REQUEST TO PLAN MEMORANDUM

DATE: August 23, 2022

TO: Chief Academic Officers, Montana University System

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

RE: September 2022 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 August 31, 2022. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, September 2, 2022. If no concerns are received, OCHE will assume that the proposals have your approval.

Requests to Plan

The University of Montana Missoula:
- Request to Terminate the Center for Ethics
  Item #202-1002-R0922

Montana Technological University:
- Request to Plan an AAS in Business
  Item #202-1501-R0922

The University of Montana-Western:
- Request to Plan a Minor in Popular Culture Studies
  Item #202-1601-R0922

Helena College University of Montana:
- Request to plan a CAS in IT Help Desk
  Item #202-1901-R0922
- Request to Plan a AAS in Cloud DevOps
  Item #202-1902-R0922

Montana State University Northern:
- Request to Plan a Minor in Applied Equine Management
  Item #202-2801-R0722

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ITEM 202-1002-0922

September 2022

Request for authorization to terminate the Center for Ethics

Program/Center/Institute Title: **Center for Ethics**

Planned 6-digit CIP code: **38.0103**

Campus, School/Department: **University of Montana, College of Humanities and Sciences / Mansfield Center**

Expected Final Submission Date: **March 2023**

Contact Name/Info: **Randi Edwards (randi1.edwards@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 Center for Ethics has not existed since 2016. However, the work continues under the auspices of the Mansfield Ethics and Public Affairs Program and fulfills the same mission of conducting research and educational activities focusing on the relationship of values to institutions and public affairs. Our courses, seminars, lectures, and conferences examine the role that ethical values can and should play in public life, the moral quandaries faced by those who govern, including both philosophical and practical dimensions of political ethics, and the issues of leadership and character in public service.

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 separate Center for Ethics has not existed since 2016. It was incorporated into the Mansfield Ethics and Public Affairs Program. We request the official closure of the Center for Ethics. The Mansfield Center for Ethics and Public Affairs is not planning a new center, only the closure of the defunct Center for Ethics is being requested.

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

   No resources are needed.

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).**

   N/A

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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.**

Our courses, seminars, lectures, and conferences examine the role that ethical values can and should play in public life, the moral quandaries faced by those who govern, including both philosophical and practical dimensions of political ethics, and the issues of leadership and character in public service.

Signature/Date
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 202-1501-R0922   **September 2022**

Request for authorization to plan an AAS in Business

Program/Center/Institute Title: **Department of Business/AAS-Business**

Planned 6-digit CIP code:
52.0101

Campus, School/Department: **Montana Technological University**

Expected Final Submission Date: **Nov 2022**

Contact Name/Info: **Todd Tregidga, ttregidga@mtech.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.**

   Starting with the 21-22 Academic Year, Highlands College no longer is offering Associates Degrees in a Business curriculum as the Business AAS degrees previously offered were put into moratorium. Therefore, currently no associates degrees in business are being offered by Montana Technological University. We are requesting an opportunity to once again offer an AAS degree in Business; however, this would only be used by and marketed to students that have started a bachelors degree in business, but, due to unforeseen circumstances, cannot complete it. This would give Tech the opportunity to at least provide them the opportunity to take what they have completed and put it toward the AAS allowing them to at least leave the campus with a credential rather than nothing. We are proposing a two-year exit point from our BS Business and Information Technology curriculum. If students complete the first two years of the BS degree and all free electives were filled with business courses, they could apply for and be awarded an AAS degree in Business.

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 need is primarily related to a lack of a two-year business degree in our market, an opportunity to help those students not able to complete the BS degree, and a need by small businesses for para-professionals services. These graduates could definitely fill a need by small businesses to do bookkeeping, processing of payroll, local marketing, and general business administration. According to the Montana Department of Labor Job Projections Report, Office Administration and Bookkeeping are both in the top 10 most in demand jobs for the 2020-2030 projection and an AAS degree would be more marketable to those positions than "some college".

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

   None

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).**

   None

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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.**

One of Tech's primary goals of its Strategic Plan is Student Success. A student will feel far more successful leaving this institution with an AAS degree than with no degree at all if they have to exit.

