Student Program Fees-Fund Expenditures	\$22,999	\$6,315	\$20,411
G. Total Program Expense	\$172,030	\$164,123	\$220,952
H. Total Program Revenue	\$347,812	\$236,334	\$274,498
I. Program Revenue/FTE	\$8,281.24	\$9,089.77	\$9,149.93

- 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	89,950	134,160	134,160
Expenses	10,180	11,180	12,180
Net Income/Deficit (revenues-expenses)	79,410	123,130	122,130

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

As mentioned above the only expenses associated with this program will be minor cost for construction to remodel the old construction lab to turn it into the fire lab.

- 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

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- 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.

The courses in the proposed program have been revised and may require an increase to existing fees which will be done in the spring. There have also been many courses that have been removed from the program so these fees will no longer be required. Proposed fees will be approximately \$545 for the first year courses and \$150 for the second year courses. These fees will be primarily to cover costs of testing for industry recognized certifications and minimal program costs for consumables and maintenance of equipment.

- 14.** Complete the fiscal analysis form. – See Attached

Signature/Date

**College or School Dean:**

**Chief Academic Officer:**

**Chief Executive Officer:**

**Flagship Provost\*:**

**Flagship President\*:**

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

\*Not applicable to the Community Colleges.

Montana Board of Regents  
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Appendix A – Proposed New Curriculum

Fire and Emergency Services	Name of Course	Fire Credits	Gen Ed Credits	Total Credits
<b>First Semester</b>				
Fire 101	Principles of Emergency Services- Firefighter I	4		4
Fire 102	Principles of Fire and Emergency Services- Firefighter I (industry credential)	4		4
M121	College Algebra		3	3
BIOH 104 or BIOH 201	Intro to Human Biology or A&P 1 ( <b>required elective for AS but not required for CAS</b> )		4	4
FIRE 298	Fire Service Internship ( <b>required</b> )	2		2
<b>Total Credits</b>				<b>17</b>
<b>Second Semester</b>				
FIRE 110	Hazardous Materials/Rename Hazardous Materials Chemistry (industry credential)	2		2
FIRE 106	Wildland Fire Fighting (industry credential)	3		3
FIRE 131	Fire Apparatus and Hydraulics (industry credential)	4		4
COMX 115	Introduction to Interpersonal Communication (required)		3	3
WRIT 101	College Writing (required)		3	3
FIRE 298	Fire Service Internship ( <b>required</b> )	2		2
<b>Total Credits</b>				<b>17</b>
<b>CAS Fire and Emergency Serv./Total Credits</b>				<b>30</b>

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**CURRICULUM PROPOSAL FORM**

<b>Third Semester</b>				
FIRE 234	Fire Protection Services	2		2
FIRE 270	Fire Prevention	2		2
BIOM 250 or BIOH 211	Microbiology for Health Sciences or A&P II (required)		4	4
PSYX 100	Intro to Psychology (required)		3	3
NASX 105	Native American Studies (D) (required)		3	3
FIRE 298	Fire Service Internship ( <b>optional</b> )			<b>2</b>
SPNS 101 or Humanities Elective	Elementary Spanish I (recommended)		4	4
<b>Total Credits</b>				<b>18/20</b>
<b>Fourth Semester</b>				
Fire 242	Rescue/ New Name- Fire Fighter II (industry credential)	5		5
Fire 261	Building Construction for the Fire Service	2		2
PSYX 240	Abnormal Psychology (required)		3	3
SPNS 102 or Humanities elective	Elementary Spanish II (recommended)		4	4
FIRE 288	Capstone ( <b>required</b> )	2		2
<b>Total Credits</b>				<b>16</b>
		34	34	
<b>Total Credits AS</b>				<b>68/70</b>

**Academic Degree Program Proposal - Fiscal Analysis Form**

**CAMPUS:** Helena College  
**AWARD LEVEL:** AAS  
**PROGRAM NAME:** Fire and  
 Emergency Services  
**PROGRAM CODE:**

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
<b>ENROLLMENT PROJECTIONS</b>					
<b>Headcount</b>					
annual unduplicated headcount of students with declared major or minor within the program	26	39	39	39	39
<b>Credit Hours</b>					
annual avg. credits hours earned per student in program related curriculum	68	68	68	68	68
<b>Student FTE</b>					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	73.66666667	110.5	110.5	110.5	110.5
<b>Completions</b>					
Annual number of program completers	25	32	32	32	32

