

# MEMORANDUM

**DATE:** January 20 – 21, 2005  
**TO:** Montana Board of Regents  
**FROM:** Roger Barber, Deputy Commissioner for Academic and Student Affairs  
**SUBJECT:** Level II Submissions

---

Several new academic proposals have been submitted by the campuses of the Montana University System, under the Level II approval process. Those proposals will be reviewed by the academic officers, at this meeting, and will move to the action agenda for the Montana Board of Regents at subsequent meetings. The new proposals include the following:

## **The University of Montana-Missoula:**

- **ITEM 126-1003-R0105:** The University of Montana-Missoula has requested permission to offer an interdisciplinary minor in International Development Studies. The new minor would utilize existing courses in such disciplines as forestry, geography, political science, economics, sociology, social work, anthropology and communications.
- **ITEM 126-1005-R0105:** The University of Montana-Missoula has asked for authority to offer a Doctorate of Philosophy (Ph.D.) degree in Psychology, with an option in School Psychology. The Department of Psychology already offers a masters degree in School Psychology. It currently has three (3) additional options in the Ph.D. program in Psychology, and this proposal would provide a fourth specialization.
- **ITEM 126-1009-R0105:** The University of Montana-Missoula has requested permission to offer a Certificate in Alternative Dispute Resolution, using coursework currently available at the School of Law.
- **ITEM 126-1010-R0105:** The University of Montana-Missoula has requested permission to offer a Minor in Military Studies. The proposed minor would include coursework from the military science, history and political science departments.
- **ITEM 126-1011-R0105:** The University of Montana-Missoula has submitted documentation asking for authority to offer a Master of Public Health degree and a Certificate in Public Health. The program would be housed in the School of Pharmacy and Allied Health Sciences. All of the required coursework, and some of the elective courses, would be available in an electronic, on-line format.

## **The University of Montana-Western:**

- **ITEM 126-1601-R0105:** The University of Montana-Western has requested permission to offer a Bachelor of Science degree in Natural Horsemanship, with options in Natural Horsemanship Science and Natural Horsemanship Management. The University of Montana-Western was granted authority to award an Associate of Applied Science degree in Natural Horsemanship at the March, 2004, meeting of the Montana Board of Regents. That approval

was granted under the temporary, two-year approval process, utilizing a Level I request. This request obviously builds on that earlier program approval.

**Montana State University-Billings:**

- **ITEM 126-2704-R0105:** Montana State University-Billings has requested authorization to enter into an affiliation agreement with the University of North Dakota, HealthOne School of Medical Technology in Denver and Sacred Heart Medical Center in Spokane to provide clinical laboratory training for its proposed Bachelor of Science degree in Biology, with an option in Clinical Laboratory Studies. The new option is **ITEM 126-2702+R0105** in the Level I memorandum that has been prepared by the Office of the Commissioner of Higher Education for this meeting.

**Montana State University-Great Falls College of Technology:**

- **ITEM 126-2851-R0105:** Montana State University-Great Falls College of Technology has requested some minor changes in its mission statement. The changes grew out of the institution's self-study, in preparation for a visit from the Northwest Commission on Colleges and Universities later this year.

January 20-21, 2005

**ITEM 126-1003-R0105**      **Approval of Proposal to create an interdisciplinary minor in International Development Studies.**

**THAT:**                      The Board of Regents authorizes The University of Montana—Missoula to offer an interdisciplinary minor in International Development Studies.

**EXPLANATION:**              The University of Montana—Missoula proposes an interdisciplinary minor in International Development Studies. Students will acquire the knowledge and preparation for positions both in the United States and internationally, such as non-governmental organizations, international and bilateral government development organizations, the U.S. Peace Corps and other national/international equivalents, and community development groups.



# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.: 126-1003-R0105 Date of Meeting: Jan. 20-21, 2005  
Institution: The University of Montana - Missoula  
Program Title: Minor in International Development Studies

Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor where there is no major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

**Specify Request:**

**The University of Montana - Missoula requests permission to create an interdisciplinary minor in International Development Studies using courses that are already taught on a regular basis.**



**MONTANA BOARD OF REGENTS**  
**NEW ACADEMIC PROGRAM PROPOSAL SUMMARY**

**Institution:** The University of Montana - Missoula  
**Program Title:** Minor in International Development Studies

1. How does this program advance the campus' academic mission and fit priorities?

The University of Montana, Missoula seeks to accomplish its mission by "...providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases...and seeks to educate competent and humane citizens of local and global communities." We feel that the integration of various disciplines, across several colleges, has the highest potential to create an enriching program to benefit both students and the state of Montana.

2. How does this program fit the Board of Regents' goals and objectives?

The proposed IDS minor complements the overall mission of the Montana University System to "...prepare students for success by creating an environment of ideas and excellence that nurtures intellectual, social, economic, and cultural development." We are able to contribute to these goals in an interdisciplinary, cost-effective way.

3. How does this program support or advance Montana's needs and interests?

This program, at no cost to the institution, will create expertise for use both internationally and in the state of Montana.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

A program such as the minor in IDS gets additional benefits out of an existing set of resources. The IDS minor has few competitors in the region and has the potential to draw out-of-state students. In addition, the inclusion of tribal and regional development issues will help create expertise valuable to the state.

5. What is the program's planned capacity?

• Break-even point?	N/A	FTE students
• Enrollments / year?	5	
• Graduates / year?	5	
• MT jobs / year?	4	

6. Resource Allocation:

• Total program budget?	N/A
• Faculty FTE?	N/A
• Staff FTE?	N/A

7. Does this program require new resources?  Yes  No

If yes, what is the amount? \$ \_\_\_\_\_

8. How will the campus fund the program?

N/A

9. If internal reallocation is necessary, name the sources.

N/A



## **International Development Studies Minor**

### **Description of the Program**

As part of the University of Montana's commitment to both international issues and interdisciplinary study, a group of faculty from across campus who teach courses related to international development have met on a regular basis for the past three academic years. The outcome of our deliberations is this proposal to establish a new undergraduate minor in International Development Studies (IDS). The involved faculty approach IDS as an interdisciplinary field of study focusing on the interconnected processes of social, political, economic, cultural and environmental change taking place in poor countries or poorer regions of wealthy countries. The coursework in the minor emphasizes a global perspective on the process of change and development, critical analysis of the role of internal and external influences on the development process, and applications to local (including Montana) situations and challenges.

The IDS minor takes advantage of existing faculty expertise and courses to offer an interdisciplinary experience for those students interested in either international or domestic development work. The University of Montana is fortunate to possess faculty with specialized knowledge, expertise, and field experience in numerous disciplines within the College of Arts and Sciences (Anthropology, Communication Studies, Economics, Geography, Political Science, and Sociology), the College of Forestry and Conservation, the School of Education (Counselor Education Program), and the School of Pharmacy and Allied Health Science (Social Work). Students minoring in IDS will develop a set of skills appropriate for working in non-governmental organizations, international and bilateral government development organizations, the U.S. Peace Corps and other national/international equivalents, and/or community-development groups.

IDS would be a free-standing minor with a catalog home in the College of Arts and Sciences that organizes existing, regularly taught courses in such a way that students who complete 21 credits of core and content coursework will receive formal academic recognition that they have completed a holistic, integrated course of study in international development. University of Montana students currently completing these requirements receive no academic credential. Thus, the opportunity to minor in IDS will help our students be more competitive in this growing job market.

### **Documented Need for the Program**

University of Montana has long maintained a commitment to international education as exemplified by the number and popularity of student-exchange and study-abroad programs, as well as a wide range of courses incorporating international subject matter. UM President George Dennison has strongly supported international education since arriving on campus in 1990 and has repeatedly expressed the desire both to increase international student enrollment and to provide for all UM students the opportunity to study abroad. Providing opportunities for undergraduates to pursue international development studies contributes to

the general UM international education mission, enhances the geographic, cultural, and subject-matter opportunities that are available to students, and expands the career options available to those who graduate from UM.

The faculty planning group, which included interested and highly committed undergraduate and graduate students, identified a strong and growing interest among UM undergraduates in international development studies, as evidenced by the number of development-related courses and their increasing enrollments. A partial list of currently offered undergraduate courses that will comprise core and content courses in the proposed minor demonstrate potential student interest in the subject (Table 1).

Course Number	Description	Recent or Average Enrollment
Anth 329	Social Change	30
Comm 420	Advanced Organizational Communication (Globalization, Communication, and Culture)	24
Econ 100	Introduction to Political Economy	80
Econ 350	Economic Development	20
For 170	International Environmental Change	19 (new course)
For 381	International Social and Environmental Change	39
For 382	Field Study in Malaysia	14 (capped, with waiting list)
For 424	Social Forestry	48 (numbers increasing)
For 495	Special Topics: Ecology of Patagonia	12
Geog 103	World Regional Geography	120-180
Geog 213	Middle East	65
Geog 214	Central Asia- Cultures and Civilization	50
Geog 351	South America	20
Geog 495	Special Topics: Gender and International Development	26
PSc 120	Comparative Politics	180
PSc130	International Relations	220 (270 in Fall '03)
PSc 327	Politics of Mexico	34 (capped with waiting list)
PSc 463	Development Administration	26 (numbers increasing)
Soc 270	Rural and Environmental Change	36
Soc 370	Social Change and Global Development	41
SW 323	Women and Social Action in the Americas	25 (capped)

Additional student interest in international development studies is evident in the numerous independent-study courses provided by faculty participating in the proposed minor, as well as

the waiting list for undergraduates interested in participating in field courses (e.g., FOR 382 to Belize and Malaysia, 6 courses; FOR 495: Special Topics: Ecology of Patagonia, 3 courses; and PSc 463 in Mexico). A Minor in International Development Studies would also assist students interested in serving as volunteer interns (e.g., Belize where ten students completed international development-related internships in conjunction with the UM-UCB University Development Linkage project).

International development employment opportunities are likely to be available to UM students with an IDS minor through the Peace Corps and nongovernmental development and conservation organizations. Potential undergraduate student interest in an International Development Studies Minor is demonstrated by our exceptional record of placement in the Peace Corps. The Peace Corps annually contracts with UM (\$11,288) to assist in recruiting efforts, serves as a potential employer for students who complete the minor, and is extremely supportive of the proposed minor (letter attached). UM regularly ranks among the top US colleges and universities in terms of per capita student enrollment in the Peace Corps. Currently, UM holds the number 10 spot in the nation for mid-sized universities on the Peace Corps' "Top Producing Colleges and Universities" list. The undergraduate Peace Corps campus recruiter receives over 100 formal inquiries annually regarding potential service. UM formally nominated 22, 23, and 20 students to the Peace Corps in 2003, 2002, and 2001, respectively. Several Peace Corps recruiters have been involved in IDS curriculum planning from the beginning and all agree that undergraduate students would benefit immensely from an integrated curriculum and the opportunity to minor in IDS. A minor in IDS can only enhance the competitiveness of our graduates and increase UM's placement rates as the Peace Corps expands to meet President Bush's objective of doubling the number of volunteers (to 14,000) by 2007.

Additional opportunities for students who complete the International Development Studies Minor include graduate studies at other universities; jobs with non-governmental conservation and development organizations; and employment with government agencies such as USAID and the Department of State (one UM student is currently completing graduate studies in conjunction with full-time State Department employment).

In short, a minor in IDS combined with a major in a related field will prepare University of Montana students for a variety of jobs for which there is high demand. Hundreds, if not thousands, of international jobs are posted in various recruiting portals on the World Wide Web. There are over 25 such portals, including the Aid Workers Network, AlertNet Jobs, Association of International Consultants, Cambridge Data Systems – International Development Assistance, Charity Jobs – International Development, DevNet Jobs, Foreign Policy Association Job Board, Global Health Network – International Jobs, International Development Jobs in Washington, D.C., Sustainable Development Job Bank. A recent perusal of just one of these portals – DevNet Jobs.org – reveals the wide variety and number of positions available in the field of international development. This site alone posts an average of 490 jobs and internships in international development per month, many of which are appropriate for students with a BA or MA degree who have had experience studying international development issues. Forty-two jobs have been filled through this site alone since 1 January 2004. In addition, USAID and other government organizations are looking

for qualified graduates to fill the increasing number of positions that will open as a result of high retirement rates. In 1996, Professor Koehn was invited to attend a national roundtable co-sponsored by USAID on the urgent need to educate and inspire students for such career positions. The title of this roundtable was "The Greying of Development Expertise: What's Needed and How Will the Next generation Be Trained?"

### **Program Course Requirements**

The proposed curriculum for an interdisciplinary minor in International Development Studies requires a minimum of 21 credits. Of the 21 credits, 12 must be **core** courses and 9 must be **content** courses. Specialized independent study and internship credits can be counted as core or content as applicable. In most cases, however, students will be expected to complete four core courses from the list below. Core courses are faculty-certified to be 80 per cent to 100 per cent devoted to development skills and/or dimensions of international development and related social changes; content courses are faculty-certified to have at least one-third of the subject matter involving international development/change issues and/or development skills.

Core courses (offered at least annually unless otherwise specified):

**Anth 329** (Social Change)

**Comm 420** (Advanced Organizational Communication: Globalization, Communication, and Culture)

**Econ 350** (Economic Development)

**For 170** (International Environmental Change)

**For 381** (International Social and Environmental Change) Offered intermittently

**For 382** (Field Studies in International Social and Environmental Change) Offered intermittently

**For 424** (Social Forestry)

**Geog 495** (Special Topics: Gender & International Development)

**PSc 463** (Development Administration)

**Soc 270** (Intro to Rural & Environmental Change)

**Soc 370** (Social Change & Global Development) Offered bi-annually

**SW 323** (Women & Action in the Americas)

**SW 495** (Social Work in Global Context)

Content Courses (offered at least annually unless otherwise specified):

**Anthro 343** (Culture & Population)

**Anthro 385** (Indigenous Peoples & Global Development)

**Comm 420** (Communication & Nonprofit Organizations)

**Econ 100** (Introduction to Political Economy)

**For 495** (Ecology of Patagonia) offered intermittently

**Geog 101** (Intro to Human Geography)

**Geog 103** (World Regional Geography)

**Geog 202** (South Asian Civilizations)

**Geog** 213/Asian Studies/Liberal Studies (SW Asia Culture & Civilizations)  
 Offered bi-annually  
**Geog** 214 (Central Asia- Cultures and Civilization/Silk Road)  
**Geog** 277 (Geography of Africa)  
**Geog** 305 (Cultural Geography)  
**PSc** 120 (Introduction to Comparative Government & Politics)  
**PSc** 130 (International relations)  
**PSc** 325 (Politics of Latin America)  
**PSc** 326 (Politics of Africa) Offered bi-annually  
**PSc** 327 (Politics of Mexico)  
**PSc** 343 (Politics of Social Movements)  
**PSc** 430 (Inter-American Affairs)  
**PSc** 431 (Politics of Global Migration) Offered bi-annually  
**Soc** 212/Asian Studies (SE Asia Culture & Civilizations)  
**Soc** 322 (Sociology of Poverty)  
**Soc** 340 (The Community)  
**Soc** 346 (Rural Sociology)  
**SW** 324 Gender & the Politics of Welfare  
**Geog/EVST** 423 The Human Role in Environmental Change  
**Econ/EVST** 440 Environmental Economics

### **Additional Courses**

All of the courses for the International Development Studies minor are currently offered by the University of Montana, Missoula. Faculty members may request that new offerings be considered for inclusion as either core or content courses.

### **Adequacy of Present Faculty and Current Resources**

The proposed program does not anticipate the need for new faculty. Current involved faculty are teaching the courses in the program:

Richard Barrett, Professor, Economics  
 Jill Belsky, Professor, Society and Conservation  
 Jeff Bookwalter, Adjunct Assistant Professor, Economics  
 Janet Finn, Associate Professor, Social Work  
 Shiv Ganesh, Assistant Professor, Communication Studies  
 Jeff Gritzner, Professor, Geography  
 Paul Haber, Professor, Political Science  
 Sarah Halvorson, Assistant Professor, Geography  
 Peter Koehn, Professor, Political Science  
 Otto Koester, Central Asia and Caspian Basin Program  
 Kimber Haddix McKay, Assistant Professor, Anthropology  
 Rebecca Richards, Associate Professor, Sociology  
 Steve Siebert, Professor, Forest Management

Teresa Sobieszczyk, Assistant Professor, Sociology  
Rita Sommers-Flanagan, Professor, Education  
John Spores, Professor, Social Work

We do not anticipate the need for additional support personnel or other resources. Existing resources in the Mansfield Library are adequate.

#### Impact on Facilities

No additional library resources are required.

#### Accreditation Status

No specific accrediting agency reviews and approves development studies programs. Professional associations, such as the International Studies Association, the Association of Asian Studies, the African Studies Association, and the American Anthropological Association, hold annual meetings that involve scholars working on development issues and consider academic matters. The involved faculty are members or past members of most of these associations and keep informed of current thinking through such participation.

#### Assessment Plan

The free-standing interdisciplinary minor in International Development Studies will have its catalog home in the College of Arts and Sciences. The academic advisor will be Professor Peter Koehn (Political Science). The program will be administered by a committee of three faculty elected for staggered three-year terms. All faculty teaching core and/or content courses will be eligible to vote and to serve. Members of the initial Committee will be elected for one-, two-, and three-year terms to ensure continuity. No more than two faculty from a single college can serve at the same time.

The International Development Studies Committee will be responsible for dealing with student advising and curriculum issues (e.g., approving core and content courses, scheduling, reviewing and adjudicating requests for credit exceptions) and for program assessment. Members of the committee will prepare an annual report on IDS activities, needs, and outcomes (number of minors by student major, course enrollments, scheduling, internship and job placements, etc.). Their report will be submitted to the deans of Arts & Sciences, Forestry, Education, and Pharmacy and Allied Health Sciences and the Provost's office.

#### Relationship to on-campus programs and other institutions

Programs in Development Studies, or International Development Studies, are not widespread in the US. Although there are a number of strong programs in the UK and European Universities, at this time there are no similar programs in the state or region. There appear to be only ten programs within the US. Some of these are located within institutes; for instance, for international public policy (e.g., at Columbia University) or international and area studies

(e.g., at UC Berkeley and Johns Hopkins); or within other centers, such as Harvard's Population and Development Studies Program. Ohio University has a Development Studies program associated with its Communication Department. Other universities, including UCLA, the University of Wisconsin-Madison, Cornell, McGill, and American University offer the program as a freestanding major or PhD. Princeton has a Development Studies "Research Program".

In short, although other universities offering formal programs in development studies exist in the United States, all are located at some distance from University of Montana, mainly on the coasts (with the exceptions of Ohio University and University of Wisconsin).

### **Description of Proposal Development Process**

Interested faculty members have been meeting since early 2001. We created a proposal that was reviewed by the chairs of each involved department and the dean of each involved college. No outside consultants were employed.



The University of  
**Montana**

Department of Communication Studies  
The University of Montana  
Missoula, Montana 59812-6048

(406) 243-4293  
FAX: (406) 243-6136

DATE: March 18, 2003  
TO: ASCRC  
FROM: Alan Sillars, Chair, Communication Studies  
RE: Proposed interdisciplinary minor

As Chair of Communication Studies, I support the proposal to create a new interdisciplinary minor in International Development Studies. The proposal is quite in keeping with UM's emphasis on international education and interdisciplinary programs. The new minor should help coordinate the many independent initiatives that now exist on campus and encourage students to develop an ethically-grounded response to the impacts of globalization. This looks to be a useful and timely program with minimal cost to the University.

Two classes currently taught within Communication Studies are proposed as part of the minor: COMM 420: Globalization, Communication and Culture and COMM 420: Communication and Nonprofit Organizations (COMM 420 is a general title with specific topics that alternate). I do not anticipate difficulty accommodating the modest increase in demand for these courses that is likely to result from the minor. The instructor for these courses, Professor Shiv Ganesh, is enthusiastic about the proposed minor.