Signature/Date	
Chief Academic Officer:	*(signature)* 8/2/22
Chief Research Officer*:	
Chief Executive Officer:	*(signature)* 8/8/22
Flagship Provost**:	
Flagship President**:	

*Center/Institute Proposal only
**Not applicable to the Community Colleges.

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ITEM 202-1601-R0922   **Meeting Date 09/22**

<u>**Item Name:**</u> **Request for Authorization to Plan a Minor in Popular Culture Studies**

Program/Center/Institute Title: **Minor in Popular Culture Studies**   Planned 6-digit CIP code:

Campus, School/Department: **UMW Division of Humanities and Social Sciences**   Expected Final Submission Date: **December, 2022**

Contact Name/Info: **Brian Elliott / brian.elliott@umwestern.edu / 406-683-7104**

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 Popular Culture Studies minor is an interdisciplinary program focused on exploring the various forms and roles of popular culture in society, both in terms of current and emergent forms and more traditional cultural forms that have filled the role of "popular culture" in the past. As an interdisciplinary minor, the program brings together courses from several different areas of study, including history, English, art, music, drama, and philosophy, with the goal of providing students a broad foundation and multiple theoretical approaches while also ensuring enough flexibility to pursue any personal areas of interest at the upper division. The program is designed to be open to students of any major or field of study.

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 Popular Culture Studies minor fulfills several differing needs for UMW's students, both as citizens and as members of the institution. On the practical level, the program provides students an opportunity for interdisciplinary thinking and the associated analytical experience that comes along with it, allowing them to explore their interests in popular forms of media and culture, advance their intellectual and critical capabilities, and earn a credential/complete an area of study. Further, as Bowling Green State University's Department of Popular Culture careers page indicates, "Recent trends in business and industry hiring indicate that Liberal Arts [e.g. Popular Culture Studies] graduates are highly desirable and that Liberal Arts students are often selected over business students for entry-level positions," giving graduates with this minor valuable skills in today's competitive job market ("Careers").

   On the larger level, the growing influence of popular culture and media, facilitated by social networks and digital distribution, calls for a citizenry familiar with the histories, uses, possibilities, and dangers of these forms and their connections to the culture at large. According to Michigan State's Popular Culture Studies Program overview, "The popular culture movement was founded on the principle that the perspectives and experiences of common folk offer compelling insights into the social world. The fabric of human social life is not merely the art deemed worthy to hang in museums, the books that have won literary prizes or been named 'classics,' or the religious and social ceremonies carried out by societies' elite" ("Popular Culture Studies Program"). By studying "the popular culture environment, both in the present and in its various historical manifestations," our students learn "to

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discuss such matters as how popular culture shapes/reflects our personal and social experiences, how popular culture shapes/reflects diversity in a multicultural society, and how popular culture shapes/reflects American culture's relationship to global culture(s)" ("Learning Outcomes"). This allows for not only better understanding and use for marketing and informational purposes but also for more informed decision making and participation in an increasingly media-driven society like that of the 21st-century United States.

References and further reading:

"Careers." *Department of Popular Culture*, Bowling Green State University, www.bgsu.edu/arts-and-sciences/cultural-and-critical-studies/popular-culture/undergraduate-program/careers.html. Accessed 21 Apr. 2022.

"Learning Outcomes." *Department of Popular Culture*, Bowling Green State University, www.bgsu.edu/arts-and-sciences/cultural-and-critical-studies/popular-culture.html. Accessed 21 Apr. 2022.

Mirra, Nicole, et. al. "From Digital Consumption to Digital Invention: Toward a New Critical Theory and Practice of Multiliteracies." *Theory into Practice*, vol. 57, 2018, pp. 12-19, doi: 10.1080/00405841.2017.1390336.

"Popular Culture Studies Program." *Department of English*, english.msu.edu/popular-culture-studies/. Accessed 21 Apr. 2022.

Rodesilar, Luke. "Empowering Students Through Critical Media Literacy: This Means War." *The Clearing House*, vol. 83, 2010, pp. 164-67, doi: 10.1080/00098650903505464.

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

   Because the program is composed of courses already taught by UMW faculty and currently either in rotation or planned to be introduced into regular rotation, the Popular Culture Studies minor requires no additional resources.

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).**

   While other institutions have course offerings in popular cultural topics and some similar programs, such as U of M's Multi-disciplinary Studies or Media Arts areas of study, there is not another program in the MUS that overlaps significantly with the proposed minor. As proposed, the Popular Cultural Studies minor would allow easy substitution of appropriate courses for transfers to and from UMW.

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 minor provides students opportunities to bring interdisciplinary understanding and critical analysis to a common part of their day-to-day lives; this is a truly experiential education, one connected directly to their lived experiences. This supports both the UMW Mission and Strategic Plan's Objective One. As mentioned above, this also expands on institutional program offerings and available credentials for students in all areas of study.

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Signature/Date
Chief Academic Officer: / **May 11, 2022**
Chief Research Officer*:
Chief Executive Officer:
Flagship Provost**:
Flagship President**:
*Center/Institute Proposal only **Not applicable to the Community Colleges.

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ITEM 202-1901-R 0922_RTP   **Meeting Date: September 2022**

Item Name: Request for authorization to plan for a C.A.S. in IT Help Desk

Program/Center/Institute Title: **C.A.S IT Help Desk**

Planned 6-digit CIP code:
11.1006

Campus, School/Department: **Helena College**

Expected Final Submission Date:

Contact Name/Info: **Robyn Kiesling, Executive Director General Education & Transfer**

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 submitting a request to plan for a CAS in IT Helpdesk. This certificate will prepare students for jobs in computer support specialist roles, commonly referred to as IT Helpdesk positions. Computer support specialist help maintain computer networks and provide technical help to computer users, most often in IT Help Desk positions.

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).**

   IT Help Desk positions are one of the most commonly requested by local employers. The job outlook from the US Bureau of Labor Statistics projects a 9% increase in positions from 2020-2030, with median pay projected at $57,910 annually. The Montana Department of Labor and Industry projects 217 annual openings in Montana for Computer User Support Specialist positions from 2021-2031, with average wage at $47,190 annually.

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

   This new CAS option will be offered as part of the established IT & Programming program at Helena College. The current staffing of the program and the stackability of this certificate into the AAS options make this new certificate possible. No new resources will be needed.

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 IT & Programming program has collaborated with Missoula and Bitterroot Colleges since the GEERs grants in 2020-2021. The program is happy to add Helena College courses to Quottly when able and reaches out to collaborate with other partners when course sharing is necessary.

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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 new certificate aligns with the College's mission to provide the paths and tools necessary to assist learners in achieving their educational and career goals. It also aligns with the Impact goal to evaluate and respond to educational and workforce development needs to cultivate mutually beneficial relationships and to provide seamless career transition. The IT & Programming program has an active advisory council that has requested a 1-year certificate option for students in this area. This certificate will meet the needs of students working to get into the workforce and IT positions within a year and it will meet the needs of our local and state employers.

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

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ITEM 202-1902-R 0922_RTP   **Meeting Date: September 2022**

Item Name: Request for authorization to plan an A.A.S in Cloud DevOps

Program/Center/Institute Title: **AAS Cloud DevOps**

Planned 6-digit CIP code:
11.0902

Campus, School/Department: **Helena College**

Expected Final Submission Date:

Contact Name/Info: **Robyn Kiesling Executive Director General Education & Transfer**

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 move to the cloud by businesses has caused a reduction in the need for traditional network administrators and an increase in the need for staff that can remotely code, configure, test, and deploy applications on cloud infrastructure. The new AAS option at Helena College will allow students to learn the fundamentals of architecture, deployment, management, and operations on cloud computing platforms.

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).**

   There are many relevant job titles that students with this degree can pursue: cloud support associate, cloud support engineer, cloud developer, cloud engineer, cloud sales executive, technical account manager, cloud systems administrator, DevOps engineer, computer systems analyst, computer programmer, software developer, network and computer systems administrator, software quality assurance engineer and tester, etc. Montana Department of Labor and Industry projects annual wages for employees in computer professions at $47,190 to $100,000+. The Occupational Outlook Handbook through the Bureau of Labor Statistics projects growth in computer and IT occupations of 13% from 2020-2030.

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

   The new AAS option will replace the Network Administration AAS currently on moratorium (to be terminated fall 2022). The new option will utilize existing courses and new courses created within the last year. Current faculty staffing will be used to offer the new AAS option. No new resources will be needed.

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 IT & Programming program has collaborated with Missoula and Bitterroot Colleges since the GEERs grants in 202-2021. The program is happy to add Helena College courses to Quottly when able and reaches out to

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collaborate with other partners when course sharing is necessary. Helena College will be the first college in the state to offer this degree option if approved.

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 new certificate aligns with the College's mission to provide the paths and tools necessary to assist learners in achieving their educational and career goals. It also aligns with the Impact goal to evaluate and respond to educational and workforce development needs to cultivate mutually beneficial relationships and to provide seamless career transition. The IT & Programming program has an active advisory council that has requested a degree option in this area. This AAS will meet the needs of students working to get into the workforce and IT positions within a year and it will meet the needs of our local and state employers.

Signature/Date
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
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ITEM 201-2801-R0722   **Meeting Date July 2022**

Item Name: Minor in Applied Equine Management

Program/Center/Institute Title: Planned 6-digit CIP code: 01.0307

Campus, School/Department: **MSU Northern**   Expected Final Submission Date: **September 2022**

Contact Name/Info: **Neil Moisey, PhD**

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 Agriculture Technology department is proposing to develop a minor in Applied Equine Management to the Agriculture Technology Department in the College of Technical Sciences at Montana State University-Northern. The Minor in Applied Equine Management is a practical, industry-based approach to equine production and management. The minor is considered value-adding and can be associated with the Agriculture Technology BS and several other aligned academic majors. The majority of enrollment is expected to come from the agriculture program so the minor will be associated with the Agriculture Technology department. The minor would not change the agriculture major, simply offer another branch of the vast industry.

   A minor in Applied Equine Management with a science-based approach to the animal science of horses used for recreation, work, and sport. The minor will include elements of horsemanship including western riding, training colts, and conformance of horses to a standard. The minor will focus on science including equine anatomy and physiology, breeding and genetics, nutrition as well as health issues that may require intervention by a vet. The minor may lead to the student moving more into the field of veterinarian or vet-tech but avoids vet-specific subjects such as pregnancy checks.

   The minor is intended to provide 'value-added' to a degree in Ag-Operations, Agriculture technology, Ag-Mechanics, Biology, or Business Administration, though the minor will not be restricted to those majors. This minor will be a stand-alone program of study intended to increase the value and employability of a graduate who wishes to include this body of knowledge and skills in their career.

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).**

   There is a strong interest among Northern students to augment a current program of study to include education on horse science. The interest consists of both personal enrichment as well as for aspiration to include horses as part of a career in agriculture, business, or other primary major.

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The students of the MSUN rodeo team have a desire to expand their knowledge of horse ownership, production, and management. The ranching industry in Northern Montana sees a need for workers with a particular skill set for working with equine stock. Considering a number of our students not only own equine stock but will eventually work with equine stock, a minor program of study is not only appropriate but necessary given the specialty nature of equine management and production. This program of study takes into consideration the practical aspects of owning and working with equine stock.

The MSUN Agricultural Technology Advisory Board represents major market segments within Montana's agriculture industry and provides guidance to our Agriculture programs. The Advisory board strongly supports the establishment of a Minor in Applied Equine Management in the Agricultural Technology Department of the College of Technical Sciences at Montana State University-Northern. The members of the Advisory Board have written letters of support for the development of the Minor in Equine Studies.

The Agricultural Technology Advisory Board has played a role in the development of the Minor in Applied Equine Management program since its inception. They have contributed as industry professionals, employers, and community members to help put together a program of study that meets the needs of the area. The curriculum offers students a variety of elective courses that can be individualized based on the students' career goals. At the recommendation of the advisory board, biological sciences were added to provide students with a science-based approach to equine management, should they desire that body of knowledge in their education. The applied nature of the minor fits well with MSU-Northern's mission and goals as a university.

3) **Describe any significant new resources (financial, staff, facility, new curricula) needed to launch and sustain the program/center/institute.**
Given that this is a minor program of study within the existing Agriculture Technology program, the current facilities, equipment, space, laboratory instruments, computers, and other physical equipment would be sufficient to facilitate the learning necessary for successful completion. If the program outgrows the current facilities and equipment, expansion can be discussed at that time.

The existing facilities housed in Brockmann Center would be sufficient for the lecture components associated with the minor program of study. The computer laboratory in Brockmann center provides adequate computing resources for minors. Considering this is a minor program of study, the lab objectives can be achieved using existing facilities in the community. The impact of this program of study would be the increased use of equine facilities in the Havre community and increased use of agricultural academic areas on campus. The agriculture classroom is a dedicated room for the agriculture program and increased use of the space would not impede the scheduling of other academic courses offered in the building.

The current agriculture technology faculty members have the skill set to teach the courses coded EQUS. Doug Kallenberger is both a faculty member and rodeo coach and will be able to teach the courses as they are sequentially rolled out. Upon the hiring of a new Agriculture-Precision Technology instructor, the courses will be offered on a regular schedule as there will be space in Doug's teaching schedule. The remaining courses housed in

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the agriculture program would continue to be taught by the agriculture faculty. Courses in other departments would be taught by the regular faculty members. The quality and productivity of all programs are maintained through an annual assessment. Increased enrollment in these courses will not impact the quality and productivity of existing programs on campus.

The campus library and information resources are adequate. If other libraries or information resources are needed, the Agriculture Department will reach out to community members, the advisory board, and other professionals to determine what materials are appropriate and how best to obtain them.

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).**

MSU-Northern faculty will explore opportunities to consult and collaborate with MSU faculty, including research faculty stationed at the Northern Agriculture Research Center.

Northern has met with the Chancellor and Provost from UM Western to discuss the different emphasis of Northern's proposed Minor in Equine Studies and the current UM Western Bachelor of Science (B.S.) in Natural Horsemanship. It was agreed that this proposed minor would provide greater options for MSU Northern students majoring in the agricultural areas. In addition, we discussed the potential for students to transfer the credits in the proposed minor to the UM Western program. We will work with the UM Western Provost as we develop the specific learning outcomes and coursework to enhance the transfer options.

Northern also met with Rita Kratky, CAO at Miles Community College, and with Brett Badgett, Equine Studies faculty at Miles Community College to discuss the relationship between Miles's Equine Science programs (AAS, AA) and the proposed Minor in Applied Equine Management at Northern. It was agreed that the programs are complementary and provide an important transfer option for Miles students to one of Northern's four-year degrees. We will collaborate on the course development to align where appropriate with equine courses at Miles Community College.

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.**

MSUN's mission is to "provide higher education to students for professional and technical careers through an institution dedicated to teaching and the pursuit of knowledge." MSUN's strategic plan builds on our Mission and includes a priority goal of growing enrollment to ensure institutional stability and sustainability. To build our capacity and serve the largest geographic region in the state, MSUN has and continues to provide relevant, quality academic programs that address the needs of the region and the state. Our history of providing education, technical, and regionally relevant high-quality programming drives our academic priorities and planning.

Academic program proposals are largely based on the input from our industry partners through the active input from our Advisory Boards. These priorities are also vetted through the College faculty, Academic Senate, and other relevant committees on campus (e.g., Graduate Committee, Marketing Committee, etc.). The Student Senate also is involved in the development of our academic priorities. MSUN has identified three particular areas of academic priority for the next academic year based on the goals and strategies of our strategic plan. One of these programmatic areas is expanding program areas that meet local and state-level industry needs. MSUN's

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strong academic programming in the agricultural sciences and agricultural mechanics connect closely with our agriculture industry in the region. In this area, we identify strategic opportunities in precision agriculture, meat processing, and equine studies. These academic priorities have been strongly supported by our local and state industries and economic development partners.
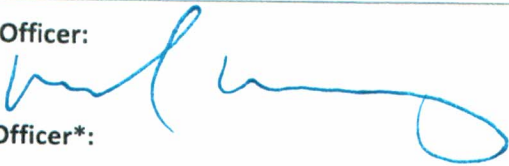
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Signature/Date	
Chief Academic Officer:	
Chief Research Officer*:	
Chief Executive Officer:	
Flagship Provost:**	DocuSigned by: Robert Mokwa — 9EDD74A82C3A419...
Flagship President:**	DocuSigned by: Waded Cruzado — 7D6A4CE96C3F415...

*Center/Institute Proposal only
**Not applicable to the Community Colleges.