ACADEMIC ITEM APPROVAL MEMORANDUM

Compiled here are academic items approved since the May Board of Regents Meeting. This memorandum from May, June, July, and August 2023 contains items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. The items before you have been approved and are now being shared with you for your notification.

- May 2023 Academic Item Memorandum
- June 2023 Academic Item Memorandum
- July 2023 Academic Item Memorandum
- August 2023 Academic Item Memorandum

ACADEMIC ITEMS MEMORANDUM

DATE: June 24, 2023

TO: Chief Academic Officers, Montana University System

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

RE: May, June, 2023 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in May, June, 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. Issues not resolved should be submitted in writing to OCHE by noon on Wednesday, July 5. You will be notified of approved proposals by July 7, 2023. The Board of Regents will be notified of the approved proposals at the July meeting of the Board.

LEVEL I ITEMS:

1. **Campus Approvals**

   Montana Technological University:
   - Notification of the establishment of a Commercial Truck Driver Certificate
     Item #1501-LI0723

2. **OCHE Approvals**

   Montana State University Northern:
   - Notification of combination of AAS Design Drafting and AAS in Manufacturing into AAS into Industrial Technology
     Item #2802-LI0723

LEVEL II ITEMS:

   University of Montana Western:
   - Request for authorization to change the name of the Division of Health, Equine, and Business to the Division of Professional Studies
     Item # 1601-LII0723

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

December 2022

ITEM 1501-LI1222

Notification of the establishment of a Commercial Truck Driver Certificate

Institution: **Montana Tech/ Highlands College**   CIP Code: **49.0205**

Program/Center/Institute Title: **Commercial Truck Driver Certificate**

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

Options: _____

Proposal Summary [360 words maximum]

What: Notification of the establishment of a 12 credit Commercial Driver's License Certificate

Why: Highlands College (HC) identified a critical need for drivers with commercial licenses (CDL) aims to train high school students to receive proposed 12 credit certification. The national workforce shortage has severely disrupted the supply chain in Montana and HC plans to improve access food, medication, fuel and living supplies for Montana residents.

Highlands College currently offers a six-week stand-alone CDL program offered to adult students and does not allow dual credit enrollment. The creation if a Commercial Driver's License Certificate as a school-to-work program addresses critical truck driving and delivery service needs in Butte and the surrounding communities. The 12-credit certificate will be offered in area high schools as part of the dual-enrollment program and will provide the ability for students to obtain their Commercial Driver's License {CDL). This new training program will put 18-year-olds on track to have a lucrative career at a young age, be productive contributors to the supply chain and have opportunities for life-long learning through stackable credentials.

Upon completion, students may have the option for a 12-credit proposed certificate and the courses are common course numbered and will transfer into other colleges, stackable into allied trades CAS, AAS programs and the Pre-Apprentice Line Program. Industry is offering higher salaries to individuals who have their CDL embedded into other occupations such as construction, machining and civil engineering technology. Northwestern Energy is very diligent when hiring individuals with a CDL in place are given higher priority.

Resources:

ATTACHMENTS
   Curriculum Sheet for CDL

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

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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_

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B. Level II:

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

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

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

     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

Commercial Truck Driver Certificate Curriculum Sheet			
Course Number	**Title**	**Credits**	**Semester Completed**
WRIT 101 OR WRIT 121	College Writing I OR Intro to Technical Writing	3	
M 105 OR	Contemporary Math	3	
M 121 OR	College Algebra		
M 111	Technical Math		
HEO 100	Commercial Truck Driver	3	
CAPP 131 OR CAPP 156	Basic MS Office or MS Excel	3	
	Total Certificate Program Credits	**12**	

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

July/2023

ITEM XXX-LI0723

ITEM TITLE Notification of combination of AAS Design Drafting and AAS in Manufacturing into AAS into Industrial Technology

Institution: **MSU-Northern**   CIP Code: **15.1399**

Program/Center/Institute Title: **AAS Industrial Technology**

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

Options: _____

Proposal Summary [360 words maximum]

What: The College of Technical Sciences at MSUN is proposing creating a new AAS Degree in Industrial Technology by consolidating the existing AAS in Manufacturing and the AAS in Design Drafting.

Why: The MSUN Manufacturing/Welding Advisory Board represents major market segments within Montana's manufacturing industry and provides guidance to our manufacturing and welding programs. The Advisory Board strongly supports the establishment of this new AAS degree as it provides a broader perspective to the industry and provides graduates with a broader skill set than previous degrees provided. Faculty, industry professionals, and employers have put together a program of study that meets the needs of employers in North Central Montana and beyond. The curriculum offers students a variety of elective courses that can be individualized based on the student's career goals.

Resources: There are no additional resources needed because this program will be consolidating two existing programs and it will be utilizing current available courses and resources existing throughout MSUN.

ATTACHMENTS
2802-LI0723_Fiscal
2802-LI0723_A1

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)

__X___ 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
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 an existing program(s) that this program will replace or modify. *[100 words]*

The College of Technical Sciences at MSUN is proposing creating a new AAS Degree in Industrial Technology by consolidating the existing AAS in Manufacturing and the AAS in Design Drafting. All the courses for the new program are taken from currently offered classes in other program areas. Greater flexibility of choice will be provided to students to create a pathway aligned with student interests. Furthermore, the technical classes proposed will also be the same as those offered in the Industrial Technology Education Program, creating a critical mass in those courses as well.

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]*

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

Academic program proposals are largely based on the input from our industry partners through the active input from our Advisory Boards. These priorities are also vetted through the College faculty, Academic Senate, and other relevant committees on campus (e.g., Graduate Committee, Marketing Committee, etc.). The Student Senate also is involved in the development of our academic priorities. It has always been a priority to expand program areas that meet local and state-level industry needs. MSUN's strong academic programming in the technical sciences connects closely with the industry in the region. In this area, we identify strategic opportunities in industrial technology and industrial technology education. These academic priorities have been strongly supported by our local and state industries.

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

Academic program proposals are largely based on the input from our industry partners through the active input from our Advisory Boards. These priorities are also vetted through the College faculty, Academic Senate, and other relevant committees on campus (e.g., Graduate Committee, Marketing Committee, etc.). The Student Senate also is involved in the development of our academic priorities.

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	53
Credits in required courses offered by other departments	9
Credits in institutional general education curriculum	9
Credits of free electives	9
Total credits required to complete the program	62

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

- Students will use precision measuring tools, (i.e. caliper, rule, micrometer, dial indicator, Vernier scale tools,) to draft geometric figures.
- Students will create 2D and 3D models/drawings in a Computer-Aided Design (CAD) program.
- Students will demonstrate an understanding of the use of competitor products (benchmarking) to gain ideas for the design of personal/classroom projects.
- Students will Work together to create an idea, drawings, mock-up (3d printed), and working prototype (machined, welded, cast, etc.) to solve a physical problem or need.
- Students will demonstrate professional communication through evaluations of seven values, on-campus employer interviews, and employer Info-sessions.
- Students will demonstrate proficiency in technical drawing by creating working CAD models/drawings that include orthographic, isometric, and assembly views.

5. **Need for the program.** To what specific student, regional, and statewide needs is the institution responding 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 MSUN Manufacturing/Welding Advisory Board represents major market segments within Montana's manufacturing industry and provides guidance to our manufacturing and welding programs. The Advisory Board strongly supports the establishment of this new AAS degree as it provides a broader perspective to the industry and provides graduates with a broader skill set than previous degrees provided. Faculty, industry professionals, and employers have put together a program of study that meets the needs of employers in North Central Montana and beyond. The curriculum offers students a variety of elective courses that can be individualized based on the student's career goals.

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
Great Falls College MSU	Associate & Certificate	Industrial Technician (in moratorium)

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]*

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]*

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

   The expected first semester of enrollment in the Industrial Technology AAS is Fall 2023

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

Fall Headcount Enrollment					Graduates				
AY23/24	AY24/25	AY25/26	AY26/27	AY27/28	AY25	AY26	AY27	AY28	AY___
6	8	10	12	12	4	5	6	8	

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

   Based on the current number of students that have indicated an interest in this program.

   c. What is the initial capacity for the program?

   40

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

   The success of the program will be determined through a rigorous assessment plan, discussions with graduates, and input from the MSUN Manufacturing/Welding Advisory Board. This includes annual assessment reports and plans submitted to the Office of Teaching and Learning Excellence. If success is not being achieved changes to the program will be discussed and proposed as appropriate.

   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]*

   This program will be evaluated each year in the program assessment and submitted to the Office of the Provost. In this assessment, program-level student outcomes are reviewed, artifacts and data are collected and analyzed, and a summary of findings is provided. Based on the outcome of this assessment, an Assessment Plan is created for the upcoming year. This includes all program learning outcomes, assessment mapping, and assessment methods. Program learning outcomes are assessed on a cycle/schedule and continuous improvement is implemented as needed. Rubrics are used to assess program learning outcomes, as recommended by the Office of Teaching and Learning Excellence. These reports and assessments are completed annually and due to the Office of the Provost on Sept. 30 of every academic year.

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

   Direct measures include completion and success, of course formative assessments. This may include tests, demonstrations, presentations, and overall completion of course materials. Indirect measures of assessment will come from the employers of our students and the success they are seeing in students they hire. Employer-initiated assessments will be brought forward during biannual advisory board meetings as well as in discussions with industry professionals at career fairs, conferences, and general department meetings.

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

   The assessment plan includes implementing any changes that need to be made to the program including assessment methods or necessary changes to learner outcomes. Any program changes that need to be made will require a Program/Degree Revision submitted to the faculty senate for review. Changes in assessment methods will be changed at the discretion of the course instructors as deemed appropriate.

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

   The Industrial Technology AAS as proposed would not need specialized accreditation from any outside governing body.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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 proposed consolidation of programs would not add any need for extra equipment or facilities, as it is meant to utilize current classes and their resources to grow the 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]*

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 the quality and productivity of existing programs be maintained? *[200 words]*

    By utilizing multiple courses that are taught currently on campus the impact of this program on those courses would be higher enrollment in those classes. Courses in other departments would be taught by regular faculty members. The quality and productivity of all programs are maintained through an annual assessment. Increased enrollment in these courses will not impact the quality and productivity of existing programs on campus.

    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]*

    Through the use of currently taught classes, there would be no need for additional personnel or qualifications.

11. **Other resources.**

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

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

The existing student services have the ability to accommodate the consolidated program. The remainder of the student body, not enrolled in the Industrial Technology AAS, should not experience any lapse in student services due to the addition of the minor program of study.

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

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

	Year 1	Year 2	Year 3
Revenues	Tuition Fees Lab Fees	Tuition Fees Lab Fees	Tuition Fees Lab Fees
Expenses	Tenure Track Faculty Expense OR Adjunct Teaching Expense	Tenure Track Faculty Salary +benefits Consumable materials fees and computer software for EQUS 425	0.5 Tenure Track Faculty Salary +Benefits Consumable materials and computer software
Net Income/Deficit (Revenues-expenses)	Deficit	Deficit	income

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

There are no extra expenses expected to implement the consolidated program apart from the added need for consumables which should be offset by student lab fees and tuition.

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

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

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

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

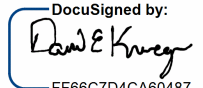 No new course fees are anticipated.

14. Complete the fiscal analysis form.

 See Appendix B

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Signature/Date

College or School Dean: DocuSigned by: Dan E Kruger   FF66C7D4CA60487...   4/13/2023

Chief Academic Officer: Carol A. Reifschneider   4-13-23

Chief Executive Officer: Gregory D. Kegel   4·13·2023

Flagship Provost*:

Flagship President*:

*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Program Curriculum

Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits
ATDI/ ELCT	134 or 101 &102	Electrical Electronic systems 1 or (Electrical Fundamentals 1&2)		6
CAPP	*	CAPP120 or higher		3
COMX	111 or 115	Intro to Public Speaking or Interpersonal Comm. (CAT I)	3	
DDSN	113	Technical Drafting		3
DDSN	114	Introduction to CAD		3
DDSN	116	3D CAD		3
IT	100	Intro to Tech		3
IT	105	Industry Foundations		4
M	*	Any Math (CAT II)	4/3	
MCH	200	Machining		3
MCH	250	Mfgt Processes & Materials		3
MCH	351	CAD_CAM Applications/CNC I		3
WLDG	110+111	Welding Theory + Lab		4
WLDG	180	Shielded Metal Arc Welding		3
WLDG	260	Repair and Maintenance Welding		3
WRIT	101 or 122	College Writing or Business Writing (CAT I)	3	
SEL	###	Technical Elective credits		9
		Total		**62**

Academic Degree Program Proposal - Fiscal Analysis Form

2802-LI0723_Fiscal
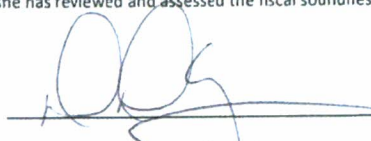
CAMPUS: MSUN
AWARD LEVEL: AAS
PROGRAM NAME: Industrial Tech
PROGRAM CODE:

	FY24	FY25	FY26	FY27	FY28	
ENROLLMENT PROJECTIONS						
Headcount						
annual unduplicated headcount of students with declared major or minor within the program	6	8	10	12	12	
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	3	8	8	8	8	
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	1	3	3	4	4	0
Completions						
Annual number of program completers	-	4	5	6	8	
REVENUE						
Tuition Revenue (net of waivers)	$3,474	$12,351	$15,438	$18,526	$18,526	
Institutional Support						
Other Outside Funds (grants, gifts, etc.)						
Program Tuition/Fees	$129	$43	$43	$43	$0	
Total Revenue	$3,603	$12,394	$15,481	$18,569	$18,526	$0
Total Revenue per Student FTE	$3,603	$4,131	$5,160	$4,642	$4,632	#DIV/0!
EXPENDITURES						
Tenure Track Faculty — FTE	0.00	0.00	0.00	0.00	0.00	
Tenure Track Faculty — Salary + Benefits						
Non-tenure Track Faculty — FTE						
*Includes Adjunct Instructors — Salary + Benefits						
Graduate Teaching Assistants — FTE						
Graduate Teaching Assistants — Salary + Benefits						
Staff — FTE						
Staff — Salary + Benefits						
Total Faculty & Staff — FTE	0.0	0.0	0.0	0.0	0.0	
Total Faculty & Staff — Salary + Benefits	$0	$0	$0	$0	$0	
Operations (supplies, travel, rent, etc)	$129	$43	$43	$43	$0	
Start-up Expenses (OTO)						
Total Expenses	$129	$43	$43	$43	$0	$0
Student FTE to Faculty (TT + NTT) Ratio	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Net Income/Deficit (Revenue - Expenses)	$3,474	$12,351	$15,438	$18,526	$18,526	$0

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

Head Count provided by Department
Tuition and Fees based on FY23 actual
Student FTE used Grad 24
Per Dean, no new faculty will be hired

2802-LI0723_A1

PROGRAM/DEGREE REVISION FORM

NEW_____ DROPPED_____ MAJOR REVISION __X__ FOR INFORMATION ONLY _____

College_____COTS_____ Program Area __Manufacturing AAS_____ Date 3/11/2021

Submitter_____ Dean _____ Date_____
             Signature   Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s).

Due to low enrollment in the majority of classes needed for a degree in Manufacturing we propose that we change the name to Industrial Technology and revise the course schedule to reflect the need for higher student numbers in the required courses. All new courses for the program are taken from currently offered classes in other program areas. These courses should give close to the same experience/skills as was previously offered just that we will move the students in to classes with a greater number of students and keep the university from needing to offer Independent study courses to meet the needs of the program. We have also added some flexibility to the student's choice of classes they have available to them. At the end of their sophomore year, students will have a choice of 6 credits to take from the list (attached) of suitable Industrial Technology courses. Furthermore, the tech courses proposed will also be the same as those offered in the IT Education BED Program, creating critical mass in those courses as well.

Please provide in the space below a "before and after" picture of the program with the changes in the program noted. Attach appropriate Course Revision Forms. Please indicate changes by shading the appropriate cells.

PROPOSAL TITLE_Industrial Technology AAS_____

Current Program listed in 20-21 Catalog

Course Prefix	#	Course Title	Credits
BGEN	112	Creative Problem Solving	3
CAPP	151	MS Office	3
CAPP	266	Excel	3
COMX	111	Intro to Public Speaking (CAT I)	3
DDSN	113	Technical Drafting	3
DDSN	114	Introduction to CAD	3
IT	100	Intro to Technology	3
IT	111	Industrial Safety/Waste Mgmt	2
IT	105	Industry Foundations	4
M	105	Contemporary Math (CAT II)	4
MCH	200	Machining	3
MCH	250	Mfgt Processes & Materials	3
MCH	351	CAD_CAM Applications/CNC I	3
WELD	110/111	Welding Theory & Lab	4
WELD	114	Mig/Tig Welding	3
WELD	180	Shielded Metal Arc Welding	3
WELD	186	Welding Qualification Test Prep	3
WELD	195	Welding Practicum	3
WELD	260	Repair and Maintenance Welding	3
WRIT	101	College Writing (CAT I)	3
		Total	62

Proposed Program for 21-22 Catalog

Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits
ATDI/ ELCT	134/101 &102	Electrical Electronic systems 1/ (Electrical Fundamentals 1&2)		6
CAPP	266	Advanced MS Excel	3	
COMX	111/115	Intro to Public Speaking/Interpersonal Communication (CAT I)	3	
DDSN	113	Technical Drafting		3
DDSN	114	Introduction to CAD		3
DDSN	116	3D CAD		3
IT	100	Intro to Tech		3
IT	105	Industry Foundations		4
M	105	Contemporary Math (CAT II)	4	
MCH	200	Machining		3
MCH	250	Mfgt Processes & Materials		3
MCH	351	CAD_CAM Applications/CNC I		3
WLDG	110+111	Welding Theory + Lab		4
WLDG	180	Shielded Metal Arc Welding		3
WLDG	260	Repair and Maintenance Welding		3
WRIT	101/122	College Writing/Business Writing (CAT I)	3	
SEL	###	Technical Elective credits		6
		Total		60

List of Technical Elective Credits:

Spring only classes
 # Fall only classes
*** Classes created biannually or when student enrollment is above threshold*

ATDI 264. Electrical/Electronic Sys II. 6 Credits.

This course is a continuation of the study of electrical/electronic systems in use on current automotive and heavy equipment. The course will be study industry recommended diagnostic and repair procedures on systems including charging and cranking systems, ignition systems, power accessories, networking systems and microprocessor-based engine, powertrains, and brake/suspension control systems.
Prerequisite: ATDI 134.
Course Fees: $21.50

DST 204. Intro to Hydraulics Pneumatics. 2 Credits.

Theory and application of hydraulics and pneumatics used in automotive, agriculture, heavy equipment, and construction industries; to be taken concurrently with DST 214.

DST 214. Intro to Hydraulics/Pneumatics Lab. 2 Credits.

Application of hydraulics and pneumatics. Students will demonstrate hydraulic principles on live work stations. The will work with, tear down, and assemble equipment. They will also work on open and closed center systems, fixed and variable displacement pumps, linear and rotary actuators, pressure and flow controls, and directional valves. To be taken concurrently with DST 204.
Course Fees: $15.75

DST 104&114 Intro to Diesel Engines + Lab. 6 Credits.

104: Construction, operation, and repair of diesel engines; logical steps of procedure for engine reconditioning; installing and timing of fuel injection components. Emphasis will be placed on diesel engine component reconditioning, engine tune-ups, and use of special diagnostic tools. To be take concurrently with DST 114.

114: This course will give the student hands-on experience rebuilding diesel engines and components. The student will learn manufacturer's procedures on engine rebuilding and special tool usage. To be taken concurrently with DST 104.
Course Fees: $21.50

* ELCT 241. Electric Motor Controls + lab. 3 Credits.

This course is a lecture and laboratory class oriented to the study of electromechanical control system concepts. Experiments are designed to illustrate the principles, applications, connection and installation procedures of electrical controllers. Special emphasis is placed on the analysis and development of control circuits.

ELCT 103. Electric Code Study/Codeology. 3 Credits.

This course is a preliminary study of the National Electrical Code (NEC). Wiring design and protection, wiring methods and materials, and equipment for general use are covered. Interaction and personal communications with Authorities Having Jurisdiction (i.e., inspectors, engineers, architects, employers, etc.) as well as customers and owners will be addressed. Course Fee: $15.00.

* PLUM 120. Intro to Piping Systems. 3 Credits.

This course describes the various types of plastic piping and fittings, what each is used for, and the measuring, cutting, and joining techniques for each type; hangers and supports used with plastic pipe, various types of copper tubing and fittings, measuring, cutting, and joining techniques, two types of cast-iron pipe (hub and no-hub). This course also describes carbon steel pipe; an overview of the drain, waste, and vent (DWV) systems; basics of traps, drains, vents, DWV fittings, and clean outs and an overview of the water distribution system.

WLDG 114. Mig/Tig Welding. 3 Credits.

Setup and operation of equipment and control of welding variables, types of power sources, and characteristics of operation, shielding gases, filler materials, quality assurance, and weld defects in metal arc welding, gas tungsten arc welding and flux cored arc welding.
Course Fees: $110.00

AST 160. Automotive Engine Repair. 5 Credits.

This course is an overview of the design, operation, diagnosis, and service procedures of modern automotive engines. Students participate in the disassembly and the reassembly of engines. Students will participate in the removal and installation of engines in school vehicles. Service and technical engine data are presented to prepare the students for practical experience in engine service and repair.

** CSTN 120. Carpentry Bscs & Rough-In Frmg. 4 Credits.

This course introduces the carpentry trade, including history, career opportunities, and requirements. The course deals with the identification and application of a variety of building materials, fasteners, and adhesives. The skills needed for framing a simple structure are studied and practiced. The course also covers installation procedures for windows and exterior doors. Course Fee: $25.00 Formerly CARP 120.

CSTN 135. Basic Rigging. 1 Credit.

Explains how ropes, chains, hoists, loaders, and cranes are used to move material and equipment from one location to another on a job site. It describes inspection techniques and load-handling safety practices as well as reviews American National Standards Institute (ANSI) hand signals. Prerequisite: IT 111. Course Fees: $10.50

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January/2023

ITEM 1601-LII0123

ITEM TITLE: Request for authorization to change the name of the Division of Health, Equine, and Business to the Division of Professional Studies

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

Program/Center/Institute Title: **Division of Health, Equine, and Business**

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

Options: _____

Proposal Summary [360 words maximum]

What: We propose to change the name of the Division of Health, Equine, and Business to the Division of Professional Studies.

Why: The current name is cumbersome, and it is sometimes difficult to describe to prospective students and other stakeholders why the departments of Health & Human Performance, Equine Studies, and Business & Technology are housed in a common division. Through numerous conversations and meetings within the division, faculty agree that the common thread between the departments is their focus on preparing students for professional careers. The name "Division of Professional Studies" embodies our division's proposed purpose statement: *"Using a variety of experiential practices across our diverse disciplines, the Division of Professional Studies prepares students to be successful in their chosen careers."*

Resources: No additional resources are needed for this proposed change. It will simply involve updating our communication efforts.

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

_____   **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)

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

ACADEMIC ITEMS MEMORANDUM

DATE: July 24, 2023

TO: Chief Academic Officers, Montana University System

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

RE: July 2023 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System for July 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 with your campus colleagues. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Wednesday, August 2. You will be notified of approved proposals by Friday, August 4, 2023. The Board of Regents will be notified of the approved proposals at the September meeting of the Board.

LEVEL I ITEMS:

1. **Campus Approvals**
   Miles Community College:
   - Notification of intent to place AAS in Information Technology Networking and PC Maintenance in Moratorium
     Item #XXX-LI0723
   - Notification to place Certificate of Networking Technician in moratorium
     Item #XXX-LI0723

2. **OCHE Approvals**

   Miles Community College:
   - Notification of intent to terminate Heavy Equipment Program
     Item #XXXX-LI0723

LEVEL II ITEMS:

   University of Montana:
   - Request for authorization to establish a new joint Master of Public Health and Master of Public Administration Degree (MPH/MPA)
     Item # 1001-LII0623
   - Request for authorization to establish a minor in Sport Psychology
     Item #1002-LII0623
   - Request for authorization to establish a Health Enhancement option within the School of Integrative Physiology and Athletic Training
     Item #1003-LII0623

LEVEL I & II ACADEMIC ITEM MEMORANDUM

DATE: August 23, 2023

TO: Chief Academic Officers, Montana University System

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

RE: August, 2023 Level I and Level II Academic Items

Contained within this memorandum are Level I proposals submitted by the institutions of the Montana University System in August, 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 Level I Chief Academic Officer's conference call on August 30, 2023. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, September 1. You will be notified of approved proposals by September 5, 2023. The Board of Regents will be notified of the approved proposals at the September 2023 meeting of the Board.

1. **Level I**

   OCHE Approvals

   Flathead Valley Community College:
   - Request for authorization to revise the Physical Therapy Assistant AAS program
     Item #301-LI0823

2. **Level II**

   The University of Montana Western:
   - Request for authorization to establish a Popular Culture Studies minor
     Item #1601-LII0923

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

08/2023

ITEM 301-LI0823

ITEM TITLE Requesting authorization to revise a postsecondary educational program

Institution: **Flathead Valley Community College**   CIP Code: **51.0806**

Program/Center/Institute Title: **Physical Therapist Assistant, AAS**

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

Options: _____

Proposal Summary [360 words maximum]

What: Flathead Valley Community College is requesting permission to exceed the Associate of Applied Science Degree 72-credit limit for our Physical Therapist Assistant (PTA) AAS.

Why: Stakeholders including students, clinical instructors, faculty, and employers recommended increasing the hours of clinical experience in the final semester of coursework to maximize confidence in the student, advance them to an entry level PTA caseload, allow them to see more patients progress fully through their rehabilitation progression from admit to discharge, and reinforce students' clinical problem solving and critical thinking skills. The recommended change would provide the FVCC PTA students with 680 hours of clinical education, an increase from 640 hours. This increase would bring the total PTA AAS program credit load to 75 credits.

Resources: n/a

ATTACHMENTS
None

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

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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)

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**

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

September/2023

ITEM 1601-LII0923

ITEM TITLE: Request for authorization to establish Popular Culture Studies Minor

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

Program/Center/Institute Title: **Popular Culture Studies Minor**

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

Options: _____

Proposal Summary [360 words maximum]

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

Why: The Popular Culture Studies minor fulfills several needs for UMW's students, both as citizens and as members of the institution. On the practical level, the program provides students an opportunity for interdisciplinary thinking and analytical experience, allows them to explore their interests in media and culture, advances their intellectual and critical capabilities, and earns a credential/completes an area of study. On the larger level, the growing influence of popular culture and media calls for a citizenry familiar with these forms and their connections to the culture at large. According to BGSU's learning outcomes, by studying "the popular culture environment, both in the present and in its various historical manifestations," our students learn "to discuss such matters as how popular culture shapes/reflects our personal and social experiences, how popular culture shapes/reflects diversity in a multicultural society, and how popular culture shapes/reflects American culture's relationship to global culture(s)" ("Learning Outcomes"). This allows for more informed decision making and participation in an increasingly media-driven society like that of the 21st-century United States.

Resources: No additional resources are required for this minor—all courses are already in the catalog, in rotation, and currently taught.

ATTACHMENTS
   Attachments:
   Item #1601-LII0923_Curr
   Item #1601-LII0923_Fisc

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

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

This minor provides students opportunities to bring interdisciplinary understanding and critical analysis to a common part of their day-to-day lives; this is a truly experiential education, one connected directly to their lived experiences. It also directly aligns with UMW's Mission: "As a leader and innovator in experiential education, the University of Montana Western educates undergraduate students through immersive practices in their field of study." Further, it supports UMW's Strategic Plan's Objective One, "Strengthening Experiential Learning." As mentioned above, this also expands on institutional program offerings and available credentials for students in all areas of study.

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

Representatives from the Division of Humanities and Social Sciences met to build the program, discuss resource needs and potential impacts, and complete a draft of the curriculum. From there, the MUS Request to Plan was completed and submitted and has since been approved. A UMW curriculum proposal, along with these required MUS curriculum proposal documents, has been completed, after which the whole program proceeded through the UMW curriculum approval process, including review by all campus departments and Faculty Senate, with final approval provided by the Provost and Chancellor.

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

See Appendix A for proposed program catalog information and course offerings.

   a. List the program requirements using the following table.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

	Credits
Credits in required courses offered by the department offering the program	24
Credits in required courses offered by other departments	-
Credits in institutional general education curriculum	-
Credits of free electives	-
Total credits required to complete the program	24

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

Students completing the Popular Culture Studies minor will be able to:

- Analyze ways that popular culture, both present and historical, is shaped by and in turn influences aesthetic, historical, and/or sociocultural forces
- Apply basic theories and methodologies relevant to popular culture study and scholarship

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 Popular Culture Studies minor fulfills several needs for UMW's students, both as citizens and as members of the institution. On the practical level, the program provides students an opportunity for interdisciplinary thinking and analytical experience, allows them to explore their interests in media and culture, advances their intellectual and critical capabilities, and earns a credential/completes an area of study. As Bowling Green State University's Department of Popular Culture careers page indicates, "Recent trends in business and industry hiring indicate that Liberal Arts [e.g. Popular Culture Studies] graduates are highly desirable," giving graduates with this minor valuable skills in today's competitive job market ("Careers").

On the larger level, the growing influence of popular culture and media calls for a citizenry familiar with these forms and their connections to the culture at large. According to BGSU's learning outcomes, by studying "the popular culture environment, both in the present and in its various historical manifestations," our students learn "to discuss such matters as how popular culture shapes/reflects our personal and social experiences, how popular culture shapes/reflects diversity in a multicultural society, and how popular culture shapes/reflects American culture's relationship to global culture(s)" ("Learning Outcomes"). This allows for not only better understanding and use for employment purposes but also for more informed decision making and participation in an increasingly media-driven society like that of the 21st-century United States.

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
N/A		

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

While other institutions have course offerings in popular cultural topics and some programs with a few similarities, such as U of M's Multi-disciplinary Studies or Media Arts areas of study, the proposed minor program does not substantially duplicate other program offerings in the MUS.

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

No efforts were made, as this is a minor program and there are no substantially similar programs with which to collaborate.

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]*

Since the program is composed of courses already being taught and requires no phasing or additional implementation, it can be offered immediately upon approval; given this, UMW hopes to begin offering the minor in the AY 2023-2024 catalog.

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

Fall Headcount Enrollment					Graduates				
AY23	AY24	AY25	AY26	AY27	AY23	AY24	AY25	AY26	AY27
3	4	5	5	5	-	-	2	3	4

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

These enrollment and graduation numbers were provided via the Fiscal Analysis form, as calculated by UMW's Chief Financial Officer based on historical enrollment trends for new minors.

    c.   What is the initial capacity for the program?

Based on the number of Division faculty with advising as part of their contractual obligations, the initial capacity for the minor is 10-12. This represents 1-2 minors per faculty member for initial advising, a reasonably small increase in advising load during the program's first year. After that, increased familiarity with the new minor will allow faculty in other areas to advise minor students as well, increasing the capacity and keeping advising loads more evenly balanced.

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

Success for the program will be considered met if 70% or more of declared minors meet standards of proficiency in the program outcomes, listed above in 4b, as determined by assessment of a submitted portfolio. If these standards are not met, the instructors teaching in the minor will meet to review the areas of weakness and consider implementation of more support for instruction and student engagement in those areas. As with any assessment effort, the goal for the program is continuous improvement in student learning and achievement, so all assessment data will be used to review and improve support for the program outcomes.

    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 will be done by collecting a portfolio of four projects, two of which must be from upper-division minor courses, by students in the program; these will be assessed via rubrics based on the program outcomes detailed above in 4b. Because the minor does not have a capstone, collecting a portfolio from each student will allow for more robust assessment with regard to the outcomes as well as a broader range of work from which to gauge needed improvements if standards are not being met. Each portfolio will be assessed by two instructors who teach upper-division minor courses, with a third brought in if results are split, to ensure inter-rater reliability.

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

Direct measures will include a portfolio of written and documented experiential projects from minor courses, including projects from the two required upper-division courses. These will be assessed as described in 8a above.

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

Instructors teaching in the minor will meet yearly to discuss the assessment results of portfolio submissions for the AY and any emerging trends over the past five years of assessment data. If areas of

Montana Board of Regents
CURRICULUM PROPOSAL FORM

concern emerge, another meeting will be held with instructors connected to those areas to discuss needed support for student learning and potential improvements of minor-related curricula. From there, an action plan will be created as necessary, including an appropriate timeline for implementing any agreed-upon changes. Any current action plans will be reviewed at the yearly meeting.

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

9. **Physical resources.**

    a. Describe the <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 program comprises courses already in the catalog, currently in rotation, and staffed, so the existing physical resources for successfully implementing the program are already in place. Other than a small uptick in enrollment, there should be no further impact on any existing programs with regard to physical resources.

    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]*

No new facilities, equipment, space, or other physical resources are needed to implement the 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]*

        Given that the program is composed of courses already in the catalog, currently in rotation, and staffed, the existing resources for implementing the program are already in place. Other than a small uptick in enrollment, there should be no further impact on any existing programs, either in staffing needs or quality and productivity.

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CURRICULUM PROPOSAL FORM

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 are needed to support the program and it should require no additional financial support.

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 resources are adequate.

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

Existing student services have the capacity to accommodate the program, and there are no expected impacts on the student body due to the new program.

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

Although the projections below present a minor deficit for the program, in actuality the Popular Culture Studies minor requires no additional resources and should be revenue neutral because the program comprises courses already taught by UMW faculty and currently either in rotation or planned for regular rotation. Further, the minor requirements at the 300- and 400-level will increase enrollments in courses that historically have relatively low enrollments, especially seminar courses, increasing staffing efficiency and potentially avoiding the need for directed studies or running courses under-enrolled.

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	$4,656	$6,208	$7,760
Expenses	$8,500	$8,500	$8,500
Net Income/Deficit (revenues-expenses)	-$3,844	-$2,292	-$740

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

There are no anticipated expenses for program implementation.

       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.

N/A.

14. Complete the fiscal analysis form.

Please see the included Fiscal Analysis form.

Signature/Date

College or School Dean:

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Chief Academic Officer:

/ October 25, 2022

Chief Executive Officer:

Flagship Provost*:

Flagship President*:

*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Popular Culture Studies Minor[1]

This minor can be attached to any bachelor degree program. Minor is pending BOR approval.

Credit Requirements

- ARTH 160: Global Visual Culture (4 Credits)
- One of the following[2]:
  - LIT 169: Literature as Popular Culture (4 Credits)
  - LIT 170: Visual Storytelling on Page and Screen (4 Credits)
- One of the following:
  - PHL 101: Introduction to Philosophy: Reason and Reality (4 Credits)
  - PHL 103: Philosophy and Pop Culture (4 Credits)

Select 1 course/4 credits from the following:

- ARTH 201: Art of World Civilization II (4 Credits)
- HSTR 294: Seminar/Workshop[3] (4 Credits)
- LIT 163: Fantasy and Science Fiction (4 Credits)
- LIT 166: Literature and Politics (4 Credits)
- LIT 169: Literature as Popular Culture (4 Credits)
- LIT 170: Visual Storytelling on Page and Screen (4 Credits)
- LIT 285: Mythologies (4 Credits)
- MART 226: Introduction to Digital Media 2-D (4 Credits)
- MUSI 132: History of Rock and Roll (4 Credits)
- MUSI 134: Hip Hop: Beats, Rhyme, Culture (4 Credits)
- MUSI 202: Introduction to Music Literature (4 Credits)
- PHL 114: Intro to Political Ethics (4 Credits)
- PSCI 294: Seminar[3] (4 Credits)
- THTR 232: Dramatic Literature and Theatre History (4 Credits)

Select 2 courses/8 credits from the following:

- ARTH 350: Contemporary Art and Art Criticism (4 Credits)
- HSTA 331: History of Mass Media (4 Credits)
- HSTA 412: American Thought and Culture (4 Credits)
- HSTR 494: Seminar/Workshop[3] (4 Credits)
- LIT 304: US Writers of Color (4 Credits)
- LIT 494: Seminar—Literature Capstone[3] (4 Credits)
- PSCI 494: Seminar[3] (4 Credits)

Total: 24 Credits

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[1] This includes only courses listed in the UMW catalog or verified by faculty and does not account for special topics or honors courses that do not have fixed content (for example, HSTA 391). These will be handled by substitution.

[2] Can only be counted once for credit in the minor. [This note would be included in the catalog]

[3] Course must include significant pop culture content; verify with instructor. [This note would be included in the catalog]

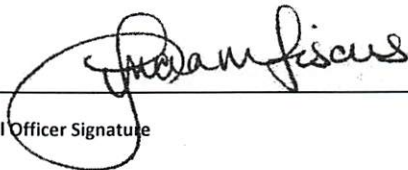# Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	University of Montana Western
AWARD LEVEL:	Undergraduate
PROGRAM NAME:	Popular Culture Studies Minor
PROGRAM CODE:	

ENROLLMENT PROJECTIONS	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount						
annual unduplicated headcount of students with declared major or minor within the program	0	3	4	5	5	5
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	0	12	12	12	12	12
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	0	1.5	2	2.5	2.5	2.5
Completions						
Annual number of program completers	0	0	0	2	3	4

REVENUE	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition Revenue (net of waivers)	$0	$2,328	$3,104	$3,880	$3,880	$3,880
Institutional Support	$0	$2,328	$3,104	$3,880	$3,880	$3,880
Other Outside Funds (grants, gifts, etc.)	$0	$0	$0	$0	$0	$0
Program Tuition/Fees	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$4,656	$6,208	$7,760	$7,760	$7,760
Total Revenue per Student FTE	#DIV/0!	$3,104	$3,104	$3,104	$3,104	$3,104

EXPENDITURES		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tenure Track Faculty	FTE	0.0	0.10	0.10	0.10	0.10	0.10
	Salary + Benefits	0.0	$6,500	$6,500	$6,500	$6,500	$6,500
Non-tenure Track Faculty *Includes Adjunct Instructors	FTE	0.0					
	Salary + Benefits	0.0					
Graduate Teaching Assistants	FTE	0.0					
	Salary + Benefits	0.0					
Staff	FTE	0.0	0.05	0.05	0.05	0.05	0.05
	Salary + Benefits	0.0	$2,000	$2,000	$2,000	$2,000	$2,000
Total Faculty & Staff	FTE	0.0	0.2	0.2	0.2	0.2	0.2
	Salary + Benefits	$0	$8,500	$8,500	$8,500	$8,500	$8,500

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Operations (supplies, travel, rent, etc)						
Start-up Expenses (OTO)						
Total Expenses	$0	$8,500	$8,500	$8,500	$8,500	$8,500

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Student FTE to Faculty (TT + NTT) Ratio	#DIV/0!	15.0	20.0	25.0	25.0	25.0
Net Income/Deficit (Revenue - Expenses)	$0	-$3,844	-$2,292	-$740	-$740	-$740

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