

REQUEST TO PLAN MEMORANDUM

DATE: August 11, 2021

TO: Chief Academic Officers, Montana University System

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

RE: September 2021 Request to Plan Proposals

The campuses of the Montana University System have proposed new academic programs or changes under the Request to Plan process authorized by the Montana Board of Regents. The 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 on Wednesday, August 25th. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, August 27th. If no concerns are received, OCHE will assume that the proposals have your approval.

Requests to Plan

Montana State University Billings:

- Request to plan a Center for Teaching and Learning
[Item #196-2701-R0921](#)
- Request to plan a Certificate of Applied Science in Industrial Maintenance
[Item #196-2702-R0921](#)

Montana State University Bozeman:

- Request to plan a midwifery option in the Doctor of Nursing Practice program
[Item #196-2011-R0921](#)

Great Falls College Montana State University:

- Request to plan an Associate of Arts emphasis in Substance Abuse and Addiction
[Item #196-2901-R0921](#)

The University of Montana Missoula:

- Request to plan a B.S. in Environmental Earth Sciences
[Item #196-1001-R0921](#)
- Request to plan a B.F.A. in Sound Design & Technology
[Item #196-1002-R0921](#)
- Request to plan a Bachelor of Music in Sound Design & Technology
[Item #196-1003-R0921](#)
- Request to plan to eliminate the Geography Department
[Item #196-1005-R0921](#)
- Request to plan an Environmental Humanities Minor
[Item #196-1006-R0921](#)
- Request to plan an Environmental Philosophy Option in the Philosophy B.A.
[Item #196-1007-R0921](#)
- Request to plan a Philosophy and Law Option in the Philosophy B.A.
[Item #196-1008-R0921](#)

REQUEST TO PLAN MEMORANDUM

- Request to plan an Environmental Public Health Journalism option in the Environmental Science and Natural Resource Journalism M.A.
[Item #196-1009-R0921](#)
- Request to plan a Pre-Dance Therapy Option in the Dance B.A.
[Item #196-1010-R0921](#)
- Request to plan a transitional Doctor of Occupational Therapy (tOTD)
[Item #196-1011-R0921](#)

Helena College University of Montana:

- Request to plan an Associate of Applied Science in Cosmetology
[Item #196-1901-R0921](#)
- Request to plan a Certificate of Applied Science in Avionics
[Item #196-1902-R0921](#)

Montana University System
REQUEST TO PLAN FORM

ITEM 196-2701-R0921**Meeting Date: September 2021****Item Name:**Program/Center/Institute
Title:**Center for Teaching and Learning**Planned 6-digit CIP code: **N/A**Campus, School/Department: **MSU Billings and City College**Expected Final Submission Date: **November 2021**

Contact Name/Info: **Dr. Susan Balter-Reitz, susan.balterreitz@msubillings.edu 406-657-2214**
Dr. Heather Thompson-Bahm, heather.thompson14@msubillings.edu 406-247-3065
Dr. Joy Honea, jhonea@msubillings.edu 406-657-2996

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>.

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

The Center for Teaching and Learning will be affiliated with Montana State University Billings and City College. With a focus toward pedagogical development, curriculum development, and support for faculty across their professional responsibilities, the CTL will foster innovation in teaching, research and creative activities, and service and create collaborative efforts across multiple colleges and departments. Through this effort, the CTL will provide mentor/mentee relationships, which encourage the exploration of teaching practices, with inclusive learning environments that allow for open conversations (including the difficult ones when necessary). The CTL will cultivate a mindset towards teaching that is innovative, inclusive and diverse. Faculty across disciplines, colleges, and career stage will be empowered to create high quality learning experiences that improve equitable teaching practices to reduce systemic injustices in higher education, creating inclusive and equitable classrooms, leading to equitable outcomes in student learning. It is the Center for Teaching and Learning's mission to collaborate across campus through shared knowledge and provide effective faculty development, to improve faculty success and satisfaction, and to influence student experience and institutional outcomes.

2) 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 COVID-19 pandemic highlighted the need for flexible delivery modes; an approach MSU Billings has been cultivating for more than twenty-five years. Our students are among the most diverse in the state and that diversity necessitates that faculty members are provided with resources that will cultivate pedagogical approaches to ensure

Montana University System
REQUEST TO PLAN FORM

student success. MSUB's student population is 60% female, and the average age of our students is 26.1. MSUB supports a large number of first-generation students, returning adults, and students who are supporting their families while they finish their education. These students require access to a quality education that is flexible enough to accommodate their work schedules, while still meeting the rigorous academic and programmatic outcomes necessary for quality learning. Faculty should understand the needs of these populations, adopt equitable pedagogical practices, and utilize multiple modalities and strategies for reaching a variety of learners.

Faculty at MSUB carry heavy teaching, advising, research and service loads that demand skillful negotiation of the significant time demands each impose. The Center for Teaching and Learning will serve as a resource for all aspects of faculty success. The Center for Teaching and Learning will provide support for course design, instruction in different course modalities, diversity, equity and inclusion in the classroom and across the university, and technology skills. Workshops will be provided in collaboration with existing institutional programs and departments, including assessment and accreditation, institutional research, grants and sponsored programs, academic support center, instructional technology, and other areas.

The primary focus of the CTL will be faculty development for the purpose of student learning. It is crucial that educators engage in effective teaching and develop evidence-based methods for assessing student learning. These teaching and learning tools will ensure that students gain the skills and knowledge necessary to succeed in their academic and professional lives. In addition, colleges, universities and accrediting bodies increasingly require these kinds of assessment data; the 2020 NWCCU standards for accreditation have a significant focus on student learning outcomes (<https://nwccu.org/accreditation/standards-policies/standards/>).

The CTL will not only address effective pedagogy and student learning outcomes, it will also offer a broad range of resources to serve MSU Billings faculty. Effective faculty development "is a key strategy to improve faculty success and satisfaction, which in turn influences student experiences and institutional outcomes" (Pifer et al., 2015). Assessment of the impact of faculty development is often at the level of the participants' satisfaction of the intervention, participants' change in knowledge, attitude, behavior, or student learning (Spowart et al., 2017). Centers for Teaching and Learning allow faculty to review new teaching approaches and experiment with formats, strategies, and actively pursue projects to improve classroom experiences for students. A key benefit to a Center for Teaching and Learning is the ability to connect distributed resources as a hub that includes ranges of other offices, helping faculty determine their needs and interests and connecting them with appropriate resources (Wright et al., 2018).

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

The Center for Teaching and Learning will be comprised of two rotating Faculty Co-Directors (preferably one from the University campus and one from City College campus), one Instructional Design Manager, one Instructional Designer, one Instructional Technologist and one Graduate Assistant. Faculty Co-Directors will receive a stipend and a one course reassignment for the academic year.

A reorganization of eLearning provides the budget for the Center for Teaching and Learning. Additionally, an endowment in the Foundation, which is specifically targeted for improving teaching at MSUB, will allow the CTL to support ongoing programming. This realignment of institutional resources allows MSUB to provide more intentional and visible support for faculty success.

Montana University System
REQUEST TO PLAN FORM

- 4) 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).

Through the process of collaboration across all faculty at the University, the Center for Teaching and Learning team will develop content including new faculty orientation, professional development for all faculty, emerging pedagogical best practices, technology support for pedagogy, faculty well-care, and other foci as needed. Additionally, outreach will be made to other MUS institutions for expertise on specific topics including Open Education Resources. CTL planning initiated conversations with Academic Affairs divisions, Information Technology (IT), and Library staff and other academic and student success divisions to facilitate workshops for faculty. CTL will coordinate with the Office of Assessment and Accreditation for assessment workshops and, in addition, will work across departments regarding facilitation of orientation for part-time and full-time faculty.

- 5) 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 Center for Teaching and Learning sits at the heart of the 2019 Strategic Plan.

<https://www.msubillings.edu/chancellor/pdf/MSUB-Strategic-Plan.pdf> Theme 1: Build Educational Programs to Support Student Needs includes objectives to help build support for faculty. The CTL will strengthen relationships throughout the university and engage faculty across disciplines to develop and implement best practice teaching techniques. Additionally, the center will impact other strategic plan objectives including strengthening general education, student retention and building community partnerships. While the primary focus of the Center for Teaching and Learning is on faculty development, a strong faculty is the lynchpin of student success and community outreach. The Center will serve as the hub of faculty engagement and professional development in support of the vision, mission, values, and core themes of MSU Billings.

REFERENCES:

Pifer, M.J., Baker, V.L., & Lunsford, L.G. (2015). Academic departments as networks of informal learning: Faculty development at liberal arts colleges. *International Journal for Academic Development*, 20(2), 178-192.
<https://doi.org/10.1080/1360144X.2015.1028065>

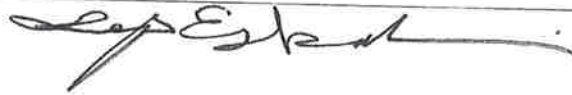
Spowart, L., Winter, J., Turner, R., Muneer, R., McKenna, C., & Kneale, P. (2017). Evidencing the impact of teaching-related CPD: Beyond the 'happy sheets'. *International Journal for Academic Development*, 22(4), 360-372.
<http://doi.org/10.1080/1360144X.2017.1340294>

Wright, M., Rudder, D.L., & Little, D., (2018) The Role of a Center for Teaching and Learning in a De-Centered Educational World, *Change: The Magazine of Higher Learning*, 50:6, 38-44, DOI: [10.1080/00091383.2018.1540826](https://doi.org/10.1080/00091383.2018.1540826)

Montana University System
REQUEST TO PLAN FORM

Signature/Date


Chief Academic Officer:



7/14/2021

Chief Research Officer*:

Chief Executive Officer:

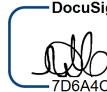


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Flagship President**:

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*Center/Institute Proposal only

**Not applicable to the Community Colleges.

FOR OCHE USE

Labor market
outlook

Related programs /
centers / institutes

CAO discussion and
follow-up

ARSA/BOR
comment and
direction for Level II
proposal

Montana University System
REQUEST TO PLAN FORM

ITEM 196-2702-R0921**Meeting Date: September 2021****Item Name**

Program/Center/Institute Title: **Industrial Maintenance Certificate of Applied Science**

Planned 6-digit CIP code: **47.0303**

Campus, School/Department: **City College/MSUB/Construction, Business, Energy**

Expected Final Submission Date: **Spring 2022**Contact Name/Info: **Dr. Vicki Trier, Dean**

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>.

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

The program of Industrial Maintenance Certificate of Applied Science prepares students for a career path in repairing and construction support to manufacturing and other industries that include mechanical processes as part of their operations. A graduate of this program will have the skills to maintain complex systems including; welding, machining, carpentry, and electrical. This program will be delivered in multiple modalities, including Face-to-Face instruction at City College, as well as instructor led laboratory instruction.

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

By 2024, the Montana Department of Labor and Industry (Montana Job Projections 2014-2024) projects that an additional 200 Industrial Machinery Mechanics will need to be added to the current number of jobs to meet growth demands. This number equates to a growth rate of 23 new jobs each year between now and 2024. This is a growth rate of 26%, near the top of the identified need for all occupations in the most recent report. The entry level salary for this employment sector is near the top of all employment opportunities requiring less than an Associate Degree at \$53,421 annually. This program would be able to train and prepare students for credentialing in this field, ensuring their employability, as well as assisting to meet the labor demands of the region and state.

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

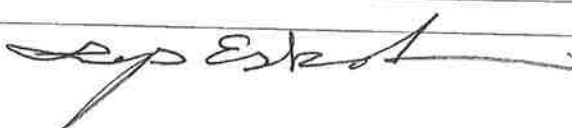
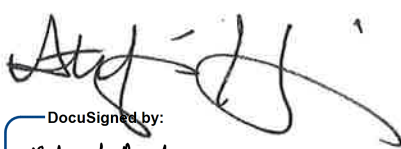

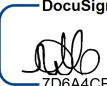
No significant resources will be needed for this program as it consists of existing courses. City College has qualified faculty members for the classes of this program. In collaboration with the department chairs, advising staff will be trained to ensure proper planning, guidance, and timely progression to completion for students.

4) 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).

Montana University System REQUEST TO PLAN FORM

This program utilizes courses from a number of existing programs at City College including the Auto and Diesel programs to collaboratively form this certificate.

This program will complement and enhance the current program array at City College at Montana State University Billings. The addition of this certificate continues the strongly established tradition of City College providing responsive programming to fill immediate and long-term needs for professional work force training. This program complements our existing portfolio of 1-year and 2-year certificate and degree offerings in the technical trades. This certificate will utilize some existing coursework in similar and related programs. Given the growth in this sector, and City College's location relative to three oil refineries, the potential for graduate employment is extremely strong. Developing and offering this certificate contributes to the mission of City College as an embedded community college that provides applied technical education in support of workforce development training for the region and state.

Signature/Date	
Chief Academic Officer:	 7/14/2021
Chief Research Officer*:	
Chief Executive Officer:	
Flagship Provost**:	<small>DocuSigned by:</small>  Robert Mokwa <small>212A28411AC04BD...</small> 7/19/2021 10:04 AM MDT
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*Center/Institute Proposal only	
**Not applicable to the Community Colleges.	

Montana University System
REQUEST TO PLAN FORM

ITEM 2011-LI0721**Meeting Date: July, 2021****Item Name:** Request authorization for Montana State University to establish a Doctor of Nursing Practice- Midwifery OptionProgram/Center/Institute Title: **Doctor of Nursing Practice – Certified Nurse
Midwifery Option**Planned 6-digit CIP code: **51.3807**Campus, School/Department: **Nursing**

Expected Final Submission Date:

Contact Name/Info: **Sarah E. Shannon, sarah.shannon1@montana.edu**

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>.

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

Montana State University College of Nursing implemented a Doctor of Nursing Practice program in 2013 to prepare advanced practice nurses. Two options currently exist to prepare graduates for national certification: the Family Nurse Practitioner (FNP) and the Psych-Mental Health Nurse Practitioner across the Lifespan (PMHNP) options. The MSU CON proposes to create a third option in the existing DNP program to prepare Certified Nurse Midwives (CNM). Currently, students in the DNP-FNP and DNP-PMHNP options are admitted either as post baccalaureate or post-master's students and complete 82 credits either full-time (3 years) or part-time (4 years) to obtain their DNP degree. Didactic courses are offered using distance technologies to allow students to remain living in their home communities located in rural and remote communities in Montana and across the U.S. Clinical experiences are arranged as close to students' home locales as possible. The proposed CNM option will have similar credits, delivery modality, and full versus part-time options.

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

Montana has the 6th highest rate of maternal mortality in the U.S. (40.7 deaths per 100,000 births).^{1,2} The rate of severe maternal morbidity is 35% higher than the U.S. state average. Early prenatal care is associated with better health outcomes for moms and newborns. Yet, Montana's moms lag behind national rates with only 73.2% of all pregnant women receiving early prenatal care (4% below the national average) and only 45.3% of American Indian women accessing this vital service. For women living in Montana's rural and remote counties, only 66.2% receive early prenatal care compared to 77.9% for those in more urban counties. More than half of Montana's counties do not have an obstetric physician or nurse midwife to provide specialized maternal healthcare. Across

¹ MOMS: Montana Obstetrics & Maternal Support: Year 1 Highlights. Accessed at: <https://www.mtmoms.org/moms-year-1-highlights/>

² Five-Year Needs Assessment Summary. Montana Maternal & Child Health Block Grant. Created on 9/15/2020. Accessed at: https://dphhs.mt.gov/Portals/85/ecfsd/documents/MCH/MT_MCHBG_NeedsAssessmentSummary2020.pdf?ver=2020-12-30-102837-457.

Montana University System

REQUEST TO PLAN FORM

much of Montana, women travel hundreds of miles for prenatal care and to deliver their babies. Following birth, 16.9% of Montana's mothers report post-partum depressive symptoms compared to 12.5% nationally.

Montana's babies are also suffering. In 2017, 9.7% of Montana's births were pre-term and 7.8% were low-birthweight. Infant mortality rates in Montana exceed national norms. White mothers suffer 4.5 infant death per 1000 live births while American Indian moms grieve 12.2 losses per 1000 live births. Sudden unexplained infant deaths have increased in Montana since 2013 with rates higher among American Indian babies. The rate of newborns who have been exposed to substance use during pregnancy has nearly doubled in the past five years in Montana.

Research has shown that when mothers receive early, competent, and culturally congruent care, their outcomes and those of their newborns are improved. A recent study found that when "Black newborns are cared for by Black physicians, the mortality penalty they suffer, as compared with White infants, is halved".³ Increasing the number of American Indian obstetric providers, particularly in rural and remote communities, would improve maternal and infant outcomes for Montana's most vulnerable.

MSU CON is well-positioned to create a Doctor of Nursing Practice – Certified Nurse Midwifery option that would prepare CNMs to meet this gap in Montana. The MSU CON would build upon the highly successful Caring for Our Own Program (CO-OP) which has graduated over 120 Native American nurses over the past twenty years to recruit, retain and graduate American Indian students, along with other students, to this program.

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

Faculty who are licensed in Montana and nationally certified as Certified Nurse Midwives will need to be hired to lead the program and teach specialty courses. The specialty courses in midwifery content will need to be developed for the CNM option within the existing DNP program. Staff support will need to be hired to manage student recruitment, admissions, retention, progression, clinical placements, graduation and to support faculty work. Additional simulation equipment must be purchased to teach midwifery-specific skills (such as episiotomy suturing, IUD placement, etc).

4) 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).

The current, nationally accredited Doctor of Nursing Practice (DNP) program has 52 credits that are common to all specialty options with the program. Students in the proposed CNM option will take these courses in conjunction with students in the existing FNP and PMHNP options.

5) 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.

³ Greenwood BN, et al. Physician-patient racial concordance and disparities in birthing mortality for newborns. PNAS 2020; 117(35):21194-21200.

Montana University System REQUEST TO PLAN FORM

A Doctor of Nursing Practice – Certified Nurse Midwifery Option will align with the AY 20-21 MSU Academic Priorities and Planning Statement by specifically addressing MSU Strategic Plan goals 1.2: Expand high quality graduate education, and 3.2: Grow mutually beneficial partnerships across Montana.

Signature/Date		
Chief Academic Officer:	DocuSigned by: <i>Robert Mokwa</i> 212A28411AC04BD...	7/13/2021 11:02 AM MDT
Chief Research Officer*:		
Chief Executive Officer:	DocuSigned by: <i>[Signature]</i> 7D6A4CE96C3F415...	7/13/2021 11:02 AM MDT
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*Center/Institute Proposal only **Not applicable to the Community Colleges.		

Montana University System
REQUEST TO PLAN FORM

ITEM 196-2901-R0921**Meeting Date September, 2021****Item Name** Request for authorization to plan an Associate of Arts Substance Abuse & Addictions EmphasisProgram/Center/Institute Title: **Associate of Arts Substance Abuse & Addictions Emphasis**Planned 6-digit CIP code: **51.1501**Campus, School/Department: **Great Falls College Montana State University**Expected Final Submission Date: **Fall 2021**Contact Name/Info: **Dr. Leanne Frost, Executive Director of Instruction**

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>.

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

As noted in the AY 2021-22 Academic Priorities and Planning Statement, Great Falls College Montana State University plans to offer more programs in the areas of the human services and behavioral health based on student demand and community need.

Northcentral Montana is in need of entry level addictions counselors who must meet the educational requirements of the state's Licensed Addictions Counselor (LAC). A thoughtfully designed associate level program could meet the Montana Board of Behavioral Health's criteria as well as provide opportunities leading to other human services credentials. Potentially, the program could be offered as a Certificate of Applied Science (CAS) add-on for licensed professionals seeking the LAC in the state of Montana.

The Associate of Arts Substance Abuse & Addictions Emphasis would prepare individuals for careers in the addictions field. The program would be designed to develop the student's skills to provide therapeutic services for people dealing with substance abuse, with an emphasis on helping them maintain recovery and prevent relapse. Graduates would be prepared for entry into the drug and alcohol counseling profession. In summary, the program would accomplish the following:

- Meet requirements for LAC in the state of Montana
- Lead to immediate entry into the workforce upon completion and successful licensure
- Allow for transfer to a variety of baccalaureate programs with strong opportunities for employment in a variety of entry-level jobs in the human services field

The Montana Department of Labor and Industry LAC Licensure Requirements are located at <https://boards.bsd.dli.mt.gov/behavioral-health/license-information/licensed-addiction-counselor>.

Montana University System
REQUEST TO PLAN FORM

2) 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 Emsi Occupation Overview: Q1 2021 Data Set (2021) refers to the northcentral Montana region as a “hotspot” for job demand in the areas of Mental Health and Substance Abuse Social Workers (O-Net Occupation #SOC 21-1029). Nationally, for a comparable area of our size, there are 1,063 job opportunities. There are currently 1,681 in Northcentral Montana alone. On average, the Montana DPHHS reports 44 job vacancies per year in these areas. This higher than average number of jobs may make it easier for workers in these fields to find employment due to turnover. That means students would not need to leave the community to find good paying jobs with an average salary range of \$31,000 to \$50,000 (EMSI, 2020). Living wage jobs are difficult to find in the Great Falls area.

Table 1. Regional Employment Numbers

Region	2020 Jobs	2021 Jobs	Change	% Change
Montana	1,681	1,927	246	14.6%
National Average	1,063	1,359	296	27.9%
United States	316,479	402,959	86,479	27.3%
Great Falls	126	133	7	5.45%

The COVID-19 pandemic and political unrest acted as a catalyst for many behavioral health challenges. In expectation of a surge in need for behavioral health services, colleges and universities all over the country are creating accelerated programs, particularly in the area of addictions, to meet the current and expected needs (Monroe Community College, 2021).

In addition to jobs created, this program would offer opportunities for people who have lost jobs in certain sectors to upskill or retrain, such as retail and entertainment. The advent of telehealth may provide colleges and universities with a particular opportunity to specialize their programs. Most certainly, new careers and ways of practice in the field will emerge as a matter of necessity in response to COVID-19.

Resources

Emsi. (2021). *The Emsi occupation overview: Q1 2021 data set*. Retrieved from www.economic modeling.com.

HumanServicesEdu.org. (2021). *HumanServicesEdu.org human services guide*. Retrieved from <https://www.humanservicesedu.org/what-is-human-services/>

Monroe Community College. (2021). *With accelerated programs, MCC targets substance abuse, post-COVID job shortages*. Retrieved from

<https://13wham.com/news/local/mccs-targets-substance-abuse-and-other-post-covid-job-shortages-with-accelerated-programs>

Utah State University (2021). *The rise of mental health technology. Utah State. 27 (2), 60-61.*

Montana University System
REQUEST TO PLAN FORM

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





The program would be developed and offered with existing faculty and staff who are appropriately credentialed and licensed. It may be necessary to hire additional adjunct instructors to support program development and eventually teach in the program itself. General Studies coursework to support the program is currently offered at the college. There are adequate practicum sites in the community for students to secure the required quota of hours.

4) 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).

In AY 2020-21, GFC MSU created an articulation agreement with UM to offer the 2 + 2 Bachelor in Social Work (BSW) in Great Falls effective Fall 2021. The proposed AA degree would create additional transfer opportunities for students in Northcentral Montana. The proposed program could be an entry point for students leading to behavior science bachelor degrees such as psychology or social work at MSU, MSU-Billings, UM, or UM Western, and builds off of the established BSW articulation.

5) 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.

GFC MSU's mission is to provide high quality educational experiences supporting student success and meeting the needs of our community. This credential provides access to training and development leading to living wage jobs in our region. As cited above, this program provides individuals with the opportunity to garner a living wage and work in the field of addictions counseling while remaining in the local community. Because of the need in the area, this degree as well as other potential behavioral science credentials were listed in the AY 2021-22 Academic Priorities and Planning Statement.

Signature/Date	
Chief Academic Officer:	
Chief Research Officer*:	MA
Chief Executive Officer:	
Flagship Provost**:	<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 2px;"> <small>DocuSigned by:</small>  <small>212A28411AC04BD...</small> </div> <div>7/23/2021 2:53 PM MDT</div> </div>
Flagship President**:	<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 2px;"> <small>DocuSigned by:</small>  <small>7D6A4CE96C3E415...</small> </div> <div>7/23/2021 2:53 PM MDT</div> </div>

Montana University System
REQUEST TO PLAN FORM

ITEM 196-1001-R0921

September 2021

Request for authorization to plan a B.S. in Environmental Earth Sciences

Program/Center/Institute Title: **B.S. in Environmental Earth Sciences**

Planned 6-digit CIP code: **40.0601**

Campus, School/Department: **University of Montana – Missoula, College of Humanities and Sciences / Geosciences**

Expected Final Submission Date: **March 2022**

Contact Name/Info: **Andrew Wilcox, andrew.wilcox@umontana.edu**

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>.

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

The Department of Geosciences at the University of Montana intends to develop a B.S. degree in Environmental Earth Sciences (EES). This degree represents an innovative and timely undergraduate program with an environmental sciences orientation to earth science. The degree will create a “connected curriculum” with consistent through-lines from the lower to upper division levels, a unified set of learning outcomes underlying the curriculum, experiential learning and research engagement, and a focus on “grand challenges” in earth and environmental sciences. The EES B.S. incorporates 100-level General Education courses that will appeal to students across campus and attract students to the EES degree; at the 200 level, a two-semester sequence, Global Change and The Water Planet; at the 300 level, foundational courses in computational methods, research methods, and field methods, climate science, and upper-division writing; and at the 400 level, courses offering specialization in climate science, water science, and environmental earth processes, plus a capstone experience.

The EES major will also incorporate required and elective cognate courses from across campus, in physics, math, chemistry, ecology, GIS, computer science, communications, ethics, and policy. The EES degree will build on current environmental and water sciences offerings in geosciences (e.g., Earth’s Changing Climate, Water Planet) as well as new and revised courses that more explicitly teach earth sciences in the context of global change, Earth’s climate record, and environmental grand challenges. The major will provide career readiness through training in earth sciences, hydrology, climate, energy systems, and hazards, as well as technical, computational, communications, and systems-thinking skills. Career readiness elements will be integrated across lower to upper division courses. The degree will require 72 total credits.

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

Climate change, sea-level rise, glacial retreat, redistribution of global weather patterns, water scarcity, and the need to feed and provide energy and water for an increasing population are among the most pressing problems facing human society. Transitioning toward decarbonized energy systems (transportation, electricity, industrial) demands resources (lithium, cobalt, rare earth elements) whose extraction currently has substantial environmental impacts and geopolitical implications. Tomorrow’s scientists, professionals, managers and leaders will need to have a foundation of understanding of earth and environmental science, underpinned by critical

Montana University System
REQUEST TO PLAN FORM

thinking, computational, quantitative, field, and communication skills, to face these problems. The program will prepare students for a range of future paths including graduate school and/or professional careers in environmental and resource management. Department faculty have strong credentials in environmental and earth system science, and this program will allow the university to provide students with an attractive and employable degree, while helping society face some of its largest problems. The need for the EES degree is confirmed by workforce data illustrating demand for environmental earth scientists to help meet critical societal needs (e.g., American Geosciences Institute 2020, Geosciences Supporting a Thriving Society in a Changing World), by studies of the future of undergraduate geosciences education (e.g., American Geosciences Institute, Vision and Change in the Geosciences), and by our communications with students and employers.

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

The proposed degree will entail delivery of a new curriculum that draws on a combination of existing, to-be-revised, and new courses. Where new courses are added, some existing courses will be sunsetted, such that our current faculty can deliver the proposed curriculum. No new financial, staff, or facility resources are needed to launch the new degree.

4) 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).

Within the institution (UM), the proposed new degree includes several courses from other departments, and we anticipate that our courses will be attractive to students from across campus. We also see opportunities to attract students from other MUS institutions into our online courses, and if online courses at other MUS institutions are consistent with the learning outcomes and objectives of our new degree, we will be happy to incorporate those into the degree.

5) 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 proposed B.S. in EES fits with UM strategic initiatives as identified in the Priorities for Action and by the University Design Team. The degree especially fits with PFAs 1 (Place student success at the center of all we do), 2 (Drive excellence and innovation in teaching, learning, and research), and 4 (Partner with place), and also with 3 (Embody the principle of “mission first, people always”) and 5 (Proudly tell the UM story). The proposed degree is structured around one of the UDT’s cornerstone Strategic Initiatives: Tackle Grand Challenges. The degree will support a variety of educational pathways, student interests, and workforce preparation needs. The degree will build on UM’s natural geographic strengths by offering place-based, field learning that allows students to engage in our setting. The degree will contribute to the education of students and citizens that help solve local to global problems in the realm of environment and sustainability, thus improving the visibility of UM’s expertise in these realms and complementing other degree programs at UM and in the MUS.

Within UM’s existing institutional program array, the EES B.S. will complement the Environmental Studies B.A., Sustainability Science and Practice B.S., Geography B.S. Environmental Science and Sustainability B.S., Resource Conservation B.S., Wildlife Biology (Aquatic Option) B.S., as well as numerous minors (e.g. Climate Change Studies) and certificates. Elsewhere in the MUS, MSU offers a B.S. in Earth Science; UM Western offers a B.S. in Environmental Sciences; and Montana Tech has B.S. degrees in Geological Engineering, and Geophysics. Our proposed degree overlaps with but does not duplicate these options and degrees.

Montana University System
REQUEST TO PLAN FORM

Signature/Date

Chief Academic Officer:

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**

Provost (Chief Academic Officer)

Status: *Approved*

Deadline: *No deadline*

Flagship President:**

President (Chief Executive Officer)

Status: *Approved*

Deadline: *No deadline*

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana University System
REQUEST TO PLAN FORM

ITEM 196-1002-R0921

September 2021

Request for authorization to plan a BFA in Sound Design & Technology

Program/Center/Institute Title: **BFA in Sound Design & Technology**

Planned 6-digit CIP code: **50.0917**

Campus, School/Department: **University of Montana – Missoula, College of
the Arts and Media / Media Arts, School of
Visual and Media Art, Music**

Expected Final Submission Date: **March 2022**

Contact Name/Info: **Michael Musick, michael.musick@umontana.edu**

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>.