MEMORANDUM



The University of  
**Montana**

DATE: March 12, 2004

TO: Peter Koehn, Professor  
Department of Political Science

FROM: Daniel P. Doyle, Chair  
Department of Sociology

RE: International Development Studies minor

I am writing on behalf of the Department of Sociology to voice our strong support for the establishment of an undergraduate minor in International Development Studies. It is the consensus of the Sociology Faculty that such a minor is needed and would complement existing programs in Sociology and elsewhere on campus. This minor also fits in well with the Programmatic Priority of "Educating for a Global Community" found in the University of Montana's planning report, Creating our Academic Future: Academic Plan 2003. We believe that this minor is one that would be of interest to Sociology students.



Department of Anthropology  
Social Science Building  
The University of Montana  
Missoula, Montana 59812-5112

Phone: (406) 243-2693  
Fax: (406) 243-4918

Jeff Bookwalter  
Department of Economics  
Peter Koehn  
Department of Political Science  
University of Montana  
Missoula, MT 59812

April 21, 2004

Dear Jeff and Peter,

I am writing to let you know that I strongly support the International Development Studies minor proposal that you and your committee have assembled. Our department is firmly committed to international education, particularly with an applied orientation, and we have a number of faculty members who offer courses that will add substantively to the minor. Kimber Haddix McKay and Steve Greymorning in particular are involved in research and teaching relating directly to international development, and my own work and teaching in health and epidemiology supports the minor as well.

We look forward to participating as strong supporters of this proposed minor.

Sincerely,

Greg Campbell, Chairman



Department of Political Science  
The University of Montana  
Missoula, Montana 59812-5832  
Phone: (406) 243-5202

March 10, 2004

To Whom It May Concern,

The faculty of the Department of Political Science met today to discuss the proposed minor in international development studies. There was general agreement that this represents an important area of study. At the close of the discussion, members voted unanimously to support the adoption of this minor.

Sincerely,

Jon Tompkins, Chair

An Equal Opportunity University



Department of Geography  
Social Science Building  
The University of Montana  
Missoula, Montana 59812-5040  
Phone: (406) 243-4302  
FAX: (406) 243-4840  
E-mail: geog@selway.umt.edu

MEMORANDUM

TO: Members of ASCRC  
FROM: Paul Wilson, Department of Geography  
DATE: March 24, 2004  
RE: International Development Studies Minor

On behalf of the Department of Geography, I would like to express our support for the proposed interdisciplinary International Development Studies Minor that is currently underway on campus. We have corresponded with Dr. Peter Koehn in regards to geography's contribution to this initiative. We find this undertaking to be exciting and rich in promise for the university.



College of Forestry and Conservation/  
Montana Forest & Conservation Experiment Station  
The University of Montana  
Missoula, Montana 59812-0576  
Phone: (406) 243-5521  
FAX: (406) 243-4845



MEMORANDUM

To: Lois Muir, Provost and VP for Academic Affairs

From: Perry Brown, Dean 

Subject: Proposed Minor in International Development Studies

Date: March 22, 2004

I have had an opportunity to read through the proposal for an International Development Studies minor to be administered through the College of Arts and Sciences. This is a timely proposal and one that the College of Forestry and Conservation can support through both faculty participation and course offerings. With about 70% of the College's faculty having substantive international experience in research, development or education we are very interested in this program proposal. Both Professors Jill Belsky and Steve Siebert have signed on to this proposal as initial participants.

The opportunity to expand the opportunities for our undergraduate students to focus attention on international issues, particularly international development, is most useful. The stewardship of natural resources is a world-wide issue and UM and its graduates need to be at the forefront in developing solutions to the many problems in this arena. Our graduate programs dealing with international resource natural management under the direction of Professor Siebert are national leaders. By extending our expertise to the undergraduate students we can better prepare them to take leadership roles too.

Therefore, I encourage you to support this proposal on its path to implementation. I believe that The University of Montana and its students and faculty, and the citizens of Montana will benefit from our putting in place this international minor for students.

Copy: Peter Koehn, Steve Siebert, Jill Belsky





Women's Studies Program  
Liberal Arts Building—Room 138A  
The University of Montana  
Missoula, Montana 59812-5790  
(406) 243-2584

March 18, 2004

To Whom It May Concern:

Please consider the following comments as my strong support for the proposed International Development minor. This minor capitalizes on the strengths and resources of faculty and curriculum here at The University of Montana in some innovative and unique ways. Many UM students have significant interest in the understanding and application of their particular knowledge-bases and disciplines to the larger questions of global implications and interactions.

This minor has come into being openly, and with many meetings of interested faculty. Each step of the process has been collaborative and inclusive. I believe it will have wide support across schools and disciplines. For instance, I know there is a very strong interest among a number of people who wish to become educators in applying their teaching skills internationally. Further, it is very common for those students interested in Women's and Gender Studies to express similar motivation and interest.

I am grateful to the people who have spearheaded this effort, and believe it will be a wonderful addition to the ways students coordinate their learning here at UM. This minor is a good example of what can come from interdisciplinary efforts, and I am happy to voice my support.

Regards,



Rita Sommers-Flanagan Ph.D.



Department of Social Work  
Rankin Hall  
The University of Montana  
Missoula, Montana 59812-4392  
Phone: (406) 243-5543  
FAX: (406) 243-5275

March 10, 2004

Academic Standards and Curriculum  
Review Committee  
The University of Montana  
Missoula, MT 59812

This letter is in support of the Level-Two proposal for a minor in International Development Studies, which is being designed and planned as a 21-credit interdisciplinary minor that will help students develop a global perspective on the process of political, economic, and environmental change and its relationship to social development. We are aware that the proposal stems from broad-based faculty and student interest, and we believe that it responds directly to the mission of the university. Additionally, it builds on the University of Montana's strong record of student placement in the Peace Corps.

A group of faculty whose academic interests address issues of international social development has been meeting for the past eighteen months to learn more about each other's academic work, explore avenues for bringing structure to the interdisciplinary intersections of our work, and develop a flexible, interdisciplinary learning experience for students that makes use of existing resources.

For example, Social Work 323 (Women and Social Action in the Americas) and SW 495 (Social Work in a Global Context) would be part of the core offerings. The Department of Social Work is in support of this model of interdisciplinary learning to prepare students adequately and effectively for international development work. Modeled after the successful interdisciplinary Women's Studies Minor, the International Development Studies Minor will strive to utilize existing resources in a creative and forward-thinking way.

Sincerely,

Cindy Garthwait  
Chair, Department of Social Work

Dave Forbes  
Dean, School of Pharmacy and  
Allied Health Sciences

**THOMAS MICHAEL POWER**  
*Professor and Chair*  
*Economics Department*  
*The University of Montana*  
*Missoula, Montana 59812*  
*406 243 4586*  
[tom.power@mso.umt.edu](mailto:tom.power@mso.umt.edu)

**MEMO**

**Date:** March 19, 2004

**To:** Peter Koehn, International Development Studies Committee

**From:** T. M. Power, Economics

**Re:** Proposal for a Minor in International Development Studies

The Economics Department strongly supports the implementation of the proposed Minor in International Development Studies. As you know, almost half of the Economics faculty have been engaged in research and teaching in areas related to this proposed minor. Our faculty has long recognized the importance of economic development issues to both the rural areas of our own nation as well as to the poorer regions of the world. We have also recognized that economic development is not just (or even primarily) an "economic" issue. It requires an interdisciplinary approach that recognizes the importance of institutions, cultural values, location, and resources, broadly defined.

The proposed minor will enhance the value of the Economics degree by demonstrating that our majors who also pursue this minor have the breadth of background that allows them to more appropriately use the insights of economic analysis in the context of community and regional development. Given the increasing importance of development issues both here and abroad, this will make our students more competitive.

The University of Montana recognizes the importance of encouraging cross-disciplinary efforts in both curriculum and research. The International Development Studies committee and its proposed minor are an important step in implementing such linkages between different academic units on campus and among a diverse faculty. This can only strengthen the academic program at the University of Montana.

The Economics Department looks forward to working with your committee in implementing this minor.



**From:** Blackwelder, Wayne [WBlackwelder@peacecorps.gov]  
**Sent:** Wednesday, October 22, 2003 11:21 AM  
**To:** 'Stephen Siebert'  
**Cc:** Micek, Timothy  
**Subject:** RE: International development studies at UM

October 22, 2003

Steven Siebert  
College of Forestry and Conservation  
The University of Montana  
Missoula, MT 59812

Dear Dr. Siebert:

I am thrilled to hear that the University of Montana is considering a new undergraduate minor in International Development Studies. As you know, the Peace Corps is growing in size with a mandate to double the number of volunteers in the field by 2007. As we expand, we look to the University of Montana as an important source of volunteers for our development projects around the world.

Ideally, students with a minor in International Development Studies would have knowledge of environmental, business, health or agriculture-related issues that affect developing countries. Of particular importance to the Peace Corps would be a set of skills that combined a minor in International Development Studies with a major in one of the fields listed above.

As always, we are excited about working closely with the University of Montana. Our relationship has been of great benefit to our agency and to those countries in which University of Montana alumni volunteer.

Sincerely,

Wayne Blackwelder  
Regional Manager  
Peace Corps  
Seattle, WA  
206.239.6601



January 20-21, 2005

**ITEM: 126-1005-R0105 School Psychology Doctoral Program**

**THAT:** The Board of Regents authorizes The University of Montana—Missoula to offer a Ph.D. in School Psychology.

**EXPLANATION:** The University of Montana—Missoula proposes making a Doctorate of Philosophy (Ph.D.) degree available in School Psychology in the Department of Psychology. The Department currently offers the MA and Ed.S degrees in School Psychology and the MA and Ph.D. degrees in the Developmental, Clinical, and Experimental programs (the Clinical program currently includes a child and family emphasis). This would be another specialization option partially supported by the existing programs and staffing.



# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.: 126-1005-R0105 Date of Meeting: Jan. 20-21, 2005  
Institution: The University of Montana--Missoula  
Program Title: Option in School Psychology (Ph.D. program in Psychology)

Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor where there is no major;
- 3. Establish new degrees and add majors to existing degrees; (new OPTION to existing Ph.D. degree in Psychology)
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

**Specify Request:**

The University of Montana--Missoula proposes making a Doctorate of Philosophy (Ph.D.) degree available in School Psychology. The Department of Psychology currently offers the MA and EdS degrees in School Psychology and the MA and Ph.D. degrees in the Developmental, Clinical, and Experimental programs (the Clinical program currently includes a child and family emphasis).



# MONTANA BOARD OF REGENTS

## NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

**Institution:** The University of Montana--Missoula  
**Program Title:** Option in School Psychology (Ph.D. program in Psychology)

1. How does this program advance the campus' academic mission and fit priorities?

The proposed doctoral program parallels The University of Montana's central mission, as stated in the Provost's 2003-2004 Report, to provide "...unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases." The doctorate in School Psychology also accomplishes the University's mission by offering "...basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, state, nation and the world." This proposed program will also assist with the University's specific goals to both increase the number of annual doctoral graduates, and attract more external funds to support graduate education and research.

The School Psychology is consistent with each of the academic trajectories, as identified in the Provost's Report. Specifically the proposed program:

- A. has an **applied focus**, "based upon a strong foundation of excellence in liberal arts and sciences"
- B. is a **niche program**, "that captures the unique strengths and will achieve national prominence"
- C. has a **graduate and research focus** that will "...have national recognition that benefits the interests of the state, region, and country"
- D. is an **interdisciplinary research** and educational program that "addresses emerging needs for new knowledge and its dissemination"
- E. provides **learning opportunities** "that support the individual styles and life circumstances of students"
- F. takes a **global cultural** perspective, which is "infused throughout" the program
- G. fosters active **engagement** with "the community and society as evidenced throughout teaching, research, and service activities"
- H. is a **dynamic, intellectual environment** "that fosters creativity, innovation and humanity."

The doctorate in School Psychology enhances the above-stated missions of The University of Montana.

2. How does this program fit the Board of Regents' goals and objectives?

This program is consistent especially with Goals A, C, and D, to provide a stimulating, responsive, and effective environment for academic achievement and learning, to deliver higher education in an efficient and coordinated manner, and to be responsive to market and employment needs.

3. How does this program support or advance Montana's needs and interests?

**126-1005-R0105**

The proposed program will address the state of Montana’s need for School Psychology practitioners and administrators both in education and other programs for children. (Please see letter of support from OPI.) In a report entitled “Who Will Teach Montana’s Children?,” school psychologist positions were ranked as one of the top four most difficult-to-fill positions in the state, along with special education teachers (Nielson, 2002). The State of Montana, Office of Public Instruction (OPI) reports there are currently 70 licensed school psychologists employed in the State of Montana to serve 877 schools with approximately 154,875 students.

- 4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

Graduates of this program will have increased employment possibilities. In addition, the program will attract federal funding. Specifically, the U.S. Department of Education’s Training and Leadership grants and Personnel Preparation grants.

- 5. What is the program’s planned capacity?

• Break-even point?	2.1	FTE students
• Enrollments / year?	4	
• Graduates / year?	4	
• MT jobs / year?	4	

- 6. Resource Allocation:

• Total program budget?	\$ 14,000
• Faculty FTE?	.16
• Staff FTE?	0

- 7. Does this program require new resources?  Yes  No  
If yes, what is the amount? \$ 14,000

- 8. How will the campus fund the program?

Reallocation from current funds.

- 9. If internal reallocation is necessary, name the sources.



## Ph.D. PROGRAM IN SCHOOL PSYCHOLOGY

### A. OBJECTIVES AND NEEDS

#### 1. Description of Program

**The Department of Psychology proposes making a Doctorate of Philosophy (Ph.D.) degree available in School Psychology. We currently offer the MA/Ed.S degrees in School Psychology and the MA and Ph.D. degrees in the Developmental, Clinical, and Experimental programs (the Clinical program currently includes a child and family emphasis). The MA/Ed.S is a specialist-level degree of training that is required for licensure as a school psychologist in the schools. The Ph.D. training adds a research dimension, thus is a scientist-scholar-practitioner model that produces future academicians as well as administrators and leaders in education and psychology.**

The proposal does not alter the current MA/Ed.S program in School Psychology, except to add the Ph.D. and one full-time tenure-track faculty line to its resources. This additional line has been recommended by the College of Arts and Sciences as a priority for internal reallocation. The program will bring four more doctoral students per year to the Psychology Department. These students will be admitted and matriculated according to existing department doctoral student standards, policies and procedures. The proposed doctoral program will contribute to the University's goal of matriculating fifty graduates per year with doctoral degrees.

The major objective of the graduate program in School Psychology is the preparation of problem-solving psychologists, who work effectively with others in the identification and remediation of social and educational problems with children and adults. The aim of professional preparation is to develop psychologists who are grounded thoroughly in the principles of human development, behavior and educational psychology. Attention is directed toward the mastery of skills in assessing the academic and social development of children and adults within specific environments and ecological confines; planning, implementing, and evaluating academic and behavioral interventions; and consulting and training with parents, teachers, and related school personnel. Emphasis is placed on analyzing problems at the idiographic level. That is, each problem situation is considered unique with respect to its background information, the personal characteristics of the parties involved (e.g. gender, cultural heritage), and the expectations for problem solution. Students are trained to be scientists/practitioners. This approach means that students master and employ valid scientific methods and valid assessment and intervention strategies to prevent and resolve problems. Interventions are evidence-based, demonstrate empirical support, and are treated as plausible hypotheses that must be evaluated continuously as part of service provision.

The proposed doctorate program in School Psychology aims at producing the next generation of leading academic scholars and professionals. Program objectives are divided into two types: knowledge competencies and performance competencies. Knowledge competencies will be evaluated through coursework and compulsory examinations. Performance competencies will be evaluated through various practica. Specifically, our students will demonstrate competency in the following eight (8) domains: (i) Psychological and Educational Foundations of School Psychology, (ii) Psychometrics, Measurement, and Research, (iii) Methods of School-Based Intervention, (iv) Professional School Psychology, (v) Application of Research Skills, (vi) Practicum Experiences, (vii) Internship Experience, (viii) Supervised College Teaching.

The proposed doctoral program parallels The University of Montana's central mission, as stated in the Provost's 2003-2004 Report, to provide "...unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases." The doctorate in School Psychology also accomplishes the University's mission by offering "...basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, state, nation and the world." This proposed program will also assist with the University's specific goals to both increase the number of annual doctoral graduates, and attract more external funds to support graduate education and research.

The School Psychology program is consistent with each of the academic trajectories, as identified in the Provost's Report. Specifically the proposed program:

- has an **applied focus**, "based upon a strong foundation of excellence in liberal arts and sciences"
- is a **niche program**, "that captures the unique strengths and will achieve national prominence"
- has a **graduate and research focus** that will "...have national recognition that benefits the interests of the state, region, and country"
- is an **interdisciplinary research** and educational program that "addresses emerging needs for new knowledge and its dissemination"
- provides **learning opportunities** "that support the individual styles and life circumstances of students"
- takes a **global cultural** perspective, which is "infused throughout" the program
- fosters active **engagement** with "the community and society as evidenced throughout teaching, research, and service activities"
- is a **dynamic, intellectual environment** "that fosters creativity, innovation and humanity."

The doctorate in School Psychology enhances the above-stated missions of The University of Montana.

## 2. Documented Need for the Program

### *Shortage of School Psychologists*

In a report entitled "Who Will Teach Montana's Children?," school psychologist positions were ranked as one of the top four most difficult-to-fill positions in the state, along with special education teachers (Nielson, 2002). The State of Montana, Office of Public Instruction (OPI) reports there are currently 70 licensed school psychologists employed in the State of Montana. The OPI overview prepared for school year 2000-01 reports a total student enrollment of 154,875 students, who attend 877 public or state-funded schools. An additional population of 12,164 students attend private or home schools. Recent studies report various school psychologist-to-pupil ratios (PPE) in Montana ranging from 1:1929 (NASP, 2000) to 1:1000 (Lund, Reschly & Martin, 1998). However, these reports were dependent upon surveys voluntarily submitted to researchers and, in the case of the Lund et al. (1998) report, consisted of only 27 practitioners from Montana, a 30% response rate. Perhaps, the magnitude of the shortage is better understood by dividing the number of practicing licensed school psychologists (70) by the number of enrolled students (154,875) or the number of schools (877), which yields a PPE of 1:2213; or 12.5 schools per school psychologist.

Approximately eighty percent (80%) of M.A.-level school psychologists currently employed in Montana were trained at UM (Montana Association of School Psychologists survey, 2001). The UM program graduates an average of five professionals per year, which fails to meet the demand for increasing numbers of school psychologists in the region, as evidenced by current shortages. Importantly, the UM School Psychology program was cited in an article by Reschly and Wilson (1997) as an example of a doctoral granting institution with *great* potential for developing a doctoral program in School Psychology. Closer to home, the need for this program is made abundantly clear by letters of support from OPI, state-level administrators, school district administrators, school psychologists and parents (see Appendix B).

As part of the preparation to investigate the need for a doctoral training program in School Psychology at UM, a survey was conducted with 40 former graduates of the program. Twenty-five responded to the survey, and results are displayed below.

<b>Survey Item</b>	<b>Yes</b>
Do you see a need for psychologists in school systems with training which provides doctoral level supervised clinical and diagnostic and research training?	80%
Had a doctoral program in school/child clinical psychology with assistantship support been available when you applied and were admitted to our existing program in School Psychology, would you have applied for the doctoral program?	80%
At this stage of your professional career, would you be interested in applying to such a program given that there would be requirements for in-residence coursework/supervision/ research and assistantship support?	44%

On a national level, School Psychology personnel shortages have been relatively steady across the 1990s to the present, so that the mean pupil-to-psychologist ratio (PPE) nationwide is 1:1878, rather than the 1:1000 PPE recommended by the National Association of School Psychologists (NASP) (Lund et al., 1998). Attrition rates in the profession remained steady with rates of new professionals entering the field. However, an increase is anticipated in the number of school psychologists who will soon retire relative to numbers of new professionals (Reschly & Wilson, 1997).