<b>REVENUE</b>					
Tuition Revenue (net of waivers)	\$89,440	\$134,160	\$134,160	\$134,160	\$134,160
Institutional Support	\$0	\$0	\$0	\$0	\$0
Other Outside Funds (grants, gifts, etc.)	\$0	\$0	\$0	\$0	\$0
Program Tuition/Fees	\$150	\$150	\$150	\$150	\$150
<b>Total Revenue</b>	<b>\$89,590</b>	<b>\$134,310</b>	<b>\$134,310</b>	<b>\$134,310</b>	<b>\$134,310</b>
<b>Total Revenue per Student FTE</b>	<b>\$1,216</b>	<b>\$1,215</b>	<b>\$1,215</b>	<b>\$1,215</b>	<b>\$1,215</b>

<b>EXPENDITURES</b>						
Tenure Track Faculty	FTE	1.0	1.0	1.0	1.0	1.0
	Salary + Benefits	\$67,087	\$69,099	\$71,171	\$73,306	\$75,505
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE					
	Salary + Benefits	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Graduate Teaching Assistants	FTE					
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Staff	FTE					
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
<b>Total Faculty &amp; Staff</b>	FTE					
	Salary + Benefits					
Operations (supplies, travel, rent, etc)		\$10,180	\$11,180	\$12,180	\$13,180	\$14,180
Start-up Expenses (OTO)			\$0	\$0	\$0	\$0
<b>Total Expenses</b>		<b>\$10,180</b>	<b>\$11,180</b>	<b>\$12,180</b>	<b>\$13,180</b>	<b>\$14,180</b>
<b>Student FTE to Faculty (TT + NTT) Ratio</b>		<b>73.7</b>	<b>110.5</b>	<b>110.5</b>	<b>110.5</b>	<b>110.5</b>
<b>Net Income/Deficit (Revenue - Expenses)</b>		<b>\$79,410</b>	<b>\$123,130</b>	<b>\$122,130</b>	<b>\$121,130</b>	<b>\$120,130</b>

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

Represents the second year of a combined certification/AS program. Unduplicated revenue.

**Academic Degree Program Proposal - Fiscal Analysis Form**

**CAMPUS:** Helena College  
**AWARD LEVEL:** CAS  
**PROGRAM NAME:** Fire and  
 Emergency Services  
**PROGRAM CODE:**

<b>ENROLLMENT PROJECTIONS</b>	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
<b>Headcount</b>					
annual unduplicated headcount of students with declared major or minor within the program	30	45	45	45	45
<b>Credit Hours</b>					
annual avg. credits hours earned per student in program related curriculum	21	21	21	21	21
<b>Student FTE</b>					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	26.25	39.375	39.375	39.375	39.375
<b>Completions</b>					
Annual number of program completers	25	32	32	32	32

<b>REVENUE</b>					
Tuition Revenue (net of waivers)	\$85,240	\$109,107	\$109,107	\$109,107	\$109,107
Institutional Support	\$0	\$0	\$0	\$0	\$0
Other Outside Funds (grants, gifts, etc.)	\$0	\$0	\$0	\$0	\$0
Program Tuition/Fees	\$545	\$545	\$545	\$545	\$545
<b>Total Revenue</b>	<b>\$85,785</b>	<b>\$109,652</b>	<b>\$109,652</b>	<b>\$109,652</b>	<b>\$109,652</b>
<b>Total Revenue per Student FTE</b>	<b>\$3,268</b>	<b>\$2,785</b>	<b>\$2,785</b>	<b>\$2,785</b>	<b>\$2,785</b>

<b>EXPENDITURES</b>					
Tenure Track Faculty	FTE	1.0	1.0	1.0	1.0
	Salary + Benefits	\$67,087	\$69,099	\$71,171	\$73,306
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE				
	Salary + Benefits	\$30,000	\$30,000	\$30,000	\$30,000
Graduate Teaching Assistants	FTE				
	Salary + Benefits	\$0	\$0	\$0	\$0
Staff	FTE				
	Salary + Benefits	\$0	\$0	\$0	\$0
<b>Total Faculty &amp; Staff</b>	FTE				
	Salary + Benefits				

Operations (supplies, travel, rent, etc)	\$10,180	\$11,180	\$12,180	\$13,180	\$14,180
Start-up Expenses (OTO)	\$12,000	\$0	\$0	\$0	\$0
<b>Total Expenses</b>	<b>\$22,180</b>	<b>\$11,180</b>	<b>\$12,180</b>	<b>\$13,180</b>	<b>\$14,180</b>

<b>Student FTE to Faculty (TT + NTT) Ratio</b>	<b>26.3</b>	<b>39.4</b>	<b>39.4</b>	<b>39.4</b>	<b>39.4</b>
<b>Net Income/Deficit (Revenue - Expenses)</b>	<b>\$63,605</b>	<b>\$98,472</b>	<b>\$97,472</b>	<b>\$96,472</b>	<b>\$95,472</b>

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

Represents the first year of a combined certificate/AS year program
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**Montana University System**  
**REQUEST TO PLAN FORM**

**ITEM 190-1903-R-0920\_RTP**

**Meeting Date: 09/2020**

**Item Name:** Request for authorization to plan a Certificate of Applied Science in Fire & Emergency Services and an Associate of Science (A.S.) in Emergency Services

Program/Center/Institute  
Title:

**Helena College University of Montana**

Planned 6-digit CIP code: 43.0203

Campus,  
School/Department:

**Trades**

Expected Final Submission Date:

Contact Name/Info:

**Sandra Bauman, Dean CEO/Tammy Burke, Executive Director of Career and Technical Education**

This form is meant to increase communication, collaboration, and problem-solving opportunities throughout the MUS in the program/center/institute development process. The completed form should not be more than 2-3 pages. For more information regarding the program/center/institute approval process, please visit <http://mus.edu/che/arsa/academicproposals.asp>.

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

Helena College currently offers an Associated of Applied Science Degree in Fire and Rescue. Due to advisory board/industry feedback, and program review/assessment from AY 18-19 revealing a trend in decreasing enrollment and high cost per completion, this program was placed on hold to determine the future direction of the program. Focused meetings with the local and regional fire service, review of department of labor statistics and market research, and student feedback from recent graduates working in the field; the following determinations were made 1) the program currently is not requiring students have work-based learning while in the program 2) students are not consistently earning industry recognized credentials needed for employment 3) students are not earning any transfer credits for advanced degrees 4) the Fire and Emergency Services Industry has evolved into a more professional and selective organization requiring job applicants to have not only the required certifications and skills, but also the emotional intelligence and critical thinking skills necessary to succeed in this very public facing career. This industry also values higher level credentials (bachelor's and master's degrees) for promotion within the industry.

In response to the above findings and employment data indicating the continued demand for skilled workers in this industry, it was determined that the best course of action to successfully move the program forward would be to change the degree from an Associate of Applied Science in Fire and Rescue to an Associate of Science Degree in Fire and Emergency Services. Academic requirements necessary for the core, and the academic courses and hands-on requirements needed to meet industry standards will be combined in this curriculum. Work-based learning will also be a required component (6 credits over three semesters) of this degree. As a result of this curriculum revision, students will not only obtain the preferred national certifications and have necessary training for employment; but will also be more prepared for the workforce and future educational opportunities. The addition of the work-based learning credits does increase the total number of credits to higher than usual for a typical Associate of Science Degree; however, we feel this is a critical component to student success and employer satisfaction upon hiring.

In order to accommodate the needs of a diverse population of students, and for those not interested in the Associate of Science Degree, Helena College will offer alternative pathways in the way of varying credentials including a Certificate of Technical



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Studies in Emergency Medical Services (all courses would be transferable to paramedic/paramedicine), and a Certificate of Applied Science in Fire and Emergency Services (this is a stackable credential with the AS degree). Each alternative pathway will result in at least one industry recognized credential necessary for employment in that field.

Below is the proposed curriculum outline identifying courses included in the CTS, CAS, and AS Degrees

Program AS Fire and Emergency Services		
Name of Course		Credits
<b>First Semester</b>		
Fire 101	Intro to Fire Service	4
Fire 102	Intro to Fire Service II	4
MI21	College Algebra - online	3
BIOH 104 or BIOH 201	Intro to Human Biology or A&P 1	4
FIRE 298	Fire Service Internship ( <b>required</b> )	2
Total Credits		17
<b>Second Semester</b>		
FIRE 110	Hazardous Materials (industry credential)	2
FIRE 106	Wildland Fire Fighting	3
FIRE 131	Fire Apparatus and Hydraulics (industry credential)	4
COMX 115	Introduction to Interpersonal Communication	3
WRIT 101	College Writing	3
FIRE 298	Fire Service Internship ( <b>required</b> )	2
Total Credits		17
CAS Fire and Emergency Serv./Total Credits	Certification for FF1 (industry credential)	34
<b>Third Semester</b>		
FIRE XXX	**New Course Intro To Fire Bureau	4
BIOM 250 or BIOH 211	Microbiology for Health Sciences or A&P II	4
PSYX 100	Intro to Psychology	3
NASX 105	Native American Studies (D)	3
FIRE 298	Fire Service Internship ( <b>optional</b> )	2
SPNS 101 or Humanities Elective	Elementary Spanish I (recommended)	4
Total Credits		16/18
<b>Fourth Semester</b>		
Fire 242	Rescue	6
Fire 261	Building Construction for the Fire Service	2
PSYX 240	Abnormal Psychology	3
SPNS 102 or Humanities elective	Elementary Spanish II (recommended)	4
FIRE 288	Capstone ( <b>required</b> )	2
Total Credits		17
Total Credits AS	Certification for FF2 (industry credential)	67/69
<b>CTS- Emergency Medical Services</b>		
ECP 131	EMT with clinical	7
AHMS 144	Medical Terminology - Online	3
ECP 206 or ECP 200	EMS Case Studies- Online	4
ECP 200	Transition to Paramedic Care-Online	3
Total Credits CTS		17

**Montana University System**  
**REQUEST TO PLAN FORM**

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

The Fire and Rescue program has been a long-standing program at Helena College. There are currently only two colleges in Montana, Helena College and City College, that provide fire service training and a high demand for this occupation. The Fire and Rescue Advisory Board for Helena College has expressed concern regarding the amount of fire and rescue personnel that are retiring and the lack of replacement staff. They have also expressed that the fire and rescue workers are becoming more and more needed as all-hazard emergency responders; not just responding to fire emergencies but all emergencies. According to the Department of Labor Statistics there are currently 840 jobs for firefighters and 210 jobs for first line supervisors of firefighting in Montana. The average wage for a career firefighter in Montana is \$51,880 and for a supervisor it is \$67,740. Nationally there are over 300,000 job openings in this occupation. (see data tables provided below ([https://www.bls.gov/oes/current/oes\\_mt.htm#31-0000](https://www.bls.gov/oes/current/oes_mt.htm#31-0000)))

Occupation code	Occupation title (click on the occupation title to view its profile)	Level	Employment	Employment RSE	Employment per 1,000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
33-2011	<a href="#">Firefighters</a>	detail	840	12.6%	1.799	0.81	\$25.27	\$24.94	\$51,880	4.4%
33-1021	<a href="#">First-Line Supervisors of Firefighting and Prevention Workers</a>	detail	210	16.1%	0.456	0.96	\$33.96	\$32.57	\$67,740	2.0%

**National estimates for this occupation: [Top](#)**

Employment estimate and mean wage estimates for this occupation:

Employment <a href="#">(1)</a>	Employment RSE <a href="#">(3)</a>	Mean hourly wage	Mean annual wage <a href="#">(2)</a>	Wage RSE <a href="#">(3)</a>
324,620	0.9 %	\$26.27	\$54,650	1.0 %

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Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$12.29	\$16.57	\$24.45	\$33.19	\$44.24
Annual Wage <a href="#">(2)</a>	\$25,550	\$34,470	\$50,850	\$69,040	\$92,020

**2) Describe any significant new resources (financial, staff, facility, new curricula) needed to launch and sustain the program/center/institute.**

Fire and Rescue has been an existing program at Helena College. Previously, this program employed a Director and a large number of adjuncts. The Director responsibilities are now being handled by the Executive Director of Career and Technical Education, and a full-time faculty position has been hired. This results in a great deal of savings in regard to cost per student for this program. Helena College also has most of the necessary equipment which is very costly; therefore, there will be minimal new resources required. Our goal is to relocate this program from the Donaldson Campus to the Airport Campus to maximize utilization of unused space at the Airport Campus and free up area at the Donaldson Campus for potential expansion of student activities on that campus. This will also require minimal remodeling costs to make the existing Airport Campus space usable for the fire program.

**3) Describe any efforts or opportunities you have identified for collaboration either within the institution or between MUS institutions (i.e. articulation, course-sharing, research collaboration).**

We have currently explored multiple potential transfer opportunities with other institutions as follows: 1) Helena College is currently exploring a potential 2 +2 or 2 +3 articulation with University of Montana to the Bachelor of Science in Public and Community Health 2) City College who also currently has an Associate of Science in Fire Science offering is excited to partner with Helena College to align both of these programs as well as to support development of articulations. MSUB offers an online BAS option with differing concentration areas including Health Administration and Business. Although this is normally articulated to an AAS Degree, in conversation it was suggested that this could be an additional option for these students 3) MSU Billings also offers as online BSLS degree which would also be an excellent alternative for these students and this articulation has also been discussed. If the intent to plan is approved, we will move forward with designing articulation agreements in these areas as we feel this would provide excellent transfer options for students who attain their Associate of Science in Fire and Emergency Services.

**4) Describe how the program/center/institute fits with the institutional mission, strategic plan, existing institutional program array, and academic priorities as described in the most recent Academic Priorities and Planning Statement.**

The mission of Helena College is to provide access to and support of high-quality lifelong education for our diverse community. This program has the potential to be offered statewide in even rural areas. We are currently offering this

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program in Helena, Missoula, and Livingston. With industry support and updated technology, we feel that we can continue to make this program accessible to students in even the most rural areas. By changing this program to an Associate of Science Degree with a potential online articulation for a Bachelor's degree, we are serving our community and the statewide fire service by providing them a skilled and highly educated workforce. The rigor of this program will continue to be of the highest standard to ensure student success in obtaining industry recognized credentials and employment.

In alignment with the strategic plan of Helena College this degree meets all of the strategic goals of the college in that it promotes student success and achievement by leading directly to immediate employment but also provides additional educational options that can be achieved while the student is employed. In working with the fire service across the state of Montana we will build relationships and community to connect our students to future employment and strengthen Montana's workforce. Lastly, Helena College will always strive to ensure equity and inclusion for all programs and all students. In an industry like Fire Service that has struggled with a lack of diversity, Helena College has and will continue to promote and support all students that desire a career in the fire service.

**Montana University System**  
**REQUEST TO PLAN – OCHE ANALYSIS**

**ITEM 190-1903-R0920**

**ITEM NAME:** Certificate of Applied Science in Fire & Emergency Services an A.S. in Fire & Emergency Services

**OCHE ANALYSIS**

There is a high projected demand for professionals in fire and rescue jobs at both the national and state levels. Of the top 20 professions in this area on O\*NET, more than half are listed in their highest job growth category. According to Montana DLI, for all jobs in this area, there is projected job growth between 2020-2028.

Labor market outlook	Firefighter		Paramedic	
	Montana	Nation	Montana	Nation
Current Employment	743	332,400	756	262,100
Annual Openings	57	25,000	57	19,900
Median Wage	\$52,550	\$50,850	\$29,340	\$35,400

SOURCE: O\*NET & Montana Department of Labor and Industry

Fire Science A.S. at City College MSU Billings  
 Paramedic A.A.S. at City College MSU Billings  
 Paramedic A.A.S. at Flathead Valley Community College  
 Paramedic A.A.S. at Great Falls College - MSU

Related programs / centers / institutes	Fire Science / Protection Associate Degrees 2016-2018		
	2018	2017	2016
Helena College	8	12	6
City College	4	7	5

<b>Budget Impact</b>	<b>X</b>	<b>LOW</b> • Only incidental costs	<b>MEDIUM</b>	<b>HIGH</b> • substantial commitment of resources relative to institutional budget

**CAO discussion and follow-up**  
 CAOs and OCHE lauded Helena College for their process in revising this credential. The stackable career pathway they propose should help students to leverage these credits and credentials towards a bachelors degree, which is more and more the preferred credential in this field.

**ARSA/BOR comment and direction for Level II proposal**