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

The Sound Design & Technology program (working name, may change prior to final submission) will offer students pathways for learning about design, technology, production, creativity, experience art, immersive art, and interactive art through the medium of sound and music across the College of the Arts and Media (CAM). This will be an intra-college program in partnership between the School of Visual and Media Arts and School of Music. This program will start with broad foundation courses that teach students about the basics of sound and audio (e.g., listening, acoustics, psychoacoustics, theory, and ear training), as well as sound-based technology (e.g., computer programming, digital audio workstations, recording, synthesis, etc.). Intermediate and advanced courses will offer students depth in designing sound for the experiential, immersive, and interactive world we live in.

Audio and sound are critical to many aspects of industry, entertainment, and the arts. An otherwise great film, with bad sound does not engage a viewer; likewise, a good video game can be made great with exceptional sound design and reactive music. This program will create professionals trained for a variety of sound-based and technology-based jobs in Montana and nationwide.

We propose three complementary degrees within this program; a Bachelor of Fine Arts (BFA), Bachelor of Music (BM), and a Bachelor of Science (BS). These three degrees recognize that students want ownership of their education. This multi-degree path model encourages student diversity, and creates accessible entry-points to students from a multitude of backgrounds and experiences. This model has proven successful at other institutions, such as the University of Michigan, Performing Arts Technology program.

The BFA will serve students who are interested in sound as experimental art practice in the areas of interactive and immersive art, as well as sound as it is applied to media (film and games).

Montana University System
REQUEST TO PLAN FORM

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

Although this is a new program proposal, practically it is an evolution of the existing Media Arts BFA; Sonic Arts track. This move to a standalone degree addresses 2 issues; students do not currently connect with the “Sonic Arts” name; and it increases clarity by separating sound design from film and digital arts (currently all a single Media Arts BFA). This BFA will be clear in purpose, expected outcomes, and increase student success in finding careers.

Workforce demand exists at the state and national level. In Montana, there is need for sound professionals. The median age of sound professionals in broadcast media is 70. There is also increased demand for film production, however, sound recordists are being hired from out of state due to lack of trained professionals in-state. Nationally, GameSoundCon analyzed 100 job postings from a 4-month period. One finding was this only represented a portion of jobs, with at least half of game audio work in freelance, demonstrating ample opportunities. They also analyzed the skills most requested, showing our students will be competitive through the pairing of existing sound and technology courses. Finally, immersive arts and entertainment is quickly growing as companies design experiences for consumers’ changing priorities. Data from the US Bureau of Economic Analysis found experience-related services growing 4-times faster than expenditure on goods, and global expenditure on experiences is expected to reach \$8.2 trillion by 2028. A 2018 UK Industry Report suggested “the proportion of immersive companies growing is bigger than we see generally in the creative industries and other sectors.” Not only do these needs exist, but potential students continue to ask about studies in sound and technology, proving student interest.

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

We feel confident proposing this program at this time for the MUS because this will require no significant new resources, and instead should serve to take advantage of unleveraged capacity within the college. This program is an evolution of the current Sonic Arts Track in Media Arts, as well as the Music Technology curriculum in the Music Composition program. We intend to maintain the Sonic Arts Track while we on-board the new program. Once established, we will stop admitting students to the Sonic Arts Track, with the goal of discontinuing it once all current students have graduated. This program requires no new resources, as it builds on what already exists in the School of Visual and Media Arts (sonic arts, creative coding, interactive arts, film, and game design), as well as what exists in the School of Music (music technology, composition, theory & aural skills). This program will also leverage existing courses in the other schools of CAM, as well as the University’s central College of the Humanities & Sciences.

Due to the online capabilities of Media Arts, the foundation classes that will be part of this degree are capable of easily accommodating expanded capacity. In the upper-division level, this program will help fill out the full capacity potentials of the sonic arts and interactive arts courses. The music technology courses are currently limited to 12 students due to the size of the music technology computer lab; however, as demand expands, we can move these courses to the Media Arts computer lab. As such, we do not see any course capacity issues. Likewise, our current facilities are able to accommodate the growth this program will bring (including; sound studios in Media Arts and Music, production studio in Media Arts, and concert halls in Music).

Montana University System
REQUEST TO PLAN FORM

4) 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).

As mentioned, this new program is collaborative in nature, leveraging the existing growth and capabilities in the School of Visual and Media Arts and the School of Music. As such, this is an interdisciplinary, intra-college program. During the coming planning process, we also intend to reach out to additional potential collaborators at the University of Montana (possibly including, but not limited to; the School of Journalism and Entertainment Management).

We also recognize that Montana State University has their own traditional music technology program. Although we have not yet had the opportunity to formally discuss collaborative efforts of this proposal, it is our intention to work with MSU in order to grow the standing of the state of Montana with respect to current artistic and music practices, and to ensure offerings are as complementary to each other as is possible. Likewise, the accrediting body for schools of music recognizes that no one music technology program can cover all the topics possible within this massive discipline, and as such we see this program as complementary to the state's needs. At the same time, we also recognize a need for this program at the University of Montana in the same way that we now expect computer science to be taught at each university for the good of the students and the institution itself.

5) 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.

Per the Academic Priorities and Planning Statement, "a University of Montana education intersects across disciplines to prepare every graduate to excel in the areas of problem-solving, adaptability, communication, critical thinking, collaboration, creativity, and ethical reasoning. These 21st Century skills prepare future learners...to be flexible leaders in a rapidly changing world. UM is committed to fostering and developing a learning environment...focused on challenges and opportunities that are of importance to Montana (partnering with place; PFA 4) and the wider world (internationalization and global impacts)." This proposed program iterates current offerings in sonic arts, music technology, and creative coding to create graduates who embody the areas mentioned above. Through this program we will bring students from across two schools together, rise to the challenges and demands of an evolving consumer for experience and immersive driven work, and continue to establish the state of Montana as a future hub for media production.

Montana University System
REQUEST TO PLAN FORM

Signature/Date

Chief Academic Officer:

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**

Provost (Chief Academic Officer)

Status: *Approved*

Deadline: *No deadline*

Flagship President:**

President (Chief Executive Officer)

Status: *Approved*

Deadline: *No deadline*

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana University System
REQUEST TO PLAN FORM

ITEM 196-1003-R0921

September 2021

Request for authorization to plan a BM in Sound Design & Technology

Program/Center/Institute Title: **BM in Sound Design & Technology**

Planned 6-digit CIP code: **50.0917**

Campus, School/Department: **University of Montana – Missoula, College of
the Arts and Media / Media Arts, School of
Visual and Media Art, Music**

Expected Final Submission Date: **March 2022**

Contact Name/Info: **Michael Musick, michael.musick@umontana.edu**

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>.

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

The Sound Design & Technology program (working name, may change prior to final submission) will offer students pathways for learning about design, technology, production, creativity, experience art, immersive art, and interactive art through the medium of sound and music across the College of the Arts and Media (CAM). This will be an intra-college program in partnership between the School of Visual and Media Arts and School of Music. This program will start with broad foundation courses that teach students about the basics of sound and audio (e.g., listening, acoustics, psychoacoustics, theory, and ear training), as well as sound-based technology (e.g., computer programming, digital audio workstations, recording, synthesis, etc.). Intermediate and advanced courses will offer students depth in designing sound for the experiential, immersive, and interactive world we live in.

Audio and sound are critical to many aspects of industry, entertainment, and the arts. An otherwise great film, with bad sound does not engage a viewer; likewise, a good video game can be made great with exceptional sound design and reactive music. This program will create professionals trained for a variety of sound-based and technology-based jobs in Montana and nationwide.

We propose three complementary degrees within this program; a Bachelor of Fine Arts (BFA), Bachelor of Music (BM), and a Bachelor of Science (BS). These three degrees recognize that students want ownership of their education. This multi-degree path model encourages student diversity, and creates accessible entry-points to students from a multitude of backgrounds and experiences. This model has proven successful at other institutions, such as the University of Michigan, Performing Arts Technology program.

The BM will serve students wanting a music experience deeply intertwined with technology, who are interested in experimental music practices, interactive music systems, and technology-based performance.

Montana University System
REQUEST TO PLAN FORM

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

Although this is a new program proposal, practically it is an evolution of the existing Media Arts BFA; Sonic Arts track. This move to standalone degrees (including this BM RtP, as well as RtP's for a BFA, and BS) addresses 3 issues. This opportunity increases collaboration between media arts and music, leveraging the strengths of both schools. The three-degree approach increases opportunities for diversity in sound design by providing multiple entry points, and lowering barriers that may exist from a lack of privilege or varying experiences and opportunities during high school. Most importantly though for this proposed BM, is the creation of an explicit pathway for musicians wanting to be competitive in today's music industries through modern technologies and techniques. It recognizes that this industry continues to evolve and be disrupted by technology, and allows our students to be a part of how the progression occurs.

Technology fluency is now expected for any working musician. Per a report by Scientific America, technology is continuing to transform the industry. Looking at a single streaming service, Bandcamp alone reports 600,000 artists have sold music through their site. Likewise, performers today are increasingly reliant on digital controllers (as opposed to traditional acoustic instruments). It is imperative that we provide opportunities for our students to study these technologies, much in the same way we expect all students at the university to now use a computer to write essays for their classes. It is our responsibility to provide students studying music with the necessary training in digital sound technology. Not only do these needs exist, but potential students continue to ask about studies in sound and technology, proving student interest.

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

We feel confident proposing this program at this time for the MUS because this will require no significant new resources, and instead should serve to take advantage of unleveraged capacity within the college. This program is an evolution of the current Sonic Arts Track in Media Arts, as well as the Music Technology curriculum in the Music Composition program. We intend to maintain the Sonic Arts Track while we on-board the new program. Once established, we will stop admitting students to the Sonic Arts Track, with the goal of discontinuing it once all current students have graduated. This program requires no new resources, as it builds on what already exists in the School of Visual and Media Arts (sonic arts, creative coding, interactive arts, film, and game design), as well as what exists in the School of Music (music technology, composition, theory & aural skills). This program will also leverage existing courses in the other schools of CAM, as well as the University's central College of the Humanities & Sciences.

Due to the online capabilities of Media Arts, the foundation classes that will be part of this degree are capable of easily accommodating expanded capacity. In the upper-division level, this program will help fill out the full capacity potentials of the sonic arts and interactive arts courses. The music technology courses are currently limited to 12 students due to the size of the music technology computer lab; however, as demand expands, we can move these courses to the Media Arts computer lab. As such, we do not see any course capacity issues. Likewise, our current facilities are able to accommodate the growth this program will bring (including; sound studios in Media Arts and Music, production studio in Media Arts, and concert halls in Music).

Montana University System
REQUEST TO PLAN FORM

4) 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).

As mentioned, this new program is collaborative in nature, leveraging the existing growth and capabilities in the School of Visual and Media Arts and the School of Music. As such, this is an interdisciplinary, intra-college program. During the coming planning process, we also intend to reach out to additional potential collaborators at the University of Montana (possibly including, but not limited to; the School of Journalism and Entertainment Management).

We also recognize that Montana State University has their own traditional music technology program. Although we have not yet had the opportunity to formally discuss collaborative efforts of this proposal, it is our intention to work with MSU in order to grow the standing of the state of Montana with respect to current artistic and music practices, and to ensure offerings are as complementary to each other as is possible. Likewise, the accrediting body for schools of music recognizes that no one music technology program can cover all the topics possible within this massive discipline, and as such we see this program as complementary to the state's needs. At the same time, we also recognize a need for this program at the University of Montana in the same way that we now expect computer science to be taught at each university for the good of the students and the institution itself.

5) 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.

Per the Academic Priorities and Planning Statement, "a University of Montana education intersects across disciplines to prepare every graduate to excel in the areas of problem-solving, adaptability, communication, critical thinking, collaboration, creativity, and ethical reasoning. These 21st Century skills prepare future learners...to be flexible leaders in a rapidly changing world. UM is committed to fostering and developing a learning environment...focused on challenges and opportunities that are of importance to Montana (partnering with place; PFA 4) and the wider world (internationalization and global impacts)." This proposed program iterates current offerings in sonic arts, music technology, and creative coding to create graduates who embody the areas mentioned above. Through this program we will bring students from across two schools together, rise to the challenges and demands of an evolving consumer for experience and immersive driven work, and continue to establish the state of Montana as a future hub for media production.

Montana University System
REQUEST TO PLAN FORM

Signature/Date

Chief Academic Officer:

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**

Provost (Chief Academic Officer)

Status: *Approved*

Deadline: *No deadline*

Flagship President:**

President (Chief Executive Officer)

Status: *Approved*

Deadline: *No deadline*

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana University System
REQUEST TO PLAN FORM

ITEM 196-1005-R0921

September 2021

Request to Plan the elimination of the Geography Department

Program/Center/Institute Title: **Geography Department**

Planned 6-digit CIP code: **45.0701**

University of Montana – Missoula, W.A. Franke
Campus, School/Department: **College of Forestry and Conservation /
Geography**

Expected Final Submission Date: **March 2022**

Contact Name/Info: **Devi Zdziebko, devi.zdziebko@umontana.edu**

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>.

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

Eliminate the Geography Department.

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

Due to multiple years of attrition and retirements, dating back to well before the department joined FCFC, the number of faculty members has decreased to only two tenure-track members following AY21-22. This has had significant impacts on the workloads of remaining faculty and their capacities to sustain normal departmental activities and faculty evaluation procedures. It's simply not possible given the overall economic realities of UM and the needs across FCFC for us to hire a sufficient number of new faculty members into a separate Geography department to make it robust and viable. That said, the discipline as a whole is broad and multiple faculty members in other departments have backgrounds relevant to geography, thus for now anyway, we plan to retain the Geography B.S and M.S. degree programs and integrate them into the other units. As noted below, it's likely that our overall degree offerings in the college will change some in the coming years, but the present Geography degrees will be evaluated in the context of our entire FCFC curriculum, as we move through a college-wide strategic planning process.

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

No additional reductions in faculty are required. The remaining two TT and one NTT Geography Department faculty will be integrated into existing departments within FCFC. The termination of this department reduces the need for administrative support for a department that is no longer of a viable size.

4) 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).

Existing relationships will be maintained.

Montana University System
REQUEST TO PLAN FORM

5) 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 department has functioned primarily as a unit for faculty evaluation procedures and curricular oversight. Given that both the undergraduate and graduate degree programs will be retained, the elimination of this department does not affect or change the institutional mission, strategic planning, or academic priorities. As noted above, FCFC is in the midst of strategic evaluation of its entire curricular approach and priorities, and we anticipate some changes in the future. But the backgrounds and expertise of the current Geography faculty members are relevant to multiple degree programs within the college, ensuring that they will have good intellectual homes regardless of how the college evolves.

I do not anticipate any effects on our own class offerings given that our Geography UG and G programs will not be going away with the termination of our department. Further, given potential restricting in the College, some course will be (re)aligned with other programs (e.g., EES).

<u>Signature/Date</u>
Chief Academic Officer:
Chief Research Officer*:
Chief Executive Officer:
Flagship Provost**:
<p>Provost (Chief Academic Officer) Status: <i>Approved</i></p> <p>Deadline: <i>No deadline</i></p>
Flagship President**:
<p>President (Chief Executive Officer) Status: <i>Approved</i></p> <p>Deadline: <i>No deadline</i></p>
<p>*Center/Institute Proposal only **Not applicable to the Community Colleges.</p>

Montana University System
REQUEST TO PLAN FORM

ITEM 196-1006-R0921

September 2021

Request for authorization to plan an Environmental Humanities Minor

Program/Center/Institute Title: **Environmental Humanities Minor**

Planned 6-digit CIP code: **30.9999**

Campus, School/Department: **University of Montana – Missoula, College of
Humanities and Sciences / Environmental
Studies**

Expected Final Submission Date: **March 2022**

Contact Name/Info: **Robin Saha, robin.saha@umontana.edu**

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>.

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

Environmental Studies (EVST) proposes a new interdisciplinary Minor in Environmental Humanities built primarily with existing environmental humanities courses in the College of Humanities and Sciences (H&S). EVST currently offers an interdisciplinary B.A. that includes both lower and upper division courses in the environmental humanities, which can serve as core and elective courses for the minor.

Environmental Humanities (EH) is an interdisciplinary area of research, drawing on the many environmental sub-disciplines that have emerged in the humanities over the past several decades, in particular environmental literature, environmental philosophy, environmental history, environmental communications, science and technology studies, and environmental anthropology [1]. Environmental humanities employs humanistic questions about meaning, culture, values, ethics, and responsibilities to address pressing environmental problems. The environmental humanities aim to help bridge traditional divides between the sciences and the humanities, as well as between Western, Eastern, and Indigenous ways of relating to the natural world and the place of humans within it. Environmental humanities is also a way of synthesizing methods from different fields to create new ways of thinking through environmental problems [2].

[1] Rose, Deborah Bird; van Dooren, Thom; Chrulew, Matthew; Cooke, Stuart; Kearnes, Matthew; O'Gorman, Emily (2012-05-01). "Thinking Through the Environment, Unsettling the Humanities". *Environmental Humanities*. 1 (1): 1–5.

[2] The Environmental Humanities at UCLA. <http://environmental.humanities.ucla.edu/>

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

This minor would serve the many students across the university whose interdisciplinary interests in the environment are broader than the focus in existing scientific, policy, and managerial programs at UM. A recent UM Catalog scan identified dozens of courses in the environmental humanities, many taught by faculty who report student interest in an environmental humanities credential.

Montana University System REQUEST TO PLAN FORM

Increasingly many areas of government, the private sector, nonprofits and educational institutions need persons who combine traditional humanities skills in research, writing, communication, critical-thinking, and broad-based problem-solving with the environmental knowledge to address the growing range, scope, and complexity of environmental issues. The environmental humanities bring values interdisciplinary perspectives and integrate environmental issues with broader social, cultural, and humanities concerns.

The development of EH programs and centers indicate that these complex skills and interdisciplinary approaches are important to today's workforce. For example, Sterling College [3], Stony Brook University [4], and Whitman College [5] offer EH BAs. UC Santa Barbara, Cornell University, and UCLA also have environmental humanities programs. UM is well-positioned to offer our own program and prepare students for graduate study in the environmental humanities, for example, at EH graduate degree programs at Yale Univ., Univ. of UT and elsewhere.

[3] See: <https://www.sterlingcollege.edu/academics/environmental-humanities/>

[4] See: <https://www.somas.stonybrook.edu/education/undergraduate/degrees/bachelorof-arts-in-environmental-humanities/>

[5] See: <https://www.whitman.edu/academics/majors-and-minors/environmentalstudies/environmental-studies-major/environmental-humanities#>

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

This new minor will not require new investment. As stated, the curriculum will draw on existing curricular strength across the College of Humanities & Sciences and from other colleges, including the Davidson Honors College and the College of the Arts and Media. In particular, faculty from the departments of English, Environmental Studies, History, Philosophy, World Languages and Cultures among others (see #4) will contribute to the degree. Advising for the program will be wrapped in with advising for EVST, and a faculty advisory committee will provide input on the curriculum and requirements and communicate about the minor in their home units.

4) 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).

The Minor in Environmental Humanities is a continuation of the Campus Green Thread faculty development initiative, which supported the development of environment- and sustainability-themed courses across the curriculum from 2009-2015. The minor builds on this tradition of collaboration across UM departments and colleges. In AY2021, the UM Humanities Institute sponsored several presentations and panel discussions on environmental humanities in AY2021 that helped identify a wide range of humanities scholars at UM working on environmental issues in diverse disciplines, including Environmental Studies, Philosophy, English, Creative Writing, Communication Studies, Journalism, Art, Linguistics, Native American Studies, Journalism, and Modern and Classical Languages. This led to several discussions among approximately 25 interested faculty about the need to synthesize these offerings into an integrated, interdisciplinary Minor in Environmental Humanities, which would help establish the University of Montana among the leading green liberal arts public universities in the West.

Montana University System
REQUEST TO PLAN FORM

5) 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 Academic Priorities and Planning Statement emphasizes renewed focus on interdisciplinary teaching and “refreshing” curricular offerings across the UM campus. This minor contributes to UM’s Environment and Sustainability Community of Excellence. This theme was identified as a key strength of the university in 2018 and continues to be a guiding force of institutional strategic planning. Additionally, this proposal supports the Priorities for Action which form the basis for UM’s Core Themes for NWCCU accreditation. In particular, this minor contributes to the Core Themes of Partnering with Place, Supporting Excellence and Innovation in the Classroom, and Fostering Knowledge Creation and Innovation by providing students the opportunity for internships, service learning, and access to a broad network of local community-based organizations.

Most recently, the University Design Team has established six design principles (<https://www.umt.edu/president/udt/udt-final-report-4-22-21-10.final.pdf>) to guide a series of recommended strategic initiatives which the University will discuss at an upcoming retreat (scheduled for June 3, 2021). The minor in Environmental Humanities follows each of these principles: Impact, Interdisciplinarity, Inclusivity, Inquiry, Innovation, and Internationalization. This minor is centered on an innovative approach to addressing environmental challenges that we face and provides students and faculty the means for impactful work through interdisciplinary study. Moreover, it intersects with several recommended strategic initiatives including the call for a Liberal Arts for the 21st Century, a curriculum that attends to Grand Challenges, and the notion of bringing learners, faculty, and community together (“Confluence”).

<u>Signature/Date</u>
Chief Academic Officer:
Chief Research Officer*:
Chief Executive Officer:
Flagship Provost**:
Provost (Chief Academic Officer) Status: <i>Approved</i>
Deadline: <i>No deadline</i>
Flagship President**:
President (Chief Executive Officer) Status: <i>Approved</i>
Deadline: <i>No deadline</i>
*Center/Institute Proposal only
**Not applicable to the Community Colleges.

Montana University System
REQUEST TO PLAN FORM

ITEM 196-1007-R0921

September 2021

Request for authorization to plan an Environmental Philosophy Option in the Philosophy BA

Program/Center/Institute Title: **Environmental Philosophy option in the Philosophy BA** Planned 6-digit CIP code: **38.0101**

Campus, School/Department: **College of Humanities and Sciences, University of Montana – Missoula** Expected Final Submission Date: **March 2022**

Contact Name/Info: **Armond Duwell, armond.duwell@umontana.edu**

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>.

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

The Department of Philosophy at UM would like to offer an option similar to those that exist in the Political Science Department at UM. We would like to offer an option entitled Environmental Philosophy. This option would require students to satisfy extant degree requirements for a Philosophy BA by choosing their electives in certain ways.

2) 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 motivation for this option is to emphasize a coherent sub-discipline of study and corresponding curriculum to our students, and to allow students to highlight more specific credentials to prospective employers or graduate and professional programs. No data that pertains to this specific option is available. That said, there is data that supports the demand for skills generated through the study of philosophy generally, and hence through this option as well. The National Association of Colleges and Employers Job Outlook 2019 reports the following top attributes sought in employees:

Communication skills (written) - 82.0%
Problem-solving skills - 80.9%
Analytical/quantitative skills - 71.9%
Communication skills (verbal) - 67.4%
Detail-oriented - 59.6%

Study of philosophy cultivates all of these skills. Philosophy also cultivates skills essential to graduate work. The ETS GRE report from 2015-2018 indicates that Philosophy majors have the highest average verbal and analytic writing scores on the GREs, and the highest quantitative scores among the humanities. The Environmental Philosophy option prepares students to meet the environmental challenges of the 21st century, which are pressing and of the utmost importance. A number of our students pursue careers in environmentally focused NPOs. Students pursuing this area of study will get a number of courses that provide relevant information and skills to anyone considering such a career.

Montana University System
REQUEST TO PLAN FORM

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

No new resources are required. The courses associated with the proposed option are regularly taught without reliance on adjuncts. Absolutely no change in our teaching schedule will be required to offer these options.

4) 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).

No attempts have been made to collaborate with other institutions. Existing resources are sufficient.

5) 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 statement of the University of Montana states, "We integrate the liberal arts and sciences into undergraduate, graduate and professional studies to shape global citizens who are creative and agile learners committed to expanding the boundaries of knowledge and to building and sustaining diverse communities." Philosophy is a core discipline in the liberal arts which provides education essential to becoming a well-informed citizen. According the most recent Academic Priorities and Planning Statement, UM will have six different areas of interdisciplinary focus. One of them is Environment and Sustainability. The Environmental Philosophy Option would fit well in that area of interdisciplinary focus.

Signature/Date	
Chief Academic Officer:	
Chief Research Officer*:	
Chief Executive Officer:	
Flagship Provost**:	
Provost (Chief Academic Officer)	Status: <i>Approved</i>
Deadline: <i>No deadline</i>	
Flagship President**:	
President (Chief Executive Officer)	Status: <i>Approved</i>
Deadline: <i>No deadline</i>	
*Center/Institute Proposal only **Not applicable to the Community Colleges.	

Montana University System
REQUEST TO PLAN FORM

ITEM 196-1008-R0921

September 2021

Request for authorization to plan a Philosophy and Law Option in the Philosophy BA

Program/Center/Institute Title: **Philosophy and Law option in the Philosophy BA** Planned 6-digit CIP code: **38.0101**

Campus, School/Department: **University of Montana – Missoula, College of Humanities and Sciences, Philosophy** Expected Final Submission Date: **March 2022**

Contact Name/Info: **Armond Duwell, armond.duwell@umontana.edu**

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>.

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

The Department of Philosophy at UM would like to offer an option similar to those that exist in the Political Science Department at UM. We would like to offer an option entitled Philosophy and Law. This option would require students to satisfy extant degree requirements for a Philosophy BA by choosing their electives in certain ways.

2) 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 motivation for this option is to emphasize a coherent sub-discipline of study and corresponding curriculum to our students, and to allow students to highlight more specific credentials to prospective employers or graduate and professional programs. No data that pertains to this specific option is available. That said, there is data that supports the demand for skills generated through the study of philosophy generally, and hence through this option as well. The National Association of Colleges and Employers Job Outlook 2019 reports the following top attributes sought in employees:

Communication skills (written) - 82.0%
Problem-solving skills - 80.9%
Analytical/quantitative skills - 71.9%
Communication skills (verbal) - 67.4%
Detail-oriented - 59.6%

Study of philosophy cultivates all of these skills. Philosophy also cultivates skills essential to graduate work. The ETS GRE report from 2015-2018 indicates that Philosophy majors have the highest average verbal and analytic writing scores on the GREs, and the highest quantitative scores among the humanities. Philosophy and Law is designed for students that are strongly considering a career in the law. Philosophy is well-known to be excellent preparation for law school as it stands. Students pursuing this area of study will get a number of courses that provide relevant information and skills to anyone considering such a career.

Montana University System
REQUEST TO PLAN FORM

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

No new resources are required. The courses associated with the proposed option are regularly taught without reliance on adjuncts. Absolutely no change in our teaching schedule will be required to offer these options.

4) 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).

No attempts have been made to collaborate with other institutions. Existing resources are sufficient.

5) 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 statement of the University of Montana states, "We integrate the liberal arts and sciences into undergraduate, graduate and professional studies to shape global citizens who are creative and agile learners committed to expanding the boundaries of knowledge and to building and sustaining diverse communities." Philosophy is a core discipline in the liberal arts which provides education essential to becoming a well-informed citizen. According the most recent Academic Priorities and Planning Statement, UM will have six different areas of interdisciplinary focus. One of them is Justice, Policy, and Public Service. The Philosophy and Law Option would fit well in that area of interdisciplinary focus.

Signature/Date
Chief Academic Officer:
Chief Research Officer*:
Chief Executive Officer:
Flagship Provost**:
Provost (Chief Academic Officer) Status: <i>Approved</i>
Deadline: <i>No deadline</i>
Flagship President**:
President (Chief Executive Officer) Status: <i>Approved</i>
Deadline: <i>No deadline</i>
*Center/Institute Proposal only **Not applicable to the Community Colleges.

Montana University System
REQUEST TO PLAN FORM

ITEM 196-1009-R0921

September 2021

Request for authorization to plan an Environmental Public Health Journalism option in the Environmental Science and Natural Resource Journalism MA

Program/Center/Institute Title: **Environmental Public Health Journalism option
in the Environmental Science and Natural
Resource Journalism MA** Planned 6-digit CIP code: **09.0401**

Campus, School/Department: **University of Montana – Missoula, College of
the Arts and Media / Journalism** Expected Final Submission Date: **March 2022**

Contact Name/Info: **Nadia White, nadia.white@umontana.edu**

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>.

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

We propose a new master's degree option in Environmental Public Health Journalism as part of the Environmental Science & Natural Resources Journalism M.A. program. This new option is offered in cooperation with the School of Public and Community Health Sciences in order to prepare students for a career in journalism with a focus on the intersection of public health and the environment. One-third of the courses taken for this option will be through the School of Public and Community Health Sciences. Those courses are offered online only.

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

This option prepares students for a career in journalism with a focus on the intersection of public health and the environment. Students pursuing this specialization may cover subjects such as climate change and public health, the built environment and public health or environmental pollution and public health. The COVID pandemic of 2020-21 intensified demand for journalists trained to investigate and report matters of environmental public health.(1)

The University of Montana's Environmental Science & Natural Resource Journalism master's program was started in 2010. Established to train journalists in environmental reporting, broadly, the program is well position to meet a growing demand for journalists trained to cover public health and environmental issues. (2, 3) This specialization aims to maintain program competitiveness and optimize interdisciplinary strengths on the Mountain Campus. The need for such specialization is now supported by fellowships developed for mid-career journalists, such as the Knight Journalism Fellowships at CDC and others. (4) Such training has been linked to improved trust in the media and improved community health. (5)

1. DeAmbrosio, Martin. Science journalism needed now more than ever. SciDev.Net, May 22, 2020

Montana University System
REQUEST TO PLAN FORM

2. Parin ML et al Efficacy of Environmental Health E-Training for Journalists. *Stud Media Commun.* 2014;2(1):71-80.
3. Pearson, Helen. "Careers in Science Journalism and Writing." *Perspectives in biology*, Sep. 2017
4. Institute of Medicine (US) Committee on Assuring the Health of the Public in the 21st Century. Washington: National Academies Press; 2002.
5. A Savatteri et al, Health literacy level among journalists ..., *European Journal of Public Health*, Volume 30, Sept 2020

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

No new resources are required for this proposal. The courses offered in this program are currently offered through Journalism and through Public Health.

4) 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).

This program expands the topical area covered by Journalism's highly collaborative graduate and 4+1 programs. It expands the reach of our graduate program to create collaborative opportunities in health-related fields. Graduate students in the existing Journalism graduate program routinely engage other campuses for expert sources and collaboration on master's work. This new option offers opportunities to develop collaborations with climate change researchers at Montana State University, extractive resource experts at Montana Tech and traditional ecological knowledge that is especially rich in tribal colleges across the state, for example.

5) 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.

This proposal aligns with the MUS strategic plan goals of "workforce and economic development" and "efficiency and effectiveness" by integrating offerings of two successful graduate programs in order to meet public need for specialization. It meets the University of Montana's emerging strategic design goals of connecting learner's academic experience to career options and opportunities. It meets the College of Arts and Media's goal of community service and the School of Journalism's 107-year history of preparing journalists to provide the critical skills essential to an informed democratic society. The master's program in Environmental Science and Natural Resource Journalism currently operates on a highly interdisciplinary model, working closely with faculty in the physical and social sciences to train journalists specialized in reporting on science and the environment. This proposal expands that interdisciplinarity to explicitly include specialized public health training as well.

Montana University System
REQUEST TO PLAN FORM

Signature/Date

Chief Academic Officer:

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**

Provost (Chief Academic Officer)

Status: *Approved*

Deadline: *No deadline*

Flagship President:**

President (Chief Executive Officer)

Status: *Approved*

Deadline: *No deadline*

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana University System
REQUEST TO PLAN FORM

ITEM 196-1010-R0921

September 2021

Request for authorization to plan a Pre-Dance Therapy Option in the Dance BA

Program/Center/Institute Title: **Pre-Dance Therapy Option in the Dance BA**

Planned 6-digit CIP code: **50.0399**

Campus, School/Department: **University of Montana – Missoula, College of
the Arts and Media / Theatre & Dance**

Expected Final Submission Date: **March 2022**

Contact Name/Info: **Heidi Eggert, heidi.eggert@umontana.edu**

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>.

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

This Pre-Dance Therapy Option in the Dance BA is an exploration of dance and movement arts in the context of therapeutic practice. It is designed to give students a full understanding of dance/movement therapy (DMT) and will prepare them to enter a master's program in said discipline, should they choose. This broad study of dance and wellness leads to meaningful art making and is easily translatable to working in schools or a variety of community centers where there is a goal of improving quality of life or addressing other health-related psychological concerns. Classes will include (but are not limited to) Dance as a Healing Art, Science of Dance, Somatics, Dance History/World Dance, Creative Practice, New Visions Dance, Children's Dance, and technique courses in multiple disciplines, plus selected courses in psychology and social work.

2) 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 field of dance/movement therapy (DMT) has grown exponentially in the past decade. "Research in this area grew considerably from 1.3 detected studies/year in 1996–2012 to 6.8 detected studies/year in 2012–2018." (<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01806/full>).

Perhaps more poignantly, as a result of the COVID-19 pandemic, there has been an increased awareness of the importance of mental health, physical health, and the holistic and transformative potential of the mind-body relationship.

In the past five years, two UM dance alumni have gone on to receive their master's degrees in DMT. Two members of the just-graduated UM Class of 2021 have this as a goal as well. More than half of the rising seniors in our program are interested in this career path and would have selected this option were it already available. In the past year, the School of Theatre and Dance has received calls from several prospective students who were drawn from out of state to UM because of the dance curriculum that involves creativity, community engagement, and dance as a healing art.

Montana University System REQUEST TO PLAN FORM

When we adopt the Option of Pre-Dance Therapy, UM will be the only such program in the state. Even though this is a growing field, there are very few similar options in the country. UM will shine and attract students from coast to coast.

Graduates of this option will be on a clear path to a rewarding and successful vocation: “Dance/movement therapists work in a variety of settings including nursing homes, schools, psychiatric, rehabilitation and medical facilities, drug treatment centers, counseling and crises centers, and wellness and alternative health care centers.” (<https://www.adta.org/become-a-dance-movement-therapist>)

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

There are no significant new resources required to launch this option. The requirements consist of courses that already exist in the curricula of the School of Theatre and Dance and the Psychology Department, plus possibly in the School of Social Work. In order to sustain the degree option, however, we must maintain or even grow the number of faculty in the School of Theatre and Dance. Substantial faculty numbers are essential to the ability to offer the variety of courses required for this option.

4) 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).

This option is exemplary of an interdisciplinary UM experience. The Dance Program will be collaborating with the Psychology Department on campus to offer degree requirements and have conversations with the School of Social Work and Neuroscience Program to determine possible course-sharing and research options. It is anticipated that these cross-programmatic conversations will increase student awareness and interest across all art and science disciplines.

5) 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 positive impact of the Pre-Dance Therapy Option in the Dance BA is focused on crossdiscipline practices. Equally so, it focuses on community and civic engagement during the students' time at UM and after they graduate. Dance/movement therapy (DMT) is “the psychotherapeutic use of movement to promote emotional, social, cognitive and physical integration of the individual, for the purpose of improving health and well-being.” (American Dance Therapy Association definition) This option implies a desire to help individuals or communities to connect, thrive or heal. Some recipients of this option will use their expertise in post-BA employment at dance studios, public schools, and wellness or community centers. They will also be prepared to immediately enter a master's program in DMT (supporting a furthering of their education). This option integrates body, mind and movement into one holistic practice, directly addressing UM's interdisciplinary focus and three of the six Communities of Excellence: Health and Human Development, Communication and Artistic Expression, and Justice, Policy and Public Service.

Montana University System
REQUEST TO PLAN FORM

Signature/Date

Chief Academic Officer:

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**

Provost (Chief Academic Officer)

Status: *Approved*

Deadline: *No deadline*

Flagship President:**

President (Chief Executive Officer)

Status: *Approved*

Deadline: *No deadline*

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana University System
REQUEST TO PLAN FORM

ITEM 196-1011-R0921

September 2021

Request for authorization to plan a transitional Doctor of Occupational Therapy (tOTD)

Program/Center/Institute Title: **transitional Doctor of Occupational Therapy (tOTD)**

Planned 6-digit CIP code: **51.2306**

Campus, School/Department: **University of Montana – Missoula, College of Health / Speech, Language, Hearing and Occupational Sciences**

Expected Final Submission Date: **March 2022**

Contact Name/Info: **Jen Geist Quigley, jen.geistquigley@umontana.edu**

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>.

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

The School of Speech, Language, Hearing & Occupational Sciences in the College of Health requests to plan a transitional Doctor of Occupational Therapy (tOTD) degree as a stand-alone post-professional graduate program, for licensed occupational therapists at the bachelor or master degree to elevate their academic credentials to the forthcoming required entry-level degree standard of Doctorate of Occupational Therapy (OTD) (see AOTA position statement on entry-level degree for occupational therapists).

This program is entirely distance based and is provided in a contemporary online format that allows post-professional occupational therapy students to access content asynchronously from virtually anywhere, at any time.

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

As the University of Montana has a resident Doctor of Occupational Therapy program in development, a need still exists for current practicing bachelor's and master's degree level Occupational Therapists wishing to elevate their academic credentials to complete curriculum at the doctorate level that offers "in-depth knowledge of clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development" which the American Occupational Therapy Association (AOTA) will establish as the single point of entry for occupational therapist with a target date of 2025. Within the next few years, a number of master's-level approved Occupational Therapy programs will be graduating their last classes of master's-level prepared students as they move to graduating doctoral prepared students. This means that there will be a large number of bachelor and master prepared occupational therapists who will find themselves in a professional market competing with recent graduates prepared at the doctoral level. It is anticipated that practicing occupational therapists will want to update their knowledge and skills through an affordable transitional doctoral program, as was the case for the physical therapy profession.

Montana University System REQUEST TO PLAN FORM

According to the U.S. Bureau of Labor Statistics, employment of occupational therapists is projected to grow 16% from 2019 to 2029, much faster than the average for all occupations. Occupational Therapy will continue to be an important part of treatment for people with various illnesses and disabilities, such as Alzheimer's disease, cerebral palsy, autism, or the loss of a limb.

References:

<http://www.aota.org>

<https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>

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

This program will be administered in partnership with Rehab Essentials, Inc. an existing partner of the University of Montana through our transitional Doctor of Physical Therapy program. The program is entirely distance-based administered online in an asynchronous cohort program. All coursework will be developed and taught by Rehab Essentials, Inc. in online Moodle classrooms also supplied by Rehab Essentials and are not reliant upon the University of Montana's physical infrastructure. Students will need access to an UM email account, CyberBear for finalizing registration and paying tuition, and online resources available through UM's Mansfield Library. It is anticipated that very minimal human resources at UM will be needed to process admissions applications, graduation paperwork, and post-graduate credentialing forms.

4) 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).

This program will work in collaboration with the Doctor of Occupational Therapy program in development through the College of Health's School of Speech, Language, Hearing & Occupational Sciences. Coursework used in this program may be leveraged in the resident program. Additionally, opportunities for students participating in the tOTD program may exist for collaboration with students in the transitional Doctor of Physical Therapy (tDPT) program in the School of Physical Therapy & Rehabilitation Science. As the University of Montana is the sole provider of the tDPT and forthcoming OTD curriculums, we do not anticipate collaboration between MUS institutions at this time.

5) 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 University of Montana currently promotes five Priorities for Action to serve the institutional mission and strategic plan; they are 1) place student success at the center of all we do, 2) drive excellence and innovation in teaching, learning, and research, 3) embody the principle of "Mission First, People Always", 4) partner with place, and 5) proudly tell the UM story. The proposed transitional Doctor of Occupational Therapy (tOTD) program highlights priorities for action 1 and 2. The program will serve working professionals who become our students seeking to elevate their academic credentials to compete in a rapidly growing rehabilitation medicine field. By providing the opportunity for working professionals to participate in a transitional program we demonstrate our commitment to the success of students and the needs of Montana's workforce. The instructors providing the curriculum through Rehab Essentials, Inc. are national and international subject matter experts in the field of occupational therapy, which demonstrates a commitment to driving excellence and innovation in education.

Montana University System
REQUEST TO PLAN FORM

Instructors include the former research director of the AOTA and academic clinicians with more than 150 years of combined experience.

This program also complements the existing programs available at the University of Montana. We currently host a transitional Doctor of Physical Therapy program, which is also administered through our partner, Rehab Essentials, Inc. And as we develop our resident OTD program, we expect to leverage the curriculum of this program.

Signature/Date

Chief Academic Officer:

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**

Provost (Chief Academic Officer)

Status: *Approved*

Deadline: *No deadline*

Flagship President:**

President (Chief Executive Officer)

Status: *Approved*

Deadline: *No deadline*

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana University System
REQUEST TO PLAN FORM

ITEM 196-1901-R0921_RTP

Meeting Date: Sept. 15-16, 2021

Item Name: Request for authorization to plan an Associate of Applied Science in Cosmetology

Program/Center/Institute Title: **Helena College University of Montana**

Planned 6-digit CIP code: **12.401**

Campus, School/Department: **Career and Technical Education/Trades**

Expected Final Submission Date:

Contact Name/Info: **Tammy Burke, Executive Director CTE/Sandra Bauman Dean/CEO**

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>.

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

Helena College is requesting to plan a two-year Associate of Applied Science Degree in Cosmetology. This program will be aligned with the Montana Board of Barbers and Cosmetologists and comply with all necessary Montana licensure requirements (including mandatory 1500 hours of instruction). The program will also include an in-house salon which will be a community service and offer cosmetology services to the Helena community which will provide low-cost personal care services.

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

Helena College is proposing the first non-profit cosmetology program to be offered in the State of Montana and in the Montana University System. Currently, there are only private training options for Montana students; therefore, this results in a high cost program for students, which in turn most likely results in increased student debt. There is also not a for-profit cosmetology school/training program located in Helena; and therefore this program will not be in direct competition with any other Helena business. The Department of Labor and Industry estimates there are 640 jobs unfilled in Montana in the area of Cosmetology with a mean wage of \$29,130. Because this program will be more affordable to students compared to private schools, it is expected that we will attract an increase in out-of-state students as well; therefore, both State and national statistics are noted below. Although the cosmetology curriculum will include some basic business concepts, graduates will be able to stack additional credentials in the area of business leading to additional certificates and potentially bachelor’s degrees as needed for career advancement.

Montana Statistics

SOCCode	SOCTitle	Total Jobs 2018	Total Jobs 2020	Total Jobs 2028	Projected Exits 2020	Projected Exits 2028
395012	Hairdressers, Hairstylists,	1156	1162	1258	155	805

Montana University System
REQUEST TO PLAN FORM

and
Cosmetologists
Manicurists
and Pedicurists

395092	267	270	302	32	171
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National estimates for Hairdressers, Hairstylists, and Cosmetologists: Top

Employment estimate and mean wage estimates for Hairdressers, Hairstylists, and Cosmetologists:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
302,410	1.6 %	\$ 15.74	\$ 32,740	0.8 %

Percentile wage estimates for Hairdressers, Hairstylists, and Cosmetologists:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 9.06	\$ 10.34	\$ 13.16	\$ 18.25	\$ 25.68
Annual Wage (2)	\$ 18,840	\$ 21,520	\$ 27,380	\$ 37,970	\$ 53,410

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

This program will take some investment; however, due to the move of the Fire and Emergency Services program to the Airport Campus, Helena College has a large space available for this program. The space will require some remodeling, equipment will need to be purchased, and the salon will need to be stocked with consumable materials as well as materials to be sold to customers. This program will also require a full-time Director position (who will also teach courses) and a full-time tenure-track faculty position. There are minimal licensure fees that will also have to be paid. Although there will be an initial investment for this program, due to the ability to have the salon as support for the program, it is hopeful that this program will be self-sustaining in the future.


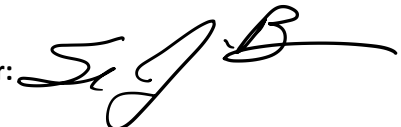
4) Describe any efforts or opportunities you have identified for collaboration either within the institution or between MUS institutions (i.e. articulation, course-sharing, research collaboration).

Since there are no other institutions that offer this program in the MUS no contact has been made thus far; however, if Helena College is granted permission to move forward with this program, we will then be investigating collaborations/articulations with others in the MUS for existing BAS degree opportunities for these students.

5) 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.

Montana University System
REQUEST TO PLAN FORM

Helena College recently submitted the Academic Priorities and Planning Statement with this program included. We are very motivated and excited to get this project in place and would like to see it offered in the next 1-2 years. This fits directly in line with the mission and strategic plan of Helena College. Helena College's mission is, and always has been, very student centered by striving to provide access to high quality education to a diverse population of students. This program is directly in line with helping students achieve their goals by providing an accessible affordable option for cosmetology which is currently not an option in the State of Montana. This also aligns with Helena College's continued dedication to serving the community. By providing the salon services at a reduced price, members of the community will be able to receive personal care services as a decreased rate. Helena College is also already investigating how services could be taken to the community by providing personal care to those who are in nursing homes etc.

<u>Signature/Date</u>
Chief Academic Officer: 
Chief Research Officer*:
Chief Executive Officer: 
Flagship Provost**:
Flagship President**:
*Center/Institute Proposal only **Not applicable to the Community Colleges.

Montana University System
REQUEST TO PLAN FORM

ITEM 196-1902-R0921_RTP

Meeting Date: Sept. 15-16, 2021

Item Name: Request for authorization to plan a Certificate of Applied Science in Avionics

Program/Center/Institute Title: **Helena College University of Montana**

Planned 6-digit CIP code: **47.0609**

Campus, School/Department: **Career and Technical Education/Trades**

Expected Final Submission Date:

Contact Name/Info: **Tammy Burke Executive Director of CTE/Sandra Bauman Dean/CEO**

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>.

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

Helena College is requesting to plan for a Certificate of Applied Science in Avionics Technology. This will be either a standalone CAS (for new students or current aviation mechanics) or could be a stackable credential in addition to the current Aviation Maintenance Technology Program. This program will include 30 credits of aviation courses, avionics specific courses, and required related instruction courses. This can be a standalone credential which leads to gainful employment or could be combined as an additional credential for aviation mechanics.

2) 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 Aviation Maintenance Technology Program has been offered by Helena College since 1939. This program is governed by an advisory board of industry partners and over the past several years, the advisory council has repeatedly expressed the need for additional training in the area of avionics. This in combination with local, area, and national statistics that support a workforce demand for this profession have led Helena College to pursue the addition of this program. According to the Bureau of Labor Statistics there are currently 60 jobs for Avionics Technicians in the State of Montana with a mean wage of \$49,000 ([https://www.bls.gov/oes/2019/may/oes_mt.htm#\(8\)](https://www.bls.gov/oes/2019/may/oes_mt.htm#(8))). According to the Occupational Outlook Handbook, also published by the US Bureau of Labor Statistics, there is faster than average growth in this occupational area (see below copied from <https://www.bls.gov/ooh/installation-maintenance-and-repair/aircraft-and-avionics-equipment-mechanics-and-technicians.htm>)

Quick Facts: Aircraft and Avionics Equipment Mechanics and Technicians	
<u>2020 Median Pay</u>	\$66,680 per year \$32.06 per hour
<u>Typical Entry-Level Education</u>	<u>See How to Become One</u>

Montana University System
REQUEST TO PLAN FORM

Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2019	160,000
Job Outlook, 2019-29	5% (Faster than average)
Employment Change, 2019-29	7,300

Many of our students also come from out of state so national statistics also provided by the Bureau of Labor Statistics have also been included to demonstrate the need for this profession not only in Montana but also nationally <https://www.bls.gov/oes/2019/may/oes492091.htm>

National estimates for Avionics Technicians: [Top](#)

Employment estimate and mean wage estimates for Avionics Technicians:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
21,390	6.7 %	\$ 33.26	\$ 69,180	1.7 %

Percentile wage estimates for Avionics Technicians:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 20.03	\$ 26.50	\$ 32.61	\$ 40.33	\$ 48.41
Annual Wage (2)	\$ 41,660	\$ 55,120	\$ 67,840	\$ 83,880	\$ 100,680

Industry profile for Avionics Technicians: [Top](#)

Industries with the highest published employment and wages for Avionics Technicians are provided. For a list of all industries with employment in Avionics Technicians, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in Avionics Technicians:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Aerospace Product and Parts Manufacturing	8,030	1.53	\$ 37.22	\$ 77,420

Montana University System
REQUEST TO PLAN FORM

Support Activities for Air Transportation	6,180	2.98	\$ 27.53	\$ 57,260
Federal Executive Branch (OEWS Designation)	1,440	0.07	\$ 30.20	\$ 62,820
Navigational, Measuring, Electromedical, and Control Instruments Manufacturing	1,160	0.28	\$ 32.09	\$ 66,750
Architectural, Engineering, and Related Services	780	0.05	\$ 38.06	\$ 79,170

49-2091	Avionics Technicians	detail	60	33.3%	0.129	0.87	\$23.84	\$23.56	\$49,000	2.6%
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3) Describe any significant new resources (financial, staff, facility, new curricula) needed to launch and sustain the program/center/institute.

In light of the fact that Helena College already offers an aviation maintenance program there is adequate classroom and lab space to offer this program. Additional avionics equipment would potentially be necessary, but an inventory of current resources would have to be thoroughly reviewed prior to being able to provide an exact amount of needed equipment. Due to this being a new program however, it is felt that Perkins funding could be used to support equipment purchases as well as any curriculum development. In the long-term, adjunct faculty would be needed to instruct the avionics specific courses but this would not require a full-time tenure track position.

4) 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).



There are currently no other existing aviation maintenance programs in the State of Montana and therefore this is not a competitive program for any of the other existing MUS institutions.

5) 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.

This program fits with the mission of Helena College and the strategic plan in a variety of ways. Because this is a very specialized program, it offers opportunities to local, regional, state, and national students which aligns with our goal to make education accessible. Due to our low cost of attendance, this allows

Montana University System
REQUEST TO PLAN FORM

a diverse population of students affordable education which leads to a high wage high skill employment. Finally, this program may be very attractive to the current workforce of aviation mechanics who are seeking additional training in the area of avionics to upskill the workforce.

<u>Signature/Date</u>
Chief Academic Officer: 
Chief Research Officer*:
Chief Executive Officer: 
Flagship Provost**:
Flagship President**:
*Center/Institute Proposal only **Not applicable to the Community Colleges.