Moreover, there is also a critical nationwide shortage of School Psychologists to fill vacant faculty positions nationwide. There is also a need for doctoral level professionals to fill university faculty positions. A recent survey of faculty in School Psychology training programs by NASP sampled 85 of 218 training programs in the United States. Of the 85 programs responding to the survey, 65 reported open faculty positions between the years 2001-03. The shortage of School Psychologists coincides with a time of national need to both increase proactive early programs with evidence-based instruction and provide social/behavioral supports in our schools. Dr. Elaine Clark, President of the American Psychological Association (APA) Division 16, has made the serious shortage one of her presidential initiatives. "The shortage of School Psychology faculty is very serious and is a problem that is also impacting our ability to address the critical

needs of children and communities” (p. 46-47; Dittman, 2002). Most recently, *Psychology in the Schools* dedicated a special issue of the journal about the shortages nationwide. Appendix C provides these articles as well as (a) letters of support for the program from national leaders in the discipline and (b) a map showing the distribution of school psychology programs across the U.S.

### *Resources for Other Programs*

The proposal also promises further resources for other University programs. Within the Psychology Department, the Developmental, Clinical, and Experimental programs will benefit from the coursework and research opportunities in the School Psychology program. In addition, faculty members within School Psychology will provide mentorship and advising to students with child/adolescent research interests. Other departments with programs that will benefit from the proposed School Psychology training include the School of Education, the Human and Family Development program, and Sociology.

### **3. Additional Courses and Course Requirements**

**Required Courses:** At least 85 credits from the Psychology Department and the School of Education; this includes required core courses. See Appendix A for suggested School Psychology coursework sequence .

**Elective Courses:** Elective courses are chosen in consultation with the student’s advisor and committee. These courses can be in an approved related cognate discipline or area of specialization.

**Research, Dissertation:** M.A. Research Project: A minimum of six research credits must be taken, but no more than 10 research credits can be taken for the masters degree. PSYC 699: Dissertation Prospectus. A minimum of nine dissertation/research credits must be taken, but no more than 18 dissertation/research credits can be taken for the doctorate degree.

**Total Doctorate Credit Requirements:** A minimum of 60 credits is required for the completion of the doctorate beyond the BA or BS degree.

#### **New Courses dedicated to the Ph.D.:**

<b><u>Course #</u></b>	<b><u>Title</u></b>	<b><u>Credits</u></b>
PSYC 680	Consultation	4
PSYC 681	Positive Behavioral Support & Ecological Bases of Behavior	3

### **B. ADEQUACY, ACCREDITATION AND ASSESSMENT ISSUES**

#### **1. Adequacy of Present Faculty, Facilities, Equipment, and Library Holdings**

All members of the psychology faculty are active teachers and researchers with advanced degrees from major institutions of higher learning. The table below shows clearly the large contributions of the existing faculty to the proposed program. It is a perfect synergy. Current faculty are:

<b><u>Name</u></b>	<b><u>Rank</u></b>	<b><u>Course Requirements</u></b>
<b><u>School Psychology Courses</u></b>		

## 126-1005-R0105

Margaret Beebe-Frankenberger, Ph.D.	Assistant Professor, Director	582, 536, 587, 588
Kelli Cummings, Ph.D.	Assistant Professor	583, 524, 681
TBA	Assistant Professor	580, 584, 680

### **Developmental Psychology**

#### **Courses**

Lois Muir, Ph.D.	Provost and Vice President for Academic Affairs	
Arlene Walker-Andrews, Ph.D.	Associate Provost	
Lynne Koester, Ph.D.	Professor	540
Paul Silverman, Ph.D.	Professor	534, 540
Kim Wallace, Ph.D.	Associate Professor	523

### **Clinical Psychology Courses**

Jennifer Waltz, Ph.D.	Associate Professor, Director of Clinical Training	630
Bryan Cochran, Ph.D.	Assistant Professor	510
Christine Fiore, Ph.D.	Associate Professor	530
Stuart Hall, Ph.D.	Associate Professor	571
D. Balfour Jeffrey, Ph.D.	Professor	
John Klocek, Ph.D.	Associate Professor	526
David Schuldberg, Ph.D.	Professor	630
Gyda Swaney, Ph.D.	Assistant Professor	631

### **Other Psych Courses**

Nabil Haddad, Ph.D. (Learning)	Dept. Chair, Professor	501
David Strobel, Ph.D. (Behavioral Primateology)	Graduate Dean, Professor	
Luke Conway, Ph.D. (Social)	Assistant Professor	
Dan Denis, Ph.D. (Quantitative)	Assistant Professor	520, 521, 522
Sue Morrison, EdS (Human & Family Development)	Research Professor	
Wendy Shields, Ph.D. (Cognition)	Assistant Professor	565
Allen Szalda-Petree, Ph.D. (Animal Learning, Comparative)	Associate Professor	523, 560
Richard Van den Pol, Ph.D. (Pediatrics & Applied Behavioral Analysis)	Adjunct Professor	

### **Curriculum & Instruction Courses**

Ann Garfinkle, Ph.D.	Associate Professor	463, 518
Jean Luckowski, Ph.D.	Professor	504
Stephanie Wasta, Ph.D.	Associate Professor	514

### **Library Resources:**

A review of the current breadth and depth of library holdings indicates that there exists a solid resource baseline, covering School Psychology, human development, consulting/clinical psychology and education. Any deficiencies in holdings are currently being addressed by several mechanisms of electronic-access devices. Access to vital resources is further enhanced by interlibrary loan for graduate and faculty research. Any other minor deficiencies can be addressed by the reallocation of current resources.

**Facilities and Equipment:**

To implement the proposed doctorate option requires no special clinical or laboratory equipment. Each faculty office is provided with a computer that is replaced on a three-year rotational cycle. The department operates and maintains research and teaching laboratories, a psychology clinic, and a developmental laboratory. The department has adequate faculty, facilities, equipment, and library holdings to maintain a successful doctorate. Space for physically housing all the staff, new faculty hire, and teaching assistants is adequate for current, and projected, needs.

**2. Accreditation Status**

Our MA/EdS in School Psychology program is currently accredited by National Council for Accreditation of Teacher Education (NCATE) and National Association of School Psychologists (NASP). Our Ph.D. Clinical program has been continuously accredited by the American Psychological Association (APA) since 1965. The proposed program and coursework are designed to meet both APA and NASP standards. As such, all students in the School Psychology program will sit for the National Credential in School Psychology (NCSP) exam, and be encouraged to seek an APA/NASP approved internship. We will pursue dual accreditation from APA and NASP.

**3. Assessment Plan**

**Doctoral Admission Requirements**

The GRE subject test in psychology is required for applicants who do not have an undergraduate degree in psychology. The Psychology Department accepts GRE scores with a test date that is within the past five years.

Additional admission information:

- average GPA for incoming students is 3.50
- average GRE combined (V+Q) score for incoming clinical students = 1250
- 3-4 students are admitted each year.
- offers are made on the basis of academic and professional promise and experience, as well as overall fit with the program. Telephone and personal interviews may be conducted with highly ranked candidates.
- Continuous evaluation of student performance

The department will use a variety of tools to measure the degree of program success. Recruitment and completion of the program are the critical points to measure program success. The department will track the number of applications as well as the number of students who accept admission. Of the entering students, the average GPA, GRE scores, as well as qualitative criteria will be used to assess program excellence. Full time doctoral students also will be tracked using: average course work GPA, competence on exams, field work evaluation from on-site practicum supervisors, annual student portfolio evaluation and other criteria for formative evaluation of progress. The department also recognizes that student retention rates are an indicator of program health. Accordingly the department will track the number of matriculating graduate students along with the number that graduate, withdraw, or are pursuing their degree objectives. Successful employment of graduates will also be tracked.

Program feedback will be gathered annually via the School Psychology Review Committee consisting of faculty from the following disciplines: Developmental Psychology, Clinical

Psychology, Curriculum & Instruction, Division of Educational Research & Service, Counselor Education, Educational Leadership, and Human Development & Family Studies.

Assessment results are reported to the faculty via the department's annual report and discussed in bimonthly faculty meetings. Based on these data, the graduate committee will make suggestions to the School Psychology faculty for changes.

**C. IMPACT ON FACULTY, FACILITIES, COSTS, STUDENTS, AND OTHER DEPARTMENTS AND CAMPUSES**

**1. Additional Faculty Requirements**

No new faculty lines are required. (Three faculty members in School Psychology are required in order for the program to be in compliance with accreditation standards of NASP and APA.)

One TA is being requested. Graduate teaching assistantships are extremely important for recruiting high quality graduate students into this program. Our research indicates that most similar programs offer four-year guaranteed assistantships worth \$12,000 in stipend in addition to a full fee-waiver. In order to be competitive with similar institutions, student financial support is necessary.

Core faculty will submit grant proposals to secure financial support for our students. The major source of training grants is the U.S. Department of Education. In fact, a grant submission (\$772,000 for five years) has already been submitted. It should be noted that Ph.D. programs similar to the one being proposed here (e.g., University of Oregon, U.C.-Riverside) generate training and research grants from the Department of Education worth \$1 million per year. This is largely due to the nationwide shortage in school psychologists. We hope to match, if not exceed, this average as the program matures.

The Budget Analysis table assumes that: 1) 50% of the students will be in-state; and 2) Federal grant funding will be sought and obtained.

**2. Impact on facilities**

The proposed program will have no adverse effects on the College of Arts & Sciences, or the Psychology Department administration/support staff. See section B1 for a more complete description.

**3. Impact on enrollment**

*Student Enrollment*

We would expect to admit four (4) new Ph.D. program students for the 2006-07 academic year and each year thereafter. In alignment with NASP guidelines, the program will maintain a no greater than 1:10 FTE faculty to FTE student ratio in the overall program as well as in practica and internship.

The MA/Ed.S School Psychology training will continue and will admit four (4) new students each year.

## 126-1005-R0105

There is evidence that there would be an ample number of candidates for the proposed doctoral program. The recent survey to which 85 doctoral programs responded (referred to earlier) found that there were 291 applicants to those programs who met acceptance standards but were not admitted.

	First Year/06	Second Year/07	Third Year/08	Fourth Year/09
<b>New Enrollment</b>				
Ph.D.	4	4	4	4
MA/EdS	4	4	4	4
<b>Shifting Enrollment</b>				
Ph.D.	0	4	8	12
MA/EdS	10	10	10	10
<b>Total Enrollment</b>	<b>18</b>	<b>2</b>	<b>26</b>	<b>30</b>
Ph.D.	(4)	(8)	(12)	(16)
MA/EdS	(14)	(14)	(14)	(14)

#### 4. Relationship to Other Campus Programs

The School Psychology Program, as an interdisciplinary practice, currently collaborates with the Developmental, Clinical, and Experimental Psychology Programs, the Clinical Psychology Center, and the School of Education. The program has an on-campus practicum site (CO-TEACH preschool) through the Department of Educational Research & Science (DERS).

Our program will continue to work closely with these, and in addition expects to collaborate with the Human & Family Development, Pharmacy, and Sociology Programs. These relationships will enhance the depth and breadth of our interdisciplinary doctorate training.

#### 5. Relationship to Other Institutions

There is no doctorate of School Psychology currently offered within the Montana University system or at any of Montana's private or tribal colleges. Only five campuses in the eight-state region offer a doctoral degree in School Psychology: University of Oregon, Seattle Pacific University, University of Utah, Utah State University, and University of Washington.

#### Regional School Psychology Programs

State	Institution	MA, MS, EdS	EdD, Ph.D.
Montana	University of Montana	X	
Idaho	Idaho State University	X	
South Dakota	University of South Dakota	X	
North Dakota	Minot State	X	
Oregon	University of Oregon	X	X
Utah	University of Utah		X
	Utah State University	X	X
Washington	University of Washington		X
	Seattle Pacific University		X
	Central Washington University	X	
	Seattle University	X	
Wyoming		NONE	NONE



**D. PROCESS LEADING TO SUBMISSION OF PROPOSAL**

This proposal has been reviewed and approved by the Department of Psychology, the School of Education, the Dean of the College of Arts and Sciences, the Graduate Council for the Senate, the Dean of the School of Graduate Studies, the Provost and Vice President for Academic Affairs, and the Faculty Senate of The University of Montana. No outside consultants were employed for the development of this proposal. However, national trend data from the American Psychological Association and the National Association of School Psychologists were used in the proposal development.

**BUDGET ANALYSIS**

	Year 1		Year 2		Year 3		Year 4	
<b>Estimated Enrollment</b>	4		8		12		16	
FTE Enrollment	4		8		12		16	
<b>Estimated Incremental Revenue</b>								
Use of Current General Operating Funds	0		0		0		0	
State Funds	0		0		0		0	
State Funding for Enrollment Growth	0		0		\$22,968		\$27,424	
Tuition Revenue								
A. Gross Incremental Tuition Revenue	\$17,227		\$34,454		\$51,681		\$68,908	
B. Reductions to Incremental Tuition								
C. Net Applied Tuition Revenue (A-B) →	\$17,227		\$34,454		\$51,681		\$68,908	
Program Fees								
External Funds								
Other Funds								
<b>TOTAL Estimated Revenue</b>	\$17,227		\$34,454		\$74,649		\$96,332	
<b>Estimated Incremental Expenditures</b>								
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personal Services (course instruction, TA)	1.0	14,000	1.0	14,000	1.16	21,200	.16	21,200
Operating Expenses								
Equipment								
Start-up Expenditures								
<b>TOTAL Estimated Expenditures</b>								
<b>Estimated Revenues Over/Under ( - ) Expenditures</b>	\$5,827		\$20,454		\$53,449		\$75,132	

## LIST OF APPENDICES

Appendix A – School Psychology Doctoral Coursework

Appendix B – Letters of support--Montana

Appendix C - Letter from Fagan

Appendix D – UM School Psychology Program Students, 1978-2001. A list of graduates of our NASP/NCATE-accredited program with their place of employment, role, and program completion date.

Appendix E – UM School Psychology Certification students, 1978-2001. A list of persons with a masters degree or more in a field related to School Psychology who have completed additional coursework, independent study, and a School Psychology internship to become certified as a school psychologist by Montana standards.

Appendix F – References to proposal narrative

Appendix G - Potential funding sources

Appendix A

*Ph.D. Degree in School Psychology*

<b>AUTUMN SEMESTER</b>		<b>SPRING SEMESTER</b>	
<b>First Year</b>		<b>First Year</b>	
<u>Credits</u>	<u>Course</u>	<u>Credits</u>	<u>Course</u>
1	510 Trends in Research	3	521 Statistics II
3	580 Principles and Practices of Professional SPSY	3	525 Intellectual Assessment
3	520 Statistics I	3	523 Research Design & Practice (Start Thesis)
4	582 Behavioral Assessment	3	630 Ethics, Prof. & Cultural Issues
<u>3</u>	530 Interviewing and Case History Techniques	<u>4</u>	583 Educational Assessment
14		16	
<b>Second Year</b>		<b>Second Year</b>	
<u>Credits</u>	<u>Course</u>	<u>Credits</u>	<u>Course</u>
3	522 Applied Multivariate Statistics	3	524 Tests & Measurement
3	584 Academic & Behavioral Interventions	3	C&I 463 Adv. Behavior & Classroom Mgmt
3	C&I 514 Education Across Cultures	3	587 School Psych Methods Practicum
3	599 M.A. Thesis & Data Collection	3	536 Child/Adolescent Exceptionalities
<u>3</u>	587 School Psych Methods Practicum	<u>3</u>	599 M.A. Thesis Complete & Defense
15		15	
<b>Third Year</b>		<b>Third Year</b>	
<u>Credits</u>	<u>Course</u>	<u>Credits</u>	<u>Course</u>
3	C&I 518 Inclusion and Collaboration	3	534 Applied Clinical Methods
4	680 Consultation	3	C&I 504 History of Education
3	531 Principles of Psych. Intervention	3	681 PBS & Ecological Bases of Behavior
3	Core	<u>3</u>	631 Seminar: Interventions
<u>3</u>	Core	12	
16			
<p>End Spring 3<sup>rd</sup> Year COMPLETE COMPREHENSIVE EXAM                      (1) Sit for and Pass NCSP Examination (2) Apply for/obtain Montana Class 6 Licensure</p>			
<b>Fourth Year</b>		<b>Fourth Year</b>	
<u>Credits</u>	<u>Course</u>	<u>Credits</u>	<u>Course</u>
3	C&I 533 Adv. Diag. & Correction of Rdg & Wrtg	3	699 Dissertation Prospectus
3	685 Supervised College Teaching	<u>3</u>	631 Seminar: Interventions
<u>3</u>	Core	6	
9			
<b>Fifth Year</b>		<b>Fifth Year</b>	
<u>Credits</u>	<u>Course</u>	<u>Credits</u>	<u>Course</u>
3	699 Dissertation Research	3	699 Dissertation Research & Defense
<u>3</u>	588 School Psychology Internship	<u>3</u>	588 School Psychology Internship
6		6	
DEFEND DISSERTATION			
<u>Core Requirements (9 Credits)</u>			
<u>Credits</u>	<u>Course</u>		
3	671 Advanced Physiological Psychology		
3	540 Advanced Developmental		
3	560 Advanced Learning OR		
	565 Advanced Cognition		



OFFICE OF PUBLIC INSTRUCTION

PO BOX 202501  
HELENA MT 59620-2501  
www.metnet.state.mt.us  
(406) 444-3680  
888-231-9393

Linda McCulloch  
Superintendent

September 27, 2004

Nabil Haddad, Ph.D., Chair  
Psychology Department  
University of Montana  
Missoula, MT 59801

Dear Dr. Haddad:

Margaret Beebe-Frankenberger informed me that the University of Montana is about to decide whether the University should establish a school psychology program at the doctoral level. I am thrilled with the possibility. My training and experience as a school psychologist and my experience as the state director of special education for Montana for the past 17 years have given me the opportunity to see the potential benefits for a doctoral program for Montana.

Addressing Montana's personnel shortage, the need for leadership in the field of school psychology and the increasing level of complexity in the job function of a school psychologist are the primary reasons to support this proposal. The doctoral program will assist the state in addressing a significant shortage of school psychologists. By increasing the number of doctoral level trained individuals, we anticipate an increase in the availability of training opportunities for candidates for degrees in school psychology. The scope of Montana's personnel shortage of school psychologists is demonstrated in the chart below.

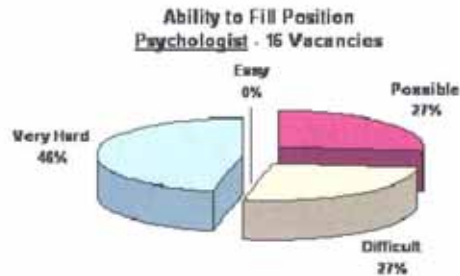
For purposes of the chart, the definition of the level of difficulty in filling a position is as follows:

EASY = several qualified applicants

POSSIBLE = some qualified applicants

DIFFICULT = shortage of applicants

VERY HARD = no applicants, not filled, or used emergency measures



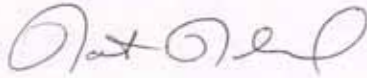
APPENDIX B

*"It is our mission to advocate, communicate, educate and be accountable to those we serve."*

Quality leadership in the profession is especially critical. As a Past President of the Montana Association of School Psychologists (MASP) I know from firsthand experience that high-quality leadership skills of individuals within this profession are essential for advancing the quality of professional practice. Leadership is also essential as the field expands and redefines the role it plays in improving education services to Montana's children. As future directions are set and choices are made, effective school psychology leadership will help to guide both the profession and all of public education in a direction that better meets the psycho-educational needs of children.

Increasing complexity of the job function of a school psychologist has come as a result of a number of evolving factors. Schools are increasingly being turned to for the provision of school-based mental health services. Schools are expected to have all students achieve high educational standards. There are growing numbers of children with emotional disturbance. Unfortunately, there is high frequency of violence in our society. The complications of all these factors are now requiring that schools work closely with state and other community service providers. A doctoral program at the University of Montana will help address Montana's need for high-quality leadership and for individuals properly trained to meet the ever-increasing complexity of the role and function of school psychologists.

Sincerely,

A handwritten signature in black ink, appearing to read "Bob Runkel". The signature is fluid and cursive, with the first name "Bob" and last name "Runkel" clearly distinguishable.

Bob Runkel, Administrator  
Division of Special Education



The University of  
**Montana**

School of Education  
Office of the Dean  
The University of Montana  
32 Campus Drive  
Missoula, Montana 59812-6336  
Phone: (406) 243-5852  
Fax: (406) 243-6757

To: Nabil Haddad, Chair, Department of Psychology

From: Paul Rowland, Dean

Date: October 19, 2004

The School of Education is pleased to offer its support for the proposal for a School Psychology Doctoral Program. The addition of this program will allow The University of Montana to better serve the schools of Montana and will strengthen the education systems of the state. The impacts on the School of Education programs are minimal and should not require additional funding. With respect to accreditation, the program will be part of the NCATE advanced candidate accreditation program and since it is designed around the APA and NASP standards it should meet accreditation approval.

Best wishes in implementing this new program.

Sincerely,

Paul Rowland, Ph. D.  
Dean

# Vanderbilt University

## Peabody College of Education and Human Development

Daniel J. Reschly, Ph.D.  
PO Box 328 Peabody  
Nashville, TN 37203-5701  
Office MRL 313

VOICE: (615)322-8150  
FAX: (615)343-1570  
CELL: (615)708-7910  
[dan.reschly@vanderbilt.edu](mailto:dan.reschly@vanderbilt.edu)

---

December 7, 2004

Margaret Beebe-Frankenberger, Ph.D., Director  
School Psychology Program  
Department of Psychology-Skapps 143  
University of Montana  
Missoula, MT 59812

Dear Margaret:

I am pleased to respond to your inquiry about evidence for shortages of specialist and doctoral level school psychologists. This has been an area of interest for a number of years. We first published data on this problem in the early 1990s (Connolly & Reschly, 1990; Reschly, 1991) and continued studies the rest of decade (Lund, Reschly & Martin, 1998; Reschly, 2000). Moreover, personnel shortages was one of the 4 major challenges to school psychology emphasized at the School Psychology Futures Conference in 2002-2003 (see proceedings below).

To summarize this literature, shortages have existed in school psychology for at least a decade. It appears that they are worsening. There is significant need for the expansion of school psychology graduate programs at both the specialist and doctoral levels. The shortages exist in educational agencies, clinics, and university graduate programs. One barrier to the expansion of graduate programs is the shortage of well prepared faculty.

A doctoral program at the University of Montana would contribute to alleviating shortages in education agencies, clinics, and universities. Graduates of school psychology doctoral programs with a solid vita reflecting appropriate training, experience, and a few publications will be in significant demand at university training programs as well as at educational agencies and clinics.

Please let me know of any additional information that I can provide regarding school psychology personnel needs.

Sincerely,



Daniel J. Reschly, Ph.D.

## References

- Connolly, L. & Reschly, D. J. (1990). Personnel shortages: The school psychology crisis of the 1990s. *NASP Communique*, *19*(3), 1,12.
- Lund, A. R., Reschly, D. J., & Martin, L. M. (1998). School psychology personnel needs: Correlates of current patterns and historical trends. *School Psychology Review*, *27*, 106-120.
- Reschly, D. J. (1991, March). *University faculty shortages: A 1989-1991 study of filled and unfilled vacancies*. Annual Convention of the National Association of School Psychologists, Dallas, TX.
- Reschly, D. J. (2000). The present and future status of school psychology in the United States. *School Psychology Review*, *29*, 507-522.
- Proceedings of the Multisite Conference on the Future of School Psychology. (2004). *School Psychology Review*, *33* (1), Special Issue. Bethesda, MD: National Association of School Psychologists

December 6, 2005

To Whom It May Concern:

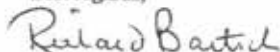
I am writing today to whole-heartedly support the proposal for a doctoral level program in school psychology at the University of Montana.

I have been a school psychologist for the Billings Public Schools for the past thirty years. I have thoroughly enjoyed my experiences in working with children, families, and teachers throughout my career. There have been many times over the years where I have faced situations where a more comprehensive post-masters program would have given me a more rounded knowledge base to meet the needs of those with whom I work.

I understand that the argument against such a program might be that many states only require masters level entry into the profession. There are states in the country (i.e. Texas) that do require a doctoral trained person as the entry level criteria. The people that receive the more extensive educational training do feel more prepared to meet the diverse role and function that is becoming evident in the field of school psychology today.

Thanks for the opportunity to support the proposed doctoral program for school psychology at the University of Montana.

Best regards,



Richard Bartsch  
School Psychologist  
Billings Public Schools  
(406)247-3802

**DOUG COCHRAN-ROBERTS**  
*Counselor and School Psychologist*

Corvallis Primary School  
P. O. Box 700  
Corvallis, Montana 59828

Phone: (406) 961-3261  
Fax: (406) 961-5147

December 2, 2004

Dr. Margaret Beebe-Frankenberger, Assistant Professor  
Department of Psychology Skaggs 143  
University of Montana  
Missoula, Montana 59812

Dear Dr. Beebe-Frankenberger

This is a letter of support for the doctoral program in school psychology at the University of Montana. I received my bachelors and masters degrees from UM and I want to continue my training and enroll in this doctoral program in the next few years.

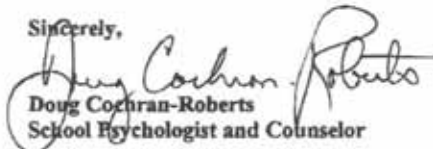
After twenty-five years as a school psychologist, I believe it is imperative to have highly skilled school psychologists, which have the breath and depth of knowledge and skills that this training would provide.

Early intervention is crucial – both at the individual, family, classroom and district levels. Parents, teachers and administrators desperately want the highly trained eye and heart of a skilled clinician who can make an early and accurate diagnosis and can provide consultation for an individualized program. Often the most complicated students require the most intensive and unique support - a 'wrap-around' model of interventions from many people and many disciplines. A highly trained person would understand which supports are needed, how to access and orchestrate these supports, and how to effectively support and monitor program outcomes. Also, this individual should be able to provide many of these interventions directly.

Some of these interventions and disciplines include medical and psychopharmacology; individual, marriage and family counseling; psycho-educational support; support for how to work with children and youth with specific DSM-IV diagnoses; support to the classroom and special education teachers; support for social skills and emotional literacy training; support for potential friendships; and support to other specialists (speech/language, occupational and physical therapies) and agencies (recreational, mental health and vocational programs).

I eagerly look forward to applying for this type of training at the UM Psychology Department.

Sincerely,

  
Doug Cochran-Roberts  
School Psychologist and Counselor

Montana Licensed Professional Counselor  
Nationally Certified School Psychologist

## Bitterroot Valley Education Cooperative

Darby School District #9  
Florence-Carlton School District #15-6  
Hamilton School District #3  
Lone Rock School District #13  
Stevensville School District #2  
Victor School District #7

P.O. Box 187  
Stevensville, MT, 59870  
Phone (406) 777-2494  
FAX (406) 777-2495

Tim Miller,  
Director

Terri Adams,  
Business Manager

December 2, 2004

To Whom It May Concern,

I am writing this letter to express my strong support for a school psychology doctoral program. As a graduate of the U of M school psychology program in 1996, I have often wished for a higher level of training than what I received.

Once employed as a school psychologist I quickly came to the conclusion that simply testing students and writing reports was an ineffective method of getting needed services to students. I sought additional training in behavioral interventions to round out my skills and be better prepared to serve the needs of students. Additionally, I was also expected to provide support when a student was in crisis or suicidal. Again, my training left me ill-prepared for working with these students and their families. I often referred them for services outside the school. Most families failed to follow through due to lack of resources.

Currently, I manage our school based mental health program. I frequently receive calls from principals and teachers asking me to consult and provide support for behaviorally challenged students. There is a great need for school staff with sound clinical knowledge regarding behavior interventions and family interventions. I strongly believe this level of competency requires doctoral level training.

I urge you to develop a school psychology doctoral program that offers extensive clinical training in behavior interventions and family therapy, our Montana schools would be greatly served by your graduates.

Thank you for your consideration,

  
Carol Ewen, M.A.

No. 2220 P. 2

Dec 2, 2004 3:16PM

# HELLGATE ELEMENTARY SCHOOL

DISTRICT NO. 4  
2385 FLYNN LANE  
MISSOULA, MONTANA 59806

K-2 PRINCIPAL 721-2160  
3-5 PRINCIPAL 519-8109  
6-8 PRINCIPAL 721-2452

December 3, 2004

SUPERINTENDENT 728-5626  
BUSINESS OFFICE 728-5626  
FAX NO. 406-728-5636

The University of Montana  
Margaret Beebe-Frankenberger  
Director School Psychology Program  
Department of Psychology

Re: School Psychology Doctoral Program

Dear Dr. Beebe-Frankenberger,

I am writing this letter as a letter of support for the potential doctoral program in school psychology. I received my MA at The University of Montana in school psychology (dual certified also with school counseling), and my EdS at The University of Montana in school psychology. If there had been a doctoral program in school psychology, I would have applied for admittance. As there was not a program, I applied to the department of Educational Leadership and Counseling, and completed an EdD in counseling.

I fully support the creation of the program for school psychology, and actually may consider applying for the program if created. I believe adding this program to the department is a logical and useful step for department opportunities.

Cordially,

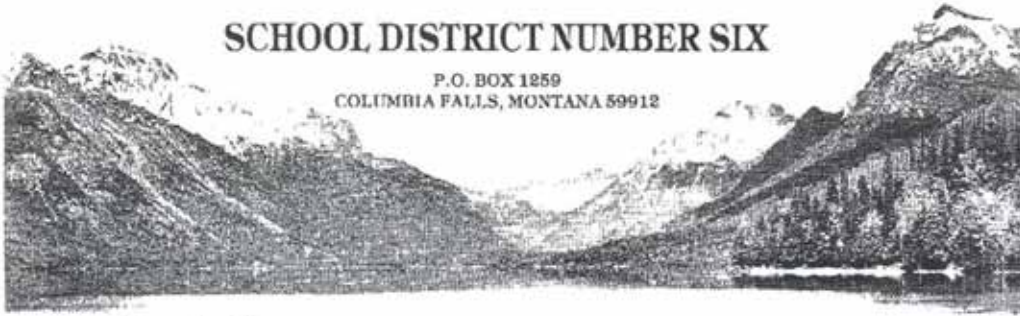


Sally A. Woodruff EdD; LCPC  
Special Education Director/Hellgate School District #4

**Over One Century of Quality Education**  
(Established in 1869)

## SCHOOL DISTRICT NUMBER SIX

P.O. BOX 1259  
COLUMBIA FALLS, MONTANA 59912



December 2, 2004

Margaret Beebe-Frankenberger  
Assistant Professor  
Director of School Psychology Program  
Department of Psychology  
Skaggs 143  
University of Montana  
Missoula, MT 59812

Dear Margaret,

On behalf of the Montana Council of Administrators of Special Education (MCASE), I wholeheartedly support the creation of a doctoral level program in school psychology at the University of Montana.

I am excited by the prospect of school psychologists being able to pursue a doctoral level degree at a Montana institution. Given the changing landscape of services for students with disabilities in Montana schools, as well as the changing role of the school psychologist, the opportunity for this program comes at a most opportune time. Our task in schools is to bridge the gap between research and practice in a timely manner, bringing the best possible, validated, assessment and instructional strategies to our students. Graduates of this program will be uniquely prepared in their role as school psychologists to assume leadership roles in school reform initiatives, whether they involve the assessment and instruction of students with disabilities, or general restructuring of school-wide instructional and behavioral efforts.

I urge the Provost at the University of Montana to approve the doctoral program in School Psychology. Montanans should not have to look beyond the boundaries of our great state to pursue their educational goals. The existence of such a program will enhance the school psychology program at the U of M, while providing Montana schools with the professional expertise necessary to face future challenges that are here now!

Thanks so much for your efforts and leadership in the creation of this important program.

Respectfully Submitted,

A handwritten signature in black ink that reads "William A. Johnson". The signature is written in a cursive style with a long, sweeping underline.

William A. Johnson  
Director of Special Services, SD#6, Columbia Falls  
President, Montana Council of Administrators of Special Education

UNIVERSITY OF MEMPHIS  
202 PSYCHOLOGY BLDG.  
MEMPHIS, TN 38152-3230  
(901) 678-4676  
FAX: 901-678-2579

Internet: tom-fagan@mail.psyc.memphis.edu

To: Dr. Margaret Beebe-Frankenberger  
From: Tom Fagan, Professor and Coordinator  
School Psychology Programs  
Re.: Proposed Doctoral Program  
Date: December 5, 2004

Thank you for alerting me to your efforts to establish a Doctor of Philosophy degree program in school psychology. The addition of this program to your existing NASP Approved specialist level program would be very important to advancing school psychology not only in Montana but the surrounding region. As you know, the availability of doctoral study in school psychology is virtually nonexistent in Montana and in its surrounding states. Indeed, only about one-third of all school psychology doctoral programs are west of the Mississippi River. Among major state institutions, the University of Montana is unique in not offering a doctoral school psychology program. There are about 90 doctoral school psychology programs in the U.S. and Canada, and about two-thirds of those are APA accredited.

In states where greater availability of such programs exists, the concentration of doctoral school psychologists is also greater. This affords better opportunities for supervision as needed for school-based personnel, job advancement in school settings, and opportunities to expand school psychological services into private practice, medical, and mental health settings. States such as Texas, Ohio, New York, New Jersey, and Florida come to mind as examples of this.

The percentage of school psychologists holding a doctoral degree has risen from about 3% to more than 20% over the past 30 years. For school psychology to continue its development as one of the doctoral specialties of professional psychology, a greater number of doctoral programs will be needed. Although school-based employment will continue to be largely non-doctoral, opportunities will abound in the non-school sector but be restricted to doctoral persons. This is especially true of academic settings where about 40 positions are available per year but there seems to be a dearth of doctoral persons available and/or interested in academia. With many of those doctoral persons trained in the 1960s and 1970s now heading into retirement, replacement personnel will be in high demand.





Appendix D  
UM SCHOOL PSYCHOLOGY PROGRAM STUDENTS 1978 – 2001

Name	State or Montana Town	Occupation	Year Completed
Jake Alabiso	Kent, WA	School Psychologist	2001
Jim Anderson	Colorado	School Psychologist	1985
Paula Anderson	Corvallis/Stevensville	School Psychologist	2001
Marjorie Appleman	Missoula	Special Education	1989
Mike Barragan	Lakeside	School Psychologist/ School Counselor	1997
Shawna Bast	Columbus	School Psychologist	2001
Claudia Bible	Stevensville	School Psychologist/ School Counselor	1998
Debra Bidwell	Corvallis	School Counselor	2000
Mike Bills	E. Wenatchee, WA	School Psychologist	1993
Steve Biondich	Billings	School Psychologist	1995
Lisa Cordova Bires	Portland, OR	School Psychologist	1992
Dierdre Bradley	Pendleton, OR	School Psychologist	1996
Roseanna Buehl	Billings	MSU-B Instructor	1993
Denise Super-Braithe			1983
Ken Brown	Missoula	Special Education	1983
Pat Burger	California	School Psychologist	1984
Amy Burton	Arlee	School Psychologist	2001
Matthew Cianfrani	North Carolina	Clinical Psychologist	1985
Jennifer Clevenger Demmons	Frenchtown	School Psychologist	2000
Cher Collins	Great Falls		1986
Matt Davis	E. Wenatchee, WA	School Psychologist	2001
Ami Diop	North Carolina		1995
Dave Doleshal	Arkansas	School Psychologist	1998
Mindy Edwards	Missoula		1993
Lynn Ehresman	Billings	School Psychologist	1994
Tami Eldridge	Missoula	Clinical Psychologist	1990
Carol Ewen	Stevensville	School Psychologist	1997
Bonnie Ferguson	Missoula	School Counselor	1997
Lisa Franseen			1988
Doug Fry	Livingston	School Psychologist	1980
Lorraine Behr Forman	Helena	School Psychologist	1986
Mike Geboe	Rocky Boy	MHCOP Stone Child College	1999
Shane Geise	Billings	School Psychologist	1994
Anne Gilkey	Helena	Attorney	1987
Sarah Green	Bend, OR	School Psychologist	1989
Jean Guidry	Pendleton, OR	School Psychologist	1996

Name	State or Montana Town	Occupation	Year Completed
Joel Gustafson	Arizona	School Psychologist	1981
Rhonda Haag	Colorado	School Psychologist	1997
Greg Hall	E. Wenatchee, WA	School Psychologist	1994
Debra Hansen	Ohio		1997
Shelley Hauf Oswood	Great Falls	School Psychologist	1998
Carla Heintz	Kalispell	School Psychologist	1986
Tyler Henry	Cody, WY	School Psychologist	2000
Michelle Hesslau	Missoula		1993
Carol Holte	Missoula	School Psychologist	1983
Bridgett Howell	Arizona	Doctoral Program	1988
Chris Hughes	Hamilton	School Psychologist	1997
Jennifer McGary Jackson	Nevada	School Psychologist	1993
Ginny Jamruska Misner	Fairfield	School Psychologist	1982
Jackie Johnson	Stevensville	School Psychologist	1997
Vickie Johnson	Washington		1995
Vaughn Kaufman	California		1994
Barbara Keyworth	Ronan	School Counselor	1993
Beth Keely Monroe	New York	School Psychologist	1995
Starla Klevenberg	Missoula	School Psychologist	2000
Rick Kumm	Missoula	Counselor	1982
Ron LaFerriere	Belgrade	Special Education Director	1982
Jill Lea	Bozeman	School Psychologist	2000
Kim Lockwood	Bozeman	School Psychologist	1998
Adam Lundgren	Missoula	Missoula Youth Home Director	2000
Elizabeth Mathias	California	School Psychologist	1997
Julie McCarthy	Arizona		1984
Sarah McClellan			1989
Steve McCoy	Lewistown	School Psychologist	1989
Mary Meehan	Washington	School Psychologist	2000
Lori Mehrer			1984
Lee Ann Miller	Missoula		1987
Sonja Monson	Bozeman	School Psychologist	1999
Craig Montaine	Vancouver, WA	School Psychologist	1987
Sue Morrison	Great Falls	School Psychologist	1995
Kathryn Naylor	Minnesota		1986
Kathleen Norison	Frenchtown	School Psychologist	1987
Charles Palmer	Missoula	Doctoral Counseling Program	1994
Julie Parker	Bonner	School Psychologist	2000

Name	State or Montana Town	Occupation	Year Completed
Clarissa Parnell	Washington		1989
Dusty Persing	Alaska	School Psychologist	1992
Leslie Jones Pierce	North Carolina		1983
Frank Podobnik	Great Falls	School Psychologist	1995
Pete Pratt	Livingston	School Psychologist	2001
Marshall Prindle	Belgrade	School Psychologist	1997
Janet Quinn	Minnesota		1985
Kathy Quinn	Wyoming	School Psychologist	1999
Bill Rand	Missoula	Doctoral Counseling Program	1993
Rhonda Stevenson Ramsey	Great Falls	School Psychologist	1998
Becki Rhodes	Washington	School Psychologist	1992
Doug Cochran-Roberts	Corvallis	School Psychologist	1981
Tim Sander	St. Regis	School Psychologist	1996
John Sander	Kent, WA	School Psychologist	2000
Jane Sandquist			1986
Mary Schultz	Tukwila, WA	School Psychologist	1999
Sue Dark Spencer	Louisiana	School Psychologist	1985
Cheryl Spitzer	Wisconsin		1984
Sandy Stanek	Alaska	School Psychologist	1997
Bill Starkey	Polson	School Psychologist	1984
Sara Whaley Temple	Chester	School Psychologist	1990
Timothy Thompson	California	School Psychologist	1997
Nancy Ventresca	Missoula	School Psychologist	1993
Tracey Viall	Madras, OR	School Psychologist	1986
Carol Viche	Butte	School Psychologist	1998
Linda Webber		Deceased	1991
Vera Hoene Werner	Billings	School Psychologist	1984
Janet White	Missoula	School Psychologist	1996
Ashley Weir	Washington	School Psychologist	2001
Scott Daniels Wiley	Virginia		1983
Steve Willis	Laurel	School Psychologist	1998
Jim Wolfe	California	School Psychology Prof.	1984
Sally Woodruff	Missoula	School Counselor	1995
Linda Zimmerman	Missoula	School Psychologist	1980



Appendix E  
UM SCHOOL PSYCHOLOGY CERTIFICATION STUDENTS 1978 – 2001

Name	State or Montana Town	Occupation	Year Completed
Craig Anderson			1991
Elizabeth Anderson			1996
Shannon Arnold	Washington	School Psychologist	1994
Grant Barnard			1983
Jerel Barnhart	New Jersey	School Psychologist	1981
Terry Blackwell	Louisiana	Professor	1982
Charles Brown	Lewistown	Special Education Director	1982
Don Burtch	Kalispell	School Psychologist	1989
Craig Anderson	Miles City		1991
Robyn Butler-Hall	Billings	School Psychologist	1987
Bill Canepa	Libby	Special Education Teacher	1992
Tracy Clark	Great Falls	Principal, retired	1985
Maggie Collier	Billings		1983
Betty Conrad			1985
Mickey Clugston	Washington	School Psychologist, retired	1995
Kathleen Curtis	Kalispell	School Psychologist	1995
Carl Dahl			1983
Paula Dalpos	Washington	School Psychologist	1999
Marilyn Decker			1994
Jeff Degenhart	Missouri	School Psychologist	1999
Jim Duggan	Dillon	School Psychologist, retired	1986
Mike Fleming	Plains	School Psychologist	1986
Stan Fleming	St. Ignatius	School Psychologist, Counselor	1991
Trish Garrick	Three Forks	School Psychologist	1998
Marty Garrigues	Great Falls	School Psychologist, retired	1985
Gerry Geske	Superior	School Psychologist	1982
Jolene Goodover	Great Falls	School Psychologist	1981
Chris Gutschenritter	Great Falls	School Psychologist	1988
Ray Haffey	Anaconda	School Psychologist	1982
Karla Hahn			1996
Duane Haidle			1983
Dottie Hannon	Wyoming	School Psychologist	2001
Mike Hans			1988
Dave Hanson			1982

Name	State or Montana Town	Occupation	Year Completed
Sharon Hill	Scobey	School Psychologist	2001
Bob Howe	Anaconda	School Psychologist	1991
Gary Howery			1991
John Huddle	Arizona		1997
Bob Hutchin			1984
Giovanna James	Washington	School Psychologist	1993
Barbara Kapp	Browning	School Psychologist	1996
Deborah Keck			1996
Pat Kemp	Helena	School Psychologist	1994
Karen Kerkvliet			1992
Betty Jean Cozzens-Knudsen			1982
Julie Krutzfeldt	Miles City		1987
Lorraine Larsen	Havre	School Psychologist	1990
Steve Lehti			1988
Barbara Lierson			1990
Sharon Lindstrom	Great Falls	School Psychologist	1984
Deb Louttit-McKay	Great Falls	School Psychologist	1999
Elise Loudvig			1982
Edwina Luevanos			1982
Steve Malcott	Colstrip	School Psychologist	1993
Elizabeth Marshall	Helena	School Psychologist	1988
Gary Marx			1982
Trish McDaniel	Great Falls	School Psychologist	2001
Tim McIntyre	Wyoming	School Psychologist	1998
Carol McSweeney	Columbia Falls	School Psychologist	1993
Wilma Mellville			1994
Tom Miller	Corvallis	Principal	1989
Deborah Minear			1995
Bev Mitchell	Helena	School Psychologist	2001
Jim Mitchell			1982
Marge Moore			1994
Eileen Morgan	Helena	School Psychologist	1985
Bob Munro			1984
Noelle Naiden	Missoula	School Psychologist	1991
Mike Nash	Anaconda	School Psychologist	1996
Bill Nicholson	Columbus	School Psychologist	1991
Louise Nissen	Chinook	School Psychologist	1992
Corry Obrien			1984
Debbie Pack-Patton			1993
Connie Pollard			1988
Duane Pust	Sidney	School Psychologist	1982
Susan Rader	Great Falls	School Psychologist	1985
Sandy Rahrer	Lame Deer	Clinical Psychologist	1997

Name	State or Montana Town	Occupation	Year Completed
Keith Raykowski	Washington	School Psychologist	1994
Dan Ricci	Anaconda	Teacher	1982
Jeanne Rivenes	Boulder	School Psychologist	1994
Kathleen Roberts	Washington		1993
Larry Roberts	Glendive	School Psychologist	1982
Lana Rock	Arizona		1979
Lori Ruffier	Livingston	Special Education Director	1993
Joanne Sauter			1991
Art Schafer	Washington	School Psychologist	2000
Doug Schaub	Havre	School Psychologist	1989
Dick Schmidt			1988
Charlene Schram	Conrad	School Psychologist	1990
Doug Schram		Deceased	1983
Adele Seitz	Bozeman	Counselor	1984
Elizabeth Selvig			1993
Sandy Sept	Helena	School Psychologist	1988
Cindy Shumaker	Billings	School Psychologist	1995
Bob Smith			1994
Paul Stebbins	Washington		1981
Betty Shoobants	Washington		1992
Wes Teague			1987
Daphne Tutthill	Missoula	School Psychologist	1998
Susan Wadington		Deceased	1990
Steve Wagner	Billings	Clinical Psychologist	1985
Marit Waldum	Missoula	School Psychologist	1992
Patty Walker	Poplar	School Psychologist	1995
Peggy Walsh			1982
Dave Watson			1989
Ron Weaver	Helena	School Psychologist	1984
Jackie Wedell	Fortine	School Psychologist	1999
Sean Whalen	Washington	School Psychologist	1999
Charles Whisenhunt	Missoula	Counselor	1986
Harry Williams			1988
Everett Windborn			1996
Vici Withrow	Geraldine	School Psychologist	1998
Fred Witt			1991
Karla Wohlwend			1989
Rick Wright	Lewistown	School Psychologist	1982





Appendix F  
References listed in proposal narrative

- Dittman, M. (2002). Attracting more school psychology faculty. *Monitor on Psychology*, 33, Dec. 2002, 46-47.
- Lund, A. R., Reschly, D. J., & Martin (1998). School Psychology personnel needs: Correlates of current patterns and historical trends. *School Psychology Review*, 27, 106-120.
- Nielson, D. B. (2002). Who will teach Montana's children:; 2002 follow-up study. A report prepared for the Certification Standards and Practices Advisory Council (CSPAC) of the Montana Board of Public Education. July 2002.
- Reschly, D. J., & Wilson, M.S. (1997). Characteristics of School Psychology graduate education: Implications for the entry-level discussion and doctoral-level specialty definition. *School Psychology Review*, 26, 74-92.
- The University of Montana, Provost's Report 2003-2004 (2004). *Academic Frontiers Strengthening Academic Quality*. Missoula, MT: Office of the Provost, The University of Montana.

Articles referencing need for school psychologists

- McIntosh, D. E. (2004). Addressing the shortage of school psychologists: Introduction. *Psychology in the Schools*, 41, 411-413.
- Fagan, T. K. (2004). School psychology's significant discrepancy: Historical perspectives on personnel shortages. *Psychology in the Schools*, 41, 419-429.
- Curtis, M. J., Hunley, S. A. & Grier, E. C. (2004). The status of school psychology: Implications of a major personnel shortage. *Psychology in the Schools*, 41, 431-442.
- Little, S. G., & Akin-Little, A. (2004). Academic school psychologists: Addressing the shortage. *Psychology in the Schools*, 41, 451-459.
- Davis, A. S., McIntosh, D. E., Phelps, L., & Kehle, T. J. (2004). Addressing the shortage of school psychologists: A summative overview. *Psychology in the Schools*, 41, 489-495.

## Appendix G

*Summary of Requests for Personnel Preparation Grant Awards for School Psychology Training Programs, August 2004 – present*

Awarding Institution	Award Title	Est. Average Size	Project Period
U.S. Dept. of Education OSERS	Preparation of Special Education, Related Services and Early Intervention Personnel to Serve Infants	\$244,400	Up to 60 months
U.S. Dept. of Education OSERS	Preparation of Leadership Personnel	\$196,450	Up to 48 months
U.S. Dept. of Education OSERS	Improving the Preparation of Personnel to Serve Children with High Incidence Disabilities	\$196,840	Up to 48 months
U.S. Dept. of Education OSERS	Improving Achievement of Children with Disabilities Under the No Child Left Behind Act	\$2,000,000	Up to 60 months
U.S. Dept. of Education	Results for Children with Disabilities— Evidence-Based Interventions for Severe Behavior Problems	\$1,075,000	Up to 48 months

January 20-21, 2005

**ITEM 126-1009-R0105**      **Approval of Proposal to create a Certificate in Alternative Dispute Resolution in the School of Law.**

**THAT:**                      The Board of Regents authorizes The University of Montana—Missoula to offer a Certificate in Alternative Dispute Resolution in the School of Law.

**EXPLANATION:**              The University of Montana—Missoula proposes a Certificate in Alternative Dispute Resolution in the School of Law. Students completing this certificate will become attorneys poised to create appropriate and innovative forms of dispute resolution that are less time consuming and more cost effective.



# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.: 126-1009-R0105 Date of Meeting: Jan. 20-21, 2005  
Institution: The University of Montana - Missoula  
Program Title: Certificate Program in Alternative Dispute Resolution (School of Law)

Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor where there is no major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

**Specify Request:**

**The University of Montana - Missoula requests permission to create a Certificate in Alternative Dispute Resolution in the School of Law, based on existing courses.**



**MONTANA BOARD OF REGENTS**  
**NEW ACADEMIC PROGRAM PROPOSAL SUMMARY**

**Institution:** The University of Montana--Missoula  
**Program Title:** Certificate in Alternative Dispute Resolution (Law School)

1. How does this program advance the campus' academic mission and fit priorities?

Alternative Dispute Resolution offers non-litigation methods of conflict resolution. The proposed certificate program is designed to better educate law students regarding alternatives to litigation.

The Mission Statement of the University of Montana, in part, addresses providing economic development of the State, serving as a center of liberal education, and promoting interdisciplinary dialogue between professional schools and academic disciplines. The Alternative Dispute Resolution courses at the Law School address this mission. The courses are interdisciplinary and call upon the best teachings of liberal students in developing of dispute resolution mechanisms that provide alternatives to failed win-loss forms of conflict resolution.

The Mission Statement of the Law School is to prepare students for the practice of law by integrating theory and practice. The proposed Certificate program does exactly that. It will better prepare students to practice dispute resolution by offering mechanisms that more appropriately address client needs, cause the least harm to conflicting parties, draw least upon public resources, and further the dual goals of cooperation and conciliation.

2. How does this program fit the Board of Regents' goals and objectives?

The Mission Statement for the University of Montana System provides that post-secondary education has the responsibility of making Montana a better place to live by providing for the State's economic growth, and enhancing the physical environment and cultural well-being of the State. To accomplish this mission, the University System must foster appropriate and creative forms of dispute resolution that provide other than win-lose solutions. The Certificate Program enables the Law School to better address this need.

3. How does this program support or advance Montana's needs and interests?

Alternative Dispute Resolution is being used successfully in Montana to resolve both public and private disputes. The Certificate program will assure that an increasing number of Montana attorneys are equipped to productively engage, where appropriate, in non-litigation forms of dispute resolution.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

Increasingly, life in the United States is becoming more complicated. These complications often result in disputes, and unfortunately disputes cause litigation. Because economic development often represents change and conflicts with other societal values, it is ripe with disputes, disputants and litigation. Because litigation is slow, expensive, and tends to increase the hostility of the disputants, it is an inefficient mechanism for resolving conflicts arising from economic development issues. The increased use of non-litigation forms of dispute resolution for resolving all issues, most certainly economic development issues, has the potential for saving the disputants and the public millions of dollars, be more expedient, provide for mutual understanding rather than increased hostility, and result in more lasting settlements.

5. What is the program's planned capacity?

• Break-even point?	FTE students
• Enrollments / year?	10
• Graduates / year?	10
• MT jobs / year?	

6. Resource Allocation:

• Total program budget?	\$ 0
• Faculty FTE?	0
• Staff FTE?	0

7. Does this program require new resources? Yes  No

If yes, what is the amount? \$ 0

8. How will the campus fund the program?

This program requires no new resources.

9. If internal reallocation is necessary, name the sources.

The program does not require any relocation of funds.



## Alternative Dispute Resolution Certificate

### I. Description, Objectives and Need

#### A. Description of the Program

The University of Montana Law School is a post-graduate, three-year professional program that results in the degree Juris Doctor (J.D.). The School sets its own admissions standards and administers its own selection process. The School has an enrollment of approximately 240 students, and admits approximately 80 students each year. Students must obtain 90 credit hours to obtain a J.D. degree.

The mission of the Law School is to prepare its graduates to enter the practice of law, primarily in small law firms. The focus of the curriculum is to produce graduates with sufficiently broad academic and practical training to accomplish this mission. Consequently, the School has a highly required curriculum (60 of the 90 credit hours). Its academic program is designed and intended almost exclusively for law students (graduate students may take certain Law School courses, but they receive credits only in their graduate program, not the Law School).

Law schools do not graduate students with the equivalent of a "major," "minor," or "specialty." The U of M Law School follows this pattern. However, the School does offer approximately 40 elective courses, and by selecting among those courses a student may focus her legal education on certain areas of law. In recent years, in an effort to address the demands of students, the practicing bar, and the public, law schools have started offering students the opportunity to earn a "certificate" in a given area of law if the student selects certain identified electives that focus on that topic. The University of Montana Law School currently has one such "certificate" program in "Natural Resource and Environmental Law." In this application the School applies for a second "Certificate," this one in "Alternative Dispute Resolution."

Under this proposal, a Certificate in Alternative Dispute Resolution (ADR) will be awarded to those Law School graduates who have satisfied the special focus requirements of the program. To gain a Certificate the graduate must (1) accumulate 95 Law School credit hours (five more than the 90 hours required to obtain a J.D.), and (2) successfully complete the following: (a) Pre-Trial Advocacy, Civil Procedure 1 & 2, Evidence, and Trial Practice, (b) the basic Alternative Dispute Resolution course, (c) six credit hours of additional qualifying ADR course work, (d) four credit hours of ADR Skill Activities, and (e) successfully complete the existing third-year writing requirement on a topic that is devoted to, or substantially incorporates, alternative dispute resolution.

There are no special admission requirements to obtain the Certificate; a student merely completes the proscribed course work. The Certificate program does not require any additional courses or resources.

#### B. Objectives and Need

The objective of the Certificate Program is to (1) offer students an identified focus program in alternative dispute resolution, and (2) recognize those students who complete the specific "focus" requirements of the Program.

Law School applicants, law students, the practicing bar, and the public are demanding integrated law school programs that focus on forms of dispute resolution other than traditional litigation. This demand is based on the recognition that litigation should be the last resort of legal dispute resolution.

Indeed, only approximately five percent of all legal disputes are resolved through litigation. Other law schools (nationally and regionally) offer certificate programs in alternative methods of dispute resolution.

The Law School needs the ADR Certificate Program to (1) make the Law School more competitive in attracting applicants vis-à-vis other national and regional schools that offer ADR certificate programs, (2) address a growing national law school trend to develop and identify for students special “focus” programs to enable those students to more wisely choose among elective courses, (3) develop integrated programs focused on alternatives to traditional litigation (4) and address the demand of law school applicants, law students, the public, and the practicing bar for dispute resolution alternatives to traditional litigation.

## II. Course Requirements and Assessment

The Certificate will require no additional courses. The Certificate Program allows students to select from existing courses that “focus” on alternative dispute resolution. Assessment of students in the Program will be obtained course-by-course by the existing assessment techniques used in the specific courses taken to satisfy the Certificate requirements.

## III. Financial and Other Impact

### A. Financial Impact

The Certificate will require no additional faculty or resources. The Law School has adequate courses, faculty, facilities and resources to offer and continue the Certificate Program. Indeed, because qualifying students will be required to complete five additional credit hours beyond the current 90 credit hours necessary for graduation, the Certificate will have a positive revenue impact for the University.

### B. Other Impact

The Certificate Program will have no negative impact on the accreditation of the Law School, and because the size of the entering class is fixed, the program will have no impact on the number of Law School students enrolled. Finally, because the Certificate is offered to only Law School students, the program will not impact other programs within the University System.

The Certificate program sought in this request will not conflict with a certificate in Natural Resource Conflict Resolution because the Law School Certificate Program: (1) applies only to Law School Students, and (2) it is applicable to all disputes that may come to the attention of lawyers, not merely natural resource/environmental disputes. While some Law School students may qualify for the proposed Natural Resource/Environmental Conflict Resolution Certificate, the focus of that program is primarily directed at students enrolled at the U of M in Environmental Studies and Forestry.

## IV. The Development Process

The ADR Certificate proposal was developed over several years through a collaborative process that included law faculty, law students and lawyers. Within the Law School, the proposal was reviewed and accepted by the Curriculum Committee, the faculty, and the Dean.

Jan. 20-21, 2005

**ITEM 126-1010-R0105**      **Approval of proposal to establish a Minor where a Major does not exist in Military Studies—The University of Montana—Missoula**

**THAT:**                      The University of Montana—Missoula proposes offering a Minor in Military Studies.

**EXPLANATION:**              The proposed Minor in Military Studies is an interdisciplinary program that connects students' academic experience to their future roles as citizens, either in the military or civilian careers. The curriculum includes courses from the History Department, Political Science Department, and the Military Science Department.



# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.: 126-1010-R0105 Date of Meeting: Jan. 20-21, 2005  
Institution: The University of Montana - Missoula  
Program Title: Minor in Military Studies

Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor where there is no major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

### Specify Request:

**The University of Montana - Missoula requests approval of a program of study leading to a Minor in Military Studies. The Minor in Military Studies is a new program that is interdisciplinary in nature and connects student academic experience to their future roles as citizens in any walk of life, military or civilian. The curriculum includes courses from the History Department, Political Science Department and the Military Science Department.**



# MONTANA BOARD OF REGENTS

## NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

**Institution:** The University of Montana - Missoula

**Program Title:** Minor in Military Studies

1. How does this program advance the campus' academic mission and fit priorities?

This minor will provide more leverage in attracting and retaining new students. It will also allow the university to remain competitive with the 45 other universities in the nation who offer similar programs. Additionally, the availability of a military studies minor to graduates will have an immediate impact on their ability to lead in immediate assignments, future academic study and service to the community. The intent of this minor is not simply to confer a title but to provide an interdisciplinary experience that produces well-rounded and capable students.

2. How does this program fit the Board of Regents' goals and objectives?

Adopting this minor to The University of Montana - Missoula curriculum is fiscally advantageous to the state of Montana as no additional infrastructure or monetary support will be required from the state. The infrastructure to support this minor currently fully exists. As a result, Montana will be able to attract more students and tuition to its university system without any increased financial or resource expenditures.

3. How does this program support or advance Montana's needs and interests?

This minor would assist the University of Montana in developing new officers, which the state of Montana constantly needs for the Montana Army National Guard, in addition to the active Army. Furthermore, non-ROTC students who pursue this minor will provide a more educated population with a better understanding of how the military functions and interacts with state, federal, and local governments and organizations.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

A MS minor would make UM a more attractive choice by offering another relevant academic credential and boost UM Military Science department recruiting efforts. The UM MS department competes with 270 other schools throughout the nation to fill its four- and three-year scholarship allocations with quality students. Many of these competing schools already offer a MS minor. About half of the students that apply for these scholarships are from out-of-state. UM's addition of a Military Studies Minor will help attract these quality non-resident students and help keep quality residents in the University of Montana system.

5. What is the program's planned capacity?

• Break-even point?	N/A	FTE students
• Enrollments / year?	20	
• Graduates / year?	10	
• MT jobs / year?	5	

6. Resource Allocation:

• Total program budget?	\$ 0
• Faculty FTE?	7 (MS Faculty are DOD paid)
• Staff FTE?	3 (2 are DOD paid)

7. Does this program require new resources?  Yes  No

If yes, what is the amount? \$ \_\_\_\_\_

8. How will the campus fund the program?

No additional funding is required.

9. If internal reallocation is necessary, name the sources.

No reallocation is needed.



## PROPOSAL FOR ESTABLISHING A MINOR IN MILITARY STUDIES

### PROGRAM DESCRIPTION

**1. Briefly describe the proposed program. Please indicate if it is an expansion of an existing program; a new program; a cooperative effort with another institution, business, or industry; or an on-campus program. Attach any formal agreements established for cooperative efforts.**

The Minor in Military Studies is a new program that is interdisciplinary in nature and connects students' academic experience to their future roles as citizens in any walk of life, military or civilian. The curriculum includes courses from the History Department, Political Science Department and the Military Science Department.

Courses offered by the Military Science Department focus primarily on the development of skills that the Army has identified as essential for Army officers, however these skills are valuable beyond military service. Leadership, management, ethics and communications are valuable in any endeavor. The historic relationship of the Reserve Officer Training Corps and Land Grant institutions has helped meet the necessary requirements for Army officers and attract qualified and capable students to those universities. Officers produced by the ROTC programs have contributed in virtually every field of academia, business and government. The courses in the Military Science curriculum focus on developing ideas, strategies and methods that are readily transferable to other situations or fields of study.

The study of social and political history and political science are valuable to every traditional university student. There is little doubt that they are important to students that wish to understand the role of the military in our society, just as they are to students who wish to understand the roles of politics and government, the nonprofit sector (e.g. those minoring in Non-profit Administration), or other important areas in our society. Conferring a minor designation for the study of these subjects will encourage students across the university to participate.

The proposed Military Studies (MS) minor is based on an approved and existing curriculum used by universities and colleges across the nation. This curriculum requires a minimum of 21 credits. These credits come from study in two major areas; 12 credits from military science (9 from upper division), 9 credits from Political Science/History (at least 3 credits from each discipline and 6 from upper division) as shown in the following chart.

<b>Military Science</b>	<b>History</b>	<b>Political Science</b>
MSL 101 Foundations of Officership	HIST 226 Terrorism	PSC 130 International Relations
MSL 301 Leadership and Problem Solving	HIST 301 Ancient Greek History	PSC 335 American Foreign Policy
MSL 302 Leadership and Ethics	HIST 303 History of Ancient Rome	PSC 336 Causes of War
MSL 402 Officership and Ethics	HIST 368 American Military History	PSC 395 International Security
	HIST 334 War, Peace, and Society	

However, the curriculum, course content, and policies to be taught at The University of Montana are not dictated by any other program of instruction. The University of Montana Department of Military Science instructors have the academic freedom to modify their course content as needed based upon the experiences of instructors and the academic needs of the students. University of Montana ROTC students who desire to gain a commission as Army officers are required to successfully complete only the required classes within the Military Science program and the requirements in their major. For students to be awarded the minor in Military Studies, they must complete requirements that exceed those required by the Army to become commissioned officers in the Army. All students at The University of Montana may complete the minor in Military Studies. Non ROTC students seeking a Minor in Military Studies will be able to enroll in the required upper division ROTC courses by utilizing instructor overrides or permission from the Chair of the Department of Military Science. An additional benefit of this program is the intended increase of interaction between the departments involved and across the university.

**2. Summarize a needs assessment conducted to justify the proposal. Please include how the assessment plan was developed or executed and the data derived from this effort.**

UM students who are currently enrolled in the ROTC program complete as many as 32 MS credits before graduation. In the case of most contracted ROTC students, 24 of these credits are beyond the normal academic load for their major. The 21 credits required in this proposal reflect a substantial commitment of time and energy by any student, contracted in ROTC or from the general university population. It is necessary to recognize this commitment with a minor as in other academic pursuits The University of Montana already recognizes.

The availability of a military studies minor to graduates will have an immediate impact on their ability to lead in immediate assignments, future academic study and service to the community. The intent of this minor is not simply to confer a title but to provide an interdisciplinary experience that produces well-rounded and capable students. Alumni feedback indicates that a MS minor from the UM would be valuable to students during

Army promotion boards or in civilian careers. Many of their peers received a MS minor from their alma mater and have a distinct advantage when competing for assignments and promotion. Studies in history, leadership, ethics, national defense and politics recur in Army professional development programs for soldiers and civilian government employees. Preparation for work in the military or civilian realm requires a firm base of knowledge in these areas. Events being played out on the world stage substantiate the need for young officers to have a broad knowledge of politics, history and analytical methods to cope with challenges they are facing.

A MS minor would make UM a more attractive choice by offering another relevant academic credential and boost UM Military Science department recruiting efforts. The UM MS department competes with 270 other schools throughout the nation to fill its four- and three-year scholarship allocations with quality students. Many of these competing schools already offer a MS minor. About half of the students that apply for these scholarships are from out-of-state. UM's addition of a Military Studies Minor will help attract these quality non-resident students and help keep quality residents in the University of Montana system.

Within the government professional development system, there is an established connection between departments where civilian employees attend military professional development programs. The converse is also true, as military members attend many schools that are offered by civilian agencies. The military also recognizes the importance of attendance at civilian universities for advanced studies. This cross-pollenization creates a much more dynamic, vigorous and creative pool of leaders. The curriculum proposed for the minor at the University of Montana provides for such an opportunity.

### **3. An outline of the proposed curriculum showing course titles and credits:**

The requirements and demands on all Military Science students have significantly increased during the last decade, requiring more discipline, creativity and stronger interpersonal, intellectual, and management skills. In addition to the normal workload required to earn a UM degree, students may receive a minor in Military Studies (MS) under one of the following categories. Students are either contracted with the Army Reserve Officer Training Corps (ROTC) and desire an Army commission following graduation, or non-contracted students who will not receive an Army commission, but will benefit from the study and experience.

All courses counted towards a minor in Military Studies must be passed with a grade of C or better. Minor Students must complete 12 military science credits in:

MSL 101 Foundations of Officership examines the constitutional foundation of the US military, military tradition, current defense department structure, and the roles and missions of the armed services. As such, it functions as an introduction to the military studies minor much as the same as basic courses are part of the foundation of majors (e.g., French, German) and minors (e.g., Political Science) in other academic programs.

MSL 301 Leadership and Problem Solving provides students opportunities to develop a personal leadership philosophy and practice a military leader's role in counseling, motivating, managing resources, planning, and organizing.

MSL 302 Leadership and Ethics traces U.S. Army operations in various geographical and tactical scenarios and looks at the leader's role in planning, directing, and coordinating the efforts of individuals and small groups in tactical missions.

MSL 402 Officership and Ethics examines ethical dilemmas faced by leaders in the U.S. military. Discussions and exercises revolve around the methods of resolving ethical dilemmas while administering regulations and the code of military ethics. Additional studies develop understanding of the ethical framework of the uniform code of military justice and civil rights legislation.

Students must also complete an additional 9 credits from among the following choices in Political Science and History (minimum 3 credits from each discipline and 6 from upper division): The following courses were selected by the faculty based on their importance in the development of young officers in the modern military. In the addition to the content material, these courses teach comparative analysis and written communication skills.

HIST 226 Terrorism is particularly relevant considering the worldwide threats that the military and civilian sectors are encountering. Officers may be engaged in military operations countering terrorist activities in any theatre.

HIST 301 Ancient Greek History lends important background information about the foundations of democracy and challenges which democracies face, both internal and external.

HIST 303 History of Ancient Rome provides valuable lessons about the transformation of democracy over time. The roles of the military and military leaders in the expansion, maintenance and dissolution of this early republic are also valuable.

HIST 368 American Military History of any era is an important subject for officers to study. The American military respects and observes many traditions and ceremonies that are tied to specific events in our military past. Students will begin to understand the time-honored traditions that they will be expected to observe and pass on to future leaders. Study of American military history also helps officers analyze the nature of past conflicts and military policy. This analysis prepares them to deal with current events with a framework for evaluation.

HIST 334 War, Peace and Society can help officers develop an appreciation for the causes of war, how peace is preserved and the continuum of peace/conflict that has dominated modern history.

PSC 130 International Relations gives a basic foundation of understanding about the role of the military leader in how countries behave toward one another. This course also is essential in teaching the political and social solutions which resolve conflict in the international community

PSC 335 American Foreign Policy helps students understand their roles in our foreign affairs. In the modern world, the actions of very junior officers can have an enormous influence on the course of negotiation and civil/ military relationships.

PSC 336 Causes of War teaches students and prepares young officers to deal with the complex issues that will send soldiers, sailors, airmen and marines into harms way. By analyzing the causes of war, students can gain valuable insight into how to limit war.

PSC 395 International Security requires students to explore issues relating to personal, national, international, and global security. Students will examine theories about the causes of war and apply them to understand the occurrence of World War I, World War II, and the Cold War. These issues will be explored in the context of the current threat of terrorism as well as in the context of World War I, World War II, and the Cold War.

### **Adequacy, Accreditation and Assessment Issues**

1. The present faculty, facilities and equipment needed in support of this minor are adequate. No faculty or equipment additions are necessary to proceed with the minor. ROTC faculty members are selected based on their professional qualifications and experience. These qualifications allow them to attain their rank, i.e., it is not simply the rank which allows them to be ROTC faculty. These instructors have completed significant courses of instruction within the Army's educational and professional development system to attain the qualifications required to hold their rank. These soldiers are still required to maintain their professional qualifications and serve in other capacities while assigned as instructors. The demands of these additional duties are considerable, in addition to their duties with ROTC. They are also required to work within the rules established by the academic administration and must balance these requirements. The varying backgrounds, required professional military certifications, and periodic infusion of new personnel greatly add to the academic richness of this program much as adjunct professors add to other academic programs.

2. All of the courses required by the MS minor are currently recognized in the course catalog. Students must demonstrate mastery of classroom material and successfully apply the material from the classroom in learning laboratories that stress role playing and small group leading activities. The laboratory gives opportunity for other hands-on activities that are valuable in cementing the learning experiences. In all MS classes, students are put into leadership roles that require organizational and communication skills, confidence, and a thorough retention of the materials taught in the classroom environment. Because of the interdisciplinary nature of this program, the faculty from the History and Political Science Departments who are already recognized as capable

and qualified to teach at The University of Montana add to the credibility of the MS minor.

3. Students undergo rigorous assessments in the classroom and leadership laboratory in all courses. Additionally, the young men and women of the UM Military Science program are outstanding individuals who have met rigorous qualification criteria before contracting with ROTC. As a result more than half of this year's UM ROTC graduates ranked in the top 20% of their national cohort. Following the completion of their degree and the MS program, they will serve the nation as Army officers and in adverse conditions around the world. Following their service, many of these students become community and business leaders where they continue to contribute. Many of these former officers will work as middle management in US Fortune 500 companies. Because of their high ethical standards, experience and education they will be in high demand in business, government and other fields. By bolstering their credentials with a minor in military studies, these students will be able to show that they have completed one of the most rigorous, recognized and valuable leadership internships available. Students that do not go on to careers with the military benefit from the knowledge and experience gained while completing requirements for the Military Studies minor.

### **Impact on Faculty, Facilities, Costs, Students, and other Department and Campuses**

1. Indicated, by name, the current faculty in the Military Science Department. In addition to civilian academic credentials, all the faculty members have completed professional development and academic programs which are comparable to post-graduate work.

#### **Professor of Military Science**

Lieutenant Colonel Michael L. Hedegaard, MMAS, Command and General Staff College

Seventeen year veteran of the US Army who has held numerous command positions, served in several staff positions at various levels in wartime and peacekeeping assignments overseas including Iraq, Kosovo and Panama. Holds flight certifications and has served in several operational flight assignments. Has experience teaching post baccalaureate education within the Army as an instructor at the Aviation Branch Officer Basic Course for Lieutenants and at the Aviation Captain's Career Course.

#### **Assistant Professors of Military Science**

Major Philip McCutcheon, BBA, Midwestern State University

Fifteen year veteran that holds flight certifications in rotary wing aircraft. Served in a number of operational flight assignments in the US and overseas as well as commanding aviation and aviation logistics units. As a Regular Army Advisor, instructed and evaluated National Guard and Reserve units in both classroom and practical environments. He has also taught Military Science Courses at The

University of Montana for over 18 months. Certified to instruct and evaluate at the nation's combat training centers.

Captain Darron Tolan, BA, University of Montana

As an eighteen year veteran of the US Army Reserve, he has balanced a civilian career as a manager within a fortune 50 company and ownership of a small business with military career requirements. His service includes commanding Quartermaster and Engineer companies along with experience in Iraq. Additionally, he is the primary Operations and Training Officer within his Reserve Battalion responsible for the training and instruction of the unit.

Captain Bill Ballinger, M Ed, University of Montana

As a ten year veteran of the US Army Reserve, he has balanced a civilian career with military career requirements. His service includes command of a Quartermaster company. Certified and experienced science educator and athletics coach at the secondary level. He has taught Military Science Courses at The University of Montana for over 16 months.

Captain Zachary Allen, BA, Gonzaga University

Eight year veteran of the Army Field Artillery who has specialized in small unit leadership and management. Special areas of expertise include human and material resource management and student preparation for small unit leadership.

MSG Alvie Benskin

Twenty year veteran who has completed four different professional development programs that emphasize individual and team training. Specific areas of expertise include counseling and human resource management. Certified to instruct and evaluate at the nation's combat training centers and has taught Military Science Courses at The University of Montana for over 10 months.

SFC Robert Hargrove

Twenty year veteran that has completed three different professional development programs that emphasize individual and team training. Specific areas of expertise include counseling and human resource management. He is a Department of the Army certified classroom instructor and test administrator. He has also taught Military Science courses for over 30 months.

**2.** There will be no increase in faculty or staff to support the first five years after approval of the Military Studies minor. Unless there is a 50% or greater increase in student enrollment, further demands on the faculty are not anticipated in the Military Science Department, because the curriculum is already in place. Because of the interdisciplinary nature of the minor all faculty members in the History and Political Science Departments are current faculty of the University of Montana.

**3. Please explain the need and cost for support personnel or other required personnel expenditures.**

No additional expenses will be required with the acceptance of Military Studies as a minor.

**Evaluate library resources. Are they adequate for operation of the proposed program?**

Library resources have been and will continue to be adequate.

**Indicate special clinical, laboratory, and/or computer equipment that will be needed.**

No additional equipment will be required.

**Facilities and space required for the proposed program.**

Current facilities are adequate for the program.

**4. The impact on enrollment**

The UM MS department's values and objectives reflect those stated in the UM mission statement ([www.umt.edu/nwa2000/mission2.htm](http://www.umt.edu/nwa2000/mission2.htm)). Scholarships offered through ROTC represent over \$ 190,000 worth of scholarships and support to students. This amount comes entirely from outside the university budget. The UM MS department actively supports UM administration and academic departments by recruiting for UM first and ROTC second. Additionally, the UM Military Science department works diligently to retain these high quality students and maintains higher retention rates than the general campus population.

5. The relationship of this minor to others on campus is the emphasis of interdisciplinary courses. The proposed MS minor requires students to take courses outside of the department, creating well rounded students and supporting the curriculum of other departments. The MS minor has comparable credit requirements to other minors offered on campus.

**6. Listed below are similar programs offered in public universities in Montana, the Pacific Northwest and the states bordering Montana. How similar are these programs to the one herein proposed?**

Credit requirements and subjects at these programs are all very similar to the proposed requirements for the UM Military Studies minor.

ALASKA

University of Alaska in Fairbanks, AK

IDAHO

University of Idaho in Moscow, ID  
(minor proposal submitted for approval)

MONTANA



Montana State University in Bozeman, MT

NORTH DAKOTA

North Dakota State University in Fargo, ND

University of North Dakota in Grand Forks, ND

OREGON

Oregon State University in Corvallis, OR

SOUTH DAKOTA

University of South Dakota in Vermillion, SD

South Dakota State University in Brookings, SD

WASHINGTON

Central Washington University in Ellensburg, WA

Eastern Washington University in Cheney, WA

Washington State University in Pullman, WA

WYOMING

University of Wyoming in Laramie, WY

**This program has been developed in accordance with the criteria developed by accrediting body(ies) or learned society(ies).**

Not applicable.



January 20-21, 2005

**ITEM 126-1011-R0105**      **Approval of Proposal to create a Master of Public Health and a Certificate in Public Health**

**THAT:**                                      The Board of Regents authorizes The University of Montana—Missoula to offer a Master of Public Health and a Certificate in Public Health.

**EXPLANATION:**                              The University of Montana—Missoula requests approval of a program of graduate study leading to a Master of Public Health (MPH) degree and a Certificate in Public Health. Required courses will be provided via distance learning as will some electives. Based in the School of Pharmacy and Allied Health Sciences, this interdisciplinary degree will train public health professionals who are competent to address the challenges resulting from the intersection of rural and global health issues.



# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.: 126-1011-R0105 Date of Meeting: Jan. 20-21, 2005  
Institution: The University of Montana - Missoula  
Program Title: Master of Public Health

Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor where there is no major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

### **Specify Request:**

The University of Montana - Missoula requests approval of a program of graduate study leading to a Master of Public Health (MPH) degree and a Certificate in Public Health. Required courses will be provided via distance learning as will some electives. Based in the School of Pharmacy and Allied Health Sciences, this interdisciplinary degree will train public health professionals who are competent to address the challenges resulting from the intersection of rural and global health issues.



# MONTANA BOARD OF REGENTS

## NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

**Institution:** The University of Montana - Missoula

**Program Title:** Master of Public Health

1. How does this program advance the campus' academic mission and fit priorities?

The highly interdisciplinary Master of Public Health program will provide distance-learning-based professional training designed to graduate practitioners who are competent to address the challenges resulting from the intersection of rural and global health issues. In addition, the MPH faculty will conduct public health research around issues important to Montana, the nation, and the world.

2. How does this program fit the Board of Regents' goals and objectives?

This program will assist in meeting four Regental goals by 1) delivering a much needed graduate degree program primarily via distance learning (B2 and C2), 2) by providing public health training around the unique population health problems of Native Americans (C4), 3) by responding to a significant demand for graduate education in public health (D1), 4 by conducting research on public health problems in Montana (D2), and by focusing on community based research (E1)

3. How does this program support or advance Montana's needs and interests?

This program will address current and forecasted needs for graduate education in public health. Its focus on rural population health problems will assist in promoting improvement in the health of the people of Montana. Finally, its faculty will conduct research into public health problems in the state.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

Program graduates will be qualified to fill forecasted vacancies in public health agencies at the local, state, and federal levels in Montana. In addition, research contracts and grants will provide opportunities for employment.

5. What is the program's planned capacity?

• Break-even point?	43	FTE students
• Enrollments / year?	69	
• Graduates / year?	35	
• MT jobs / year?	35	

6. Resource Allocation:

• Total program budget?	\$317,419 expenditures
• Faculty FTE?	4.0
• Staff FTE?	.5

7. Does this program require new resources? x Yes  No

If yes, what is the amount? \$ 317,419

8. How will the campus fund the program?

Tuition from students enrolled in the program plus super tuition in the amount of \$150 per credit hour will be levied.

9. If internal reallocation is necessary, name the sources.

No internal reallocation is required for this program.



## Master of Public Health (MPH)

### OBJECTIVES AND NEED:

1a. **Description of the Program:** A program of interdisciplinary graduate study leading to the Master of Public Health (MPH) is proposed for the School of Pharmacy and Allied Health Sciences (SPAHS). Although organized within the SPAHS, the program will also have faculty from the College of Arts and Sciences, the School of Education, and the School of Business.

The discipline of Public Health deals with health issues affecting an entire community or population rather than those of individual persons. Today, the people of the United States and Montanans in particular are in greater need of public health professionals than at any time since the beginning of the 20<sup>th</sup> century. The range of public health problems now facing our country and state includes infectious diseases such as AIDS, West Nile Virus, and SARS, bioterrorism, environmental and toxic waste hazards like those in Butte and Libby, population health problems affecting Native Americans including diabetes and obesity and the lack of health insurance by 20% of Montanans. These issues and others are front-page health problems facing our nation and our state.

Currently at The University of Montana there exist strong programs in Environmental Health Sciences, Biological Sciences, Psychology, Political Science, Business Administration, Health Education, Social Work, and Environmental Studies. These programs embrace all the core competencies required for the Master of Public Health. With its existing specialized programs in environmental health sciences, community health education and Native American studies, The University of Montana has unique opportunities to create areas of emphasis for public health professionals. Utilizing these existing capabilities and applying distance learning technology will enable many health care practitioners around the state of Montana to obtain the knowledge and skills needed to address the growing public health problems in our state and nation.

1b. **Program Goals and Objectives:** The Master of Public Health program will seek to achieve three primary goals: first, to educate and prepare professionals for public health practice in Montana, around the nation and internationally; second, to serve the State of Montana needs for public health and public health policy through University – Community collaboration; third, to conduct research to meet state needs for information and advance knowledge and expertise in the field of public health. The initial objectives of the program will be to graduate 25 or more professionals with the MPH degree within 3 years, to select an effective program chair, to offer all core courses and the capstone seminar at least once within the first two years, to secure positive program assessments from enrolled students and their employers and to obtain CEPH accreditation in the fourth year of operation.

1c. **Intellectual Basis for the Curriculum:** Practitioners in public health work to improve the health of a population or community rather than that of the individual. The basic public health degree is the Master of Public Health (MPH). <sup>1</sup> The first graduate program in public health was started in 1918 at Johns Hopkins University and today there are about 34 accredited schools and approximately 45 accredited programs of public health offering the MPH. This program is unique in that it aims to graduate practitioners who are competent to address the challenges resulting from the intersection of rural and global health issues.

1d. **Course of Study:** The University of Montana Master of Public Health will require 36 graduate credit hours of instruction. All students will be required to take these MPH core courses:

- Fundamentals of Biostatistics 3 Cr.
- Fundamentals of Epidemiology 3 Cr.
- Environmental and Rural Health 3 Cr.
- Community Based Research 3 Cr.
- U.S. Healthcare System and Policy 3 Cr.
- Social and Behavioral Sciences in Public Health 3 Cr.
- Professional paper or portfolio 3 Cr.

To insure that students graduate with an understanding of the contemporary and changing global determinants of rural health, a three credit capstone course titled “Rural Health Issues in a Global Context” will be required.

Students will be able to select an area for concentration including:

- Environmental and Rural Health
- Community Health Education
- Native American Population Health

In addition to the MPH degree, the program will also offer a Certificate in Public Health for individuals who earn 12 graduate credits from among the core courses.

The full curriculum including electives and core courses is found in attachment 1.

1e. **Instructional Methods:** Because it is anticipated that the Master of Public Health program will be of greatest interest to individuals now employed in healthcare occupations who cannot leave their jobs, all required courses and some electives will be provided by distance learning using primarily the asynchronous Blackboard medium. All courses required for the MPH degree will be appropriate for distance learning. Students will be required to come on campus for one week on three occasions, at the beginning of the program, between years one and two, and at the end of the program.

2. **Need for Program:** In November 2002, The Institute of Medicine issued a report titled “The Future of the Public’s Health in the 21<sup>st</sup> Century”. The report included seven recommendations specifically focused on the need for workforce training and public health research. These recommendations to Congress as well as state and local governments urge greater resource allocation to the education of public health workers and to faculty development and research.<sup>2</sup>

In January, 2004, Georges C. Benjamin, Executive Director, American Public Health Association said “What is clear is that the public health work force must be revitalized if we hope to avert a looming crisis.” “With improvements in technology, we should expand distance learning opportunities and online training to better equip workers already in the field.”<sup>3</sup>

Currently in the state of Montana there are more than 1400 individuals employed in public health agencies at the city, county, state or federal level. Of these, only 22% hold a graduate degree or higher; 58% hold a baccalaureate degree. In a 2004 survey of public health workers in Montana, 50% of the 1400 respondents indicated a high or moderate interest in university course work. Contacts to selected city/county public health agencies as well as the Montana Department of Public Health and Human

Services and the Indian Health Service, Billings found that between 25% and 40% of the public health personnel in these agencies will retire within the next 5 years. Leaders of these agencies are very supportive of an MPH program at UM to train replacements (see attachment 2 for letters of support).

Because many individuals now working in public health do not know if they should pursue the MPH degree, the program will offer a Certificate in Public Health consisting of 12 graduate credits in core MPH course offerings. Montana public health leaders learning of this option were very enthusiastic about the idea.

There is today an unprecedented need for research into the public health problems in Montana, the US, and internationally. Research in public health is primarily conducted by faculty members in the nation's MPH programs. As much as 85 % of the entire budgets for schools of public health are derived from grants and contracts.<sup>4</sup> The University of Montana has the capability to participate in this research and thereby benefit not only the University but also the state, the nation, and the world.

**3. New Courses:** The Masters of Public Health will add these new 3 credit, graduate courses to the curriculum:

- Fundamentals of Biostatistics
- Fundamentals of Epidemiology
- Environmental and Rural Health
- Community Based Research
- US Healthcare System and Policy
- Social Behavioral Sciences in Public Health
- Rural Health Issues in a Global Context

The requirements for the Masters of Public Health degree (MPH) will be 36 credits including 21 from the core curriculum above, at least four elective courses, and either a professional paper (up to 3 credits) or a professional portfolio (1 or 2 credits).

New elective courses will include:

- Community Health Education
- Environmental and Occupational Epidemiology
- Seminar in Epidemiology

The full curriculum including core and elective courses is included in attachment 1.

## **ADEQUACY, ACCREDITATION, AND ASSESSMENT ISSUES**

### **1. Adequacy of faculty, facilities, and other resources compared to accreditation standards:**

Recent additions of faculty in Biostatistics and Epidemiology provide The University of Montana with all of the disciplines required for the Master of Public Health. With an anticipated enrollment of between 25 and 35 graduate students and 15 to 20 certificate program students in this primarily on-line program, existing facilities and equipment are capable of supporting the MPH program. Library holdings will need to be augmented at an estimated cost of approximately \$100,000. These expenses are included in the program budget, at the rate of \$15,000 each year.

2. **Accreditation:** Graduate programs in public health are accredited by the Council on Education for Public Health (CEPH). The category of accreditation to be sought by the University of Montana program is in Community Health/Preventive Medicine. This is the generalist degree in public health. The initial step in the accreditation process is to seek Applicant Status with CEPH. A self-study process and report is the second step and must occur before Accredited Status can be achieved. The self-study report must be submitted within two years of becoming an Applicant. If the self-study report is found satisfactory, then the third step is an accreditation visit.

3. **Assessment plan:** The assessment of students and program outcomes will be accomplished in this way:

Intermediate Assessment: Student performance will be evaluated on-line in the manner now customary with Blackboard. These procedures include the utilization of passwords and time limits on test availability. At the discretion of the instructor, proctored exams can be arranged if necessary.

End of Instruction Assessment: The defense of a professional paper or professional portfolio will be required.

Student/Alumni Satisfaction: Standard student assessments will be collected. Additionally, the alumni will be surveyed to determine the degree to which their course of education was found relevant to their needs and responsibilities on the job.

Program Review: In the first operational year, application will be made for accreditation by the Council on Education for Public Health (CEPH). By the end of the third year, and after the submission of a self-evaluation, an accreditation visit will be scheduled. The outcome of the site visit can be a decision to accredit, to continue pre-accreditation or denial of accreditation.

## **IMPACT ON FACULTY, FACILITIES, COSTS, STUDENTS, AND OTHER DEPARTMENTS AND CAMPUSES**

1a. **Additional Faculty Requirements:** The MPH program will require the recruitment of two new full time faculty; one to serve as Program Chair/Director. The individuals sought should hold a Ph.D. or Dr.Ph in public health and have significant experience in a school of public health and with distance learning, administration and grant development. The availability of such candidates is satisfactory at an anticipated salary with benefits of \$112,700 for the Director and \$93,750 for a full time faculty member.

1b. **Names and Qualifications:** The current faculty who desire appointment in the MPH program are listed in Attachment 3. Funds for course instruction are included in the budget under Personal Services.

2. **Impact on Facilities:** Additional library resources will be required, as indicated above. Funds needed for these acquisitions are included in the program budget.

Master of Public Health students will be required to complete a professional paper or portfolio which will be supervised by a University of Montana faculty member with appointment to the MPH faculty. The student may have a visiting faculty member involved with the research in the place where the

research is being conducted. At the conclusion of the student's course work, the capstone course in combination with a final interview will insure the student has performed the research. Space required for the new personnel needed for the program is available in the Skaggs Building.

**3. Costs:** The "Budget Analysis/Enrollment Estimates" schedule below displays the forecasted revenues and expenses for the program and include the following:

3a. FTE estimates are based upon part-time enrollment of 10 MPH and 6 certificate students in FY 06, 25 MPH degree students in FY '07, 50 in FY '08, 85 in FY '09, and 95 thereafter. Also included in this estimate are 15 MPH Certificate students in FY '07, and 20 certificate students each year thereafter.

3b. Incremental tuition revenue based upon resident Graduate I tuition rate (\$3812.40) x FTE.

3c. Program fees represent super tuition at \$150 per SCH (144 in FY '06; 555 in FY '07; 990 in FY '08; 1515 in FY '09; and 1665 in FY '10).

3d. Personal services include one new FTE faculty in FY '06 (\$93,750) and one new FTE faculty in FY '07 (\$112,700); an Administrative Assistant (.50 FTE) at \$20,614; and course instruction each year. In FY '09 and '10, the Administrative Assistant will be increased to 1.0 FTE.

3e. Equipment expenses include library acquisitions of \$15,000 each year of the proposed budget.

**4. Impact on Enrollment:** Based upon interviews with Montana public health agencies and practitioners, it is estimated that the MPH degree program will have 25 students enrolled in FY 2006, approximately 30 new students in the next year, and in the next year of operation and thereafter, about 35 new students. The student targeted for enrollment in the MPH program is a health care practitioner now working in a public health agency. These individuals include registered nurses, physicians, pharmacists, and medical technologists

For entry into the MPH degree program applicants will need at least a baccalaureate degree and the GRE or other professional school exam. A cumulative undergraduate grade point average of 3.0 and prior experience as a healthcare provider or in public health are guidelines to be applied as well. All of the core courses will be provided by distance learning. No difference in profile is expected between students on and off campus. Individuals pursuing the MPH degree on a full time basis will be able to complete the course work in two years by taking 18 credits per year. However, it is anticipated that the majority of students will be health care practitioners needing to continue to work. For these students, it is anticipated that three years will be required to complete all of the course work (averaging 12 credits per year). Based on these estimates, at any given time after the second year of operation, between 50 and 90 students will be enrolled. By the end of the third year, the program should graduate about 35 students per year.

The MPH certificate program is expected to enroll about 20 students per year beginning in FY 2008.

**5. Relationship to Other Programs on Campus:** The Master of Public Health is a highly interdisciplinary degree and consequently the program relies on the contributions from biological sciences, business, environmental studies, environmental health sciences, health and human performance, pharmacy, psychology, political science, and social work. The Chairs from all of these programs have been consulted in the development of this proposal and have submitted letters of support. (See attachment 4.)

To best insure an effective interrelationship between the many departments and programs contributing to a Master of Public Health program, an Advisory Committee comprised of the Deans of the schools of Education, Business, and Arts and Sciences will meet with the Chair of the Master of Public Health Program and the Dean of School of Pharmacy and Allied Health Sciences three times a year to advise and recommend on operational elements of the program, including budget, resource allocation, curriculum, accreditation and strategic direction. In addition, the faculty committee involved with the formulation of the MPH program has recommended the Organization and Management Characteristics found in attachment 5.

**6. Relationship to Other Institutions:** In the northwest, there are currently only two accredited programs in Community Health/Preventive Medicine. These are at Portland State University and at the University of Utah. The School of Public Health at the University of Washington offers specialized degrees in each and all of the public health specialties. There are no MPH programs in states adjacent to Montana and none in the Rocky Mountain west offer a curriculum that is primarily available via distance learning. Furthermore, there are no US programs that specifically address the rural-global health interface that is a focus of this proposed program.

Within the Montana University System, there are currently on-line, elective course offerings of value to MPH candidates provided at Montana Tech in the Industrial Hygiene program and at Montana State University- Billings in the Healthcare Administration program. The Directors of these programs are supportive of the creation of a Master of Public Health and have so indicated in their letters in attachment 4.

Patricia Wahl, Dean of the School of Public Health at the University of Washington, when contacted about the prospects of a MPH program at The University of Montana was very encouraging and supportive.<sup>4</sup>

### **Process Leading to Submission of Proposal**

The opportunity for a Master of Public Health program was formally investigated and deliberated by a faculty committee involved with the Health Sciences and Human Services Planning Cluster during 2001 and 2002. Their report to the Provost in May 2003 recommended that The University of Montana “explore the possibility of establishing a MPH in Community/Global Health”.

In September 2003, a consultant, Lawrence L. White, Jr. MHA, began a feasibility study to determine the need, capability, and cost for a MPH program. Early in the project, the Deans of the schools involved were asked to suggest faculty members to comprise a MPH Program Committee (see Attachment 7). The committee, consisting of ten faculty representing all of the disciplines involved in the core curriculum met on 12 occasions between January 2004 and July 31, 2004. This committee involved itself first with the formulation of a mission statement, goals and objectives (see attachment 6) and then with the formulation of the core and electives curriculum. The Deans and Program Chairs affected and involved were periodically apprised of the status of the project by faculty members and by the consultant.

Between September 2003 and July 2004 seventeen individuals representing ten employers were interviewed in person to gain their opinions regarding the need for a MPH program at The University of Montana, the size of their public health work force and their assessment of the demand for workers with the MPH degree. Each and every individual was very positive and encouraging that the program be developed. The letters of support in Attachment 2 are from some of those interviewed.

As stated previously, in Montana there are at least 1400 individuals employed at the professional level by city, state or federal public health agencies. The turnover due to retirement in these agencies in the next five years will be between 25% and 40%. The estimated starting salary for an individual with the MPH degree in a supervisor position at an urban city/county health department is \$40,000. A department head starting salary is approximately \$50,000.

**Budget Analysis/Enrollment Estimates<sup>1</sup>**

	Year 1 FY 2006		Year 2FY 2007		Year 3FY 2008		Year 4 FY 2009/ & 2010	
Estimated Enrollment Information								
FTE Enrollment	<b>6</b>		<b>40</b>		<b>63</b>		<b>69.</b>	
Estimated Incremental Revenue								
Use of Current General Operating Funds <sup>2</sup>	<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>	
State Funds <sup>3</sup>	<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>	
State Funding for Enrollment Growth <sup>4</sup>	<b>0</b>		<b>0</b>		<b>0</b>		<b>\$132,028</b>	
Net Applied Tuition Revenue (A-B) <sup>5</sup>	<b>\$22,874</b>		<b>\$ 152,496</b>		<b>\$ 240,181</b>		<b>\$ 263,028</b>	
A. Incremental Tuition Revenue <sup>6</sup>	<b>\$22,874</b>		<b>\$152,496</b>		<b>\$ 240,181</b>		<b>\$263,028</b>	
B. Reductions to Incremental Tuition <sup>7</sup>								
Program Fees (\$150xSCH)	<b>\$21,600</b>		<b>\$144,000</b>		<b>\$ 227,250</b>		<b>249,750</b>	
External Funds <sup>8</sup>								
Other Funds								
TOTAL Estimated Revenue	<b>\$44,474</b>		<b>\$296,496</b>		<b>\$ 467,431</b>		<b>\$ 644,806</b>	
Estimated Incremental Expenditures <sup>9</sup>								
	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>
Personal Services <sup>10</sup>	<b>2.0</b>	<b>\$136,971</b>	<b>3.8</b>	<b>\$298,651</b>	<b>4.0</b>	<b>\$302,419</b>	<b>4.5</b>	<b>\$323,033</b>
Operating Expenses <sup>11</sup>								
Equipment <sup>12</sup>	<b>\$15,000</b>		<b>\$15,000</b>		<b>\$15,000</b>		<b>\$15,000</b>	
Start-up Expenditures <sup>13</sup>								
TOTAL Estimated Expenditures	<b>\$151,971</b>		<b>\$313,651</b>		<b>\$317,419</b>		<b>\$338,033</b>	
Estimated Revenues over/(under) Expenditures	<b>(\$-107,497)</b>		<b>(\$17,155)</b>		<b>\$150,012</b>		<b>\$306,773</b>	

<sup>1</sup>Provide estimates for each year until the proposed program is fully implemented and expenditures/revenues/enrollment reflect a mature program. For example, a two-year program would probably include estimated enrollment for only 2-3 years.

<sup>2</sup>Existing general operating funds allocated to support the proposed program.

<sup>3</sup>State funds specifically dedicated through Board or Legislative action in support of the proposed program.

<sup>4</sup>Include \$1,914/FTE for each year of the biennium following the next consideration of enrollment growth by the Legislature. For example, a program proposed in November 2003 could not receive enrollment growth funding until FY06.

<sup>5</sup>Net applied tuition revenue is gross incremental tuition revenue minus tuition reductions. This should reflect the tuition revenue available to be applied directly to the program.

<sup>6</sup>Total gross incremental tuition revenue generated by the increased enrollment in the proposed program (enrollment times tuition rate).

<sup>7</sup>Reductions to the gross incremental tuition revenue including fee waivers, academic support, institutional support, etc. Provide detail in narrative.

<sup>8</sup>Include federal funds, grant funds, private funds, and other external funds.

<sup>9</sup>Include only incremental expenditures for the proposed program.

<sup>10</sup>Include salary, benefit, and insurance costs.

<sup>11</sup>Examples include library resources, professional services, travel, materials, supplies, equipment <\$5, 000, etc.

<sup>12</sup>Include only capitalized equipment (>\$5,000).

<sup>13</sup>Include start-up expenditures including one-time only expenditures, marketing expenditures, accreditation expenditures, etc.



Attachment 1

**University of Montana**  
**Proposed Master of Public Health**  
**Fall 2006**

**Core Courses:**

Fundamentals of Biostatistics	3 Credits*
Fundamentals of Epidemiology	3 Credits*
Environmental and Rural Health	3 Credits*
Community Based Health Research	3 Credits*
US Healthcare System and Policy	3 Credits*
Social and Behavioral Sciences in Public Health	3 Credits*

**Capstone Courses:**

Rural Health Issues in a Global Context	3 Credits
Professional Paper/Portfolio	3 Credits

**Possible Elective Courses:**

Foundations in Community & Public Health	3 Credits*
Environmental and Occupational Epidemiology	3 Credits*
Environmental Health Risk Assessment and Risk Communication	3 Credits
Seminar: Special Topics in Epidemiology	3 Credits
P Sc 431 – Politics of Global Migration	3 Credits
P Sc 463 – Development Administration	3 Credits
P Sc 522 – Human Resource Management	3 Credits*
P Sc 524 – Management Skills	3 Credits*
P Sc 504 – Organization Theory	3 Credits*
P Sc 525 – Strategic Management	3 Credits
P Sc 595 – Performance Management	3 Credits
SW 495 – Mental Health and Health Related Practice in Rural Communities	3 Credits
SW 495 – Death and Dying	3 Credits
SW 410 - Ethics and the Helping Professions	3 Credits
SW 423 – Addiction Studies (Psyc 423)	3 Credits
SW 495 – Social Work in a Global Context	3 Credits
SW 520 – Social Work Research Methods	3 Credits
SW 521 – Advanced Research and Program Eval.	3 Credits
SW 531 – Methods of Social Policy Analysis	3 Credits
SW 545 – Practice of Organizational Leadership	3 Credits
ANTH 444- Culture, Health, and Healing	3 Credits

ANTH 420 – Human Behavioral Ecology	3 Credits
ANTH 460 – Human Variation	3 Credits
ANTH 388 – Native American Health & Healing	3 Credits
ANTH 343 – Culture and Population	3 Credits
ANTH 431 - Ethnographic Field Methods	3 Credits
COM 420 – Advanced Organizational Commun.	3 Credits
COM 451 – Intercultural Communication	3 Credits
ECON 440 – Environmental Economics	3 Credits
EVST 450 Food, Agriculture & the Environment	3 Credits
EVST 501- Scientific Approaches to the Environ.	3 Credits
EVST 520- Environmental Organizing	3 Credits
EVST 531- Citizen Participation	3 Credits
EVST 555– Research Methods for Social Change	3 Credits
EVST 542 –Transboundary Environmental Issues	3 Credits
EVST 550 – Pollution Ecology	3 Credits
EVST 560 – Environmental Impact Analysis	3 Credits
PHAR 557 – Public Health in Pharmacy	3 Credits
HS 440 – Health Care and Public Policy	3 Credits
MICB 413 – Medical Bacteriology and Mycology	3 Credits
MICB 420 – Virology	3 Credits
MICB 540 – Microbial Pathogenesis	3 Credits
MICB 520 – Medical Parasitology	2 Credits
HHP 540 – Foundations of Health Education and Health Promotion	3 Credits
HHP 541 – Program Development in the Health Professions	3 Credits
HHP 485 – Theories of Health Behavior and Counseling	3 Credits
PSYC 520 Advanced psychological statistics I	3 credits
PSYC 521 Advanced psychological statistics II +	4 credits
PSYC 522 Applied multivariate statistics +	3 credits
PSYC 523 Research Design	3 credits
PSYC 536 Advanced child and adol. Psych. disorders	3 credits
PSYC 540 Advanced developmental psychology +	3 credits
PSYC 550 Advanced social psychology +	3 credits
PSYC 551 Advanced Personality +	3 credits
PSYC 560 Advanced Learning +	3 credits
PSYC 565 Advanced Cognition +	3 credits
PSYC 571 Advanced Physiological Psychology	3 credits

PSYC 629 Seminar in measurement and quantitative	1-3 credits
PSYC 631 Multicultural Psychology	3 credits
PSYC 632 Behavioral Medicine/Health Psychology	3 credits
IH 527 – Advanced Industrial Toxicology	3 Credits <sup>▫*</sup>
IH 542 – Industrial Epidemiology	3 Credits <sup>▫*</sup>
IH 562 – Radiological Health and Safety	2 Credits <sup>▫*</sup>
ENV 521 – Risk Analysis	3 Credits <sup>▫*</sup>
ACCT 509 – Financial Management and Control	3 Credits*
FIN 522 – Principals of Financial Analysis	3 Credits*
MGMT 540 – Management and the Legal System	3 Credits*
IS 541 – Systems and Operations	3 Credits*
MKTG 560 – Marketing & Applied Bus. Stats.	3 Credits*
SOC 561 – Qualitative Methods	3 Credits
SOC 562 – Quantitative Methods	3 Credits
SOC 470 – Society and Environment	3 Credits
SOC 555 - Research Methods for Social Change	3 Credits
SOC 563- Social Data Analysis	3 Credits
SOC 571- Seminar Rural & Environmental Change	3 Credits
SOC 577 – Seminar Rural Development	3 Credits
NAS 388 – Native American Health & Healing	3 Credits
HADM 450- Health Policy	3 Credits <sup>°*</sup>
HADM 650 – Rural Health Care	2 Credits <sup>°*</sup>

---

\* Courses offered on- line

▫Montana Tech Industrial Hygiene MS program

° MSU – Billings Master of Health Administration program

+ Prerequisite required

◇ Required for students without prior health care or public health experience

Attachment 2  
**Letters of Support**

- 1) Dr. Michael Spence, Montana State Health Officer
- 2) Ellen Lahey, Director Missoula City/County Health Department
- 3) Melanie Reynolds, MPH, Office of Public Health System Improvement, DPHHS
- 4) Maggie Bullock, Administrator Public Health and Safety Division, DPHHS
- 5) Pete Conway, Director Billings Area Indian Health Service
- 6) Doug Moore, Medical Director, Yellowstone City/County Health Department
- 7) Lil Anderson, Executive Director, Yellowstone City/County Health Department
- 8) Gordon Belcort, Executive Director MT/WY Tribal Leaders Council

DEPARTMENT OF  
PUBLIC HEALTH AND HUMAN SERVICES



JUDY MARTZ  
GOVERNOR

GAIL GRAY, Ed.D.  
DIRECTOR

STATE OF MONTANA

17 May 2004

David S. Forbes, Ph.D.  
Dean, School of Pharmacy and Allied Health Sciences  
340 Skaggs Building  
The University of Montana  
Missoula, MT 59812

Dear Dr. Forbes,

I am writing this letter in support of the plan to develop a program that will lead to the degree of Master of Public Health (MPH) at the University of Montana. It is my understanding that the program that is being considered will be distance learning based. There is no question that an MPH program would be a welcome addition to our state and potentially provide us with a much needed and sought after group, public health professionals. In addition to a program leading to a graduate degree in public health it would be equally beneficial to have a public health certificate program. The certificate program would be for individuals without public health degrees that were already working in the public health field and wanted more education in their chosen vocation. Individuals not desiring a graduate degree but wanting training in a public health curriculum could also pursue the public health certificate.

The Montana Department of Public Health and Human Services has for several years provided summer internships for public health students. We have provided a public health educational and practicum experience for both masters' level and doctoral students from many different schools of public health. These have allowed the students to earn graduate credit and in some instances provided them with topics and data for theses or dissertations.

*"An Equal Opportunity Employer"*

Lastly, I would like to express my interest in participating as either a visiting or adjunct faculty member in the program. Prior to my accepting the position of Chief Medical Officer in the Montana Department of Public Health and Human Services I spent 22 years as a fulltime faculty member in academic medicine and worked extensively on public health projects.

Sincerely,

A handwritten signature in cursive script that reads "Mike Spence".

Michael R. Spence, MD, MPH  
Chief Medical Officer



June 6, 2004

David S. Forbes, Ph.D.  
Dean, School of Pharmacy and Allied Health Sciences  
340 Skaggs Building  
The University of Montana  
Missoula, MT 59812

Dear Dean Forbes:

I write to express my support for developing a Master's of Public Health program at the University of Montana, and with particular enthusiasm for employing a distance learning approach.

Those of us in the public health work force are quite aware of the national call for improving the education and preparation of our public health practitioners. Coming from widely varied educational backgrounds, public health professionals often enter the field unprepared for the comprehensive nature and unique charge of public health. This, in combination with the aging-in-place phenomenon of veteran public health professionals, is creating an acute need for graduate-level preparation for new and existing public professionals. And given the job-related and geographical limits that working Montanans face, a distance learning approach has great promise for strengthening Montana's public health workforce.

Our local health department is the second-largest in the state, employing 120 public health workers in delivery of comprehensive population-based services. Our employees have specialized experience and education in numerous focus areas, including epidemiology, environmental health, public health nutrition, health education and promotion, public health nursing, and community-based health care. Few of these experts have graduate degrees in public health, yet many are interested in partaking of every opportunity to learn about basic and advanced public health theory and practice. These opportunities are brought about through conferences, long-distance learning with other secondary institutions and our Montana Public Health Institute. As a public health administrator, I can tell you that making and sustaining arrangements for this stop-and-go approach to professional development leaves much to be desired. As a faculty member of the Montana Public Health Institute, I can also attest that the interest and management support for public health education is growing across the state.

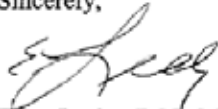
I would expect that the largest participation in a public health distance-learning program at UM would come from current employees of public health agencies, local and state, followed by a smaller group of practitioners or job-seekers choosing a certification option. The full degree, if offered in the flexible manner being discussed, may attract a

ADMINISTRATION (406) 523-4770	ANIMAL CONTROL (406) 523-4785	ENVIRONMENTAL HEALTH (406) 523-4755	HEALTH EDUCATION (406) 523-4775	HEALTH SERVICES (406) 523-4750
NUTRITION SERVICES (406) 523-4740	PARTNERSHIP HEALTH CENTER (406) 523-4789	WATER QUALITY DISTRICT (406) 523-4860		

smaller number initially, but could, indeed, fill a niche in the state for career public health professionals like myself.

Like the many other initiatives that have come from the School of Pharmacy and Allied Health Sciences, the development of a Master's in Public Health program is progressive, pragmatic, and has great potential. Please contact me if I can assist in the consideration and development of this proposal in any way.

Sincerely,

A handwritten signature in black ink, appearing to read 'E. Leahy', written in a cursive style.

Ellen Leahy, R.N., M.N.  
Health Officer



DEPARTMENT OF  
PUBLIC HEALTH AND HUMAN SERVICES



JUDY MARTZ  
GOVERNOR

GAIL GRAY, Ed.D.  
DIRECTOR

STATE OF MONTANA

July 5, 2004

David S. Forbes, Ph.D.  
Dean, School of Pharmacy and Allied Health Sciences  
340 Skaggs Building  
The University of Montana  
Missoula, MT 59812

Re: Letter of Support for a Master's of Public Health Program at The University of Montana

Dear Dr. Forbes:

As the state coordinator for the Montana Turning Point Initiative, I am writing in support of a Master's of Public Health (MPH) program at The University of Montana. Started in 1997, Turning Point is an initiative of The Robert Wood Johnson Foundation. The impetus for Turning Point came from concerns about the capacity of the public health system to respond to emerging challenges of public health. In Montana, the Turning Point Initiative is addressing educational needs among the health-related workforce through the development of the Montana Public Health Training Institute. The goal of the Institute is to improve the efficiency and responsiveness of Montana's state, local, and tribal public health personnel to deal with public health issues.

Through the Montana Public Health Training Institute, several workforce training needs assessments have been conducted. A recent survey by the Association of State and Territorial Health Officials (ASTHO) indicated that one-third of the Montana Department of Public Health and Human Services (DPHHS) employees would be eligible to retire within the next five years. The 2003 statewide emergency preparedness training assessment results show similar findings. Montana survey data reflects similar trends throughout the nation - as we experience the aging of the health workforce, there is concern about having a highly trained, dedicated workforce to respond to the many challenges to public health.

Additionally, our state has unique challenges with our geographically dispersed population, rural health delivery system, and decentralized public health infrastructure. We have had significant capacity challenges such as maintaining our public health resources, retaining and training leadership, securing political support, and developing the needed organizational infrastructure to address basic or emerging environmental public health problems and threats facing our community.

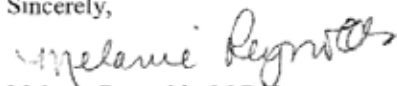
*"An Equal Opportunity Employer"*

The Montana Public Health Training Institute is targeting the current public health workforce by providing programs in core public health areas including epidemiology, health communications, public health law, and leadership development. An on-line MPH program could provide distance-learning opportunities for individuals already working in public health or considering a career in public health. We would be interested in working with your program in providing these educational opportunities. A certificate of public health option would be a particularly attractive option to our workforce since many public health professionals are unable to commit the time or other resources for a full graduate degree, but would be interested in an intensive public health program.

Relevant public health research can provide fresh insights and creative solutions to health problems and supplies the evidence needed for policy development and program implementation. Some areas of applied research might include health disparities especially related to rural areas and program evaluation. The Montana Department of Public Health and Human Services would be interested in working with the University of Montana's efforts in providing research and internship opportunities. This would benefit both students and public health agencies. We would be interested in working with the University of Montana in placing students in agency assignments and research projects.

I am interested in continuing to work with the University of Montana in developing a graduate public health degree program for our state. I would be happy to assist in identifying visiting lecturers in the public health practice community and assisting with possible internships and research initiatives. As you know, the Montana Public Health Training Institute staff has been working closely with the University of Washington's Northwest Center for Public Health Practice and the Montana State University on educational and training programs. We are especially interested in an interdisciplinary learning approach using resources from the Montana universities, schools of public health such as the University of Washington, and the public health practice community to develop a comprehensive learning system for all public health professionals. We look forward to working with you on your efforts to develop an on-line MPH program.

Sincerely,



Melanie Reynolds, M.P.H.

MT Turning Point Initiative/Office of Public Health System Improvement

DEPARTMENT OF  
PUBLIC HEALTH AND HUMAN SERVICES



JUDY MARTZ  
GOVERNOR

GAIL GRAY, Ed.D.  
DIRECTOR

STATE OF MONTANA

June 28, 2004

David S. Forbes, Ph.D.  
Dean, School of Pharmacy and Allied Health Sciences  
340 Skaggs Building  
The University of Montana  
Missoula, MT 59812

Re: Letter of Support for a Master's of Public Health Program at The University of Montana

Dear Dr. Forbes

I am writing in support of a Master's of Public Health program at The University of Montana. The Montana Department of Public Health and Human Services (DPHHS) and the Montana Public Health Improvement Task Force have identified workforce training and education as a key priority issue in its strategic planning. Changes in health delivery systems, unexpected environmental disasters and hazards, emergency preparedness, and Montana's medically underserved rural areas, challenge our public health system. The public health workforce needs new skills and competencies to address these issues.

The Montana public health workforce includes nurses, environmental health specialists, health educators, program managers and other health professionals. There are approximately 200 state public health workers and over 1,300 public health workers in Montana who work in local, tribal, and state public health agencies. Many public health workers lack formal or consistent public health training and also need to stay current on the latest innovations, technology and public health issues.

Traveling out-of-state for graduate public health programs is expensive and time consuming. It would be beneficial for our state's workforce to have an in-state or distance learning Master's in Public Health program. An on-line program could meet the needs of full-time employees through self-paced learning using distance-learning components. Though we encourage public health employees to pursue advanced education, we do not have funding to support students in graduate programs.

Nationally, several public health programs have offered a certificate in public health based on core public health practices and knowledge as an option for the workforce. This would be very valuable to our state since many health professionals are either unable to

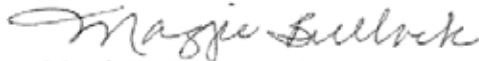
*"An Equal Opportunity Employer"*

commit the time and other resources for a full graduate degree or they have an advanced degree but would like to have an intensive concentration in the field of public health.

State and local public health programs are wonderful "laboratories" for providing research opportunities for graduate public health students and we would support the placement of students in our agencies. There are possible research projects in epidemiology, health education, environmental health, and community assessment and planning. Research benefits agency and community goals as well as provides a great opportunity for students.

We would like to continue to work with you in developing a graduate public health degree program and other education opportunities for the public health workforce. As you know, we have been collaborating with and appreciate the work of the University of Washington School of Public Health and Community Medicine on several workforce development and training projects and we will continue to work with them on our complementary goals of a trained and prepared public health workforce.

Sincerely,



Maggie Bullock, Administrator  
Public Health and Safety Division  
Montana Department of Public Health and Human Services



JUL 14 2004

Billings Area  
Indian Health Service  
2900 4th Avenue North  
P.O. Box 36600  
Billings, MT 59107

Our Reference: OHP/CMO

David S. Forbes, Ph.D.  
Dean, School of Pharmacy and Allied Health Sciences  
340 Skaggs Building  
The University of Montana  
Missoula, Montana 59812

Dear Dr. Forbes:

This letter is in support for the University of Montana to develop a Masters of Public Health (MPH) program.

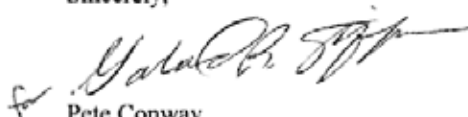
The Billings Area Indian Health Service (IHS) is a federally funded agency that serves approximately 70,000 American Indian and Alaska Natives in Montana. In addition to providing clinical services the Billings Area IHS provides public health services to residents on reservations and non-reservation communities. A distance based MPH program would be beneficial to the rural employees of the IHS and a tool to increase the public health knowledge and skills of IHS and tribal personnel.

The IHS does not fund clinical research activities but does support evaluation and quality improvement projects. Affiliated programs may have some opportunities for epidemiological studies.

The existence of a degree granting public health program enhances the value of the time and effort put in by professional and students to attain this knowledge. A well-trained public health workforce will increase the effectiveness of the public health resources currently available and is essential to maintaining quality public health services.

If you have any questions, please contact Dr. Terry Dennis, Area Chief Medical Officer, at (406) 247-7110.

Sincerely,

  
Pete Conway  
Director, Billings Area

9-1-04

David S. Forbes, Ph.D.  
Dean, School of Pharmacy and Allied Health Sciences  
340 Skaggs Building  
The University of Montana  
Missoula, Mt. 59812

Dear Dean Forbes,

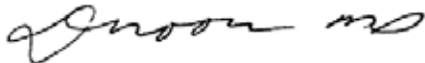
This letter is written in support of the University of Montana's initiative to establish a masters in public health. I have had the opportunity to hear you and Mr. White present on this endeavor as well as spent a few hours with Mr. White reviewing the proposal in detail.

The proposed curriculum, organization, and linkages of this masters program with other institutions of higher learning within this state is a plan I fully support. I also support the focus on the rural/frontier public health issues and the assurance this program is available and tailored to fit the needs of eastern Montana residents.

If I can assist in any way, please do not hesitate to contact me. Mentoring of students, visiting lecturer, or assisting in public health research design and implementation are a few of the ways I could possibly contribute to the success of your program.

Finally, I would like to thank you and Mr. White for the time and effort you have put into this project. If successful in establishing this program, your fingerprints will be on the overall improvement of public health for this state into the next century.

Sincerely,



Douglas L. Moore, MD, MPH  
Chief Medical Officer  
Yellowstone City-County Health Department



## Montana-Wyoming Tribal Leaders Council

207 North Broadway, Suite BR-2, Billings, MT 59101-1951  
Phone (406) 252-2550 Fax (406) 254-6355 WWW <http://tlc.wtp.net>

8 November 2004

David S. Forbes, Ph.D.  
Dean, School of Pharmacy and Allied Health Sciences  
340 Skaggs Building  
The University of Montana  
Missoula, MT. 59812

Dear Dr. Forbes:

The Tribal Leaders Council consisting of the ten Native American Reservations and Tribal Governments in Montana and Wyoming strongly encourages the creation of a distance learning based Master of Public Health program at The University of Montana.

Our tribes have responsibility for the public health needs of more than 75,000 Native Americans. The tribal health clinics and hospitals on our reservations employ more than 200 professionals who work in the various aspects of public health. To be effective in fulfilling our mission to achieve the Highest Level of Health and Health Care for each of the Reservations and Reservation Communities, our Tribal health care professionals need on going access to graduate education in public health. Your proposal to offer the Masters of Public Health (MPH) degree as well as a MPH certificate via distance learning would be of immeasurable immediate and long-term value to our health care personnel. Furthermore, the Indian Health Service has designated the Master of Public Health as a priority health career and therefore Tribal Members in Montana and Wyoming are eligible and encouraged to apply for scholarships to pursue this degree and specializations.

In conclusion, I would personally be interested in assisting you and the faculty in the development of this important and needed program.

Sincerely,



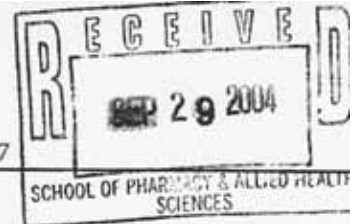
Gordon Belcourt MPH  
Executive Director



Yellowstone  
City-County  
Health  
Department



Phone: (406) 247-3200 • Fax: (406) 247-3202  
123 South 27th • P.O. Box 35033 • Billings, MT 59107



August 25, 2004

Dave Forbes, Ph.D., Dean  
The University of Montana  
School of Pharmacy and Allied Health Sciences  
Skaggs Building, Room 344  
Missoula, MT 59812-1512



Dear Dean Forbes:

Thank you for taking the time to meet with us today to discuss the proposed Masters in Public Health program that the University of Montana is considering. It is my pleasure to offer the wholehearted support of the Yellowstone City-County Health Department for the development of this program. I believe it will be one that will benefit our state tremendously. I encourage the Board of Regents to approve this program for initiation in 2006.

Yellowstone City-County Health Department is the largest health department in the state, with over 20 public health, social service, and health service programs. Through my local work and statewide collaborations, I can attest to the need for masters-prepared public health workers across the entire state. In our own organization, we currently have four MPH staff, and there is no doubt in my mind that our ability to serve our mission would only be enhanced by the availability of more people with the MPH credential. I am quite confident that multiple YCCHD employees would be attracted to the opportunity to earn a high-quality MPH through a distance learning program such as the one you envision.

I am gratified by your intention to develop your MPH program in collaboration with MSU – