LEVEL I MEMORANDUM

DATE: February 17, 2023

TO: Chief Academic Officers, Montana University System

FROM: Joe Thiel, Interim Deputy Commissioner for Academic, Research, and Student Affairs

RE: February 2023 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in January and February, 2023. These proposals include items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. These Level I items are being sent to you for your review. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, raise them at the Chief Academic Officer's conference call on February 22nd. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, February 24th. You will be notified of approved proposals by March 1, 2023. The Board of Regents will be notified of the approved proposals at the March 2023 meeting of the Board.

LEVEL I ITEMS:

1. **Campus Approvals**
   Montana State University Billings:
   - Notification of the intent to place the B.A. in Psychology into Moratorium
     Item # 2701-LI0123

   Montana State University Bozeman:
   - Notification of the establishment of a Graduate Certificate of Teaching Science in STEM
     Item #2007-LI0123
   - Request for Authorization to Establish a Graduate Certificate in Family and Consumer Sciences
     Item #2002-LI0123
   - Request for authorization to Establish a Graduate Certificate in Indigenous Food Systems
     Item #2003-LI0123

   Great Falls College Montana State University:
   - Notification of establishment of a Certificate in Technical Studies in Early Childhood Education
     Item #2901-LI0123

   Montana State University Northern:
   - Notification to place Native American Studies BA into Moratorium
     Item #2801-LI0123

   The University of Montana-Western:
   - Request for Authorization to place the Management Accounting Minor into Moratorium
     Item # 1601-LI0123

2. **OCHE Approvals**

Montana State University Billings:
- Request for authorization to retitle the current Medical Coding and Insurance Billings Certificate of Applied Science to Medical Coding Certificate of Applied Science
  Item #2703-LI0123

Montana State University Bozeman:
- Request for authorization of a Credit Chance in Master of Education in School Counseling
  Item #2001-LI0123
- Request for temporary authorization to establish a Certificate of Applied Science in Medical Laboratory Assistant
  Item #2005-LI0123

LEVEL II Items:

Montana State University Billings:
- Request for authorization to establish an AAS in Medical Coding and Insurance Billing
  Item #2702-LII0123
- Request for authorization to establish an AAS in Diagnostic Medical Sonography
  Item #2704-LII0124

Montana State University Bozeman:
- Request for authorization to establish a Doctor of Nursing Practice – Nurse Midwifery Option
  Item #2006-LII0123

Great Falls College Montana State University:
- Request for Authorization to establish a CAS in Early Childhood Education
  Item #2902-LII0123
- Request for authorization to establish an AAS in Early Childhood Education
  Item #2903-LII0123
- Request for Authorization to establish an AAS in Technical Studies
  Item #2904-LII0323

The University of Montana Missoula:
- Request for authorization to retitle the Department of Sociology to the Department of Sociology and Criminology
  Item #205-1004-LII0223
- Request for authorization to establish a BA in Criminology
  Item #205-1007-LII0323

The University of Montana-Western:
- Request for Authorization to Establish a B.S. in Natural Resource Science
  Item #1602-LII0123

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

SUBMISSION December 2022

ITEM 2701 L1 1222

ITEM TITLE: Notification of the intent to place the B.A. in Psychology into Moratorium

Institution: **Montana State University Billings**   CIP Code: **420101**

Program/Center/Institute Title: **Psychology**

Includes (please specify below):   Face-to-face Offering: __X__   Online Offering: _____   Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]

What: Montana State University Billings is notifying the Board of Regents of its intent to place the BA in Psychology into Moratorium.

Why: MSU Billings currently offers both a BS and BA in Psychology. The only difference between the degrees is that the BS requires additional mathematics classes, and the BA requires additional language classes. We currently enroll approximately 25 times as many majors in the Psychology BS program (125 majors) than Psychology BA program (5 majors) and, therefore, we believe it would simplify options for students to terminate the BA program in favor of the BS program. In order to accommodate students who want to focus on language, we will allow a language path for completion of the Psychology BS program.

Resources:

ATTACHMENTS
   Termination and Moratorium form

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

__X__ **A. Level I:**

Campus Approvals

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

OCHE Approvals

    5. Re-titling an existing postsecondary educational program

    6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

    7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

    8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

    9. Revising a postsecondary educational program (Curriculum Proposal Form)

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

B. Level II:

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

    2. Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)

    3. Exceeding the 120-credit maximum for baccalaureate degrees *Exception to policy 301.11*

    4. Forming, eliminating or consolidating an academic, administrative, or research unit (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

Please complete the following questionnaire prior to submission of a program for termination or placement into moratorium. Please add additional comments beneath each question where applicable.

Program Title: **Bachelor of Arts in Psychology**

Program is being   __x__   **Placed into moratorium**   _____   **Terminated**

1. **Are there currently students enrolled in the program? (If yes, please answer questions a - c below.)**   Y: __x__   N: _____

  There are 5 or fewer students enrolled in the Psychology BA program.

  a.) **Have all students currently enrolled in the program been met with and informed of the impending termination/moratorium?**   Y: __x__   N: _____

    Students currently enrolled in the Psychology BA program will not be impacted. All courses will remain available to them, because there are no differences in Psych courses for the BS and the BA program. The only difference is a mathematics (BS) vs. language (BA) requirement.

  b.) **What is the expected graduation date of all students from the program?**

    All currently enrolled students will complete the program by 2025.

  c.) **Have course offerings been planned to allow for students in the program to complete the degree in a reasonable fashion?**   Y: __x__   N: _____

2. **Will any faculty layoffs or changes in working conditions occur because of the termination/moratorium? (If yes, please answer questions a - b below.)**   Y: _____   N: __x__

  a.) **Have the faculty affected by the program termination/moratorium been notified?**   Y: _____   N: _____

Montana University System

PROGRAM TERMINATION/MORATORIUM FORM

     b.) Please describe any layoffs that will occur including the date expected?

3. The following parties, where applicable, have been notified of the impending program termination/moratorium. (Please mark X for completed, NA for not applicable):

     a.) Internal Curriculum Committees   __x__

     b.) Faculty Senate   __x__

     c.) Program Public Advisory Committee   __NA__

     d.) Articulation Partners   __NA__

4. Has there been any negative feedback received from students, faculty, or other constituents regarding the impending termination/moratorium? (If yes, please explain below.)   Y: _____ N: __x__

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2023

ITEM 2007-LI0123

<u>**Notification of the establishment of a Graduate Certificate of Teaching Science in STEM**</u>

Institution: **Montana State University**   CIP Code: **13.1316**

Program/Center/Institute Title: **College of Letters and Science, Master of Science in Science Education (MSSE)National Teachers Enhancement Network (NTEN)**

Includes (please specify below):   Face-to-face Offering: _____   Online Offering: _____   Blended Offering: __X__

Options: _____

Proposal Summary [360 words maximum]

What: A proposed STEM graduate certificate in science teaching would offer a 7th certificate option in the NTEN Program. The current certificates are in the areas of chemistry, climate, Earth science, elementary school science, life science and physics.

Why: Teachers of science take NTEN courses for professional development and as part of the Master of Science in Science Education (MSSE) Program. Teachers will often take one course, have a satisfying experience and take additional courses. Over a few semesters the courses add up to a certificate in a science teaching area. Science, technology, engineering and mathematics (STEM) is an emerging curricular area in science education. Offering a certificate in STEM will provide teachers additional opportunities for professional development. In addition, a significant number of teachers apply to the MSSE Program after completing a certificate. Since 2016, 54 teachers have successfully completed certificates. See the Certificates Since 2016 attachment.

Resources: The MSSE Program assumed responsibility of NTEN in late 2020. With a 20+ year history as a graduate program, MSSE is well positioned, staffed and resourced to facilitate another certificate offering in the NTEN Program. No addition resources will be needed to administer the proposed STEM certificate. In partnership with the Master of Science in Mathematics-Mathematics Education (MSMME) Program, additional courses in the STEM certificate will be available. With the exception of a proposed STEM Methods course, which will be submitted through CIM, all other courses for the proposed certificate exist. See the Proposed STEM Certificate Course Offerings

ATTACHMENTS
    A1- Certificates since 2016
    A2- Proposed STEM Certificate Course Offerings

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

X   **A. Level I:**

Campus Approvals

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

    1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

    5. Re-titling an existing postsecondary educational program

    6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

    7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

    8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

    9. Revising a postsecondary educational program (Curriculum Proposal Form)

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

B. Level II:

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

    2. Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)

    3. Exceeding the 120-credit maximum for baccalaureate degrees *Exception to policy 301.11*

    4. Forming, eliminating or consolidating an academic, administrative, or research unit (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2023

ITEM 2002-LI0123

ITEM TITLE Request for Authorization to Establish a Graduate Certificate in Family and Consumer Sciences

Institution: **Montana State University**   CIP Code: **19.0101**

Program/Center/Institute Title: **Department of Health and Human Development**

Includes (please specify below):   Face-to-face Offering: _____   Online Offering: __X__   Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]

What: Online Family and Consumer Sciences (FCS) Graduate Certificate program that serves licensed teachers seeking added endorsement in FCS education. The program prepares educators with content knowledge in topics related to nutrition, culinary skills, textiles/design, family and human development, and personal and family finance. Students develop the skills to teach these content areas in grades 5-12 educational settings through FCS curriculum design and methods coursework.

Why: Family and Consumer Sciences (FCS) education is a Career and Technical Educational (CTE) field offered in middle schools and high schools. At present, there is a high demand for and shortage of FCS educators in middle and high schools across the United States. Currently, there are 14 unfilled FCS positions in Montana. This shortage of qualified teachers forces schools who cannot fill a position to consider suspending FCS education in their school or hiring a teacher on provisional or emergency certification without FCS credentials. In Montana, these provisionally licensed teachers have 3 years to complete the FCS educational requirements to earn added endorsement while they teach.

MSU offers an FCS MS degree (36 credit) that meets the added endorsement expectations, but the time and cost can be a challenge for some potential students. The proposed certificate meets the educational expectations, the required timeline for added endorsement, and requires 18 credits. Offering the program online allows students to learn while working in their community. Having an additional option could assist in meeting FCS education needs in middle and high schools within Montana without the requirement of significant new resources.

Resources: The proposed courses in the graduate certificate are existing courses in the established FCS MS degree and are already planned for instruction (no new costs/expenditures). We are proposing the addition of an FCS Ed Certificate Coordinator. This would require $1000 per semester and the Health and Human Development Department Head has indicated that funds could be made available through the department budget to meet this need.

ATTACHMENTS
    Attachments

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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__X__ **A. Level I:**

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

9. Revising a postsecondary educational program (Curriculum Proposal Form)

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

B. Level II:

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

2. Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)

3. Exceeding the 120-credit maximum for baccalaureate degrees *Exception to policy 301.11*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

4. Forming, eliminating or consolidating an academic, administrative, or research unit (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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

The Graduate Certificate in Indigenous Food Systems is proposed to give any student a grounding in the Indigenous tenets of the Buffalo Nations food system of the Northern Plains and Rockies. The education model is Indigenous, a seasonal-ecological model that favors Indigenous knowledges but not to the exclusion of Western ones. Further, the instruction will come primarily from tribal college instructors who are grounded in Indigenous ways of knowing, being, and doing. The Certificate will provide an essential grounding in Indigenous foodways, land practices, and culture to orient any student pursuing a career pathway in Indigenous food systems. This certificate then serves as an add-on to any variety of pathways in the food system, including degrees in a vast array of disciplines such as Horticulture, Animal and Range Science, Culinary, Food Science, Nutrition, Sustainable Food Systems, Dietetics, Business, Hydrology, Engineering fields, Land Resources and Environmental Science, Soils, Political Science, Ethnobotany and the list can continue. To understand the importance of this certificate, is to understand that Indigenous food systems are place-based and centered in cultural worldviews and relationships to place. This is a complete juxtaposition to the Industrial food system which is disengaged with place and Indigenous culture.

Students who choose the certificate may work in a vast array of career positions with a cultural, place-based orientation to the rhythms of the season and the teachings of the land, and Indigenous methods and practices. Here is a short list of anticipated pathways:

- Director, Community Kitchen and Food Pantry
- Tribal Hydrologist
- Food Sovereignty Coordinator, for a Native nation or native organization
- Land Planner for a Native nation
- Indigenous foods entrepreneur/ food system-related business person
- Environmental Coordinator for a Native nation
- Tribal college professor equipped to teach Indigenous food systems
- University professor teaching in any of the fields above with a focus on Indigenous food sovereignty and/or land practices
- Regenerative agriculture producer
- Ethnobotanist
- Food systems policy analyst
- Non-profit coordinator working for food system justice, buffalo restoration, protection of water, environmental justice
- Native nation buffalo manager
- Community gardening coordinator—Indigenous cultivation of Indigenous foods
- Tribal extension specialist
- Soil Conservation Manager
- Indigenous plant biologist

Native nations are ahead of most communities in contending with the impacts of climate change. Food sovereignty, food security, and protection of the balance in what we call the web of relations (human, other-than-human, soil, air, water, fire) are the highest priorities of our communities and our cultures. The Graduate Certificate in Indigenous Food Systems is an opportunity for MSU to invite the diversification of solutions to climate change, worldviews, and educational pedagogies. I appreciate your advocacy in stewarding this certificate through the process of approval.

With gratitude,
Jill

Jill Falcon Ramaker, PhD
Bishkane Mishtadim Ikwe (Anishinaabe: Ojibwe)
Assistant Professor, Community Nutrition & Sustainable Food Systems
College of Health and Human Development
Director, **Buffalo Nations Food System Initiative**, a collaborative project of the Department of Native American
Studies and the College of Education, Health, and Human Development
Montana State University
P.O. Box 172940
Bozeman, MT 59717-2940
o. 406.994-6369
c. 406.600.7898
CHECK OUT OUR MAP OF THE BUFFALO NATIONS BIOCULTURAL REGION

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2023

ITEM 2003-LI023

ITEM TITLE Request for authorization to establish a Graduate Certificate in Indigenous Food Systems

Institution: **Montana State University**   CIP Code: **03.0103**

Program/Center/Institute Title: **College of Letters and Science, Department of Native American Studies**

Includes (please specify below):   Face-to-face Offering: _____   Online Offering: __X__   Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]

What: This graduate certificate is proposed as a collaborative offering of the College of Letters and Sciences--Native American Studies, the College of Health and Human Development--Sustainable Food Systems, and the College of Agriculture. This is one step toward developing a "Buffalo Nations Food System Initiative": a research and education collaborative building collective capacity among the buffalo nations of the Northwestern Plains through Indigenous-led partnerships to advance food sovereignty through the transference and co-creation of Indigenous food system knowledge and practice. The certificate will begin to concentrate the growing focus on Indigenous foods emerging across the curriculum of all three colleges. An Indigenous ecological model based on the seasons will shape instructional design. This program will be delivered online.

Why: There is an increasing need to prepare the next generation of Indigenous food system professionals This certificate and the Buffalo Nations Food System Initiative was born out of student interest and a longstanding Indigenous-led desire to honor Native knowledge systems and to address the food insecurity plaguing rural and Indigenous communities in the state and region. Students who choose the certificate may work in career positions within tribal communities such as Director, Community Kitchen and Food Pantry, Food Sovereignty Coordinator, Environmental Coordinator, or in the broader community as Food Policy analyst, Soil Conservation Manager, and Tribal Extension specialist. Currently, indeed.com lists 18 job opportunities with these and similar titles in Montana. BLS projects a growth of 13% in the next 10 years in Montanan careers most related to this CIP code.

Resources: Tenure-track professors at MSU will be instructors of record for the classes in collaboration with practitioners in Native communities around the state and region with expertise in Indigenous food systems. Funding will come from external sources being developed by the Department of Native American Studies including a grant from the Margaret A. Cargill Philanthropic Foundation (MACP) from Jan. 2022 - June 2025. The MACP grant will cover the consulting fees of Indigenous knowledge holders involved with course delivery as well as increased staff time and outreach/recruiting expenses. This grant is potentially renewable up to two more times (for 3-4 years each time) after 2025.

ATTACHMENTS
    A1

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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__X__ A. Level I:

Campus Approvals

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

    1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

    5. Re-titling an existing postsecondary educational program

    6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

    7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

    8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

    9. Revising a postsecondary educational program (Curriculum Proposal Form)

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

B. Level II:

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

    2. Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)

    3. Exceeding the 120-credit maximum for baccalaureate degrees *Exception to policy 301.11*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

4. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January/2023

ITEM 2901-L0123

ITEM TITLE   Notification of establishment of a Certificate of Technical Studies in Early Childhood Education

Institution: **Great Falls College Montana State University**   CIP Code: **13.1210**

Program/Center/Institute Title: **CTS in Early Childhood Education**

Includes (please specify below):   Face-to-face Offering: _X_   Online Offering: _____   Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]

What: The proposed program includes stackable credentials beginning with a Certificate of Technical Studies in Early Childhood Education, leading to the proposed Certificate of Applied Science in Early Childhood Education, and then a proposed Associate of Applied Science in Early Childhood Education. The curriculum throughout the credentials is designed to also articulate to the Bachelor of Science in Teaching and Learning in Early Childhood from the University of Montana Western.

Why: Northcentral Montana has a need for early childhood care providers. Access to quality childcare was identified as one of the top two concerns of Cascade County in a recent community survey conducted by the United Way of Cascade County and its community partners. As a result, a community stakeholders group was formed to specifically focus on providing quality childcare. One step to achieving that goal is to educate individuals in early childhood education to fill the employment need.

Resources: The program would be developed and offered with existing faculty and staff who are appropriately credentialed and licensed. It will be necessary to hire additional adjunct instructors to teach in the program. General Studies coursework to support the program is currently offered at the college. There are no special requirements for the college facilities in order for this certificate to be successful. It has been established that there are adequate practicum sites in the community to meet student need. Great Falls Public Schools, Malmstrom Air Force Base, and the college's TLC Daycare Center have volunteered to be lab sites for the students. The only financial resources that would be required to start and maintain this program will be the addition of one or two adjunct faculty members who are qualified to teach the EDEC curriculum.

ATTACHMENTS
Attachment 1: Curriculum for Certificate of Technical Studies in Early Childhood Education

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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_____ **A. Level I:**

Campus Approvals

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

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

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

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

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

OCHE Approvals

_____ **5. Re-titling an existing postsecondary educational program**

_____ **6. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____ **7. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

_____ **8. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

_____ **9. Revising a postsecondary educational program** (Curriculum Proposal Form)

_____ **10. Establishing a temporary C.A.S. or A.A.S. degree program** _Approval limited to 2 years_

_____ **B. Level II:**

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

_____ **2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request to Plan Form)

_____ **3. Exceeding the 120-credit maximum for baccalaureate degrees** _Exception to policy 301.11_

Montana Board of Regents

_____

4. Forming, eliminating or consolidating an academic, administrative, or research unit <u>(Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)</u>

_____

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

_____

Appendix A – Proposed Curriculum for Early Childhood Education CTS

First Year Fall		Credits
ECP 100	First Aid and CPR +	1
EDEC 108	Intro to Early Childhood Education +	3
EDEC 130	Health , Safety & Nutrition in Early Childhood +	4
EDEC 249	Infant/Toddler Development & Group Care +	4
EDEC 251	Montana Preschool Teacher Education +	4
	Total Credits	16

Students who complete the first semester of courses are eligible for the ECE CTS degree.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2023

ITEM 2801-LI0123

ITEM TITLE Notification of moving into moratorium BA in Native American Studies

Institution: **MSU-Northern**   CIP Code: _____

Program/Center/Institute Title: **BA Native American Studies**

Includes (please specify below):   Face-to-face Offering: __X__   Online Offering: _____   Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]

What: Placing into moratorium BA in Native American Studies

Why: This program has been under-enrolled for several years.

Resources: N/A

ATTACHMENTS
   Attachments

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__X__ **A. Level I:**

   Campus Approvals

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

    5. Re-titling an existing postsecondary educational program

    6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

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    8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

    9. Revising a postsecondary educational program (Curriculum Proposal Form)

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

B. Level II:

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

    2. Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)

    3. Exceeding the 120-credit maximum for baccalaureate degrees *Exception to policy 301.11*

    4. Forming, eliminating or consolidating an academic, administrative, or research unit (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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

MSU-Northern plans to place its BA in Native American Studies into moratorium in the Spring 2023 semester. The enrollment in the BA in Native American Studies has been under-enrolled in the last several years. MSU-Northern plans to remove the BA program in Native American Studies from the 2023-24 catalog.

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

Please complete the following questionnaire prior to submission of a program for termination or placement into moratorium. Please add additional comments beneath each question where applicable.

Program Title:

Program is being   **X**   **Placed into moratorium**   **Terminated**

1. **Are there currently students enrolled in the program? (If yes, please answer questions a - c below.)**   Y: ____   N: **X**

     a.) **Have all students currently enrolled in the program been met with and informed of the impending termination/moratorium?**   Y: **X**   N: ____

     b.) **What is the expected graduation date of all students from the program? N/A**

     c.) **Have course offerings been planned to allow for students in the program to complete the degree in a reasonable fashion?**   Y: **X**   N: ____

2. **Will any faculty layoffs or changes in working conditions occur because of the termination/moratorium? (If yes, please answer questions a - b below.)**   Y: ____   N: **X**

     a.) **Have the faculty affected by the program termination/moratorium been notified?**   Y: ____   N: ____

     b.) **Please describe any layoffs that will occur including the date expected? N/A**

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

3. **The following parties, where applicable, have been notified of the impending program termination/moratorium. (Please mark X for completed, NA for not applicable):**

    a.) **Internal Curriculum Committees** <u>   X   </u>

    b.) **Faculty Senate** <u>   X   </u>

    c.) **Program Public Advisory Committee** <u>   X   </u>

    d.) **Articulation Partners** <u>   X   </u>

4. **Has there been any negative feedback received from students, faculty, or other constituents regarding the impending termination/moratorium? (If yes, please explain below.)**   Y: <u>   </u>   N: <u> X </u>

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

January/2023

ITEM 1601-L10123

ITEM TITLE: **Request for Authorization to place the Management Accounting Minor into Moratorium**

Institution: **University of Montana Western**   CIP Code: _____

Program/Center/Institute Title: **Business Administration, B.S.**

Includes (please specify below):   Face-to-face Offering: __X__   Online Offering: _____   Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]

What: Placing the Management Accounting Minor into Moratorium

Why: We do not have adequate faculty to teach these courses.

Resources:

ATTACHMENTS

Attachments:
Mgmt Accting Minor Moratorium 1601-LI0123_Term

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

_____ **A. Level I:**

Campus Approvals

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

_____   **5. Re-titling an existing postsecondary educational program**

_____   **6. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____   **7. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

_____   **8. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

_____   **9. Revising a postsecondary educational program** (Curriculum Proposal Form)

_____   **10. Establishing a temporary C.A.S. or A.A.S. degree program** _Approval limited to 2 years_

_____ **B. Level II:**

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

_____   **2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request to Plan Form)

_____   **3. Exceeding the 120-credit maximum for baccalaureate degrees** _Exception to policy 301.11_

_____   **4. Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

Please complete the following questionnaire prior to submission of a program for termination or placement into moratorium. Please add additional comments beneath each question where applicable.

Program Title: **Management Accounting Minor to the Business Administration, B.S.**

Program is being   **x**   **Placed into moratorium** _____ **Terminated**

1. **Are there currently students enrolled in the program? (If yes, please answer questions a - c below.)**   Y: _____ N: **x**

   a.) **Have all students currently enrolled in the program been met with and informed of the impending termination/moratorium?**   Y: **x** N: _____

   b.) **What is the expected graduation date of all students from the program? None**

   c.) **Have course offerings been planned to allow for students in the program to complete the degree in a reasonable fashion?**   Y: **x** N: _____

2. **Will any faculty layoffs or changes in working conditions occur because of the termination/moratorium? (If yes, please answer questions a - b below.)**   Y: _____ N: **x**

   a.) **Have the faculty affected by the program termination/moratorium been notified?**   Y: **x** N: _____

   b.) **Please describe any layoffs that will occur including the date expected? None**

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

3. **The following parties, where applicable, have been notified of the impending program termination/moratorium. (Please mark X for completed, NA for not applicable):**

    a.) Internal Curriculum Committees   X

    b.) Faculty Senate   X

    c.) Program Public Advisory Committee   NA

    d.) Articulation Partners   NA

4. **Has there been any negative feedback received from students, faculty, or other constituents regarding the impending termination/moratorium? (If yes, please explain below.)**   **Y:** _____ **N:** X

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2023

ITEM 2703-LI0123

ITEM TITLE: Request authorization to retitle the current Medical Coding and Insurance Billing Certificate of Applied Science *to* Medical Coding Certificate of Applied Science.

Institution: **City College at Montana State University Billings**   CIP Code: **510713**

Program/Center/Institute Title: **Medical Coding and Insurance Billing Certificate of Applied Science**

Includes (please specify below):   Face-to-face Offering: _____   Online Offering: __X__   Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]

What:

MSU Billings requests authorization to re-title the current Medical Coding and Insurance Billing Certificate of Applied Science *to* **Medical Coding Certificate of Applied Science.**

Why:

The decision to re-title the Certificate of Applied Science is to eliminate any confusion with the proposed Medical Coding and Insurance Billing Specialist Associate of Applied Science. The curriculum for the Certificate aligns more closely with education on medical coding, while the associate degree's curriculum encompasses both medical coding and insurance billing. The Medical Coding Certificate of Applied Science will be stackable within the proposed Medical Coding and Insurance Billing Associate of Applied Science to create a seamless transition for students wanting to further their education in this field.

Resources:

No new resources requested.

ATTACHMENTS
   none

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

A. Level I:

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

X   **5. Re-titling an existing postsecondary educational program**

6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

9. Revising a postsecondary educational program (Curriculum Proposal Form)

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

B. Level II:

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

2. Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)

3. Exceeding the 120-credit maximum for baccalaureate degrees *Exception to policy 301.11*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

4. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2023

ITEM 2001-LI0123

ITEM TITLE: Request authorization of a Credit Change in Master of Education in School Counseling

Institution: **MSU - Bozeman**   CIP Code: _____

Program/Center/Institute Title: **HHD – School Counseling Program (Graduate)**

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

Options: _____

Proposal Summary [360 words maximum]

What: Adjusting the required credits for Program of Study/Graduation from 48 credits to 60 credits

Why: Our professional accreditation standards (CACPREP) currently required 60 academic credits for Clinical Mental Health Counseling and Marriage, Couples, & Family Counseling majors. School Counseling majors are currently required to take 48 credits to graduate. Our accrediting body is requiring school counseling programs to adapt to a 60-credit requirement by the start of the 2023-2024 AY. We are submitting our proposal to change the credit requirement now to ensure we are in compliance with the requirement by the July 2023 deadline.

Resources: http://www.cacrep.org/wp-content/uploads/2018/02/CACREP-Special-Announcement-48-to-60.pdf

ATTACHMENTS

Proposed Graduate Certificate in Science, Technology, Engineering & Math (STEM)- A1 and A2

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

X   A. Level I:

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

_____

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

_____

OCHE Approvals

    5. **Re-titling an existing postsecondary educational program**

_____

    6. **Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____

    7. **Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

_____

    8. **Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

X   9. **Revising a postsecondary educational program** (Curriculum Proposal Form)

    10. **Establishing a temporary C.A.S. or A.A.S. degree program** _Approval limited to 2 years_

_____

_____ **B. Level II:**

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

_____

    2. **Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request to Plan Form)

_____

    3. **Exceeding the 120-credit maximum for baccalaureate degrees** _Exception to policy 301.11_

_____

    4. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

_____

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

_____

	2016	2017	2018	2019	2020	Totals per certificate type:
Chemistry	1	3	2	1	1	8
Earth	2	2	3	2	1	10
Elementary	1	1	1	1	0	4
Life	3	3	7	1	3	17
Physics	1	5	4	4	1	15
Totals per year:	8	14	17	9	6	54

Proposed Graduate Certificate in Science, Technology, Engineering & Math (STEM)

Students will successfully complete 12 credits, with at least one course from each of the STEM areas. One of the courses must be a METHODS course, either STEM Methods or Engineering Methods and will double as the content course for that STEM area.

SCIENCE
• MSSE 501 Inquiry Through Science & Engineering Practices (2 cr)
• MSSE 5XX STEM Methods for Teachers (2 cr) Proposed
• Any science course listed on the MSSE course catalog

TECHNOLOGY
• MSSE 502 Emerging Technology & the Science Classroom (2 cr)
• CSCI 581 Computer Science in the Classroom: Computational Thinking for Teachers (2 cr)
• CSCI 582 Computer Science in the Classroom: The Joy & Beauty of Data (2cr)

ENGINEERING
• EGEN 511 Engineering Methods for Teachers (3 cr)
• EELE Solar Cells for Science Teachers (3 cr)
• ECIV 562 Snow and Avalanche Physics for Science Teachers (3 cr)

MATHEMATICS (will partner with the Math Masters to determine which courses would qualify
• M 517 Modeling in a STEM world (3 cr)
• M 518 Statistics for Teachers (3 cr)
• M 520 Access & Equity (3 cr)
• M 521 Mathematics Learning Theory for Teaching (3 cr)
• MSSE 507 Capstone Data Analysis (2 cr)
• MSSE 508 Statistics Bootcamp for Capstone Projects (1 cr)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2023

ITEM 2005-LI0123

ITEM TITLE   Request for temporary authorization to establish a Certificate of Applied Science in Medical Laboratory Assistant

Institution: **Gallatin College Montana State University**   CIP Code: **51.0802**

Program/Center/Institute Title: **Gallatin College MSU Workforce Program**

Includes (please specify below):   Face-to-face Offering: __X__   Online Offering: _____   Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]

What: The Certificate of Applied Science in Medical Laboratory is a one-year program where students gain competencies to perform clinical laboratory tests ranging from entry-level point of care to complex testing in areas including clinical chemistry, hematology/hemostasis, immunology, immunohematology/transfusion medicine, microbiology, urine and body fluid analysis and laboratory operations. Medical Laboratory Assistants work with pre-analytical, analytical and post-analytical processes wherever clinical laboratory testing is performed. Upon successful completion of the program, students will be eligible to sit for the national certification exam.

Why: With a continuously growing population and additional community health pressures, clinics and hospitals in Gallatin and neighboring counties have an increasing demand for Medical Laboratory Assistants to provide entry-level support to all ranges of lab functions. Recent national and state-wide labor reports indicate a shortage of qualified medical laboratory assistants. It is projected that through 2028 about 25% of the annual MLA positions in Montana will be located in southwest Montana (http://lmi.mt.gov/Projections).

Local employers actively hiring medical lab assistants include Bozeman Deaconess, Livingston Healthcare, BioScience Laboratories - Nelson Lab and MSU labs. In addition to Bozeman Health's many clinic openings in recent years, SCL Health Medical opened in Bozeman in early 2020 and Billings Clinic opened a campus in 2022. Medical Laboratory Assistants will continue to be in high demand to support these established, new and future employers.

Resources: One non-tenure-track faculty member and one teaching assistant will be hired to support this program. Physical facilities and equipment, including lab space, equipment and course materials fees, will be necessary for the program. Gallatin County ARPA grant funding will be used to support personnel, equipment and facilities needs for the first two years of the program. After two years the program will be self-sustaining.

ATTACHMENTS
   Attachments

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

A. Level I:

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

9. Revising a postsecondary educational program (Curriculum Proposal Form)

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

B. Level II:

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

2. Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)

3. Exceeding the 120-credit maximum for baccalaureate degrees *Exception to policy 301.11*

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

_____

_____

4. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

_____

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

_____

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

SUBMISSION January 2023

ITEM 2702 LII0123

ITEM TITLE: Request authorization to establish an AAS in Medical Coding and Insurance Billing

Institution: **City College at Montana State University Billing**   CIP Code: **51.0713**

Program/Center/Institute Title: **Medical Coding and Insurance Billing Specialist Associate of Applied Science**

Includes (please specify below):   Face-to-face Offering: _____   Online Offering: __X__   Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]

What:

MSU Billings requests to add the Medical Coding and Insurance Billing Specialist Associate of Applied Science Degree program. The Medical Coding and Insurance Billing Specialist A.A.S. will prepare students for entry-level employment in a professional medical office setting, clinic, outpatient hospital, health insurance company, or independent medical billing company.

Why:

Through informal surveying of current and past students, a consistent level of interest was expressed to offer more coursework concerning the billing aspect of healthcare. Having a Medical Coding and Insurance Billing Specialist Associate of Applied Science degree allows MSU Billings to continue its medical coding education and incorporate more classes focused on the business side of healthcare including courses specialized in medical billing fundamentals and insurance reimbursement methods, computerized medical billing, medical law and ethics, business, and accounting. The Medical Coding and Insurance Billing Program Advisory Council has provided input and is in support of the development of this new degree offering. This degree is designed to meet not only the local need but state and national need according to the O*Net Online database, this industry has an expected growth rate of 9% in both Montana (2018-2028) and the United States (2020-2030).

Resources:

The request for a new Associate of Applied Science degree will include adding two new courses to be taught by the current medical coding/billing faculty. Both courses (AHMS 157 Healthcare Reimbursement Methodologies & AHMS 252 Computerized Medical Billing) are already established courses in the Common Course Numbering System, taught currently at the University of Montana Missoula, Flathead Valley Community College, and Great Falls College. The Medical Coding and Insurance Billing Certificate of Applied Science has functioned with one full-time faculty and two adjunct instructors. The new Associate of Applied Science will continue with this model and only requires the department to restructure the courses taught in the spring, summer, and fall semesters with existing faculty. The Associate of Applied Science will remain an entirely online program which permits the possibility of reaching more students throughout the state of Montana and beyond. No additional resources for building space or equipment are anticipated at this time.

ATTACHMENTS
        Curriculum Proposal Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Fiscal Analysis
Request to Plan

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

A. Level I:

Campus Approvals

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

    1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

    5. Re-titling an existing postsecondary educational program

    6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

    7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

    8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

    9. Revising a postsecondary educational program (Curriculum Proposal Form)

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

B. Level II:

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

___

2. Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)

___

3. Exceeding the 120-credit maximum for baccalaureate degrees *Exception to policy 301.11*

___

4. Forming, eliminating or consolidating an academic, administrative, or research unit (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

___

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

___

Montana Board of Regents
CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

1. **Overview of the request and resulting changes.** Provide a one-paragraph description of the program. Is this program related or tied to other programs on campus? *[100 words]*

   The Medical Coding and Insurance Billing Specialist A.A.S. will prepare students for entry-level employment in a professional medical office setting, clinic, outpatient hospital, health insurance company, or independent medical billing company. It provides students with the technical skills to analyze health records, translate medical documentation regarding diagnoses, procedures, services, and medical supplies into codes required for payment from insurance carriers and/or government payers. It also prepares students to utilize national coding guidelines and billing regulations to meet compliance requirements and to maintain all aspects of the revenue cycle from initial data entry through the appeals process. The Medical Coding C.A.S. will be stackable within the Medical Coding and Insurance Billing Specialist A.A.S. to create a seamless transition for students wanting to further their education in this field.

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

   The Medical Coding and Insurance Billing Specialist A.A.S. degree aligns clearly with City College's Mission which is, "dedicated to the development of workforce capacity by providing top quality learning opportunities and services to meet a variety of career choices and customer needs by being responsive, flexible, and market-driven." This will help prepare students for the competitive job market by aligning their skill set with employment demands. Providing an online A.A.S. in addition to the current C.A.S. will support and attract students who would like to further their education and remain competitive in this field of health care and increase student enrollment. Students who have previously completed the C.A.S. may apply those credits to the plan of study for the proposed A.A.S.

3. **Process leading to submission.** Briefly detail the planning, development, approval, and early implementation process of the program at the institution. *[200 words]*

   The decision to add an associate degree and additional education on medical billing stems from the interest of current and past students, local and national job posting requirements, and in consultation with the Medical Coding and Insurance Billing Advisory Committee. Our Medical Coding and Insurance Billing Advisory Committee which is made up of MSU Billings program faculty/staff and several local healthcare employers here in Billings, concluded that our students/prospective job candidates would benefit from additional education related to medical coding and billing. Employers also commented that seeing an Associate degree on a job application or resume would stand out and give an applicant a competitive edge. This proposed new associate program would help students build a stronger foundation and help those focused on medical coding understand the bigger picture of the revenue cycle. For example, some of the small medical offices have staff that does it all from the registration status, to coding medical documentation, to filling out billing insurance claim forms, to charge follow-up and working denials. Providing our students with an additional educational opportunity that can add to or advance their career outlook/prospective is our goal.

4. **Program description.** Please include a complete listing of the program's curriculum in Appendix A of this document.

   a. List the program requirements using the following table.

	Credits

Montana Board of Regents
CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

Credits in required courses offered by the department offering the program	34
Credits in required courses offered by other departments	27
Credits in institutional general education curriculum	9
Credits of free electives	6
Total credits required to complete the program	61

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

1. *Translate information from medical documentation to assign the correct diagnosis (ICD-10-CM), procedure (CPT), and supply (HCPCS) codes according to national guidelines.
2. *Explain the role and responsibilities of a medical coding and billing specialist in the healthcare industry.
3. Compare and contrast the major types of government and commercial insurance reimbursement methodologies as part of the revenue cycle.
4. Perform procedures related to the basic components of the revenue cycle.
5. Summarize federal legislation, regulations, and ethics affecting health care.

*Learning outcomes for the Certificate of Applied Science that would be stackable within the proposed Medical Coding and Insurance Billing Specialist Associate of Applied Science.

5. **Need for the program.** To what specific student, regional, and statewide needs is the institution responding with the program? How does the program meet those needs? Has demand for the program met the institution's expectations? Consider workforce, student, economic, societal, and transfer needs in your response as appropriate. *[250 words]*

According to the bureau of labor and statistics, medical coding and billing specialists fall into the category of Medical Records and Health Information Specialists which has an expected growth rate of 7% from 2021-2031. https://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm

According to the O*Net OnLine database, Medical Records and Health Information Technicians has a projected growth rate of 9% in both Montana (2018-2028) and the United States (2020-2030). https://onetonline.org/link/localtrends/29-2072.00?st=MT Additionally, Montana has projected 80 annual job openings and 27,400 nationwide. With the online modality of this program and the ability to reach students outside of Montana, both the United States and Montana projected growth rate and job openings are relevant to the need and demand of this program.

O*Net Table. Montana Employment Trends – 29-2072.00 Medical Records Specialists *Employment data for Medical Records and Health Information Technicians			
	In Montana		**In the United States**
Employment (2018)	1,050 employees	**Employment (2020)**	335,000 employees
Projected Employment (2028)	1,140 employees	**Projected Employment (2030)**	363,600 employees

Montana Board of Regents
CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

Projected Growth (2018-2028)	9%	Projected Growth (2020-2030)	9% Average
Projected Annual Job Openings (2018-2028)	80	Projected Annual Job Openings (2020-2030)	27,400

Students who have previously completed the C.A.S. may apply those credits to the plan of study for the proposed A.A.S. The online modality will allow students the flexibility to work around their current work and family life. Our community partners and beyond are looking for prospective new hires that have the necessary skills and education to be successful in this field; having a Medical Coding and Insurance Billing Specialist Associate of Applied Science will fulfill this need.

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

Institution Name	Degree	Program Title
University of Montana	A.A.S.	Medical Information Technology https://catalog.umt.edu/colleges-schools-programs/missoula-college/business-technology/aas-health-information-coding
Great Falls College	A.A.S.	Health Information Technology http://www.gfcmsu.edu/webs/hit/
Flathead Valley Community College	A.A.S.	Medical Coding, AAS https://www.fvcc.edu/program/medical-coding-aas-21-22

Montana State University Billings City College Faculty have shared the intent to propose a Medical Coding and Insurance Billing Specialist A.A.S. with the Montana University System Colleges listed in addition to Gallatin College and has received full support in our efforts to propose this degree program. While other programs in the Montana University System offer similar programs with similar coursework, our program isn't entirely duplicative as our focus will be on outpatient medical coding and billing and will be complimentary to our Medical Coding and Insurance Billing Certificate of Applied Science. We will be requesting that our Medical Coding and Insurance Billing Certificate's name be changed to Medical Coding Certificate of Applied Science to limit confusion and highlight the focus of each degree program. In addition, collaborating with other Montana University System programs will enhance program development and course offerings with the potential to course share with other Montana University System programs. Having our program entirely online and accessible to those living outside our community allows us the potential to facilitate this.

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

We have reached out to Kristine Hancke, Health Information Coding Specialist Program Director at Montana State University Great Falls College, Michelle Boller, Director of the Medical Information

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Technology at the University of Montana, and Brittnee Broom who oversees the Medical Billing Coding Insurance program at Salish Kootenai College. Each director is supportive of our efforts to create an associate of applied science degree in Medical Coding and Insurance Billing and is willing to collaborate and advise in program and course development. Although our programs differ in credentials, we do have some commonalities such as online course modality offerings and similar general courses.

We have also reached out to Brenda Rudolph, the Medical Coding A.A.S. program director at Flathead Valley Community College. Brenda is also supportive of our efforts to create Medical Coding and Insurance Billing Specialist A.A.S. degree. Their current program is looking to move towards alignment with the AAPC CPC credentialing exam and is in need of qualified instructors to teach it. She has expressed interest in partnering with our program to allow her students to gain specific AAPC CPC medical coding education through the courses that we offer. Having our program online and accessible has the potential to facilitate this.

Lastly, we reached out to DeeDee Dalke, the Allied Health Program Director at Gallatin College, who was also supportive of our efforts to create this degree program. They are currently offering a Healthcare Administrative Professional C.A.S. which was recently established in response to their student needs and their job market. While our programs are different, we do have common courses that could facilitate students who wish to continue with an associate degree.

7. **Implementation of the program.** When was the program be first offered? Describe the process of implementation *[100 words]*

The program will be offered starting Fall of 2023. Since the certificate program will be embedded into the proposed associate degree, the certificate curriculum start dates will be adjusted to fulfill the current program schedule for spring 2023. The typical start date for the program will be in the spring but students can begin taking classes in the Fall of 2023 that will align with the program.

a. Complete the following table indicating the actual and projected enrollments in and graduates from the program since the program was first offered.

Fall Headcount Enrollment					Graduates				
AY 2023	AY 2024	AY 2025	AY 2026	AY 2027	AY 2023	AY 2024	AY 2025	AY 2026	AY 2027
12	20	22	24	26	0	0	9	12	15

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

Anticipated demand for this program is based on the level of interest in current and past students to continue their education and earn an Associate degree in this field of study. Past enrollment numbers in the Certificate of Medical Coding and Insurance Billing indicate the potential strong enrollment for the proposed Medical Coding and Insurance Billing Specialist Associate of Applied Science.

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

The success of the program will be measured by meeting projected enrollment and graduate numbers. If enrollment and/or graduation projections are not met, we will explore the needs of students as well as employment needs and make the necessary changes to align with the needs and expectations of our students and the relevant job markets.

The success of the program is also determined by meeting the learning outcomes which will be measured by the data collected in the Program Assessment Plan developed by program faculty in consultation with the Director of Assessment and Accreditation. If learning outcomes are not being effectively met, program faculty will discuss curriculum and pedagogy to make changes and improvements as necessary to meet learning outcomes.

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

The assessment process will follow the program assessment plan and analyze collected data throughout the academic year. Data will include specific artifacts of student learning from direct items from questions in course assignments, exams, and completed simulations. Beginning and advanced courses will be compared to ensure the progression of learning is meeting outcomes. Indirect measures of student learning outcomes will be evaluated through regular informal conversations with students and course evaluations.

Two program learning outcomes will be assessed every year. This will include one learning outcome from the Medical Coding C.A.S. because this certificate will be stackable within this degree program and learning outcomes will overlap.

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

Direct measures will be specific artifacts of student learning that will come from questions in course assignments, exams, and completed simulations. Indirect measures will be evaluated through regular informal conversations with students, enrollment information, course evaluations, and program review data.

c. How are assessment findings employed to ensure the quality of the program? *[100 words]*

Program faculty will compile data detailed in the program assessment plan and present information to the program advisory committee consisting of faculty, staff, and industry professionals where we will seek insight and feedback to stay current with the industry trends.

d. Where appropriate, describe applicable specialized accreditation and explain why you have or have not sought accreditation. *[100 words]*

No accrediting body exists for this program, however current medical coding faculty hold AAPC-Approved Instructor certifications that allow delivery of the AAPC curriculum in partnership with the AAPC which is a trusted source for medical coding and billing education.

9. **Physical resources.**

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a. Describe the <u>existing</u> facilities, equipment, space, laboratory instruments, computer(s), or other physical equipment that support the program. What has been the impact on existing programs of increased use of existing physical resources by the program? How has the increased use been accommodated? *[200 words]*

This program is fully online and requires limited resources. Montana State University Billings City College has the facilities, equipment, space, computers, and other related technology to accommodate this proposed program. The only equipment and space requirements are an office and computer which are currently already being supplied through the Medical Coding Certificate program. No additional space or office equipment is anticipated.

b. What new facilities, equipment, space, laboratory instruments, etc., have been obtained or will be obtained to support the proposed program. (Enter the costs of those physical resources into the budget sheet.) How has or will the need for these additional resources be met? *[150 words]*

Existing facilities, equipment, and office space are sufficient for this program.

10. Personnel resources.

a. Describe the <u>existing</u> instructional, support, and administrative resources that support the program. What has been the impact on existing programs of increased use of existing personnel resources by the proposed program? How has the quality and productivity of existing programs been maintained? *[200 words]*

Montana State University Billings City College has existing instructional, support and administrative resources to ensure the successful implementation of the proposed program. The administrative support available for the current Medical Coding and Insurance Billing Certificate is adequate for the proposed associate degree program. This proposed program will be offered with existing faculty that is currently within the Medical Coding and Insurance Billing Certificate program. There is no change to the quality and productivity of existing programs because there is adequate capacity to absorb this program.

b. Identify <u>new</u> personnel that have been or will be hired to support the program. (Enter the costs of those personnel resources into the budget sheet.) How have you secured the needed qualified faculty and staff? *[150 words]*

No new personnel are being requested. Faculty needs will be evaluated and requested appropriate to program growth in the future.

11. Other resources.

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

The current library and information resources are adequate for the program. There will be no new requests.

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b. What impacts has the program had on student services? What are the implications of the new program on services for the rest of the student body? *[150 words]*

Montana State University Billings City College student services have the capacity to accommodate this proposed degree program. Other programs will not be negatively impacted. Montana State University Billings and City College General Education, Business, Computer System Technology, Health Administration, and Psychology faculty/program directors were contacted to evaluate the additional general education and relevant elective courses that would be impacted by the addition of students from this proposed program, and they all were in support and welcomed the potential of additional students.

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

With the anticipated student enrollment in the program, the revenue generated will exceed the cost to deliver the program.

a. Describe expenses associated with the implementation of the program. How have these expenses been met? *[200 words]*

Expenses associated with the implementation of the program are fulfilled in the delivery of the Medical Coding certificate program.

i. If funding came from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact has the reallocation of funds in support of the program had on other programs? *[150 words]*

Not applicable.

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

A base funding budget increase was requested to fund the AAPC curriculum. This will support both the current Medical Coding certificate and the proposed Medical Coding and Insurance Billing associate degree.

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

Not applicable.

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

Not applicable.

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CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

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

MSU Billings will request three separate course fees to be added. The first two course fees will be shared between AHMS 160 and 162 because the same materials are required for both courses. The two course fees will include access to the AAPC licensed curriculum, the AAPC textbook/workbook, and the 3 required coding manuals. This proposed fee will be $400 per course. These materials will become the student's property which will be used in AHMS 250 and in preparation for the national AAPC CPC exam. The third course fee will be tied to AHMS 250 for the initial annual AAPC student membership and AAPC CPC exam voucher. AHMS 250 is an advanced medical coding course that prepares students to sit for the national AAPC CPC certification exam. This proposed fee will be $625. AAPC membership is required to sit for the AAPC CPC certification exam. These course fees allow the students to cover the costs of the required 3 coding manuals, AAPC membership, and the national AAPC CPC certification exam within their tuition and fees instead of paying out of pocket. These expenses are a burden for students to pay out of pocket and often hinder their success in following through with the national certification process in our program.

Course Fees:
AHMS 160 - $400
AHMS 162- $400
AHMS 250 - $625

14. Complete the fiscal analysis form, starting from the inception of the program and noting which fiscal years show actual program data and which are projected.

Signature/Date

College or School Dean:

Vicki Trier   12/9/2022

Chief Academic Officer:

Sepehr Eskandari   12/9/2022

Chief Executive Officer:

12/9/2022

Flagship Provost*:

Robert Mokwa   1/24/2023 | 2:10 PM

Flagship President*:   Waded Crzado   1/24/2023 | 2:10 PM

*Not applicable to Community Colleges.

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CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

Appendix A – Proposed New Curriculum

*Indicates Stackable Medical Coding Certificate Courses

First Year Spring		
Course Number	**Course Description**	**Credits**
BIOH 104*	**Basic Human Biology**	**3**
CAPP 120*	**Intro to Computers**	**3**
AHMS 144*	**Medical Terminology**	**3**
AHMS 160*	**Beginning Procedural Coding**	**3**
AHMS 162*	**Beginning Diagnosis Coding**	**3**
	Total Spring Credits	**15**
First Year Fall		
M105	**Contemporary Mathematics**	**3**
COMX 106*	**Communicating in a Dynamic Workplace**	**3**
WRIT 122*	**Introduction to Business Writing**	**3**
AHMS 220*	**Medical Office Procedures**	**3**
AHMS 250*	**Advanced Medical Coding**	**4**
	Total Fall Credits	**16**
Second Year Spring		
ACTG 101	**Accounting Procedures I**	**3**
AHMS 105	**Healthcare Delivery**	**3**
AHMS 156	**Medical Billing Fundamentals**	**3**
AHMS 175	**Medical Law & Ethics**	**3**
Elective	**Elective**	**3**
	Total Spring Credits	**15**
Second Year Fall		
BGEN 110 Or BGEN 105B	**Applied Business Leadership Introduction to Business**	**3**
AHMS 154	**Advanced Medical Terminology**	**3**
AHMS 157	**Healthcare Reimbursement Methodologies**	**3**
AHMS 252	**Computerized Medical Billing**	**3**
Elective	**Elective**	**3**
	Total Fall Credits	**15**
	TOTAL PROGRAM CREDITS	**61**
Restricted Electives: Choose two of the following electives or consent from the instructor:		
PSYX 100	**Intro to Psychology**	**3**
SOCI 101	**Intro to Sociology**	**3**
NASX 105	**Intro to Native American Studies**	**3**
M 108	**Business Mathematics**	**3**
HTH 270	**Global Health Issues**	**3**

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CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: City College
AWARD LEVEL: AAS
PROGRAM NAME: Medical Coding & Insurance Billing Specialist
PROGRAM CODE:

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
ENROLLMENT PROJECTIONS						
Headcount						
annual unduplicated headcount of students with declared major or minor within the program	0	12	20	22	24	26
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	0	16	31	31	31	31
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	-	8	25.83333333	28.41666667	31	33.58333333
Completions						
Annual number of program completers	0	0	0	10	13	15

REVENUE		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition Revenue (net of waivers)		$0	$77,760	$141,600	$155,760	$169,920	$184,055
Institutional Support		$0	$0	$0	$0	$0	$0
Other Outside Funds (grants, gifts, etc.)		$0	$0	$0	$0	$0	$0
Program Tuition/Fees		$0	$0	$0	$0	$0	$0
Total Revenue		$0	$77,760	$141,600	$155,760	$169,920	$184,055
Total Revenue per Student FTE		#VALUE!	$9,720	$5,481	$5,481	$5,481	$5,481

EXPENDITURES		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tenure Track Faculty	FTE		1.0	1.0	1.0	1.0	1.0
	Salary + Benefits		$75,620	$75,620	$75,620	$75,620	$75,620
Non-tenure Track Faculty	# of adjunct		1.0	1.0	1.0	1.0	1.0
*Includes Adjunct Instructors	$800/credit		$3,804	$3,804	$3,805	$3,804	$3,804
Summer	FTE						
	Salary + Benefits						
Staff	FTE		0.0	0.0	0.0	0.0	0.0
	Salary + Benefits						
Total Faculty & Staff	FTE		2.0	2.0	2.0	2.0	2.0
	Salary + Benefits		$79,424	$79,424	$79,425	$79,424	$79,424
Operations (supplies, travel, rent, etc)			$6,105	$6,130	$6,130	$6,130	$6,130
Start-up Expenses (OTO)							
Total Expenses		$0	$85,529	$85,554	$85,555	$85,554	$85,554

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Student FTE to Faculty (TT + NTT) Ratio		#VALUE!	4.0	12.9	14.2	15.5	16.8
Net Income/Deficit (Revenue - Expenses)		$0	($7,769)	$56,046	$70,205	$84,366	$98,501

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

_____

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

<div align="center">

Montana University System
REQUEST TO PLAN FORM

</div>

ITEM 2701-L10422   **Meeting Date May, 2022**

<u>**Item Name Request Authorization to plan an AAS in Medical Coding and Insurance Billing**</u>

Program/Center/Institute Title:	**Medical Coding and Insurance Billing Specialist A.A.S.**	Planned 6-digit CIP code: **51.0713**
Campus, School/Department:	**MSU-Billings City College/ Health Occupations**	Expected Final Submission Date: **Fall 2022**
Contact Name/Info:	**Vern Gagnon vgagnon@msubillings.edu 406-247-3043 & Melissa Bergerson melissa.bergerson@msubillings.edu 406-247-3089**	

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.

MSU-Billings City College currently offers a Certificate of Applied Science in Medical Coding and Insurance Billing. We are proposing to build upon this and develop a Medical Coding and Insurance Billing Specialist Associate of Applied Science degree. The Medical Coding and Insurance Billing Specialist A.A.S will prepare students for entry-level employment in a professional medical office setting, clinic, outpatient hospital, health insurance company, or independent medical billing company. It prepares students with the technical skills to analyze health records, translate medical documentation regarding diagnoses, procedures, services, and medical supplies into codes required for payment from insurance carriers and/or government payers. It also prepares students to utilize national coding guidelines and regulations to meet compliance requirements, and to maintain all aspects of the revenue cycle from initial data entry through the appeals process. Additionally, students will learn how to identify the major components of common commercial, managed care, and federal insurance plans in the United States. Lastly, students will be introduced to the basics in healthcare delivery, medical law, ethics and review the "soft skills" necessary to work in a professional medical office such as communication, teamwork, critical thinking, positive attitude, and work ethic. The Medical Coding A.A.S. will serve as a pathway for students to continue their education towards a Bachelor of Science.

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).

According to the bureau of labor and statistics, medical coding and billing specialists fall into the category of Medical Records and Health Information Specialists which has an expected growth rate of 9% from 2020-2030. https://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm

Healthcare is an ever changing and fast-growing industry, the business side of healthcare is no exception. As the cost of health care rises along with advancements in technology, the increased need for certified medical coding and billing specialists is growing. According to the AAPC's salary market research among their members they indicate that despite the effects of the COVID-19 pandemic, the unemployment rate for healthcare business professionals is down and salaries are up. Salaries continue to increase with a college education.

https://www.aapc.com/blog/83734-2021-salary-survey-shows-market-rebound/

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While it varies among employers whether an associate degree is required, having an associate degree, and being certified in medical coding/billing is favored among employers. An Associate of Applied Science degree in addition to a professional certification, increases an employee's salary offerings and opens doors to incremental salary gains.

Through informal surveying of current and past students, there was a consistent level of interest in learning more about the billing aspect of healthcare. Having a Medical Coding and Insurance Billing Specialist Associate of Applied Science degree, allows us to incorporate more specialized billing courses and fulfil student demands. The current certificate program does not allow for additional courses to meet this need and primarily focuses on medical coding.

Allowing our students, the option to complete an Associate of Applied Science degree in Medical Coding and Insurance Billing along with preparing them to take the national AAPC CPC exam for certification gives them a competitive edge in the job market.

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

The request for a new Associate's of Applied Science degree will include adding two new courses to be taught by the current medical coding faculty. One of the courses is an already established course in the Common Course Numbering System, taught currently at the University of Montana Missoula and Flathead Valley Community College. The other course will be a new course at MSUB City College and new in the Common Course Numbering System. Historically the Medical Coding and Insurance Billing Certificate of Applied Science has functioned with one full-time faculty and two adjunct instructors. The proposed A.A.S. will continue with this model and only requires the department to restructure the courses taught in the spring, summer and fall semesters with existing faculty. The A.A.S. will remain an entirely online program which permits the possibility of reaching across Montana and state lines.

Students who complete the medical coding and insurance billing program either through the C.A.S or A.A.S are preparing to take the American Academy of Professional Coder's (AAPC) Certified Professional Coder (CPC) national credentialing exam. By purchasing a curriculum license from the AAPC within the program operational budget, we will be able to provide the most up to date and accurate instruction for our students. Licensing the educational curriculum through the AAPC benefits both students and instructors by creating curriculum that is specifically aligned to the professional credential exams. This also opens doors to expanding curriculum opportunities for additional professional credentials with the AAPC in the future. AAPC's curriculum has the flexibility to be used in multiple classroom modalities (f2f, online, hybrid). Medical coding and billing guidelines change every year, sometimes multiple times a year and it is imperative that the most up to date information is being taught. The AAPC curriculum is developed by the same organization that writes the national AAPC CPC exams and helps to increase student pass rates. Licensing with the AAPC also has a financial benefit to our students with deep discounts on textbooks as well as the three required coding manuals and student membership fees. Students are required to become members of the AAPC in order to sit for their credentialing exam. Currently, the full-time faculty and one adjunct faculty are certified AAPC approved instructors and have the qualifications to teach AAPC curriculum. As an AAPC licensee, we will have the ability to market our program with the AAPC logo, flyers and featured on the AAPC website showing potential students that we are trusted source for classroom-based training.

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MSUB will request three separate course fees to be added. The first two course fees will be shared between AHMS 160 and 162 because the same materials are required for both courses. The two course fees will include access to the AAPC licensed curriculum, the AAPC textbook/workbook and the 3 required coding manuals. This fee will be approximately $400 per course. The third course fee will be tied to AHMS 250 for the initial annual AAPC student membership and AAPC CPC exam voucher. This fee will be approximately $500. AAPC membership is required to sit for the AAPC CPC certification exam. This allows the students to cover the costs of the required 3 coding manuals, AAPC membership and the national AAPC CPC certification exam within their tuition and fees instead of paying out of pocket. These expenses are a burden for students to pay out of pocket and often hinders their success in following through with the national certification process once they complete our program. There are no other capital equipment needs at this time.

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).

We have reached out to Kristine Hancke, Health Information Coding Specialist Program Director at Montana State University Great Falls College, Michelle Boller, Director of the Medical Information Technology at the University of Montana and Brittnee Broom who oversees the Medical Billing Coding Insurance program at Salish Kootenai College. Each director is supportive of our efforts to create an associate of applied science degree in Medical Coding and Insurance Billing andare willing to collaborate and advise in program and course development. Although our programs differ in credentials, we do have some commonalities such as online course modality offerings and similar general courses.

We have also reached out to Brenda Rudolph, the Medical Coding A.A.S. program director at Flathead Valley Community College. Brenda is also supportive of our efforts to create Medical Coding and Insurance Billing Specialist A.A.S. degree. Her current program is looking to move towards alignment with the AAPC CPC credentialling exam and is in need of qualified instructors to teach it. She has expressed interest in partnering with our program to allow her students to gain specific AAPC CPC medical coding education through the courses that we offer. Having our program online and accessible has the potential to facilitate this.

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.
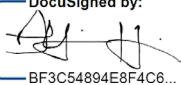
The Associate of Applied Science Medical Coding and Insurance Specialist Degree option fits within the institutional mission and strategic plan framework of Montana State University Billings. It will be housed within the Nursing and Health Occupations Division and is an extension of a well-established program. It aligns clearly with City College's Mission that is, "dedicated to the development of workforce capacity by providing top quality learning opportunities and services to meet a variety of career choices and customer needs by being responsive, flexible and market-driven."

Collaborating with other Montana University System programs will enhance program development and course offerings with the potential to course share with other MUS programs. Licensing AAPC curriculum ensures our instructors are AAPC approved to teach the necessary curriculum and skills while they continue their education and commitment to best teaching techniques with the requirement of 8 CEUs per year in related education. Expanding our curriculum offering will align with the current and future student needs. This will help prepare students for the competitive job market by aligning their skill set with employment demands. Having the courses fully online allows us to reach students throughout Montana and beyond our state lines with potential to increase

Montana University System
REQUEST TO PLAN FORM

student enrollment. Providing an online A.A.S. in addition to the current C.A.S. will support and attract students who would like to further their education and remain competitive in this field of health care. Students who have previously completed the C.A.S. may apply those credits to the plan of study for the proposed A.A.S. The online modality will allow students the flexibility to work around their current work and family life. Lastly, our faculty are members of the local AAPC chapter and maintain a strong relationship with them. We will encourage student participation with the local chapter and this program will aid in student membership through course delivery and AAPC membership course fees. Our community partners and beyond are looking for prospective new hires that have the necessary skills and education to be successful in this field; having a Medical Coding and Insurance Billing Specialist Associate of Applied Science will fulfil this need.

Signature/Date		
Chief Academic Officer:	*Dr. Sep Eskandari*	3/14/2022
Chief Research Officer*:		
Chief Executive Officer:		3/14/2022
Flagship Provost:**	*Robert Mokwa*	3/28/2022 | 10:15 AM MD
Flagship President:**		3/28/2022 | 10:15 AM MD

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2023

ITEM 2704-LII0123

ITEM TITLE :   **Request for authorization to establish an AAS in Diagnostic Medical Sonography**

Institution: **City College at Montana State University Billings**

CIP Code: **510910**

Program/Center/Institute Title: **Associate of Applied Science (AAS) in Diagnostic Medical Sonography (DMS)**

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

Options: _____

Proposal Summary [360 words maximum]

What: City College requests authorization to establish an AAS in Diagnostic Medical Sonography.

Why: City College currently offers a 12-month Ultrasound Technology Certificate of Applied Science (CAS) for licensed/certified healthcare professionals. The proposed Associate of Applied Science (AAS) in Diagnostic Medical Sonography (DMS) will cater to traditional students not already certified, licensed, or registered as healthcare professionals. Online didactic and in-person laboratory portions of the program will be completed at City College. Clinical internships will be conducted at health care facilities in Montana and surrounding states. The existing CAS in Ultrasound Technology and the proposed AAS in Diagnostic Medical Sonography are not related to other programs in the MUS.

Resources:

ATTACHMENTS
    Curriculum Proposal
    Fiscal Analysis Form
    Request to Plan

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

_____   **A. Level I:**

    Campus Approvals

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

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

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

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

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

OCHE Approvals

_____ **5. Re-titling an existing postsecondary educational program**

_____ **6. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____ **7. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

_____ **8. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

_____ **9. Revising a postsecondary educational program** (Curriculum Proposal Form)

_____ **10. Establishing a temporary C.A.S. or A.A.S. degree program** _Approval limited to 2 years_

_____ **B. Level II:**

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

X **2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request to Plan Form)

_____ **3. Exceeding the 120-credit maximum for baccalaureate degrees** _Exception to policy 301.11_

_____ **4. Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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

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1. **Overview of the request and resulting changes.** Provide a one-paragraph description of the program. Is this program related or tied to other programs on campus? *[100 words]*

   City College Montana State University Billings currently offers a 12-month Ultrasound Technology Certificate of Applied Science (CAS) for licensed/certified healthcare professionals. The proposed Associate of Applied Science (AAS) in Diagnostic Medical Sonography (DMS) will cater to traditional students not already certified, licensed, or registered as healthcare professionals. Online didactic and in-person laboratory portions of the program will be completed at City College. Clinical internships will be conducted at health care facilities in Montana and surrounding states. The existing CAS in Ultrasound Technology and the proposed AAS in Diagnostic Medical Sonography are not related to other programs in the MUS.

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

   Sonography is a rapidly expanding medical imaging modality. Billings is the medical hub for Montana and surrounding states. City College at MSU Billings is perfectly situated geographically to establish an AAS in Diagnostic Medical Sonography Program. A core mission and theme of MSU Billings is to meet the changing needs of our students, programs, and employers within the region (i.e.: Economic Community Enhancement/Enhancing the Community). There is a significant shortage of trained Sonographers nationwide. City College has access to appropriate clinical facilities in Montana and surrounding states, the necessary academic support, faculty expertise and equipment to offer this program. Graduates of the program will gain practical training and didactic education in sonographic principles, allowing them to sit for the American Registry of Diagnostic Medical Sonographers (ARDMS) and/or American Registry of Radiologic Technologists Sonography (ARRT (S)) Board examinations and acquire entry level positions in the industry. This proposed program is a natural extension of the existing Certificate of Applied Science (CAS) Ultrasound Technology and AAS Radiologic Technology Programs. It allows for increased enrollment by eliminating the need for an AAS in an allied health field prior to entering the program. It complements the existing Nursing and Paramedic Programs at City College at MSU Billings.

3. **Process leading to submission.** Briefly detail the planning, development, approval and early implementation process of the program at the institution. *[200 words]*

   City College Dean Vicki Trier, PhD along with former program faculty member Victor White, PhD, RT(R), and current Radiologic Technology Program faculty members Tam McDowell, BGS, RDMS, RDCS, RVT, Jenna Jones, MHA, RT(R), ARRT, and MSU Billings Graduate Program Director Jana Marcette, PhD met and looked at requests from Billings Clinic, St. Vincent Healthcare, the VA Hospital in Billings and other medical facilities in Missoula, Great Falls, Helena, Butte and the region to establish a program that consisted of General Sonography (i.e.: Abdomen, Ob-Gyn, and Small Parts) and Vascular Imaging. The existing CAS Abdomen Ultrasound Program was approved as a Level 1 Program by the BOR in May 2018, but it does not include the vascular imaging component, which is desired by our clinical partners. To offer vascular imaging and non-Abdomen aspects of General Sonography, a new AAS in Diagnostic Medial Sonography (DMS) Program must be offered.

4. **Program description.** Please include a complete listing of the program's curriculum in Appendix A of this document.

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a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	49
Credits in required courses offered by other departments	13
Credits in institutional general education curriculum	10
Credits of free electives	0
Total credits required to complete the program	72

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

Diagnostic Medical Sonography A.A.S. Program Learning Outcomes
Upon completion of the Associate of Applied Science (AAS) in the Diagnostic Medical Sonography Program, the student will be able to:

1. Synthesize and apply knowledge from the biological, physical and health sciences to provide excellent patient care.
2. Obtain, review and integrate pertinent patient history and supporting clinical data to achieve optimum diagnostic results as they apply to a sonographic exam.
3. Perform two-dimensional, Doppler and other sonographic procedures to record anatomic, pathologic and/or physiologic data for interpretation by a sonologist.
4. Critique ultrasound images for accuracy of scanning and technique to meet the satisfaction of the sonologist.
5. Discriminate between normal anatomic sonographic appearance and pathological conditions.
6. Perform sonography in a manner safe to the patient, other health team members, and self within the professional scope of practice.
7. Adapt ultrasound scanning and image acquisition skills to various body habitus, age, gender, and health status.
8. Adapt ultrasound technique to accommodate different machines and/or equipment.
9. Demonstrate responsibility for continued personal and professional growth and education.
10. Effectively utilize communication skills within the health care setting.
11. Utilize skills to successfully incorporate critical thinking and problem solving within the health care setting.
12. Protect patient rights and privacy by adhering to statutes and rules of applicable regulatory agencies.
13. Practice within the profession's ethical and legal boundaries to meet the needs of the patient and health care community.

5. **Need for the program.** To what specific student, regional, and statewide needs is the institution responding with the program? How does the program meet those needs? Has demand for the program met the institution's expectations? Consider workforce, student, economic, societal, and transfer needs in your response as appropriate. *[250 words]*

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According to the Bureau of Labor Statistics, U.S. Department of Labor, employment of ultrasound technologists is projected to grow 24% from 2014-2024, faster than the average for all occupations. The number of ultrasound jobs in 2014 was 112,700 and this is expected to increase to 140,300 jobs by 2024. Montana is one of the states with the lowest employment in this area, but also one of the highest demands for sonographers. Healthcare demand for Sonographers in Montana and neighboring States will be driven by the same factors that have driven increased demand for ultrasonographers nationwide such as aging of the population and increased demand for equal access to medical care.

The proposed AAS in Diagnostic Medical Sonography Program will be marketed to traditional students who do not already possess certification, licensure, or registration in a health care profession, unlike the existing CAS in Ultrasound Technology, which is marketed towards individuals who already possess licensure/certification in a healthcare area. Graduates of the program will gain practical, hands-on education in ultrasound scanning techniques and will also be thoroughly educated in the underlying physics of ultrasonography. Such thorough education and training will enable prospective students to sit for the American Registry of Diagnostic Medical Sonographers (ARDMS) and/or American Registry of Radiologic Technologists Sonography [ARRT (S)] registry examinations. Successful completion of one or more of these board examinations will aid students in gaining successful employment in the field locally, regionally, or nationally.

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

With the exception of the existing Certificate of Applied Science (CAS) Ultrasound Technology Program at City College at MSU Billings, there are not any programs similar to the proposed Associate of Applied Science (AAS) in Diagnostic Medical Sonography Program in the State of Montana or in the MUS.

Institution Name	Degree	Program Title
NONE		

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

Other than the existing CAS Ultrasound Technology program already offered at City College at MSU Billings, there are not any programs similar to the proposed AAS in Diagnostic Medical Sonography in the State of Montana, hence no collaboration has occurred with other institutions in the MUS System. In

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addition, demand to collaborate or to mutually co-develop an Ultrasound Program in Montana has not been expressed to the current Program Director.

7. **Implementation of the program.** When was the program be first offered? Describe the process of implementation *[100 words]*

A proposed start date is the Fall 2023 semester. Enrollment in pre-requisite courses would begin with the Spring 2023 semester, with start of programmatic core courses commencing at the Fall 2023 semester.

a. Complete the following table indicating the actual and projected enrollments in and graduates from the program since the program was first offered.

Fall Headcount Enrollment					Graduates				
AY 22	AY 23	AY 24	AY 25	AY 26	AY 22	AY 23	AY 24	AY 25	AY 26
6.25	8.33				4	5			

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

U.S. Department of Labor healthcare employment statistics provide data demonstrating the shortage and demand for healthcare workers in Montana now and in the future. In addition, personal meetings, emails and phone calls with hospital Radiology Directors, current Radiologic Technologists, Registered Nurses, Paramedics, Physicians and Physician Assistants in Montana, North Dakota, South Dakota, and Wyoming indicate strong anecdotal demand for this type of program. The Fiscal Analysis Form also serves as a guide for expected Fall Headcount and expected number of Program Graduates each year listed in the 5-year cycle.

The clinical and technical knowledge and experience of the Program Director, City College Dean, and the Chairperson of Nursing, Health and Public Safety was also used to help determine program need and potential enrollment. Finally, Billings Clinic and St. Vincent's Healthcare Radiology Directors both submitted a letter requesting and supporting the development of an AAS in Ultrasound Technology Program and the rationale for their request. Those letters are contained in **Appendix B** of this document.

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

Program success will be determined by student satisfaction survey results, employer satisfaction survey results, the number of students employed in the profession 6 months post-graduation, the percentage of students passing the ARDMS or the ARRT (S) board examination 6 months after graduation, along with yearly and five-year post-graduate survey results. If program success is not achieved, changes in curriculum will be initiated based on student satisfaction survey responses, employer satisfaction survey responses, number or percentage of students employed within the profession within 6 months of graduation, and percentage of first time Board

exam pass rates. These results will be evaluated by Program faculty and members of the Ultrasound Technology Advisory Board yearly. End of instruction assessment will occur one year after the first cohort graduates.

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

Assessment will be evaluated through course grades and completion of required scanning competencies each semester, with midsemester evaluations by site clinical instructors. Program retention rates, graduation rates will be assessed annually at the completion of the program, and sit/pass rates for ARDMS credentialing exams will be assessed 6 months post-graduation. All assessments will be completed by the Program Director/Instructor and program faculty and staff.

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

Initial cohort numbers, course grades, retention rate, graduation rate, percentage passing the ARDMS and/or ARRT (S) Board exam on the first attempt, percentage employed in the field 6 months post-graduation, and satisfaction survey results will be used as a direct and indirect measure of student learning.

c. How are assessment findings employed to ensure the quality of the program? *[100 words]*

Program faculty will prepare program reviews every seven (7) years, consistent with the program assessment cycle and process of the university. Annual program reports will be used to document necessary program modifications. Assessment of student knowledge/skills will involve evaluation of written exams and physical demonstrations of competencies listed on course syllabi and during lab/internships.

American Registry of Radiologic Technologists (ARRT) Sonography (S) and/or American Registry of Diagnostic Medical Sonographers (ARDMS) Board exam results will also be evaluated yearly as part of the assessment process. The City College MSU Billings Ultrasound Technology AAS could be compared to other similar institutions ultrasound programs for quality assurance benchmarking.

d. Where appropriate, describe applicable specialized accreditation and explain why you have or have not sought accreditation. *[100 words]*

Upon enrollment of the first cohort in core program courses, programmatic accreditation can and will be pursued through CAAHEP and the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) at 6021 University Boulevard, Suite 500, Ellicott City, MD 21043, Phone: 443-973-3251, Fax: 866-738-3444, Web: jrcdms.org.

JRC-DMS is a member of the Commission on Accreditation of Allied Health Education Programs (CAAHEP), which accredits allied health programs. CAAHEP, 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763. (727) 210-2350. mail@caahep.org

Program faculty will prepare program reviews yearly as part of the program review process for accreditation purposes.

9. **Physical resources.**

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a. Describe the <u>existing</u> facilities, equipment, space, laboratory instruments, computer(s), or other physical equipment that support the program. What has been the impact on existing programs of increased use of existing physical resources by the program? How has the increased use been accommodated? *[200 words]*

All necessary equipment has been donated by local hospitals or has been purchased via Federal Perkins Grant funding. Current equipment includes a GE LogiQ 7 General Ultrasound machine, a LogiQ 9 General ultrasound machine, a portable Sonosite ultrasound machine, a GE Voluson Ob-Gyn ultrasound machine, and a Siemens Acuson Sequoia 512 Vascular ultrasound machine, along with assorted transducers and multiple US videos/books describing how to perform ABD, OB/GYN, and Vascular ultrasound. Some funding will be needed for purchase of ultrasound reference textbooks to be available for purchase through the MSU Billings Campus Bookstore. The program faculty have verified the text availability with the Campus Bookstore. Laboratory space availability at City College MSU Billings Room 200 in the Health Science building will be used for ultrasound scan labs and didactic lectures as needed. Classroom space will be scheduled depending on availability within the department and opposite of when radiologic technology laboratory classes are scheduled in Room 200.

b. What new facilities, equipment, space, laboratory instruments, etc., have been obtained or will be obtained to support the proposed program. (Enter the costs of those physical resources into the budget sheet.) How has or will the need for these additional resources be met? *[150 words]*

No additional facilities, equipment or physical items are needed to support the proposed program at this time. Additional library items (ultrasound textbooks, reference books, etc.) will be acquired for the proposed program.

10. Personnel resources.

a. Describe the <u>existing</u> instructional, support, and administrative resources that support the program. What has been the impact on existing programs of increased use of existing personnel resources by the proposed program? How has the quality and productivity of existing programs been maintained? *[200 words]*

Current instructional support and administrative services at City College at MSU Billings are adequate for successful initiation of the proposed AAS in DMS. The current administrative assistant will be used to support the proposed US Program. The current Ultrasound Technology Program Director will teach the online and hybrid clinical classes as part of her teaching load. Some clinical teaching is also conducted by existing Adjunct Faculty Clinical Sonographers. Didactic teaching load of existing Radiology Technology program faculty will decrease due to the ultrasound courses being taught by the newly hired Ultrasound Technology Program Director. The Radiologic Technology Program quality, faculty productivity or student engagement and learning historically has not diminished because of faculty teaching in both programs per our recent Joint Review of Education in Radiologic Technology (JRCERT) Accreditation Report.

b. Identify <u>new</u> personnel that have been or will be hired to support the program. (Enter the costs of those personnel resources into the budget sheet.) How have you secured the needed qualified faculty and staff? *[150 words]*

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A full-time (1.0 FTE) sonographically credentialed Ultrasound Technology Program Director is already on the faculty. To obtain program accreditation in the future, a full-time (1.0 FTE) sonographically credentialed Clinical Coordinator certified by the ARDMS and/or ARRT in Sonography must be hired per JRC-DMS/CAAHEP accreditation requirements. In addition, some clinical supervision of students is conducted by hospital based Adjunct Clinical Faculty, who also teach scan labs as needed at City College. The Fiscal Analysis Form also contains detailed financial information regarding necessary program employee costs.

11. **Other resources.**

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

    Currently, the library and information resources are not adequate. The program possesses some rudimentary resources such as ultrasound books, DVDs, but more detailed ultrasound textbooks, reference books, and related CD's and/or AV items will need to be purchased to support the proposed AAS Diagnostic Medical Sonography Program in the future.

    b. What impacts has the program had on student services? What are the implications of the new program on services for the rest of the student body? *[150 words]*

    Existing student services have the capacity to accommodate the proposed program. There will be minimal impact by the program on services for the rest of the student body.

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

This program should have a positive impact on the financial status of the University. It will share resources and personnel with the existing Radiologic Technology Program facilities and faculty. Our hospital partners have already donated substantial amounts of equipment necessary for the program. A more detailed examination of expected revenues and expenditures can be found in the Fiscal Analysis Form.

    a. Describe expenses associated with the implementation of the program. How have these expenses been met? *[200 words]*

    Personnel costs will be covered through the teaching budget and tuition. We will request a course fee to cover gel, gowns, and other supplies consumed during the lab portion of the course. More information regarding program implementation can be found in the Fiscal Analysis Form.

        i. If funding came from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact has the reallocation of funds in support of the program had on other programs? *[150 words]*

        N/A

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

N/A

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

N/A

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

A Federal Perkins Grant of $20,000 has been used to purchase the Sonosite portable ultrasound machine and to provide training for our current program faculty.

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

We plan to request a course fee for consumable supplies used for the AAS in Diagnostic Medical Sonography to cover the costs of gel, disposable gowns, and other supplies consumed in the lab. This fee is estimated at $175.00 per semester.

14. Complete the fiscal analysis form, starting from the inception of the program and noting which fiscal years show actual program data and which are projected.

Signature/Date

College or School Dean:

Vicki Trier   12/9/2022

Chief Academic Officer:

Sepehr Eskandari 12/9/2022

Chief Executive Officer:

12/9/2022

Flagship Provost*:

Robert Mokwa

1/24/2023 | 2:10 P
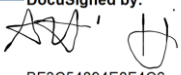
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Flagship President*:

DocuSigned by:

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*Not applicable to the Community Colleges.

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CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

Appendix A – Proposed New Curriculum

Proposed City College MSU Billings A.A.S. Diagnostic Medical Sonography Curriculum Guide (November 2022).

The proposed General Sonography Program is a 5 semester, 21-month Associate of Applied Science (AAS) program with a minimum of 1,600 clinical hours. The program involves online didactic and on campus scan lab for Semester 1, then students are assigned clinical sites for their remaining semesters (i.e.: 2, 3, 4 & 5). For semesters 2-5, didactics continue online and the students are assigned to off campus clinical sites at medical facilities around the region, returning to campus for a one weekend clinical conference near the end of each semester. This schedule accommodates working professionals and the use of the lab/classroom by the medical radiography students during the week (M-F).

After completing the program, students are eligible to sit for the national registry exams in Sonography offered by the American Registry of Radiologic Technologists (ARRT) and/or the American Registry of Diagnostic Medical Sonographers (ARDMS).

 Passage of the Sonography Principles and Instrumentation exam and any specialty exam (ABD) and/or (OB/GYN) qualifies the individual as a Registered Diagnostic Medical Sonographer (RDMS). You can contact the ARDMS at (301) 738-8401 or check their website at www.ardms.org to find out more about clinical and certification requirements.

Upon passing the American Registry of Radiologic technologists (ARRT) Sonography exam, the individual is qualified to use the RT (S), A.R.R.T credential after their name. You may call the ARRT at (651) 687-0048 or check the website at www.arrt.org to find out more information about certification.

Classes:

Pre-requisite Courses (Required)	**Credits:**
WRIT 122 Intro to Business Writing **OR**	
WRIT 121 Intro to Technical Writing	3
M 114 Extended Technical Mathematics **OR**	
M 121 College Algebra	3
BIOH 201 Human Anatomy & Physiology I	3
BIOH 202 Human Anatomy & Physiology Lab 1	1
PHSX _____ Introduction to Physics	3
Total:	**13 credits.**

Sonography Classes (Required)	**Credits:**
Fall Year 1	
AHMS 144 Medical Terminology	3
AHUS 100 Intro to Diagnostic Medical Sonography	3
AHUS _____ Sonography Scan Lab	1
BIOH 211 Human Anatomy & Physiology II	3
BIOH 212 Human Anatomy & Physiology Lab II	1
AHUS 102 Abdomen Sonography	3
Total:	**14 credits.**

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Intersession	1
Spring Year 1	
AHUS ___ Sonography Principles and Instrumentation	3
AHUS 103 OB/Gyn Sonography I	3
AHUS ___ Practical Aspects of Sonography	2
AHUS 104 Clinical Rotation I (384 clock hours)	<u>5</u>
Total:	**13 credits.**
Summer Year 1	
AHUS ___ SPI Registry Review	1
AHUS 105 Clinical Rotation II (288 clock hours)	<u>5</u>
Total:	**6 credits.**
Fall Year 2	
AHUS ___ OB/Gyn Sonography II	3
AHUS ___ Interventional Procedures, Small Parts & Pediatric Sonography	3
AHUS ___ ARDMS Abdomen Registry Review	1
AHUS 108 Clinical Rotation III (384 clock hours)	<u>5</u>
Total:	**12 credits.**
Intersession 2	1
Spring Year 2	
AHUS ___ Vascular Sonography	3
AHUS ___ ARDMS OB/Gyn Registry Review	1
AHUS ___ Clinical Rotation IV (384 clock hours)	5
COMX 106 Communication in a Dynamic Workplace	<u>3</u>
Total:	**12 credits.**
Grand Total for Degree:	**72 credits.**

- Caveats: This is a proposal only, subject to change.
- Credits for each of the ultrasound/sonography classes are amenable to change.
- Class offerings and schedule are amenable to change.

Core curriculum and some major class items are derived from the 2022/2023 edition of the MSU Billings Course Catalog.

***Computers **CAPP 120 (REQUIRED for an AAS):** Computer competencies are included in various courses in this program. Thus, completing the program automatically satisfies the computing requirement for this program.

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Appendix B-Program Request Letters from Billings Clinic

Victor White, PhD, RT (R)
Radiologic Technology Program Director / Instructor
City College
3803 Central Avenue
Billings, MT 59102

Dear Dr. White,

I am delighted to write this letter of support and request that the City College develop and implement a Diagnostic Medical Ultrasound program.

I have been involved with the School of Radiologic Technology since its inception and believe that it embodies some of the best principles of advanced medical education. This cooperative venture program with our organization has proven to be highly successful, has met and exceeded the technologic demands of the local community, the surrounding states along with promoting career paths and personal growth for all of the students recruited. The Radiologic Technology program is a classic example of how what is sown can return a hundredfold.

Given my direct observation with the profession and job market, it's only logical to expand into the Diagnostic Medical Ultrasound training / market. This field is vastly growing in all areas of sonography including general abdominal, obstetrical, vascular, breast, neonate cranial and cardiac. There is an acute shortage of skilled sonographers and in fact, I recently have had job postings for over 16 - 20 months before I received applications. Moving forward with this program will open doors for the individual student, their family, their friends, the science and will benefit medical organizations along with the patient.

This may seem a little over the top for a typical support letter, but it is at the heart of what I believe that advanced medical education is all about-helping individuals achieve their potential. And the first step is helping City College and Montana State University Billings realize that there is a tremendous, unserved need in Montana, Wyoming, North Dakota and South Dakota for ultrasound training that can be provided by our joint efforts. I hope that you will invest in this program and help it grow and flourish. I know that if you do, you will also derive tremendous satisfaction from the highly skilled graduates, the stories of success, community endorsement, of personal growth and change that are what the Diagnostic Medical Ultrasound program is all about.

Sincerely,

Michael T. Wright
Administrative Director
Department of Radiology Services

2800 Tenth Avenue North - P.O. Box 37000 Billings, Montana 59107-7000 Billings Clinic Hospital (406) 657-4000 Billings Clinic (406) 238 2500

Montana Board of Regents

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Intermountain· Healthcare

Karlee May
1233 North 30th Street
Billings, MT. 59105

December 5, 2022

To Whom It May Concern

As the Director of the Medical Imaging Department at Intermountain Health St. Vincent Healthcare I am writing this letter to declare my support of Tam McDowell and Jenna Jones pursuing the expansion of the certificate Ultrasound program into an Associate's degree program.

An Associate's degree program in Ultrasound would greatly support the needs of our community, our community hospitals, and the future students of this program. This will also expand the timeframe a student has to fulfill their required clinical hours and more time to focus on crucial learning to make graduating sonographers successful in the workforce.

Please contact me for any further questions.

Thank you,

Karlee May

Karlee May, Medical Imaging Director

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	City College
AWARD LEVEL:	AAS
PROGRAM NAME:	Diagnostic Medical Sonography
PROGRAM CODE:	

	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
ENROLLMENT PROJECTIONS		Possible Hiring Requirement per Accreditation			
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	7	9	10	10	12
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	59	59	59	59	59
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	17.20833333	22.125	24.58333333	24.58333333	29.5
Completions					
Annual number of program completers	7	8	10	10	12

REVENUE					
Budgeted Dollars	$210,000	$210,000	$210,000	$210,000	$210,000
Institutional Support	$0	$0	$0	$0	$0
Other Outside Funds (grants, gifts, etc.)	$0	$0	$0	$0	$0
Program Tuition/Fees	$7,200	$7,200	$7,200	$7,200	$7,200
Total Revenue	**$217,200**	**$217,200**	**$217,200**	**$217,200**	**$217,200**
Total Revenue per Student FTE	**$12,622**	**$9,817**	**$8,835**	**$8,835**	**$7,363**

EXPENDITURES						
Tenure Track Faculty	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	$0	$0	$0	$0	$0
Non-tenure Track Faculty *Includes Adjunct Instructors	FTE	1.0	2.0	2.0	2.0	2.0
	Salary + Benefits	$65,404	$128,404	$128,404	$128,404	$128,404
Summer	FTE	1.0	1.0	1.0	1.0	1.0
	Salary + Benefits	$13,500	$13,500	$13,500	$13,500	$13,500
Clinical Staff	FTE	3.0				
	Salary Costs	$52,000				
Total Faculty & Staff	FTE	**5.0**	**3.0**	**3.0**	**3.0**	**3.0**
	Salary + Benefits	**$130,904**	**$141,904**	**$141,904**	**$141,904**	**$141,904**

	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Operations (supplies, travel, rent, etc)	$3,200	$3,200	$3,200	$3,200	$3,200
Start-up Expenses (OTO)					
Total Expenses	**$134,104**	**$145,104**	**$145,104**	**$145,104**	**$145,104**

	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Student FTE to Faculty (TT + NTT) Ratio	17.2	11.1	12.3	12.3	14.8
Net Income/Deficit (Revenue - Expenses)	**$83,096**	**$72,096**	**$72,096**	**$72,096**	**$72,096**

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

_____

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana University System

REQUEST TO PLAN FORM

ITEM 193-2701-R0321   **Meeting Date: March 2021**

<u>**Item Name: AAS in Diagnostic Medical Sonography**</u>

Program/Center/Institute Title: **Montana State University Billings**   Planned 6-digit CIP code: **51.0910**

Campus, School/Department: **City College/ Health Occupations**   Expected Final Submission Date: **May 2021**

Contact Name/Info: **Jenna Andujar** <u>**jenna.andujar@msubillings.edu**</u> **406-896-5957**

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 Associates of Applied Science (AAS) in Diagnostic Medical Sonography (OMS) will prepare students for career entry into the ultrasound modality of Diagnostic Imaging. It responds to the increasing demand by hospitals and health care centers for qualified, technically competent allied health providers, particularly in rural settings where it is desirable for imaging technologists to hold certifications in multiple modalities. The AAS in OMS will be a hybrid/low residency program. Didactics will be taught entirely online in addition to a five-day lecture/scan lab combination seminar held on campus at the beginning of the fall and spring semesters. A clinical component consisting of a minimum of 1680 hours will be completed at a health care facility, conveniently located to the student's preferred geographic location when possible. Supplemental scan hours for remote students can be performed using handheld ultrasound scan units that will be rented from the college. This technology will allow students to electronically submit scanned images to the registered Sonographer for grading. For local students, additional scan lab hours will be offered at City College campus under the direction of a registered Sonographer. Students participating in this program will attend full time for a period of 24 months consisting of two semesters each of fall, spring, and summer. It is anticipated that the first few graduating cohorts will come from existing Allied Health and Medical professional backgrounds seeking to acquire additional credentials, particularly those already serving rural Montana areas. However, since the program is hybrid in nature, we expect enrollment will grow to include students from other backgrounds and from surrounding states, especially as we pursue CAAHEP accreditation in the future. The City College program is the only one of its kind in Montana.

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).**

   Bureau of Labor and Statistics Occupational Outlook Handbook (OOH), lists OMS as one of the fastest growing Allied Health occupations. Healthcare as an industry is expected to see faster than average growth for the next 10 years. With increasing healthcare costs, demand for safer and less expensive diagnostic imaging continues to grow as well. Increasingly, ultrasound is the modality best able to fulfill that demand **(https://www.radiologytoday_net/archive/rt02l3p14.shtml).** OOH predicts sonography occupations will grow at a rate of 14% over the next decade. Through informal surveying of Imaging Department Managers across Montana and networking with representatives of various Sonography departments, the need for quality

Montana University System
REQUEST TO PLAN FORM

Diagnostic Medical Sonographers has become evident. Many of the job openings require graduation from an Associate's level or higher Sonography program, preferably one that is accredited. Montana currently has no such program. This is the need we hope to fill. Additionally, recruitment and retention of out of state candidates to fill these positions has historically been a challenge, especially for rural facilities. Marketing efforts should be targeted to rural areas as a pathway to fill open positions with current employees or hometown residents.

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

The current Certificate of Applied Science (CAS) in Ultrasound Technology offered at City College is a hybrid program taught by two full-time faculty members and two or more registered sonographers, depending on clinical site locations and scan lab availability. The costs for the instruction of the online didactics are absorbed into the existing duties of the full-time faculty who also instruct courses for t adiologic Technology program at City College. Costs for the registered sonographers are budgeted through contractual agreements as Clinical Coordinators at $25/hour for up to 19.5 hours/week. The addition of didactic course workload will necessitate an additional FTE status faculty or staff member to prevent overload for the existing faculty. The roles of the multiple contract agreements of the current registered sonographers could be combined into one full-time faculty FTE. This role will be responsible for all clinical coordination as well as Scan Lab instruction. As a full-time faculty member, this role would need to meet the annual course load hour requirements per Union contract, therefore allowing them to take on some of the online didactic instruction from expanding the curriculum. Handheld ultrasound scanners to be rented to students will be needed. There would be an initial expense of roughly $30,000 for this technology which would be offset by adding additional equipment to the student fees for the program. These mobile units will provide students in remote areas the ability to attend mandatory scan labs, submit images for grading, and provide video competency exams within the first two semesters. Our CAS program has gratefully accepted numerous donations of ultrasound equipment from local and rural hospitals. Future moneys may be available through Perkins Grant funding or future donations from our clinical partners as the industry and technology continue to advance. A request for Perkins Grant funding has been submitted to help absorb some of the equipment expenses. Continuing education (CE) courses through Gulf Coast Ultrasound Institute will assist in keep in our instructors up to date with current ultrasound education and registry requirements, and Perkin Grant funding will be sought to assist with professional development expenses.

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 expansion of curricula to include specific prerequisite courses has the potential to increase student volume in other departments. Future collaboration with the MSUB university campus, or another MUS 4-year campus, could possibly generate a 2 plus 2 pathways to a Bachelor's degree, similar to the BSN or BAS. Course-sharing could be done through opening Introductory Ultrasound courses to other Allied and Healthcare programs throughout the MUS System, offering the already established CAS in Ultrasound Technology. We have an existing partnership with Great Falls College to offer pre-requisite courses for Surgical Technologist, Dental Hygiene, and soon Respiratory Therapy. The addition of the AAS in Diagnostic Medical Sonography may create the opportunity to enhance our partnership capabilities with GFC and Gallatin to potentially obtain an endorsement.

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S) **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.**

As stated in the 2020-2021 MSUB Academic Priority and Planning Statement, the development of an AAS in General and Vascular Sonography will help meet employment needs in the Billings, MT area and in regional VA facilities because there is a significant need for Vascular Sonographers to scan our aging Veterans. The VA facility in Billings has offered to be a clinical site for our students. This program is a natural extension of the existing Radiologic Technology Program and complements the existing focus on applied programs at MSU Billings. Due to the hybrid nature of the AAS in Diagnostic Medical Sonography, this program is consistent with the innovation of online teaching and learning efforts. The implementation of the handheld ultrasound scanners will promote best practices in online learning by providing a safe and effect supplement to clinical education. Additional efforts include development of online student success resources, information, and academic support services. MSU Billings sees great potential for continued priorities in online teaching and learning to support students who work in our community and care for family members as well as addressing the needs of Eastern and Central Montana

Signature|Date
Chief Academic Officer:
Flagship President:**
•center/Institute Proposal only •*Not applicable to the Community Colleges.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January, 2023

ITEM 2006-LII0123

<u>**ITEM TITLE**</u> Request for authorization to establish a Doctor of Nursing Practice – Nurse Midwifery Option

Institution: **Montana State University**   CIP Code: **51.3807**

Program/Center/Institute Title: **Mark and Robyn Jones College of Nursing**

Includes (please specify below):   Face-to-face Offering: __X__   Online Offering: _____   Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]

What: The Doctor of Nursing Practice – Nurse Midwifery option will prepare advanced practice registered nurses with the knowledge and training necessary to provide the highest level of nurse midwifery practice. The Nurse Midwifery DNP curriculum is based on the Core Competencies for *Basic Midwifery Practice*, the *Standards for the Practice of Midwifery*, the *Philosophy of the American College of Nurse-Midwives,* and the *Code of Ethics* developed and disseminated by the American College of Nurse-Midwives (ACNM). Graduates will be prepared in the *Hallmarks of Midwifery* to enhance the health of individuals and families in the provision of person-centered, evidence-based, inclusive, and equitable midwifery care with an emphasis on rural and underserved populations. Graduates will generate new knowledge through innovation of practice change, the translation of evidence, and the implementation of quality improvement processes in specific practice settings, systems, or with specific populations to improve health or health outcomes. Graduates are eligible to sit for national certification by the American Midwifery Certification Board.

Why: Montana has the 6th highest rate of maternal mortality in the United States and a rate of severe maternal morbidity that is 35% higher than the U.S. average. Early prenatal care is associated with better health outcomes for both mothers and newborns. The overall rate of prenatal care in Montana lags the national average and the deficit is even more pronounced in rural areas of the state. Nearly all of Montana has been designated as a Health Provider Shortage Area (HPSA). The DNP – Nurse Midwifery option will prepare nurse midwives to meet the need for specialized maternal care. Graduates will find employment across the state and region with healthcare providers and in private practice. In addition, the Indian Health Services (IHS) actively recruits nurse midwives and includes this health profession as eligible for IHS loan repayment.

Resources: Revenues are projected to exceed program delivery costs. Donor funding has been secured to cover costs associated with program accreditation and specialized equipment. Certified nurse midwives will be hired as faculty to lead the program and teach all clinical and specialty didactic courses. Current administrative staffing is adequate to provide support services to the three DNP degree programs. Additional space for instruction and program support needs is being considered in construction planning.

ATTACHMENTS

Attachments –

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Curriculum Proposal Form
Nurse Midwifery Program fiscal analysis
Request to Plan

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

__ A. Level I:

Campus Approvals

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

    1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

    5. Re-titling an existing postsecondary educational program

    6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

    7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

    8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

    9. Revising a postsecondary educational program (Curriculum Proposal Form)

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

x B. Level II:

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

_____ **2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request to Plan Form)

_____ **3. Exceeding the 120-credit maximum for baccalaureate degrees** *Exception to policy 301.11*

_____ **4. Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

   The DNP - Nurse Midwifery [DNMW-DNP] option prepares advanced practice registered nurses to provide the highest level of nurse midwifery practice based on the *Core Competencies for Basic Midwifery Practice*, *Standards for the Practice of Midwifery*, *Philosophy of the American College of Nurse-Midwives*, and the *Code of Ethics* developed by the American College of Nurse-Midwives (ACNM). Graduates generate new knowledge through innovation of practice change, translation of evidence, and implementation of quality improvement processes to improve health or health outcomes with an emphasis on rural and underserved populations. Graduates are eligible to sit for national certification by the American Midwifery Certification Board.

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

   A Doctor of Nursing Practice – 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.

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

   Planning and development of the DNP - Nurse Midwifery program was overseen by Dr. Helen Melland, Dean Emeritus as curriculum and accreditation consultant. Additional involvement included 5 certified nurse midwifery experts, potential employers, faculty, and Montana constituents. The MRJCON graduate faculty reviewed and approved initial and iterative changes to the DNP - Nurse Midwifery program option throughout fall 2021, spring 2022 and summer 2022. The final package of program materials was reviewed, amended, and unanimously approved by the MRJCON Graduate Academic Affairs Committee on 9/9/2022. The MRJCON faculty approved the DNP- Nurse Midwifery program proposal on 9/12/22.

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

   a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	82
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	0
Credits of free electives	0
Total credits required to complete the program	82

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

       1   Evaluate, integrate, translate, and apply evidence from nursing science and other disciplines in the delivery of care.

       2   Create, communicate, and evaluate person-centered care that includes holistic, individualized, just, culturally aware, respectful, compassionate, coordinated, evidence-based and developmentally appropriate.

       3   Analyze current population health gaps and create and evaluate cost-effective, evidence-based interventions to meet the needs of the target population.

       4   Advance the scholarship of nursing through the integration of best evidence and ethical conduct of scholarly activities.

       5   Employ improvement science to ensure system effectiveness for safe, person-centered care within a physically, psychologically, secure, and just environment.

       6   Collaborate across professions and with other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

       7   Coordinate the resources of the complex healthcare system to provide safe, quality, and equitable care to diverse populations.

       8   Use information and communication technology to anticipate, manage and improve healthcare in accordance with best practice and professional and regulatory standards.

       9   Model a sustainable professional identity of accountability, ethical comportment, and collaborative disposition.

       10   Participate in activities and self-reflection that foster personal health, resilience, and well-being; students will contribute to life-long learning; and students will support the acquisition of nursing expertise and the assertion of leadership.

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

Montana has the 6th highest rate of maternal mortality in the United States and a rate of severe maternal morbidity that is 35% higher than the U.S. average. Early prenatal care is associated with better health outcomes for both mothers and newborns. The overall rate of prenatal care in Montana lags behind the national average and the deficit is even more pronounced in rural areas of the state. Nearly all of Montana has been designated as a Health Provider Shortage Area (HPSA). The DNP – Nurse Midwifery option will prepare nurse midwives to meet the need for specialized maternal care. Graduates will find employment across the state and region with healthcare providers and in private practice. In addition, the Indian Health Services (IHS) actively recruits nurse midwives and includes this health profession as eligible for IHS loan repayment.

Montana Board of Regents

CURRICULUM PROPOSAL FORM

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

Institution Name	Degree	Program Title
N/A	N/A	There are no other Nurse Midwifery programs in the MUS or Montana.

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

   N/A

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

   N/A

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

   The MRJCON will seek pre-accreditation approval from the Accreditation Commission for Midwifery Education (ACME) fall 2023. Upon approval, an application will be opened through MSU - The Graduate School (CollegeNet) for a planned start of fall 2024. The initial and annual admission cohort of students will be limited to 8-10 students. The first cohort will graduate spring 2027. Students who graduate from a program pre-accredited at the time of admission are eligible to take the national certification examination administered by AMCB to become a certified nurse midwife. The MRJCON will seek full accreditation within 6 months after the first graduating class.

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

Fall Headcount Enrollment					Graduates				
AY_25__	AY_26__	AY_27__	AY_28__	AY_29__	AY_27__	AY_28__	AY_29__	AY_30__	AY__31_
8-10	17	27	28	30	8	8	8	8	8

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

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CURRICULUM PROPOSAL FORM

Although we are not allowed to advertise the nurse midwifery program until it is pre-accredited, since the Jones gift was announced, the MRJCON receives inquiries on a weekly basis from nurses interested in the program. As of May 2022, there are 51 certified nurse midwives available to serve Montana. Montana recorded 10, 791 births during 2020. We anticipate clinical capacity in the first three years at 8-10 per annual admission cohort.

c.   What is the initial capacity for the program?

The initial and annual admission cohort of students will be limited to 8-10 students.

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

Program success is reflected in MRJCON's achievement of accreditation through CCNE. CCNE Standard IV refers to "Program Effectiveness: Student Performance and Faculty Accomplishments." Student outcomes are assessed by: conducting surveys of employers and their level of satisfaction with our graduates' performance; job placement data; and alumni satisfaction surveys. Application numbers and adequacy of clinical resources are assessed regularly. In addition, first time pass rates of graduates on the national Nurse Midwifery certification exam (the licensing exam for entry into professional practice); job placement data; and alumni satisfaction surveys are considered.

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

The MRJCON has a Master Evaluation Plan which is formatted according to the four standards that must be met for ongoing national accreditation by the Commission on Collegiate Nursing Education (CCNE). This plan is also mapped to the ACME standards. CCNE Standard III refers to the "Program Quality: Curriculum and Teaching-Learning Practices". Exemplars of student learning are mapped to course learning outcomes, the DNP program learning outcomes, national AACN competencies, and specialty competencies established by the Accreditation Commission for Midwifery Education (ACME). Exemplars reflective of course learning outcomes will be assessed on a rotating cycle against established thresholds, analyzed for potential revision, and reviewed by an established faculty committee (i.e., Graduate Academic Affairs Committee).

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

Direct:

1. Successful completion of all courses with Cumulative GPA of 3.0 or greater.
2. Direct clinical supervision of student performance by qualified clinical preceptors.
3. Onsite clinical evaluation by CON course clinical faculty supervisors.
4. Provision and documentation of Nurse Midwifery care as evidenced in Typhon (electronic clinical tracking platform) and electronic student portfolio.

Indirect:

1.   American Midwifery Certification Board pass rate

Montana Board of Regents

CURRICULUM PROPOSAL FORM

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

Assessment findings will be reviewed by the CON Graduate Academic Affairs Committee per the college Master Evaluation Plan and overall CON Program Assessment Plan.

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

The College of Nursing is nationally accredited by the Commission on Collegiate Nursing Education [CCNE] through June 2029. CCNE will be notified of the addition of the DNP – NM option in the mid-cycle accreditation report in 2024.

The MRJCON will be seeking pre-accreditation approval from the Accreditation Commission for Midwifery Education (ACME) fall 2023. The first cohort will graduate spring 2027. Students who graduate from a program that was pre-accredited at the time of admission are eligible to take the national certification examination administered by AMCB to become a certified nurse midwife. The MRJCON will seek full accreditation within 6 months after the first graduating class.

9. **Physical resources.**

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

All graduate programs in the MRJCON are offered using distance technology. Hence, additional didactic classroom spaces are not required. Simulation space will be needed for task trainers and advanced simulation manikins. This space is being considered in the planning for the new nursing building in Bozeman. Additional faculty offices may be needed at one or more of our five campus locations.

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

Task trainers, a new simulation manikin and supplies will need to be purchased. Monies from the regular MRJCON Graduate Student Fee ($55/credit) or foundation funds are available to cover these costs.

10. **Personnel resources.**

a. Describe the <u>existing</u> instructional, support, and administrative resources available to support the successful implementation of the program. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained? *[200 words]*

Per midwifery accreditation requirements, licensed, credentialed, practicing nurse midwives must lead the program and teach all clinical and specialty didactic courses. These faculty will be NTT and will need to be hired as courses begin to be offered (i.e., in 2025).

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

Initially this option will enroll 8-10 midwifery students resulting in an additional 40 students total during the first 4 years of the program. Current staffing could absorb these additional students but with growth in the other DNP options (Family Nurse Practitioner and Psych-Mental Health Nurse Practitioner), increases in staff support will be needed. The MSU Budget Office recommends this increase be managed separate from this request.

11. **Other resources.**

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

Existing virtual library services will serve the DNP – Nurse Midwifery option well.

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

Existing student services will serve the DNP – Nurse Midwifery program well

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

In anticipation of this curricular change, Dean Shannon met with Megan Lasso and Brittany Thompson to carefully review the DNP - Nurse Midwifery program financials. Per analysis by the MSU Budget office, revenues will exceed program costs. In addition, this option has received external funding from donors to pay for unique expenses.

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

	Year 1	Year 2	Year 3
Revenues	$283,629	$447,983	$650,263
Expenses	$283,876	$330,770	$545,042
Net <u>Income</u>/Deficit (revenues-expenses)	$753	$117,213	$105,221

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

A total of 10 new courses, totaling 33 credits, will be taught annually. In addition, one existing 3-credit DNP course will require an additional section to accommodate the increase in students. Revenues have been calculated assuming 80% of students will pay in-state tuition rather than the usual 60% assumption (i.e., a more conservative projection).

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

N/A

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

N/A

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

The program has been endowed by St. Vincent's Healthcare – SCL in Billings at $3 million. The endowment will fund .40 FTE of Program Director FTE and other operational costs in perpetuity.

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

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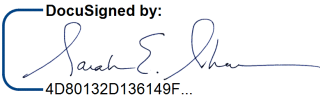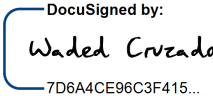
13. **Student fees.** If the proposed program intends to impose new course, class, lab, or program fees, please list the type and amount of the fee.

The program will use existing graduate nursing program fees ($55/credit).

14. Complete the fiscal analysis form.

Signature/Date

College or School Dean: *[signature]* 4D80132D136149F...   1/24/2023 | 1:54 PM MST

Chief Academic Officer: *Robert Mokwa* 212A28411AC04BD...   1/24/2023 | 1:54 PM M

Chief Executive Officer: *Waded Cruzado* 7D6A4CE96C3F415...   1/24/2023 | 1:54 PM

Flagship Provost*: *Robert Mokwa* 212A28411AC04BD...   1/24/2023 | 1:54 PM

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Flagship President*:

DocuSigned by:

Waded Cruzado

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*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Course Title	Credits	Course Title
NRSG 601	3	Advanced Health Assessment
NRSG 602	4	Advanced Physiology & Pathophysiology
NRSG 603	2	Advanced Pharmacology I
NRSG 604	3	Evidence-Based Practice I
NRSG 605	3	Evidence Based Practice II
NRSG 606	3	Statistical Applications for Graduate Nursing
NRSG 607	3	Diagnostic Reasoning
NRSG 608	3	Design of Healthcare Systems
NRSG 609	3	Advanced Nursing Leadership and Roles
NRSG 610	3	Healthcare Informatics
NRSG 611	3	Program Planning & Evaluation, Outcomes, and Quality Improvement
NRSG 612	3	Ethics, Law and Policy for Advocacy in Healthcare
NRSG 613	2	Finance & Budgeting of Healthcare Systems
NRSG 614	3	Vulnerability and Healthcare in Diverse Communities
NRSG 639	2	Midwifery Clinical Care Skills & Procedures
NRSG 640	3	Advanced Pharmacology II – Nurse Midwifery
NRSG 641	2	Midwifery Care during the Antepartum
NRSG 642	3	Midwifery Care during the Intrapartum
NRSG 643	2	Midwifery Care during the Postpartum
NRSG 644	4	Primary and Gynecologic Care
NRSG 645	3	Nurse Midwifery Clinical I
NRSG 646	4	Nurse Midwifery Clinical II
NRSG 647	4	Nurse Midwifery Clinical III

Montana Board of Regents

CURRICULUM PROPOSAL FORM

NRSG 648	6	Nurse Midwifery Clinical IV
NRSG 673	2	Writing for Scholarly Projects [OR – NRSG 674]
NRSG 674	2	DNP Scholarly Project Seminar
NRSG 675	6	DNP Scholarly Project
Total Credits	82	

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	Bozeman
AWARD LEVEL:	Graduate Degree
PROGRAM NAME:	Midwifery
PROGRAM CODE:	DNMW-DNP

	FY2025	FY2026	FY2027	FY2028	FY2029
ENROLLMENT PROJECTIONS					
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	8	17	27	28	30
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	36	36	36	36	36
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	12	25.5	40.5	42	45
Completions					
Annual number of program completers			7	8	10

REVENUE	FY2025	FY2026	FY2027	FY2028	FY2029
Tuition Revenue (net of waivers)	$135,789	$294,323	$476,803	$504,352	$551,184
Institutional Support					
Other Outside Funds (Foundation Funding) - pay .4 FTE of Director FTE & Operations	$132,000	$120,000	$120,000	$120,000	$120,000
Program Tuition/Fees	$15,840	$33,660	$53,460	$55,440	$59,400
Total Revenue	**$283,629**	**$447,983**	**$650,263**	**$679,792**	**$730,584**
Total Revenue per Student FTE	**$23,636**	**$17,568**	**$16,056**	**$16,186**	**$16,235**

EXPENDITURES		FY2025	FY2026	FY2027	FY2028	FY2029
Tenure Track Faculty	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	$0	$0	$0	$0	$0
Non-tenure Track Faculty *Includes Adjunct Instructors	FTE	0.85	1.60	3.00	3.00	3.00
	Salary + Benefits	$111,824	$210,493	$394,674	$394,674	$394,674
Graduate Teaching Assistants	FTE	0.00	0.50	0.50	0.50	0.50
	Salary + Benefits	$0	$9,685	$9,685	$9,685	$9,685
Staff	FTE	0.5	0.5	0.5	0.5	0.5
	Salary + Benefits	$36,052	$36,052	$36,052	$36,052	$36,052
Total Faculty & Staff	FTE	1.4	2.6	4.0	4.0	4.0
	Salary + Benefits	**$147,876**	**$256,229**	**$440,411**	**$440,411**	**$440,411**

	FY2025	FY2026	FY2027	FY2028	FY2029
Operations (supplies, travel, rent, etc)	$40,000	$70,000	$100,000	$100,000	$100,000
Start Up Costs - Accreditation & Equipment	$95,000				
Scholarship $s					
GTA Waivers	$0	$4,541	$4,632	$4,724	$4,819
Total Expenses	**$282,876**	**$330,770**	**$545,042**	**$545,135**	**$545,229**

	FY2025	FY2026	FY2027	FY2028	FY2029
Student FTE to Faculty (TT + NTT) Ratio	14.1	15.9	13.5	14.0	15.0
Net Income/Deficit (Revenue - Expenses)	**$753**	**$117,213**	**$105,221**	**$134,657**	**$185,355**

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

DocuSigned by:

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Campus Chief Financial Officer Signature

Chief Financial Officer Comments

NOTE: Completion of the fiscal form does not guarantee funding for described expenses. The request for additional funding should be included in standard campus processes for investments in new programs if internal funding, within unit, cannot be reallocated.

This model assumes that all students are newly enrolling in this program to attended MSU for the Midwifery program, there is a 100% yeild with students only taking up to 12 credits per semester. This is a 3 year graduate program with courses taken in summer fall and spring with 3 cohorts of 10 students.

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 Option

Program/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

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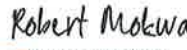
The current, nationally accredited Doctor of Nursing Practice (DNP) program has 52 credits that are common to all specialty options with the program. Students in the proposed CNM option will take these courses in conjunction with students in the existing FNP and PMHNP options.

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.

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[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: *Robert Mokwa* 212A28411AC04BD...	7/13/2021	11:02 AM MDT
Chief Research Officer*:	
Chief Executive Officer: DocuSigned by: 7D6A4CE96C3F415...	7/13/2021	11:02 AM MDT
Flagship Provost:** DocuSigned by: *Robert Mokwa* 212A28411AC04BD...	7/13/2021	11:02 AM MDT
Flagship President:** DocuSigned by: 7D6A4CE96C3F415...	7/13/2021	11:02 AM MDT
*Center/Institute Proposal only **Not applicable to the Community Colleges.	

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

DECEMBER/2022

ITEM 2902-LII0123

ITEM TITLE Request for authorization to establish a CAS in Early Childhood Education

Institution: **Great Falls College Montana State University**   CIP Code: **13.1210**

Program/Center/Institute Title: **Certificate of Applied Science in Early Childhood Education**

Includes (please specify below):   Face-to-face Offering: __X__   Online Offering: _____   Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]

What: The proposed program includes stackable credentials beginning with a Certificate of Technical Studies in Early Childhood Education, leading to the proposed Certificate of Applied Science in Early Childhood Education, and then a proposed Associate of Applied Science in Early Childhood Education. The curriculum throughout the credentials is designed to also articulate to the Bachelor of Science in Teaching and Learning in Early Childhood from the University of Montana Western.

Why: Northcentral Montana has a need for early childhood care providers. Access to quality childcare was identified as one of the top two concerns of Cascade County in a recent community survey conducted by the United Way of Cascade County and its community partners. As a result, a community stakeholders group was formed to specifically focus on providing quality childcare. One step to achieving that goal is to educate individuals in early childhood education to fill the employment need.

Resources: The program would be developed and offered with existing faculty and staff who are appropriately credentialed and licensed. It will be necessary to hire additional adjunct instructors to teach in the program. General Studies coursework to support the program is currently offered at the college. There are no special requirements for the college facilities in order for this certificate to be successful. It has been established that there are adequate practicum sites in the community to meet student need. Great Falls Public Schools, Malmstrom Air Force Base, and the college's TLC Daycare Center have volunteered to be lab sites for the students. The only financial resources that would be required to start and maintain this proposal will be the addition of one or two adjunct faculty members who are qualified to teach the EDEC curriculum.

ATTACHMENTS
2902-LII1222_Curr
2902-LII1222_Fisc
2902-LII1222_A1 RTP

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

_____ **A. Level I:**

Campus Approvals

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

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

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

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

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

OCHE Approvals

_____ **5. Re-titling an existing postsecondary educational program**

_____ **6. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____ **7. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

_____ **8. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

_____ **9. Revising a postsecondary educational program** (Curriculum Proposal Form)

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

__X__ **B. Level II:**

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

_____ **2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request to Plan Form)

_____ **3. Exceeding the 120-credit maximum for baccalaureate degrees** *Exception to policy 301.11*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

4. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

   The proposed program includes stackable credentials beginning with a Certificate of Technical Studies in Early Childhood Education, leading to the proposed Certificate of Applied Science in Early Childhood Education, and then a proposed Associate of Applied Science in Early Childhood Education. The curriculum throughout the credentials is designed to also articulate to the Bachelor of Science in Teaching and Learning in Early Childhood from the University of Montana Western.

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

   Great Falls College'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 jobs in our region. This program provides individuals with the opportunity to work and advance in the field of early childhood education while remaining in the local community.

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

   Northcentral Montana has a need for early childhood care providers. Access to quality childcare was identified as one of the top two concerns of Cascade County in a recent community survey conducted by the United Way of Cascade County and its community partners. As a result, a community stakeholders group was formed to specifically focus on providing quality childcare. One step to achieving that goal is to educate individuals in early childhood education to fill the employment need. Great Falls College was asked to create an in-person program to offer the necessary education and training. Although the University of Montana Western previously offered an in-person option in Great Falls, the university shifted its focus to online instruction several years ago and does not plan to re-establish an in-person option in the area. Great Falls College is situated locally and can provide the in-person program more readily and at less expense than the University of Montana Western. In addition, Great Falls College would be partnering with the regional childcare resource center, Family Connections, to provide the coursework and credentials for childcare providers.

   Great Falls College engaged in conversations with the University of Montana Western concerning the development of this program and the creation of a future articulation leading to their Bachelor of Science in Teaching and Learning in Early Childhood. Great Falls College also reviewed the curriculum in Dawson Community College's Certificate of Applied Science and Associate of Applied Science in Early Childhood Education as well as Flathead Valley Community College's Associate of Applied Science in Early Childhood Education. Efforts were made to align curriculum where possible, with a concerted effort to articulate with the University of Montana Western's Bachelor of Science in Teaching and Learning in Early Childhood. The community demand is for in-person instruction at the certificate and associate degree levels, which Great Falls College can provide. Individuals can then complete the University of Montana Western's bachelor degree online and still remain in the community.

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CURRICULUM PROPOSAL FORM

Great Falls Public Schools, Malmstrom Air Force Base, and the college's TLC Daycare Center have volunteered to be lab sites for the students.

Letters of support have been obtained from Great Falls Public Schools, Family Connections and the United Way.

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

   a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	23
Credits in required courses offered by other departments	1
Credits in institutional general education curriculum	9
Credits of free electives	
Total credits required to complete the program	33

   b. List the program learning outcomes for the proposed program. Use learner-centered statements that indicate what students will know, be able to do, and/or value or appreciate as a result of completing the program.
   * Know and understand young children's characteristics and needs.
   * Know and understand the multiple influences on development and learning.
   * Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
   * Know about and understand family and community characteristics.
   * Support and empower families and communities through respectful, reciprocal relationships.
   * Involve families and communities in their children's development and learning.
   * Understand the goals, benefits, and uses of assessment.
   * Know about and use observation, documentation, and other appropriate assessment tools and approaches.
   * Understand and practice responsible assessment.
   * Know about assessment partnerships with families and other professionals.
   * Know, understand, and use positive relationships and supportive interactions.
   * Know and understand the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.
   * Use own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

  * Identify and involve themselves with the early childhood field.
  * Know about and uphold ethical standards and other professional guidelines.
  * Engage in continuous, collaborative learning to inform practice.
  * Integrate knowledgeable, reflective, and critical perspectives on early education.
  (Outcomes are aligned with the University of Montana Western)

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

Northcentral Montana has a need for early childhood care providers. Access to quality childcare was identified as one of the top two concerns of Cascade County in a recent community survey conducted by the United Way of Cascade County and its community partners. As a result, a community stakeholders group was formed to specifically focus on providing quality childcare. One step to achieving that goal is to educate individuals in early childhood education to fill the employment need.

Great Falls College was asked to create an in-person program to offer the necessary education and training. Although the University of Montana Western previously offered an in-person option in Great Falls, the university shifted its focus to online instruction several years ago and does not plan to re-establish an in-person option in the area. Great Falls College is situated locally and can provide the in-person program more readily and at less expense than the University of Montana Western. In addition, Great Falls College would be partnering with the regional childcare resource center, Family Connections, to provide the coursework and credentials for childcare providers.

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

Institution Name	Degree	Program Title
University of Montana Western	Certificate, AAS, BS	Certificate Early Childhood Certificate Infant and Toddler Early Childhood Education
Montana State University	BS	Early Childhood Education Preschool – Age Three (P-3)
Dawson Community College	CAS, AAS	Early Childhood Education
Flathead Valley Community College	AAS, AS	Early Childhood Education
Blackfeet Community College	AS	Early Childhood Education
Stone Child College	AA	Teacher Education: Early Childhood Education

Montana Board of Regents

CURRICULUM PROPOSAL FORM

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

No in-person Early Childhood Education program is currently offered in the Great Falls area. The closest program is three hours away at UM Western. Great Falls College received requests from local stakeholders to provide an in-person option.

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

Great Falls College engaged in conversations with the University of Montana Western concerning the development of this program and the creation of a future articulation leading to their Bachelor of Science in Teaching and Learning in Early Childhood. Great Falls College also reviewed the curriculum in Dawson Community College's Certificate of Applied Science and Associate of Applied Science in Early Childhood Education as well as Flathead Valley Community College's Associate of Applied Science in Early Childhood Education. Efforts were made to align curriculum where possible, with a concerted effort to articulate with the University of Montana Western's Bachelor of Science in Teaching and Learning in Early Childhood.

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

The Certificate of Applied Science in Early Childhood Education is scheduled to begin in the fall of 2023. The process of implementation has gone through several steps: Request to Plan has been approved, the curriculum for the certificate has been approved by the Great Falls College Montana State University curriculum council, potential adjunct instructors have been contacted, lab sites for hands-on learning and observation hours have been secured. Pending approval, information about the Certificate of Applied Science in Early Childhood Education will be included in fall 2023 class schedule and Great Falls College Montana State University catalog.

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

Fall Headcount Enrollment					Graduates				
AY23-24	AY24-25	AY 25-26	AY 26-27	AY 27-28	AY 23-24	AY 24-25	AY 25-26	AY 26-27	AY27-28
7	10	11	12	13	7	9	10	11	11

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

The enrollment numbers and graduation projections are based in part on conversations with Family Connections, Great Falls Public Schools and the United Way of Cascade County concerning the need for credentialed child care providers in our community. Community partners and day care providers have indicated the need and interest in providing face to face training/educational opportunities for their current and future child care providers.

Montana Board of Regents

CURRICULUM PROPOSAL FORM

c. What is the initial capacity for the program?

The initial capacity for the program is unlimited. We will add adjuncts as needed.

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

The success of the program will be measured using the same metrics identified within the annual snapshot reports produced by Great Falls College's Institutional Researcher for each program on campus as well as through feedback from the programmatic advisory board and graduate surveys. The program will also be assessed through the campus' existing Internal Academic Program Review (IAPR) process. Based on data, the Internal Academic Program Review Committee makes recommendations as to the continuance or changes to be made to programs. In addition, the Academic Affairs Leadership Team also reviews and discusses programs. The Executive Team considers recommendations to determine a program's continuance or needed changes.

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

Assessment of program-level learning outcomes is achieved through the campus student learning outcomes assessment process. Program directors carefully align program and course-level outcomes through curriculum mapping. Faculty assess student learning at the course level, tying assessment activities to course, program, and institutional learning outcomes. Programs articulate assessment plans and set goals, measured through identified assessments in courses and metrics set by program directors. Assessment progress reports are submitted annually to the director of teaching and learning innovation for review and feedback. Annually, programs review their previous year's assessment progress, set and revise goals, and make changes as appropriate. More information about the student learning assessment process can be found at http://gfcmsu.edu/about/assessment/resources.html.

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

Direct measures of student learning assessment would include in-class and out-of-class activities, quizzes, projects, exams, presentations, and papers. Indirect measures of student learning include course evaluations, enrollment information, and program review data.

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

The student learning outcomes assessment process encourages continuous improvement by facilitating the review of assessment data, leading to curricular and instructional improvements. Programs receive feedback, support, and coaching during the annual reporting process, ensuring curricular and instructional quality. Previous assessment reports can be found at http://gfcmsu.edu/about/assessment/evidence.html.

The Internal Academic Program Review process, while not directly measuring student learning assessment, ensures overall program quality and viability, as described in the Internal Academic Program Review handbook at https://www.gfcmsu.edu/about/assessment/documents/IAPRCH_Handbook.pdf.

Montana Board of Regents

CURRICULUM PROPOSAL FORM

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

No separate accreditation is necessary. Great Falls College Montana State University has aligned with the Montana Career Pathways.

9. **Physical resources.**

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

Existing classrooms and student support facilities will be used to support the Certificate of Applied Science in Early Childhood Education. Great Falls College Montana State University has ample technical support necessary to implement this program. Classes for this program will be scheduled during the evening hours when the building is open and classrooms are readily available to accommodate working childcare providers.

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

In order for this program to be successful, partnerships with local child care facilities will be necessary to provide needed lab sites for hands-on learning. Several locations in our area have volunteered to provide lab sites for this program: Great Falls Public Schools, Malmstrom Air Force Base and the college's TLC Daycare Center.

10. **Personnel resources.**

a. Describe the <u>existing</u> instructional, support, and administrative resources available to support the successful implementation of the program. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained? *[200 words]*

Great Falls College has existing instructional, support, and administrative resources available to ensure a successful implementation of the program. This program will be developed and offered with existing faculty in place at the college as part of the current General Studies department. Our existing instructors will be used to teach these supporting courses: ECP 100 First Aid and CPR, M 105 Contemporary Mathematics, WRIT 101 College Writing I, COMX 115 Intro to Interpersonal Communications and core electives in music, art or natural science. The Executive Director of Instruction and the CEO/Dean are involved in developing and ensuring the program implementation is successful.

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

Montana Board of Regents

CURRICULUM PROPOSAL FORM

For this one-year program, adjunct instructors will be hired for the EDEC 108 Intro to Early Childhood Education, EDEC 249 Infant/Toddler Development & Group Care, EDEC 251 Montana Preschool Teacher Education, EDEC 130 Health, Safety & Nutrition in Early Childhood, EDEC 210 Meeting the Needs of Families and EDEC 230 Guiding the Young Child w/Lab. New adjuncts will be solicited from the advisory board and community contacts. Please see the attached Fiscal Analysis Form for costs.

11. **Other resources.**

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

    Yes. The library is staffed to meet the needs of students in this program. Professional advisors, admissions, financial aid and other student and business services already exist and can meet the needs of the program's students.

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

    Existing student services such as advising, the library staff, and financial aid have the capacity to absorb the new students brought to Great Falls College through this program.

    The implementation of the Certificate of Applied Science in Early Childhood Education would enhance and diversify the student make-up within the proposed cross-disciplinary courses making for more robust learning environments and would add another dimension to our K-12 teacher education offerings.

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

Costs to start this program are minimal and should be offset by tuition revenue. Please see the attached financial analysis form.

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

	Year 1	Year 2	Year 3
Revenues	$53,199	$75,998	$83,598
Expenses	$33,605	$29,605	$29,605
Net Income/Deficit (revenues-expenses)	$19,594	$46,393	$53,993

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

    The primary expense for this program will be the wages paid for adjunct faculty. The college will budget $750 per credit for adjunct instructors. These costs should be offset by tuition revenue.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

    N/A

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

    N/A

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

    N/A

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

    N/A

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

No new student fees are required for this program.

14. Complete the fiscal analysis form.

Please see the attached fiscal analysis form.

<u>Signature/Date</u>

College or School Dean:

Stephanie Erlman   **12/9/22**

Chief Academic Officer:

Stephanie Erlman   **12/9/22**

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Chief Executive Officer:

Stephanie Erdmann (signature)

12/9/22

Flagship Provost*:

DocuSigned by:

Robert Mokwa (signature)

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1/24/2023 | 2:12 PM

Flagship President*:

DocuSigned by:

Waded Cruzado (signature)

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1/24/2023 | 2:12 PM

*Not applicable to the Community Colleges.

Montana Board of Regents

CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum – Early Childhood Education Certificate of Applied Science

First Year Fall		Credits
ECP 100	First Aid and CPR +	1
EDEC 108	Intro to Early Childhood Education +	3
EDEC 130	Health , Safety & Nutrition in Early Childhood +	4
EDEC 249	Infant/Toddler Development & Group Care +	4
EDEC 251	Montana Preschool Teacher Education +	4
	Total Credits	16

Students who complete the first semester of courses are eligible for the ECE CTS degree.

First Year Spring		Credits
COMX 115	Intro to Interpersonal Communications +	3
EDEC 210	Meeting the Needs of Families +	4
EDEC 230	Guiding the Young Child with Lab +	4
M 105	Contemporary Mathematics **,+	3
WRIT 101	College Writing I **,+	3
	Credits	17
	Total First Year Fall and Spring Credits	33

Students who complete the first year of courses are eligible for the ECE CAS degree.

COMX 115, M 105, and WRIT 101 could also each be taken in the summer.

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	Great Falls College Montana State University
AWARD LEVEL:	Certificate of Applied Science
PROGRAM NAME:	Early Childhood Education
PROGRAM CODE:	13.1210

	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
ENROLLMENT PROJECTIONS					
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	7	10	11	12	13
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	33	33	33	33	33
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	7.7	11	12.1	13.2	14.3
Completions					
Annual number of program completers	7	10	11	12	13

REVENUE	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Tuition Revenue (net of waivers)	$21,905	$31,293	$34,423	$37,552	$40,681
Institutional Support	$31,293	$44,705	$49,175	$53,646	$58,116
Other Outside Funds (grants, gifts, etc.)	$0				
Program Tuition/Fees	$0				
Total Revenue	**$53,199**	**$75,998**	**$83,598**	**$91,198**	**$98,798**
Total Revenue per Student FTE	**$6,909**	**$6,909**	**$6,909**	**$6,909**	**$6,909**

EXPENDITURES		FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Tenure Track Faculty	FTE					
	Salary + Benefits					
Non-tenure Track Faculty *Includes Adjunct Instructors	FTE	1.1	1.1	1.1	1.1	1.1
	Salary + Benefits	$29,205	$29,205	$29,205	$29,205	$29,205
Graduate Teaching Assistants	FTE					
	Salary + Benefits					
Staff	FTE					
	Salary + Benefits					
Total Faculty & Staff	FTE	**1.1**	**1.1**	**1.1**	**1.1**	**1.1**
	Salary + Benefits	**$29,205**	**$29,205**	**$29,205**	**$29,205**	**$29,205**

	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Operations (supplies, travel, rent, etc)	$400	$400	$400	$400	$400
Start-up Expenses (OTO)	$4,000				
Total Expenses	**$33,605**	**$29,605**	**$29,605**	**$29,605**	**$29,605**

	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Student FTE to Faculty (TT + NTT) Ratio	**7.0**	**10.0**	**11.0**	**12.0**	**13.0**
Net Income/Deficit (Revenue - Expenses)	**$19,594**	**$46,393**	**$53,993**	**$61,593**	**$69,193**

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

Carmen Roberts

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Two semester program

Montana University System
REQUEST TO PLAN FORM

ITEM 203-2902-R1122   **Meeting Date** November 2022

<u>Item Name</u> Request for authorization to plan a Certificate of Applied Science in Early Childhood Education

Program/Center/Institute Title:	**Certificate of Applied Science in Early Childhood Education**	Planned 6-digit CIP code: **13.1210**
Campus, School/Department:	**Great Falls College Montana State University**	Expected Final Submission Date: **January 2023**
Contact Name/Info:	**Dr. Leanne Frost, leanne.frost@gfcmsu.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.**

As noted in the AY 2022-23 Academic Priorities and Planning Statement, Great Falls College Montana State University plans to offer programs in early childhood education due to community need and student demand.

The region currently lacks a face-to-face option for individuals to earn credentials in the field of early childhood education. Great Falls College is prepared to fill that need.

The proposed program includes stackable credentials beginning with a Certificate of Technical Studies in Early Childhood Education, leading to the proposed Certificate of Applied Science in Early Childhood Education, and then a proposed Associate of Applied Science in Early Childhood Education. The curriculum throughout the credentials is designed to also articulate to the Bachelor of Science in Teaching and Learning in Early Childhood from the University of Montana Western.

The Certificate of Applied Science in Early Childhood Education prepares individuals for immediate employment in childcare centers and other early childhood education locations. The degree includes coursework required by the Department of Health and Human Services. The curriculum enables childcare workers to move up the Montana Career Path as established by the Montana Early Childhood Project (www.mtecp.org). It is a step towards the Associate of Applied Science in Early Childhood Education.

The coursework also aligns with the national Childhood Development Associate (CDA) credential.

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).**

Northcentral Montana has a need for early childhood care providers. Access to quality childcare was identified as one of the top two concerns of Cascade County in a recent community survey conducted by the United Way of Cascade County and its community partners. As a result, a community stakeholders group was formed to specifically focus on providing

Montana University System
REQUEST TO PLAN FORM

quality childcare. One step to achieving that goal is to educate individuals in early childhood education to fill the employment need. Great Falls College was asked to create an in-person program to offer the necessary education and training. Although the University of Montana Western previously offered an in-person option in Great Falls, the university shifted its focus to online instruction several years ago and does not plan to re-establish an in-person option in the area. Great Falls College is situated locally and can provide the in-person program more readily and at less expense than the University of Montana Western. In addition, Great Falls College would be partnering with the regional childcare resource center, Family Connections, to provide the coursework and credentials for childcare providers.

According to O*Net data, early childhood education is a "Bright Outlook" occupation, meaning it has a higher than average projected growth. The field is expected to grow 18% nationally from 2020-2030 and 6% in Montana from 2018-2028 (https://www.onetonline.org/link/summary/25-2011.00). See table 1 below.

Additionally, as a result of the COVID-19 pandemic, a higher than expected shortage of preschool teachers exists. Emsi predicts the number of jobs in Montana for this sector to increase from 1,569 in 2022 to 1,998 in 2032, a 27.3% increase (*Occupational Overview, Preschool Teachers, Except Special Education in Montana*, www.economicmodeling.com).

Table 1. Wages and Job Projections per O*Net

Area	Bright Outlook	Average Wage	Potential Earnings	Projected Growth
Montana	Bright Outlook	$29,370	10% of workers earn $39,460 or more	6% 2018-2028
United States	Bright Outlook	$30,210	10% of workers earn $58,530 or more	18% 2020-2030

Per the Bureau of Labor Statistics, the entry level degree in early childhood education is an associate degree. The proposed Certificate of Applied Science is a step towards that associate degree. The proposed program also aligns with the Montana Career Path as established by the Montana Early Childhood Project which requires a one-year certificate of 30 college credits to advance to Level 4 (www.mtecp.org). An associate degree is required for Level 5.

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 will be necessary to hire additional adjunct instructors to teach in the program. General Studies coursework to support the program is currently offered at the college. There are adequate practicum sites in the community to meet student need. Great Falls Public Schools, Malmstrom Air Force Base, and the college's TLC Daycare Center have volunteered to be lab sites for the students.
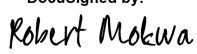
Montana University System
REQUEST TO PLAN FORM

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).**

Great Falls College engaged in conversations with the University of Montana Western concerning the development of this program and the creation of a future articulation leading to their Bachelor of Science in Teaching and Learning in Early Childhood. Great Falls College also reviewed the curriculum in Dawson Community College's Certificate of Applied Science and Associate of Applied Science in Early Childhood Education as well as Flathead Valley Community College's Associate of Applied Science in Early Childhood Education. Efforts were made to align curriculum where possible, with a concerted effort to articulate with the University of Montana Western's Bachelor of Science in Teaching and Learning in Early Childhood. The community demand is for in-person instruction at the certificate and associate degree levels, which Great Falls College can provide. Individuals can then complete the University of Montana Western's bachelor degree online and still remain in the community.

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.**

Great Falls College'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 jobs in our region. As cited above, this program provides individuals with the opportunity to work and advance in the field of early childhood education while remaining in the local community.

Signature/Date
Chief Academic Officer:
[signature: Stephanie Erickson] 9/16/22
Chief Research Officer*: N/A
Chief Executive Officer:
[signature: Stephanie Erickson] 9/16/22
Flagship Provost:** *[DocuSigned by: Robert Mokwa — 9EDD74A82C3A419...]* 9/27/2022 | 2:57 PM PDT
Flagship President:** *[DocuSigned by: Waded Cruzado — 7D6A4CE96C3F415...]* 9/27/2022 | 2:57 PM PDT
*Center/Institute Proposal only **Not applicable to the Community Colleges.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

DECEMBER/2022

ITEM 2903-LII1222

ITEM TITLE Request for authorization to establish an AAS in Early Childhood Education

Institution: **Great Falls College Montana State University**   CIP Code: **13.1210**

Program/Center/Institute Title: **Associate of Applied Science in Early Childhood Education**

Includes (please specify below):   Face-to-face Offering: **X**   Online Offering: _____   Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]

What: The proposed program includes stackable credentials beginning with a Certificate of Technical Studies in Early Childhood Education, leading to the proposed Certificate of Applied Science in Early Childhood Education, and then a proposed Associate of Applied Science in Early Childhood Education. The curriculum throughout the credentials is designed to also articulate to the Bachelor of Science in Teaching and Learning in Early Childhood from the University of Montana Western.

Why: Northcentral Montana has a need for early childhood care providers. Access to quality childcare was identified as one of the top two concerns of Cascade County in a recent community survey conducted by the United Way of Cascade County and its community partners. As a result, a community stakeholders group was formed to specifically focus on providing quality childcare. One step to achieving that goal is to educate individuals in early childhood education to fill the employment need.

Resources: The program would be developed and offered with existing faculty and staff who are appropriately credentialed and licensed. It will be necessary to hire additional adjunct instructors to teach in the program. General Studies coursework to support the program is currently offered at the college. There are no special requirements for the college facilities in order for this certificate to be successful. It has been established that there are adequate practicum sites in the community to meet student need. Great Falls Public Schools, Malmstrom Air Force Base, and the college's TLC Daycare Center have volunteered to be lab sites for the students. The only financial resources that would be required to start and maintain this proposal will be the addition of one or two adjunct faculty members who are qualified to teach the EDEC curriculum.

ATTACHMENTS
2903-LII1222_Curr
2903-LII1222_Fisc
2903-LII1222_A1 RTP

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

_____ **A. Level I:**

Campus Approvals

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

    1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

    5. Re-titling an existing postsecondary educational program

    6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

    7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

    8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

    9. Revising a postsecondary educational program (Curriculum Proposal Form)

    10. Establishing a temporary C.A.S. or A.A.S. degree program _Approval limited to 2 years_

x **B. Level II:**

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

    2. Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)

    3. Exceeding the 120-credit maximum for baccalaureate degrees _Exception to policy 301.11_

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

4. Forming, eliminating or consolidating an academic, administrative, or research unit (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

    The proposed program includes stackable credentials beginning with a Certificate of Technical Studies in Early Childhood Education, leading to the proposed Certificate of Applied Science in Early Childhood Education, and then a proposed Associate of Applied Science in Early Childhood Education. The curriculum throughout the credentials is designed to also articulate to the Bachelor of Science in Teaching and Learning in Early Childhood from the University of Montana Western.

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

    Great Falls College'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 jobs in our region. This program provides individuals with the opportunity to work and advance in the field of early childhood education while remaining in the local community.

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

    Northcentral Montana has a need for early childhood care providers. Access to quality childcare was identified as one of the top two concerns of Cascade County in a recent community survey conducted by the United Way of Cascade County and its community partners. As a result, a community stakeholders group was formed to specifically focus on providing quality childcare. One step to achieving that goal is to educate individuals in early childhood education to fill the employment need. Great Falls College was asked to create an in-person program to offer the necessary education and training. Although the University of Montana Western previously offered an in-person option in Great Falls, the university shifted its focus to online instruction several years ago and does not plan to re-establish an in-person option in the area. Great Falls College is situated locally and can provide the in-person program more readily and at less expense than the University of Montana Western. In addition, Great Falls College would be partnering with the regional childcare resource center, Family Connections, to provide the coursework and credentials for childcare providers.

    Great Falls College engaged in conversations with the University of Montana Western concerning the development of this program and the creation of a future articulation leading to their Bachelor of Science in Teaching and Learning in Early Childhood. Great Falls College also reviewed the curriculum in Dawson Community College's Certificate of Applied Science and Associate of Applied Science in Early Childhood Education as well as Flathead Valley Community College's Associate of Applied Science in Early Childhood Education. Efforts were made to align curriculum where possible, with a concerted effort to articulate with the University of Montana Western's Bachelor of Science in Teaching and Learning in Early Childhood. The community demand is for in-person instruction at the certificate and associate degree levels, which Great Falls College can provide. Individuals can then complete the University of Montana Western's bachelor degree online and still remain in the community.

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CURRICULUM PROPOSAL FORM

Great Falls Public Schools, Malmstrom Air Force Base, and the college's TLC Daycare Center have volunteered to be lab sites for the students.

Letters of support have been obtained from Great Falls Public Schools, Family Connections and the United Way.

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

   a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	47-51
Credits in required courses offered by other departments	1-4
Credits in institutional general education curriculum	12-13
Credits of free electives	
Total credits required to complete the program	63-65

   b. List the program learning outcomes for the proposed program. Use learner-centered statements that indicate what students will know, be able to do, and/or value or appreciate as a result of completing the program.
   * Know and understand young children's characteristics and needs.
   * Know and understand the multiple influences on development and learning.
   * Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
   * Know about and understand family and community characteristics.
   * Support and empower families and communities through respectful, reciprocal relationships.
   * Involve families and communities in their children's development and learning.
   * Understand the goals, benefits, and uses of assessment.
   * Know about and use observation, documentation, and other appropriate assessment tools and approaches.
   * Understand and practice responsible assessment.
   * Know about assessment partnerships with families and other professionals.
   * Know, understand, and use positive relationships and supportive interactions.
   * Know and understand the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.
   * Use own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

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* Identify and involve themselves with the early childhood field.
* Know about and uphold ethical standards and other professional guidelines.
* Engage in continuous, collaborative learning to inform practice.
* Integrate knowledgeable, reflective, and critical perspectives on early education.
 (Outcomes are aligned with the University of Montana Western)

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

Northcentral Montana has a need for early childhood care providers. Access to quality childcare was identified as one of the top two concerns of Cascade County in a recent community survey conducted by the United Way of Cascade County and its community partners. As a result, a community stakeholders group was formed to specifically focus on providing quality childcare. One step to achieving that goal is to educate individuals in early childhood education to fill the employment need.

Great Falls College was asked to create an in-person program to offer the necessary education and training. Although the University of Montana Western previously offered an in-person option in Great Falls, the university shifted its focus to online instruction several years ago and does not plan to re-establish an in-person option in the area. Great Falls College is situated locally and can provide the in-person program more readily and at less expense than the University of Montana Western. In addition, Great Falls College would be partnering with the regional childcare resource center, Family Connections, to provide the coursework and credentials for childcare providers.

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

Institution Name	Degree	Program Title
University of Montana Western	Certificate, AAS, BS	Certificate Early Childhood
		Certificate Infant and Toddler
		Early Childhood Education
Montana State University	BS	Early Childhood Education Preschool – Age Three (P-3)
Dawson Community College	CAS, AAS	Early Childhood Education
Flathead Valley Community College	AAS, AS	Early Childhood Education
Blackfeet Community College	AS	Early Childhood Education
Stone Child College	AA	Teacher Education: Early Childhood Education

Montana Board of Regents

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

No in-person Early Childhood Education program is currently offered in the Great Falls area. The closest program is three hours away at UM Western. Great Falls College received requests from local stakeholders to provide an in-person option.

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

Great Falls College engaged in conversations with the University of Montana Western concerning the development of this program and the creation of a future articulation leading to their Bachelor of Science in Teaching and Learning in Early Childhood. Great Falls College also reviewed the curriculum in Dawson Community College's Certificate of Applied Science and Associate of Applied Science in Early Childhood Education as well as Flathead Valley Community College's Associate of Applied Science in Early Childhood Education. Efforts were made to align curriculum where possible, with a concerted effort to articulate with the University of Montana Western's Bachelor of Science in Teaching and Learning in Early Childhood.

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

The Associate of Applied Science in Early Childhood Education is scheduled to begin in the fall of 2023. The process of implementation has gone through several steps: Request to Plan has been approved, the curriculum for the certificate has been approved by the Great Falls College Montana State University curriculum council, potential adjunct instructors have been contacted, lab sites for hands on learning and observation hours have been secured. Pending approval, information about the Associate of Applied Science in Early Childhood Education will be included in fall 2023 class schedule and Great Falls College Montana State University catalog.

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

Fall Headcount Enrollment					Graduates				
AY23-24	AY24-25	AY 25-26	AY 26-27	AY 27-28	AY 23-24	AY 24-25	AY 25-26	AY 26-27	AY27-28
7	17	21	23	25	0	6	9	10	11

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

The enrollment numbers and graduation projections are based in part on conversations with Family Connections, Great Falls Public Schools and the United Way of Cascade County concerning the need for credentialed child care providers in our community. Community partners and day care providers have indicated the need and interest in providing face to face training/educational opportunities for their current and future child care providers.

Montana Board of Regents

CURRICULUM PROPOSAL FORM

    c.   What is the initial capacity for the program?

    The initial capacity for the program is unlimited. We will add adjuncts as needed.

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

The success of the program will be measured using the same metrics identified within the annual snapshot reports produced by Great Falls College's Institutional Researcher for each program on campus as well as through feedback from the programmatic advisory board and graduate surveys. The program will also be assessed through the campus' existing Internal Academic Program Review (IAPR) process. Based on data, the Internal Academic Program Review Committee makes recommendations as to the continuance or changes to be made to programs. In addition, the Academic Affairs Leadership Team also reviews and discusses programs. The Executive Team considers recommendations to determine a program's continuance or needed changes.

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

    Assessment of program-level learning outcomes is achieved through the campus student learning outcomes assessment process. Program directors carefully align program and course-level outcomes through curriculum mapping. Faculty assess student learning at the course level, tying assessment activities to course, program, and institutional learning outcomes. Programs articulate assessment plans and set goals, measured through identified assessments in courses and metrics set by program directors. Assessment progress reports are submitted annually to the director of teaching and learning innovation for review and feedback. Annually, programs review their previous year's assessment progress, set and revise goals, and make changes as appropriate. More information about the student learning assessment process can be found at http://gfcmsu.edu/about/assessment/resources.html.

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

    Direct measures of student learning assessment would include in-class and out-of-class activities, quizzes, projects, exams, presentations, and papers. Indirect measures of student learning include course evaluations, enrollment information, and program review data.

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

    The student learning outcomes assessment process encourages continuous improvement by facilitating the review of assessment data, leading to curricular and instructional improvements. Programs receive feedback, support, and coaching during the annual reporting process, ensuring curricular and instructional quality. Previous assessment reports can be found at http://gfcmsu.edu/about/assessment/evidence.html.

    The Internal Academic Program Review process, while not directly measuring student learning assessment, ensures overall program quality and viability, as described in the Internal Academic Program Review handbook at https://www.gfcmsu.edu/about/assessment/documents/IAPRCH_Handbook.pdf.

Montana Board of Regents

CURRICULUM PROPOSAL FORM

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

No separate accreditation is necessary. Great Falls College Montana State University has aligned with the Montana Career Pathways.

9. **Physical resources.**

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

Existing classrooms and student support facilities will be used to support the Associate of Applied Science in Early Childhood Education. Great Falls College Montana State University has ample technical support necessary to implement this program. Classes for this program will be scheduled during the evening hours when the building is open and classrooms are readily available to accommodate working childcare providers.

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

In order for this program to be successful, partnerships with local child care facilities will be necessary to provide needed lab sites for hands-on learning. Several locations in our area have volunteered to provide lab sites for this program: Great Falls Public Schools, Malmstrom Air Force Base and the college's TLC Daycare Center.

10. **Personnel resources.**

a. Describe the <u>existing</u> instructional, support, and administrative resources available to support the successful implementation of the program. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained? *[200 words]*

Great Falls College has existing instructional, support, and administrative resources available to ensure a successful implementation of the program. This program will be developed and offered with existing faculty in place at the college as part of the current General Studies department. The Executive Director of Instruction and the CEO/Dean are involved in developing and ensuring the program implementation is successful. Our existing instructors will be used to teach these additional supporting courses: ECP 100 First Aid and CPR, M 105 Contemporary Mathematics, WRIT 101 College Writing I, COMX 115 Intro to Interpersonal Communications and core electives in music, art or natural science.

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

For this two-year program, adjunct instructors will be hired for the EDEC 108 Intro to Early Childhood Education, EDEC 249 Infant/Toddler Development & Group Care, EDEC 251 Montana Preschool Teacher Education, EDEC 130 Health, Safety & Nutrition in Early Childhood, EDEC 210 Meeting the Needs of Families, EDEC 230 Guiding the Young Child w/Lab, EDEC 247 Child & Adolescent Growth & Development, EDEC 273 Early Childhood Curriculum & Environments Pt I, EDEC 275 Early Childhood Integrated Curriculum & Environments Pt II, EDEC 254 Infant/Toddler Evidenced Based Practices & Assessment, EDEC 268 Administering Early Care & Education Programs, EDEC 256 Infant/Toddler Family Partnerships & Family Centered Interventions, and EDEC 265 Leadership & Professionalism in Early Childhood Education. New adjuncts will be solicited from the advisory board and community contacts. Please see the attached Fiscal Analysis Form for costs.

11. **Other resources.**

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

    Yes. The library is staffed to meet the needs of students in this program. Professional advisors, admissions, financial aid and other student and business services already exist and can meet the needs of the program's students.

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

    Existing student services such as advising, the library staff, and financial aid have the capacity to absorb the new students brought to Great Falls College through this program.

    The implementation of the Associate of Applied Science in Early Childhood Education would enhance and diversify the student make-up within the proposed cross-disciplinary courses making for more robust learning environments and would add another dimension to our K-12 teacher education offerings.

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

Costs to start this program are minimal and should be offset by tuition revenue. Please see the attached financial analysis form.

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

	Year 1	Year 2	Year 3
Revenues	$53,199	$127,240	$157,179
Expenses	$33,605	$58,025	$58,025
Net Income/Deficit (revenues-expenses)	$19,594	$69,215	$99,154

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

The primary expense for this program will be the wages paid for adjunct faculty. The college will budget $750 per credit for adjunct instructors. These costs should be offset by tuition revenue.

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

    N/A

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

    N/A

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

    N/A

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

    N/A

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

    No new student fees are required for this program.

14. Complete the fiscal analysis form.

    Please see the attached fiscal analysis form.

Signature/Date

College or School Dean:

Stephanie Erdman   **12/9/22**

Chief Academic Officer:

Stephanie Erdman   **12/9/22**

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Chief Executive Officer:

12/9/22

Flagship Provost*:

DocuSigned by:

Robert Mokwa

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Flagship President*:

DocuSigned by:

Waded Cruzado

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1/24/2023 | 2:11 PM

*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum – Early Childhood Education Associate of Applied Science

First Year Fall		Credits
ECP 100	First Aid and CPR +	1
EDEC 108	Intro to Early Childhood Education +	3
EDEC 130	Health , Safety & Nutrition in Early Childhood +	4
EDEC 249	Infant/Toddler Development & Group Care +	4
EDEC 251	Montana Preschool Teacher Education +	4
Total Credits	16

Students who complete the first semester of courses are eligible for the ECE CTS degree.

First Year Spring		Credits
COMX 115	Intro to Interpersonal Communications +	3
EDEC 210	Meeting the Needs of Families +	4
EDEC 230	Guiding the Young Child with Lab +	4
M 105	Contemporary Mathematics **,+	3
WRIT 101	College Writing I **,+	3
Credits	17
Total First Year Fall and Spring Credits	33

Students who complete the first year of courses are eligible for the ECE CAS degree.
COMX 115, M 105, and WRIT 101 could also each be taken in the summer.

Second year Fall		Credits
EDEC 247 OR PSYX 230	Child & Adolescent Growth & Development OR: Developmental Psychology +	3—4
EDEC 254	Infant/Toddler Evidenced Based Practices & Assessment *,+	4
EDEC 273	Early Childhood Curriculum & Environments Pt I +	4
EDEC 275	Early Childhood Integrated Curriculum & Environments Pt II *, +	4
Total Credits	15-16

Second Year Spring		Credits
EDEC 256	Infant/Toddler Family Partnerships & Family Centered Interventions *,+	4
EDEC 265	Leadership & Professionalism in Early Childhood Education *,+	4
EDEC 268	Administering Early Care & Education Programs +	4
Gen Ed Core Elective in Music, Art, or Nat. Science	3-4
Total Credits	15-16
Total Program Credits	63-65

Students who complete the two-year program are eligible for ECE AAS degree.

* Indicates prerequisites needed.
** Placement in course(s) is determined by placement assessment.
+ A grade of C- or above is required for graduation.

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	Great Falls College Montana State University
AWARD LEVEL:	Associates of Applied Science
PROGRAM NAME:	Early Childhood Education
PROGRAM CODE:	13.1210

ENROLLMENT PROJECTIONS	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	7	17	21	23	25
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	33	32.5	32.5	32.5	32.5
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	7.7	18.41666667	22.75	24.91666667	27.08333333
Completions					
Annual number of program completers	7	17	21	23	25

REVENUE	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Tuition Revenue (net of waivers)	$21,905	$52,393	$64,721	$70,884	$77,048
Institutional Support	$31,293	$74,847	$92,458	$101,263	$110,069
Other Outside Funds (grants, gifts, etc.)	$0				
Program Tuition/Fees	$0				
Total Revenue	**$53,199**	**$127,240**	**$157,179**	**$172,148**	**$187,117**
Total Revenue per Student FTE	**$6,909**	**$6,909**	**$6,909**	**$6,909**	**$6,909**

EXPENDITURES		FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Tenure Track Faculty	FTE					
	Salary + Benefits					
Non-tenure Track Faculty *Includes Adjunct Instructors	FTE	1.1	2.2	2.2	2.2	2.2
	Salary + Benefits	$29,205	$57,525	$57,525	$57,525	$57,525
Graduate Teaching Assistants	FTE					
	Salary + Benefits					
Staff	FTE					
	Salary + Benefits					
Total Faculty & Staff	FTE	**1.1**	**1.1**	**1.1**	**1.1**	**1.1**
	Salary + Benefits	**$29,205**	**$57,525**	**$57,525**	**$57,525**	**$57,525**

	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Operations (supplies, travel, rent, etc)	$400	$500	$500	$500	$500
Start-up Expenses (OTO)	$4,000				
Total Expenses	**$33,605**	**$58,025**	**$58,025**	**$58,025**	**$58,025**

	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Student FTE to Faculty (TT + NTT) Ratio	**7.0**	**8.5**	**10.5**	**11.5**	**12.5**
Net Income/Deficit (Revenue - Expenses)	**$19,594**	**$69,215**	**$99,154**	**$114,123**	**$129,092**

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

Carmen Roberts

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Two year program

Montana University System
REQUEST TO PLAN FORM

ITEM 203-2901-R1122   **Meeting Date** November 2022

Item Name Request for authorization to plan an Associate of Applied Science in Early Childhood Education

Program/Center/Institute Title:	**Associate of Applied Science in Early Childhood Education**	Planned 6-digit CIP code: **13.1210**
Campus, School/Department:	**Great Falls College Montana State University**	Expected Final Submission Date: **January 2023**
Contact Name/Info:	**Dr. Leanne Frost, leanne.frost@gfcmsu.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.**

As noted in the AY 2022-23 Academic Priorities and Planning Statement, Great Falls College Montana State University plans to offer programs in early childhood education due to community need and student demand.

The region currently lacks a face-to-face option for individuals to earn credentials in the field of early childhood education. Great Falls College is prepared to fill that need.

The proposed program includes stackable credentials beginning with a Certificate of Technical Studies in Early Childhood Education, leading to a Certificate of Applied Science in Early Childhood Education, and then the proposed Associate of Applied Science in Early Childhood Education. The curriculum is designed to also articulate to the Bachelor of Science in Teaching and Learning in Early Childhood from the University of Montana Western.

The Associate of Applied Science in Early Childhood Education prepares individuals for employment in childcare centers and other early childhood education locations. The degree includes coursework required by the Department of Health and Human Services. The curriculum enables childcare workers to move up the Montana Career Path as established by the Montana Early Childhood Project (www.mtecp.org).

The coursework also aligns with the national Childhood Development Associate (CDA) credential.

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).**

Northcentral Montana has a need for early childhood care providers. Access to quality childcare was identified as one of the top two concerns of Cascade County in a recent community survey conducted by the United Way of Cascade County and its community partners. As a result, a community stakeholders group was formed to specifically focus on providing quality childcare. One step to achieving that goal is to educate individuals in early childhood education to fill the employment need. Great Falls College was asked to create an in-person program to offer the necessary education and training. Although the University of Montana Western previously offered an in-person option in Great Falls, the

Montana University System
REQUEST TO PLAN FORM

university shifted its focus to online instruction several years ago and does not plan to re-establish an in-person option in the area. Great Falls College is situated locally and can provide the in-person program more readily and at less expense than the University of Montana Western. In addition, Great Falls College would be partnering with the regional childcare resource center, Family Connections, to provide the coursework and credentials for childcare providers.

According to O*Net data, early childhood education is a "Bright Outlook" occupation, meaning it has a higher than average projected growth. The field is expected to grow 18% nationally from 2020-2030 and 6% in Montana from 2018-2028 (https://www.onetonline.org/link/summary/25-2011.00). See table 1 below.

Additionally, as a result of the COVID-19 pandemic, a higher than expected shortage of preschool teachers exists. Emsi predicts the number of jobs in Montana for this sector to increase from 1,569 in 2022 to 1,998 in 2032, a 27.3% increase (*Occupational Overview, Preschool Teachers, Except Special Education in Montana*, www.economicmodeling.com).

Table 1. Wages and Job Projections per O*Net

Area	Bright Outlook	Average Wage	Potential Earnings	Projected Growth
Montana	Bright Outlook	$29,370	10% of workers earn $39,460 or more	6% 2018-2028
United States	Bright Outlook	$30,210	10% of workers earn $58,530 or more	18% 2020-2030

Per the Bureau of Labor Statistics, the entry level degree in early childhood is an associate degree. The proposed program aligns with the Montana Career Path as established by the Montana Early Childhood Project. An associate degree is needed to move from Level 4, which requires a certificate, to Level 5 (www.mtecp.org). The proposed program also creates a pathway for individuals to become a childcare center director. The average salary for childcare center administrators in Montana is $48,050. Montana Wages: 11-9031.00 - Education and Childcare Administrators, Preschool and Daycare

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 will be necessary to hire additional adjunct instructors to teach in the program. General Studies coursework to support the program is currently offered at the college. There are adequate practicum sites in the community to meet student need. Great Falls Public Schools, Malmstrom Air Force Base, and the college's TLC Daycare Center have volunteered to be lab sites for the students.
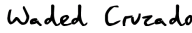
Montana University System
REQUEST TO PLAN FORM

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).**

Great Falls College engaged in conversations with the University of Montana Western concerning the development of this program and the creation of a future articulation leading to their Bachelor of Science in Teaching and Learning in Early Childhood. Great Falls College also reviewed the curriculum in Dawson Community College's Certificate of Applied Science and Associate of Applied Science in Early Childhood Education as well as Flathead Valley Community College's Associate of Applied Science in Early Childhood Education. Efforts were made to align curriculum where possible, with a concerted effort to articulate with the University of Montana Western's Bachelor of Science in Teaching and Learning in Early Childhood. The community demand is for in-person instruction at the certificate and associate degree levels, which Great Falls College can provide. Individuals can then complete the University of Montana Western's bachelor degree online and still remain in the community.

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.**

Great Falls College'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 jobs in our region. As cited above, this program provides individuals with the opportunity to work and advance in the field of early childhood education while remaining in the local community.

Signature/Date
Chief Academic Officer:
Stephanie Erdman (signature)   9/16/22
Chief Research Officer*: N/A
Chief Executive Officer:
Stephanie Erdman (signature)   9/16/22
Flagship Provost:** DocuSigned by: *Robert Mokwa* — 9EDD74A82C3A419...   9/27/2022 | 2:57 PM PDT
Flagship President:** DocuSigned by: *Waded Cruzado* — 7D6A4CE96C3F415...   9/27/2022 | 2:57 PM PDT
*Center/Institute Proposal only
**Not applicable to the Community Colleges.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

DECEMBER/2022

ITEM 2904-LI0123

Request for Authorization to establish an Associate of Applied Science in Technical Studies

Institution: **Great Falls College Montana State University**   CIP Code: **30.9999**

Program/Center/Institute Title: **Technical Studies Associate of Applied Science**

Includes (please specify below):   Face-to-face Offering: _____   Online Offering: _____   Blended Offering: __X__

Options: _____

Proposal Summary [360 words maximum]

What: The Technical Studies AAS is a 60-61 credit associate of applied science degree that full-time students can complete in two years. Participants must have completed a high school diploma or equivalency and clearly articulate their own career goals. Students will meet with their advisor to develop a customized academic plan based on their career objective. The plan parameters will include a minimum of 12-13 credit hours of general education courses and 48 credit hours of courses from other departments of the college, with 24 of these 48 credits focused in one discipline.

Why: The program is designed for students who are able to articulate a specific career objective, would benefit from the combination of associate degree courses from two or more discipline areas, and who may be seeking academic credit for work and/or other experience related to a specific career goal.

Resources: No additional faculty or physical resources will be required for this program.

ATTACHMENTS
    2904-LII1222_Curr
    2904-LII1222_Fisc
    2904-LII1222_A1 Request to Plan

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

_____   **A. Level I:**

    Campus Approvals

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

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

OCHE Approvals

_____ **5. Re-titling an existing postsecondary educational program**

_____ **6. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____ **7. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

_____ **8. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

_____ **9. Revising a postsecondary educational program** (Curriculum Proposal Form)

_____ **10. Establishing a temporary C.A.S. or A.A.S. degree program** _Approval limited to 2 years_

_____ **B. Level II:**

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

_____ **2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request to Plan Form)

_____ **3. Exceeding the 120-credit maximum for baccalaureate degrees** _Exception to policy 301.11_

_____ **4. Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

   The Technical Studies AAS is a 60-61credit associate of applied science degree that full-time students can complete in two years. The program is customized for students who are able to articulate specific career goals, would benefit from the combination of associate degree courses from two or more discipline areas, and who may be seeking academic credit for work and/or other experience related to a specific career goal. Participants must have completed a high school diploma or equivalency and clearly articulate their own career goals. A minimum of 25% of technical studies course requirements must be earned at Great Falls College.

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

   The Technical Studies AAS aligns with Great Falls College's mission to "…provide high quality educational experiences supporting student success and meeting the needs of our community." The addition of the program also aligns with the 2022-27 Strategic Plan Pillars:
   - Pillar 1: Inclusivity – Remove barriers and provide support,
   - Pillar 2: Opportunities – Increase awareness and engage communities, and
   - Pillar 3: Excellence – Learn, assess and innovate.

   In addition, the proposed program also fits well with the Purpose, Plan and Path initiative at Great Falls College.
   - Every student will formally identify a purpose. Purpose as defined is the identified program of study and intention/reason for the choice.
   - Every student will create a formal academic plan. Academic plan as defined is an agreement created during the initial advising appointment prior to registration.
   - Every student will follow a path. Path as defined is an agreed-upon course progression resulting in the successful attainment of a college credential.

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

   The revision to the Prior Learning Assessment policy at the system level opened the opportunity to offer a customized program. This program was discussed with the Academic Affairs Leadership Team and approved to add to the Academics Priorities and Planning Statement in May 2022. In August 2022, the program concept was presented to Curriculum Council and at the following meeting was approved to move forward. The Request to Plan was submitted to Montana State University's President's Council for feedback and approval. MSU submitted the RTP for Board of Regents consideration in November 2022 and the Request to Plan was approved November 18, 2022.

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

   Because the program is customized to students' career objectives, the majority of the course requirements will differ in each plan; however, there are some parameters students, advisors, program directors and the registrar will need to follow when developing the customized degree plan we are referring to as Technical Studies Customized Plan Parameters.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Technical Studies Customized Plan Parameters

Students pursuing a Technical Studies AAS degree will need to meet the following requirements before developing a plan with their advisor.

- High school diploma or high school equivalency
- Specified career objective

In developing an academic plan based on the career objective, the plan must include courses in the following categories to be customized to the student's career objective:

- 12-13 credits in general education including courses in written and oral communication, math, and humanities/fine arts/social sciences/history
- A minimum of 24 credits in any technical skills area
- An additional 24 credits that support the career objective of the student.

a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	24
Credits in required courses offered by other departments	24
Credits in institutional general education curriculum	12-13
Credits of free electives	
Total credits required to complete the program	60-61

Please refer to Appendix A: Proposed Program Curriculum

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

The first three learning outcomes are the same for all students seeking to earn a Technical Studies degree. They are based on the general education outcomes of Great Falls College in Critical Thinking, Communication and Professionalism.

Critical Thinking
Upon completion of this program, students will be able to think critically by evaluating information analytically, using ideas and data in creative and innovative ways.

Communication
Upon completion of this program, students will be able to communicate effectively, expressing ideas and information in the mode most appropriate to the audience and situation.

Montana Board of Regents

CURRICULUM PROPOSAL FORM

Professionalism
Upon completion of this program, students will be able to demonstrate professionalism in and out of the classroom, meeting current organizational or industry standards for conduct, appearance, and teamwork.

An additional one or two program outcomes will be added to each customized program plan of study. The customized outcome(s) must directly address the technical skills courses and how completing those will provide the desired outcome for a student to meet the stated career objective.

Assessment of the program learning outcomes will follow the current process in place.

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

The Technical Studies program is not being proposed to fill a regional or statewide need, rather the inclusion of this program into the program mix at Great Falls College MSU will:
1. provide future students with an additional option to earn an associate degree that fits their own career path.
2. help to fill educational needs for specific occupational careers Great Falls College is unable to offer as stand-alone programs.
3. give students the ability to maximize credit-for-prior-learning (if applicable) to fulfill technical skill requirements.

This program is typically designed for students who have a high school diploma or G.E.D., are able to articulate a specific career objective, would benefit from the combination of associate degree courses from two or more major areas, and are seeking academic credit for work and/or other experience related to a specific career goal.

According to a 2022 Bureau of Labor Statistics report, earning an associate degree over having some college but no degree increases weekly earnings by 7 percentage points (https://www.bls.gov/careeroutlook/2022/data-on-display/education-pays.htm). In addition, completing an associate degree gives a sense of accomplishment to students, providing an incentive to work toward a baccalaureate degree in the future.

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

Institution Name	Degree	Program Title
Dawson Community College	CTS, CAS, AAS	Technical Skills

Montana Board of Regents

CURRICULUM PROPOSAL FORM

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

This program does not substantially duplicate another program in the Montana University System.

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

Our team connected with the Registrar at Dawson Community College to inquire about the Technical Skills program offered through their institution. From the conversation we discovered what we anticipated - very few students enroll, but the program provides access and opportunity to earn a higher education credential.

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

Great Falls College plans to offer the proposed program Summer 2023.

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

Fall Headcount Enrollment					Graduates				
AY24	AY25	AY26	AY27	AY28	AY25	AY26	AY27	AY28	AY29
3	3	3	3	3	1	3	3	3	3

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

The enrollment projections are based on the feedback received from Dawson Community College Registrar and from Northwood Technical College in Wisconsin that offers this opportunity to students.

c. What is the initial capacity for the program?

There will not be a set program capacity for Technical Studies AAS. The main reason to offer this program is to bring access and opportunity to students who have some credits, work experience, or military experience that support the career objective.

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

The success of the program will be measured using the same metrics identified within the annual snapshot reports produced by Great Falls College's Institutional Researcher for each program on campus as well as through feedback from the programmatic advisory board and graduate surveys. The program will also be assessed through the campus' existing Internal Academic Program Review (IAPR) process. Based on data, the Internal Academic Program Review Committee makes recommendations as to the continuance or changes to be made to programs. In addition, the Academic Affairs Leadership Team also reviews and discusses programs. The Executive Council considers recommendations to determine a program's continuance or needed changes.

Montana Board of Regents

CURRICULUM PROPOSAL FORM

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

Assessment of program-level learning outcomes is achieved through the campus student learning outcomes assessment process. Program directors carefully align program and course-level outcomes through curriculum mapping. Faculty assess student learning at the course level, tying assessment activities to course, program, and institutional learning outcomes. Programs articulate assessment plans and set goals, measured through identified assessments in courses and metrics set by program directors. Assessment progress reports are submitted annually to the director of teaching and learning innovation for review and feedback. Annually, programs review their previous year's assessment progress, set and revise goals, and make changes as appropriate. More information about the student learning assessment process can be found at http://gfcmsu.edu/about/assessment/resources.html.

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

Direct measures of student learning assessment would include in-class and out-of-class activities, quizzes, projects, exams, presentations, and papers. Indirect measures of student learning include course evaluations, enrollment information, and program review data.

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

The student learning outcomes assessment process encourages continuous improvement by facilitating the review of assessment data, leading to curricular and instructional improvements. Programs receive feedback, support, and coaching during the annual reporting process, ensuring curricular and instructional quality. Previous assessment reports can be found at http://gfcmsu.edu/about/assessment/evidence.html.

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

No separate accreditation is necessary.

9. **Physical resources.**

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

No additional physical resources are necessary to offer this program.

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

Montana Board of Regents

CURRICULUM PROPOSAL FORM

No additional facilities, equipment, space, laboratory instruments, etc., are necessary to offer this program.

10. **Personnel resources.**

    a. Describe the <u>existing</u> instructional, support, and administrative resources available to support the successful implementation of the program. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained? *[200 words]*

    Resources available include the Strategic Enrollment Management team, the Driving Retention & Educational AttainMent (DREAM) team, program directors, the registrar and advisors. There could be a slight impact on some program directors' time as well as the registrar and advisors' time.

    The Strategic Enrollment Management team will meet to learn about the proposed program and develop a launch plan to include messaging about the program, identification of target populations, and marketing materials and approach. The DREAM team will monitor graduation and retention rates annually.

    There will not be an impact on existing programs, thus quality and productivity of existing programs will be maintained.

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

    No new personnel will need to be hired to support the proposed program.

11. **Other resources.**

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

    Yes, available library and other information resources are adequate.

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

    Yes, student services have the capacity to accommodate the proposed program. There will be little implications of the new program on services for the rest of the student body.

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

With no new expenses incurred in implementing the Technical Studies program, we have projected revenue of $6,909 per full-time equivalencies. Based on the Fiscal Analysis report information. Marketing and administration costs.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

	Year 1	Year 2	Year 3
Revenues	$20,727	$20,727	$20,727
Expenses	$3,700	$1000	$1000
Net Income/Deficit (revenues-expenses)	$17,027	$19,727	$19,727

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

Print marketing materials will be designed the first year in order to direct market to alumni who hold certificate of applied science degrees. Periodic social media content will be published after the first year as well as additional communication to alumni and prospective target markets.

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

   N/A

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

   N/A

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

   N/A

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

   N/A

13. **Student fees.** If the proposed program intends to impose new course, class, lab, or program fees, please list the type and amount of the fee.
No new course, class, lab, or program fees will be imposed.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

14. Complete the fiscal analysis form.

Signature/Date

College or School Dean:

Stephanie Erdman   **12/9/22**

Chief Academic Officer:

Stephanie Erdman   **12/9/22**

Chief Executive Officer:

Stephanie Erdman   **12/9/22**

Flagship Provost*:

DocuSigned by:
Robert Mokwa   1/24/2023 | 2:10 PM
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Flagship President*:

DocuSigned by:
Waded Cruzado   1/24/2023 | 2:10 PM M
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*Not applicable to the Community Colleges.

Montana Board of Regents

CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Course	Title	Credits
Communication – 6 credits (3 credits written, 3 credits verbal)		
Written – Choose one of the following:		
WRIT 101	College Writing I **,*	3
WRIT 121	Introduction to Technical Writing **,+	3
Verbal		
COMX 115	Introduction to Interpersonal Communications +	3
Math – 3-4 credits – Choose one of the following core math courses:		
M 105	Contemporary Mathematics **,+	3
M 121	College Algebra **,+	3
M 140	College Math for Healthcare **,+	3
M 151	Precalculus **, +	4
M 171	Calculus I **,+	4
M 172	Calculus II *,+	4
M 273	Multivariable Calculus *,+	4
STAT 216	Introduction to Statistics **,+	4
Humanities/Fine Arts/Social Sciences/History – 3 credits – Choose one of the following:		
BGEN 105	Introduction to Business +	3
BGEN 220	Business Ethics and Social Responsibility +	3
NASX 105	Introduction to Native American Studies	3
PSYX 100	Introduction to Psychology +	3
SOCI 101	Introduction to Sociology	3
Subtotal Credits in General Education		**12-13**
Subtotal Credits in any Technical Studies area		**24**
Subtotal Credits that support the career objective of the student		**24**
	TOTAL CREDITS	**60-61**

Note: WRIT 104, COMX 102, M 111, and M 120 can be applied to the Technical Studies area but not the General Education credits.

+ A grade of C- or above is required for graduation.

* Indicates prerequisites needed.

** Placement in course(s) is determined by placement assessment.

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	Great Falls College MSU
AWARD LEVEL:	UG
PROGRAM NAME:	Technical Studies
PROGRAM CODE:	

	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
ENROLLMENT PROJECTIONS					
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	3	3	3	3	3
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	30	30	30	30	30
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	3	3	3	3	3
Completions					
Annual number of program completers	1	3	3	3	3

REVENUE	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Tuition Revenue (net of waivers)	$8,535	$8,535	$8,535	$8,535	$8,535
Institutional Support	$12,192	$12,192	$12,192	$12,192	$12,192
Other Outside Funds (grants, gifts, etc.)					
Program Tuition/Fees					
Total Revenue	**$20,727**	**$20,727**	**$20,727**	**$20,727**	**$20,727**
Total Revenue per Student FTE	**$6,909**	**$6,909**	**$6,909**	**$6,909**	**$6,909**

EXPENDITURES		FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Tenure Track Faculty	FTE					
	Salary + Benefits					
Non-tenure Track Faculty *Includes Adjunct Instructors	FTE					
	Salary + Benefits					
Graduate Teaching Assistants	FTE					
	Salary + Benefits					
Staff	FTE					
	Salary + Benefits					
Total Faculty & Staff	FTE					
	Salary + Benefits					

	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Operations (supplies, travel, rent, etc)	$200	$1,000	$1,000	$1,000	$1,000
Start-up Expenses (OTO)	$3,500				
Total Expenses	**$3,700**	**$1,000**	**$1,000**	**$1,000**	**$1,000**

	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Student FTE to Faculty (TT + NTT) Ratio	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Net Income/Deficit (Revenue - Expenses)	**$17,027**	**$19,727**	**$19,727**	**$19,727**	**$19,727**

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

Carmen Roberts

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Attachment 2   Request to Plan

Montana University System
REQUEST TO PLAN FORM

ITEM 203-2903-R1122   **Meeting Date November 2022**

<u>Item Name</u>: Request for authorization to plan an Associate of Applied Science in Technical Studies

Program/Center/Institute Title:	**Associate of Applied Science in Technical Studies**	Planned 6-digit CIP code: **30.9999**
Campus, School/Department:	**Great Falls College Montana State University**	Expected Final Submission Date: **January 2023**
Contact Name/Info:	**Stephanie Erdmann, stephanie.erdmann@gfcmsu.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 Technical Studies AAS is a 60-credit associate of applied science degree that full-time students can complete in two years.

   The program is designed for students who are able to articulate a specific career objective, would benefit from the combination of associate degree courses from two or more discipline areas, and are seeking academic credit for work and/or other experience related to a specific career goal. Participants must have completed a high school diploma or equivalency and clearly articulate their own career goals and what they need to get there. A minimum of 25 percent of technical studies course requirements must be earned at Great Falls College.

   Students who enroll in the Technical Studies program will take a minimum of 12 credit hours of general education courses and 48 credit hours of courses from other departments of the college. A minimum of 24 of these credits must be focused in one discipline. The courses must be relevant to the student's identified career goals and provide sufficient hours of concentration in one or two specific technical areas to ensure technical competence in achieving their occupational goals.

   Great Falls College advising staff and program directors will work with students one on one to help develop their program of study courses.

   Students completing the Technical Studies program will be ready to gain employment or advancement in a variety of high-wage fields across Montana. According to a 2022 Bureau of Labor Statistics report, earning an associate degree over having some college but no degree increases weekly earnings by 7 percentage points (https://www.bls.gov/careeroutlook/2022/data-on-display/education-pays.htm).

   In addition, completing an associate degree gives a sense of accomplishment to students, providing an incentive to work toward a baccalaureate degree in the future.

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).**

This program would provide flexibility for students to create a degree option that fits their specific career goals by combining work experience and/or previous credits with new courses. The instructional program could derive from two or more distinct programs to create a cross-cutting focus on a subject concentration that is not subsumed under a single discipline or occupational field.

For example, this program could provide opportunities for students to

- have the option of earning an associate degree while apprenticing

- package military technical experience into a degree option that fits future career goals

- use work experience toward a customized degree option

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

No new financial, staff or facility resources are needed. No new curricula need to be developed. A new procedure to award credit for prior learning will be developed along with a process for assisting students in developing their plans.

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 CEO/Dean of Great Falls College met with Joe Thiel, Director of Academic Policy & Research and Jacque Treaster, Director of Dual Enrollment and Career & Technical Education at the Office of the Commissioner of Higher Education on July 12, 2022. On their suggestion, a review of Dawson Community College's Technical Skills program ensued. The proposed Technical Studies program at Great Falls College is similar to Dawson's in providing students with flexibility in choosing courses that support a career goal yet differs in its requirements.

Our registrar reached out to Dawson Community College and on September 7, 2022 and received the following information:

> *Currently I have one student enrolled. I had two graduates last spring. It has not been overly successful, but it does offer a certificate to those students who do not want to take writing, math and human relations. - Virgina Boysun, Registrar*

At Great Falls College general studies courses are required along with the technical skills classes as the intention is to provide opportunities to prospective students who have some credits, work or military experience or are apprentices to earn an associate degree. Future opportunities to collaborate among the Montana University System colleges would be consistent in awarding credit for prior learning and establishing a centralized process and procedure to transcript the credits in accurate discipline areas.

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 Technical Studies program was submitted in the Academic Priorities and Planning Statement as an academic priority for Great Falls College in academic year 2023. It was described to meet the educational goals of new or emerging fields or to meet specific employee educational needs as new technologies and methods emerge.

The priority aligns with Great Falls College's mission to ". . . provide high quality educational experiences supporting student success and meeting the needs of our community." The addition of the program also aligns with the 2022-2027 Strategic Plan Pillar 1: Inclusivity – Remove barriers and provide support, Pillar 2: Opportunities – Increase awareness and engage communities, and Pillar 3: Excellence – Learn, assess and innovate.

The proposed program also fits well with the Purpose, Plan, and Path initiative at the college.

- Every student to formally identify a purpose. Purpose as defined is the identified program of study and intention/reason for the choice.
- Every student will create a formal academic plan. Academic plan as defined is an agreement created during the initial advising appointment prior to registration.
- Every student will follow a path. Path as defined is an agreed-upon course progression resulting in the successful attainment of a college credential.

Signature/Date
Chief Academic Officer:
[signature] **9/16/22**
Chief Research Officer*: N/A
Chief Executive Officer:
[signature] **9/16/22**
Flagship Provost**: DocuSigned by: *Robert Mokwa* 9EDD74A82C3A419... 9/27/2022 | 2:57 PM PD
Flagship President**: DocuSigned by: *Waded Cruzado* 7D0A4CE90C3F415... 9/27/2022 | 2:57 PM PI
*Center/Institute Proposal only
**Not applicable to the Community Colleges.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

February 2023

ITEM 205-1004-LII0223

Request for authorization to retitle the Department of Sociology to the Department of Sociology and Criminology

Institution: **University of Montana-Missoula**   CIP Code: **NA**

Program/Center/Institute Title: **Department of Sociology and Criminology**

Includes (please specify below):   Face-to-face Offering: _____   Online Offering: _____   Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]

What:

The University of Montana-Missoula requests authorization from the Montana Board of Regents to retitle the Department of Sociology to the Department of Sociology and Criminology.

Why:

This retitle reflects the addition of the new BA in Criminology. The new name more accurately reflects the degrees offered by the Department.

Resources:

New resources needed to implement this retitle are limited to those needed for updating the physical signage outside the Department's office and updating the language on websites.

ATTACHMENTS
    A1 Criminology BA RTP

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

_____   **A. Level I:**

Campus Approvals

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

        1b. Withdrawing a postsecondary educational program from moratorium

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

OCHE Approvals

5. **Re-titling an existing postsecondary educational program**

6. **Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

7. **Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

8. **Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

9. **Revising a postsecondary educational program** (Curriculum Proposal Form)

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

X   B. **Level II:**

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

2. **Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request to Plan Form)

3. **Exceeding the 120-credit maximum for baccalaureate degrees** *Exception to policy 301.11*

4. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

March 2023

ITEM 205-1007-LII0323

ITEM TITLE - Bachelor of Arts in Criminology

Institution:
College of Humanities & Sciences
University of Montana - Missoula

CIP Code: **45.0401**

Program/Center/Institute Title: **Department of Sociology**

Includes (please specify below):   Face-to-face Offering: _____   Online Offering: _____   Blended Offering: __X__

Options: 70% face-to-face, 30% online

Proposal Summary [360 words maximum]

What: The Department of Sociology is proposing a new Criminology BA degree to be offered both in-person and online. This new degree will replace the current "Sociology BA with an emphasis in Criminology" (we will retain the general "Sociology BA" and the "Sociology BA with an emphasis in Inequality & Social Justice"). Our new bachelor's degree in Criminology will emphasize the social causes and consequences of crime, the dynamics of victimization and offending, the operation of the criminal justice system, and how income and racial inequality impact each of these elements of crime and punishment.

Why: Our new in-person and online Criminology degrees would improve retention of our current students and attract many new students to UM.

Resources: The required staffing and support resources have been approved through the SEP process. We have already committed the resources required to establish the curriculum, crafting a new course of study that reflects trends in the discipline, increases opportunities for experiential learning, builds upon faculty expertise, and prepares our students for professional careers in fields such as law enforcement, social services, law, applied research, and academia. Several courses have completed the approval process, and we are submitting the remaining course proposals alongside this proposal.

ATTACHMENTS
     Attachments

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

_____   **A. Level I:**

          Campus Approvals

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

9. Revising a postsecondary educational program (Curriculum Proposal Form)

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

B. Level II:

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

2. Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)

3. Exceeding the 120-credit maximum for baccalaureate degrees *Exception to policy 301.11*

4. Forming, eliminating or consolidating an academic, administrative, or research unit (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

   The Department of Sociology is proposing a new Criminology BA degree to be offered both in-person and online. This new degree will replace the current Sociology BA with an emphasis in Criminology. Our new bachelor's degree in Criminology will emphasize the social causes and consequences of crime, the dynamics of victimization and offending, the operation of the criminal justice system, and how income and racial inequality impact each of these elements of crime and punishment.

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

   Criminology at UM is a dynamic, career-ready course of study, viewed favorably by current and prospective students. Local, regional, and federal law enforcement agencies are eager to hire graduates of our program knowing that they will arrive on the job with a deep knowledge of the criminal justice system, a systemic understanding of inequality, and strong data analysis and critical thinking skills. Our new in-person and online Criminology degrees would improve retention of our current students and attract many new students to UM.

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

   Over the past 1.5 years, our department has revised our curriculum based on trends within the discipline to create the Criminology BA. We have developed a wide variety of new courses for the degree. We have worked closely with UM Online and UM administration to plan the rollout of the in-person and online degrees. We submitted our proposal to the Strategic Enrollment Planning process at UM in order to receive the necessary resources to implement this new degree, and the administration expressed strong support for our plan and agreed to provide the funding that we requested.

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

   a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	18
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	0
Credits of free electives	24

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Total credits required to complete the program	42

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

1. Understand the basic concepts, theories, and research methods used to study crime as social phenomena.
2. Become acquainted with research in different subfields within Criminology, especially those at the core of the discipline.
3. Think sociologically about crime and the criminal justice system in the U.S. and abroad.
4. Know how to evaluate evidence and think critically and analytically about the relationship between the individual and society.
5. Apply sociological knowledge and methods to solve problems related to crime.
6. Effectively communicate an understanding and analysis of crime as a social issue.

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

This new degree will meet student demand and prepare them for successful careers in the robust job market for Criminology majors. Student interest in Criminology is strong at UM. For many years, Sociology has been one of the largest undergraduate majors in the College of Humanities and Sciences. Student enthusiasm for the major is driven by an interest in Criminology: roughly 3/4 of Sociology majors at UM have emphases in Criminology. The same is true for prospective Sociology students at UM, many of whom express a strong interest in Criminology. This mirrors national trends. Market research by Hanover and Wiley indicates that undergraduate student interest in Criminology and Criminal Justice is growing steadily across the country, especially in the online arena. The demand is particularly strong among veterans and military-connected students. Likewise, there is strong demand in the employment market for college graduates with Criminology degrees. The Bureau of Labor Statistics projects a 26.8% growth in regional opportunities for Criminology graduates and a 18.9% growth in national opportunities, both far outpacing the growth expectations for all jobs.

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

Institution Name	Degree	Program Title
UM Norther	BA	Criminal Justice
MSU Billings	BA	Criminal Justice
MSU Bozeman	BA	Sociology with a concentration in criminology

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

The proposed Criminology BA at UM does not substantially duplicate any of the programs listed above. Neither of the two Criminal Justice BA programs in the MUS has more than one full-time faculty member with a PhD in either criminology or Sociology. Our current Sociology BA with an emphasis in Criminology does duplicate the degree offered at MSU Bozeman (established years after our program), so our change from this degree to a Criminology BA actually reduces existing duplication in the system.

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

We recently revised articulation agreements with Flathead Valley Community College (Criminal Justice) and Helena College (Criminal Justice and Sociology) to facilitate a smooth transition for students transferring into our major. We plan to reach out to every 2-Year and Tribal College in the state to see if they are also interested in creating an articulation agreement for our Criminology BA.

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

Academic year 2023-2024

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

Fall Headcount Enrollment					Graduates				
AY 2023-2024	AY 2024-2025	AY 2025-2026	AY 2026-2027		AY 2023-2024	AY 2024-2025	AY 2025-2026	AY 2026-2027	
19	41	84	128					19	

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

During the Strategic Enrollment Planning (SEP) process at UM, Senior Advisor for Strategic Innovation Brad Goan calculated the student enrollment and revenue projections used throughout this proposal. The student numbers listed above are projections regarding new students coming to UM because of the degree. We also expect that all of our students pursuing a SOCI BA with Criminology emphasis (over 3/4 of our approximately 200 majors) will immediately shift to this major when it launches. These majors are not included in the numbers.

c. What is the initial capacity for the program?

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CURRICULUM PROPOSAL FORM

We expect to have over 150 of our current students enter the program immediately.

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

From a fiscal perspective, success would be determined by meeting the enrollment benchmarks set in our SEP proposal to UM. From an academic perspective, summative assessments (see below) from courses will demonstrate an increase in learning over the semester.

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

We will use summative assessments to pre- and post-test students' understanding of core concepts in our 100- and 200-level courses. We will quantify the percentage change in accurate responses for the assessment in each class. After 2 years of refining this assessment approach, we will expand it to 300- and 400-level courses.

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

We focus on using direct measures of student learning by focusing on their comprehension of central concepts in each class using pre- and post-tests.

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

If we do not see quantitative evidence of student learning in one or more courses, the department chair will work with the instructor to revise and improve the delivery of course content.

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

NA

9. **Physical resources.**

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

Our department provides office space to faculty, and we have the necessary office space to accommodate the new faculty for this program. Faculty have computers supplied to them.

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

> The new faculty will need computers ($1800 per faculty member). These figures are accounted for in the fiscal analysis form under "operations" (a category that also includes a range of other expenses not related to physical resources).

10. Personnel resources.

a. Describe the <u>existing</u> instructional, support, and administrative resources available to support the successful implementation of the program. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained? *[200 words]*

> Because we are eliminating our current Sociology BA with an emphasis in Criminology and replacing it with the Criminology BA, there will be minimal impact on current resources. UM has pledged additional resources that will enable us to launch a fully online BA, as well, and will allow us to greatly expand our overall capacity so that we can increase the number of students in our program (without these resources, we would not be able to have an online degree and we could not expand our program beyond the approximately 200 current majors).

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

> We will hire 3 tenure track (TT) professors over the next two years. One of our current full- time non-tenure track (NTT) instructors will transition to a position that splits the FTE between two roles: coordinator for the online Criminology BA and NTT instructor. We will also hire one full-time NTT instructor on a 2-year contract to help support the program in the initial years, and we will hire 6 course-to-course adjuncts to backfill TT faculty on pre-tenure leave (6 courses across 6 years).

11. Other resources.

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

> Yes, the existing library and information resources are adequate.

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

> Yes, the existing student services on campus will be able to absorb the new students drawn to our new major without any negative impacts on services.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

> We anticipate that the new Criminology BA will bring more students to UM (both in-person & online students). According to our SEP budget analysis conducted by UM, the increase in tuition dollars associated with the new program is projected to result in cumulative net revenue of over $3.6M by Year 6.

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

	Year 1	Year 2	Year 3
Revenues	109100	235600	482600
Expenses	376800	401200	399600
Net Income/Deficit (revenues-expenses)	-267600	-165700	83000

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

> The university has agreed to provide the funding we requested to launch this program.

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

> NA

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

> There is an increase in base funding to support the 3 tenure-track lines. Two will be hired to start in year 1 and one will be hired to start in year 2. By year 2, these 3 lines will represent an increase of $268,515 to our base funding (salaries and benefits).

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

> NA

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

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CURRICULUM PROPOSAL FORM

      NA

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

      NA

14. Complete the fiscal analysis form.

<u>Signature/Date</u>

College or School Dean:

2/6/23

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:

2/6/23

Flagship President*:

2/7/23

*Not applicable to the Community Colleges.

Appendix A – Proposed New Curriculum

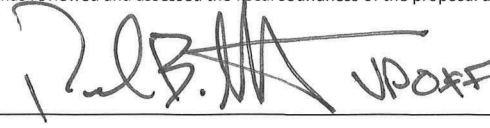# Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	UM-Missoula
AWARD LEVEL:	UG
PROGRAM NAME:	BA in Criminology
PROGRAM CODE:	

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
ENROLLMENT PROJECTIONS						
Headcount						
annual unduplicated headcount of students with declared major or minor within the program	0	19	41	84	128	169
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	0	24	24	24	24	24
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	0	15.2	32.8	67.2	102.4	135.2
Completions						
Annual number of program completers	0	0	0	0	19	41

REVENUE

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition Revenue (net of waivers)	$0	$109,165	$235,566	$482,622	$735,425	$970,990
Institutional Support						
Other Outside Funds (grants, gifts, etc.)						
Program Tuition/Fees						
Total Revenue	$0	$109,165	$235,566	$482,622	$735,425	$970,990
Total Revenue per Student FTE	#DIV/0!	$7,182	$7,182	$7,182	$7,182	$7,182

EXPENDITURES

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tenure Track Faculty	FTE	0.0	2.0	3.0	3.0	3.0	3.0
	Salary + Benefits	$0	$175,500	$268,515	$276,572	$284,868	$293,413
Non-tenure Track Faculty *Includes Adjunct Instructors	FTE	0.0	2.1	1.2	1.2	1.0	1.0
	Salary + Benefits	$0	$162,680	$95,933	$98,511	$91,167	$93,901
Graduate Teaching Assistants	FTE	0.0	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	$0	$0	$0	$0	$0	$0
Staff	FTE	0.0	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	$0	$0	$0	$0	$0	$0
Total Faculty & Staff	FTE	0.0	4.1	5.2	5.2	5.0	5.0
	Salary + Benefits	$0	$338,180	$364,448	$375,083	$376,034	$387,314

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Operations (supplies, travel, rent, etc)	$38,600	$38,600	$36,800	$24,500	$24,600	$31,600
Start-up Expenses (OTO)						
Total Expenses	$38,600	$376,780	$401,248	$399,583	$400,634	$418,914

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Student FTE to Faculty (TT + NTT) Ratio	#DIV/0!	3.7	7.8	16.0	25.6	33.8
Net Income/Deficit (Revenue - Expenses)	-$38,600	-$267,615	-$165,682	$83,039	$334,790	$552,077

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

[signature] VPOFF 10-4-22

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

The figures in this sheet reflect the projected increase/net gain in new students brought to UM by the new major. We also anticipate that almost all of approximately 200 students currently pursuing a BA in Sociology with an emphasis in Criminology will shift from this major (which we are eliminating) to the new Criminology BA.

One of the NTT lines is actually a combined possition of NTT and Coordinator for the Online Criminology BA. So, there is a new staff position associated with this change, but the possition is accounted for under the NTT category under expenditures.

For SOCI 101 (current capacity: 135) and SOCI 211 (current capacity: 125), we will increase the class size to 150 in order to accommodate new students.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January/2023

ITEM 1602-LII0123

ITEM TITLE: **Request for Authorization to Establish a B.S. in Natural Resource Science**

Institution: **University of Montana Western**　　　　CIP Code: _____

Program/Center/Institute Title: **B.S. in Natural Resource Science**

Includes (please specify below):　Face-to-face Offering: _X_　　Online Offering: _____　　Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]

What: We propose a Bachelor of Science in Natural Resource Science.

Why: The Environmental Sciences Department at Montana Western offers B.S. degrees in Environmental Science and Environmental Sustainability. Both programs have several option choices for students. Over the years we have gathered data that show that the Sustainable Natural Resource Management option is the most popular option and has the best job placement. As a result, we decided to elevate this option to the B.S. in Natural Resource Science level. Feedback from both students and employers has been very positive about the degree title and coursework and aligns with language used for state and federal agency positions.

Resources:

ATTACHMENTS
    B.S. Natural Resource Science 1602-LII0123_Curr
    B.S. Natural Resource Science 1602-LII0123_Fisc

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

_____ **A. Level I:**

Campus Approvals

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

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

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

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

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

OCHE Approvals

    5. Re-titling an existing postsecondary educational program

    6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

    7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

    8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

    9. Revising a postsecondary educational program (Curriculum Proposal Form)

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

B. Level II:

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

    2. Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)

    3. Exceeding the 120-credit maximum for baccalaureate degrees *Exception to policy 301.11*

    4. Forming, eliminating or consolidating an academic, administrative, or research unit (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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

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

The Environmental Sciences Department at the University of Montana Western offers B.S. degrees in Environmental Science and Environmental Sustainability. Both programs have several option choices for students. Over the years we have gathered data that show that the Sustainable Natural Resource Management option is the most popular option and has the best job placement. As a result, we decided to elevate this option to the B.S. in Natural Resource Science level. Feedback from both students and employers has been very positive about the degree title and coursework and aligns with language used for state and federal agency positions.

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

The vision of the University of Montana Western is to be recognized as the leader in innovative experiential education. Part of being this leader is successfully preparing students for careers and successful lives through our immersive experiential programming. The mission of UMW also includes continual improvement. The B.S. in Natural Resource Science reflects our attempts to remain a leader in producing well-prepared natural resources undergraduates and continues to elevate UMW as being an innovative program that has a pulse on what is happening within the US economic sectors that we support so that our graduates will be competitive and well-prepared.

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

This degree came out of discussions with students, department, federal agencies, and UMW administration. Our proposed Curriculum Proposal for the B.S. Natural Resource Science passed Faculty Senate and has UMW approval.

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

a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	76
Credits in required courses offered by other departments	4
Credits in institutional general education curriculum	32
Credits of free electives	8
Total credits required to complete the program	120

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

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CURRICULUM PROPOSAL FORM

Students who graduate from the program will:

    A. Have Disciplinary Knowledge
1. Demonstrate knowledge about the natural processes that create and shape our environment
2. Understand the two-way relationships among natural resources, management, society and ecosystems
3. Use quantitative, qualitative, geographic and observational data to analyze natural resources, sustainability issues and management options

    B. Have Research Skills
1. Show competence in field and laboratory data collection methods
2. Work both independently and collaboratively on professional-level scientific and decision-making work
3. Read and understand primary scientific literature and other relevant texts
4. Use critical and creative thinking to solve real-world environmental challenges

    C. Have Communication Skills
1. Write scientific papers, professional reports, and public informational material
2. Give oral and poster presentations on original research and natural resources topics
3. Are sensitive to intercultural understandings of nature and the environment

    D. Have Professional Skills
1. Develop a strong work ethic, positive attitude, and responsibility for their own learning
2. Develop focus, time management, self-assessment, and organization skills
3. Show initiative, enthusiasm, and empathy
4. Develop craftsmanship in their discipline

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

Based on nearly 30 years of tracking data of our graduates in Environmental Sciences and Environmental Sustainability, we average 90% student placement in jobs and graduate schools following graduation. Most students take jobs in Montana, and given our small size, they now make up a disproportionate percentage of the natural resource professionals in the state. This is likely due to our Experience One approach, which builds student portfolios filled with examples of what they can do. We hear from agencies and consulting firms that our graduates are "job ready", quick to learn and step up when difficult tasks need doing. Based on their feedback, we designed the proposed program to combine the most valued aspects of each of our existing programs into one degree, broadening job placement potential for the investment in 120 credits. Montana is a state with a lot of public land, public-land use, extractive industries and impacts to natural resources, all of which fuels a "reclamation economy" that provides job opportunities for students, as shown by our placement data. However, we think we can do better. So, as we hear from employers that they need scientists with a greater ability to engage in policy, management, and communications, we have responded by creating this proposed program. We also know that the workforce is aging, and turnover is creating an unprecedented need for natural resource scientists, making this proposal timely, indeed.

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Institution Name	Degree	Program Title
Montana State University	B.S.	Natural Resources and Rangeland Ecology

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

There are no programs in the MUS with this title or combination of coursework in land and water science, policy, management and communications. In addition, no other four-year campus in the MUS offers courses using our Experience One approach, so our students are getting more direct field and project experience than any existing program. This is the fundamental difference of a Montana Western education. Our students work on real projects that provide real data used by professionals to solve real problems. It's like graduate school for undergraduates. Nobody is duplicating what we do.

Note: The Natural Resources and Rangeland Ecology B.S. at Montana State University has an ecology focus while our program is focused on geosciences and specifically land and water resources.

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

Over the years, we have worked closely with our faculty colleagues at other MUS campuses to provide students with opportunities not available on respective campuses. Most recently, we worked with the University of Montana-Missoula on their proposed program in environmental sustainability. Rather than obstruct their duplicative proposal, we agreed to it and worked to provide semester exchanges for students seeking coursework not available on their campus. Unfortunately, we are still waiting for a list of courses our students can take on their campus, but we will get it done.

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

The program will be offered as soon as approval is made, so ideally will be in the catalog by Fall of 2023. The courses and infrastructure already exist to successfully begin implementing the program immediately.

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

Fall Headcount Enrollment					Graduates				
AY 24	AY 25	AY 26	AY 27	AY 28	AY 24	AY 25	AY 26	AY 27	AY 28
5	5	10	10	10	0	3	4	8	8

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

Some students will shift from Environmental Sciences to Natural Resource Science, producing the numbers above. Beyond those numbers, enrollment increases will depend on marketing, recruiting, and industry demands.

    c.   What is the initial capacity for the program?

The initial capacity for the program is limited to our current course caps of 23.

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

To assess program goals, annual data are collected in the following areas: student learning assessment, teaching assessment, post-graduation and professional work assessment.

If for any reason we are not meeting our program goals which are assessed annually, we will re-evaluate the degree to determine if it needs to be revised or removed.

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

Data will be collected annually to assess student learning outcomes, unless a course is not offered in a given year. One lower division and one upper division course assignment, course objective or cumulative score will be used to assess the 4 major learning objectives for the program:
        A.   Disciplinary Knowledge
        B.   Research Skills
        C.   Communication Skills
        D.   Professional Skills

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

The direct measures include tracking specific course items (above). Another direct measure is tracking graduates, to look at post-graduation success, where success is measured by the % of students working in a field broadly related to Natural Resource Science, enrolled in a graduate program or successful employment that uses skills from the degree. Indirect measures are from our annual year-end assessment where we identify observed strengths and weaknesses in student attainment of each outcome, allowing identification of trends across all courses along with discussions with employers and graduates.

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

The outcomes of our annual assessment conference identify short and long-term trends in learning outcomes from both our direct and indirect measures. For our existing programs, changes to skills practiced within courses, new course design, and adjusted course offerings resulted from our findings. For example, employers and graduates said students needed more GIS training, so another GIS course was added. Assessment showed student writing skills remained poor in upper-division courses, so a 400-level seminar became a 200-level research-writing course

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CURRICULUM PROPOSAL FORM

and now required for all majors. We will employ the same model going forward, ensuring we are offering a top-quality program.

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

No specific accreditation is needed for the proposed program.

    9.   Physical resources.

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

The Environmental Sciences Department at The University of Montana Western occupies Block Hall. The BOR approved a $13 million dollar renovation that will begin in 2023. This renovation will provide us with state-of-the-art facilities for analysis and data processing. That said, our lab in southwest Montana, is one of the best natural labs for preparing professional natural resource scientists in the United States. Because we use the Block, we have freedom from scheduling to work with our students in the field on projects that require more time. The typical semester approach is designed for three one-hour lectures per week with separate labs. We weave together lectures and field projects to provide the necessary lecture information to get the job done. We have an excellent motor pool and do not expect any negative impacts on existing programs.

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

None, we have everything we need to do this program. Since this is a merger of our existing degree offerings in the Environmental Sciences Department, we are experienced and well outfitted with the necessary facilities, transportation, and instrumentation. In addition, most of the faculty have grants, so we are adding to our program support with these resources.

    10. Personnel resources.

    a.   Describe the <u>existing</u> instructional, support, and administrative resources available to support the successful implementation of the program. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained? *[200 words]*

No new classes are being added, so there is no need for additional instructional budget or administrative resources. Existing programs are not impacted.

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

No new personnel will be needed to support the proposed program.

    11. Other resources.

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CURRICULUM PROPOSAL FORM

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

The available library and information resources are all adequate for the proposed program, no additional resources are needed.

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

Existing student services do have the capacity to accommodate the proposed program, no new services or resources are needed.

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

We are confident that we will increase campus revenue with no additional expenditures. We are creating a highly marketable degree using existing resources. If all goes well, student numbers in upper-level courses, which consistently have room, will increase, improving efficiency and increasing revenue to the university.

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

	Year 1	Year 2	Year 3
Revenues	$12,042	$24,084	$24,084
Expenses	0	0	0
Net Income/Deficit (revenues-expenses)	$12,042	$24,084	$24,084

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

None anticipated.

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

None anticipated.

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

Not applicable

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

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Not applicable

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

Not applicable

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

Not applicable
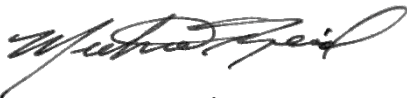
14. Complete the fiscal analysis form.

Signature/Date

College or School Dean:

Chief Academic Officer:

/ January 23, 2023

Chief Executive Officer:

/ January 23, 2023

Flagship Provost*:

Flagship President*:

*Not applicable to the Community Colleges.

Appendix A – Proposed New Curriculum

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CURRICULUM PROPOSAL FORM

BS: NATURAL RESOURCE SCIENCE

GENERAL EDUCATION REQUIREMENTS (See UMW Catalog; 32 credits)
Advising Protocol: GEO 101/103/107/ ENSC 194/ STAT 121

CORE: NATURAL RESOURCE SCIENCE (56)

CHMY 121	Introduction to General Chemistry (4)
PHSX 103	Physical Earth Systems (4)
ENSC 269	Map, Compass and GPS (2) (Spring Stringer)
ENSC 291D	Geographic Information Systems (2) (Fall Stringer)
GEO 210	Weather and Climate (4)
ENSC 274	Sustaining Water Resources (4)
GEO 226	Rocks, Minerals and Resources (4)
ENSC 255	Environmental Research and Writing (4)
STAT 217/33	Intermediate Statistical Concepts or Biostatistics (4)
CHMY 341 or PHSX 381	App Env. Chemistry (4) or App Env. Geophysics (4)
GEO 374	Carbon Cycle and Climate (4)
ENSC 348	Soil Science (4)
ENSC 384	Environmental Remote Sensing and GIS (4)
ENSC 429	Environmental Field Studies (4)
ENST 498/99	Internship or Senior Thesis (3)
ENST 494P	Internship or Thesis Presentation (1)

GEOSCIENCE (24)

Choose four of the following:

GEO 230	Geology of the American West (4)
GEO 309	Sedimentation and Stratigraphy (4)
GEO 315	Structural Geology (4)
GEO 378	Surficial Processes (4)
ENSC 394	Topics in Environmental Science (4)
GEO 421	Hydrology (4)
CHMY 431	Environmental Geochemistry (4) (pre-req CHMY 141)

Two of the following:

NRSM 213	Natural Resources Conflict Resolution (4)
ENST 275	Environmental Interpretation (4)
ENST 384	Environmental Policy (4)
ENSC 430	Human Dimensions of Global Change (4)
NRSM 441	Sustainable Natural Resource Management (4)

FREE ELECTIVES (8)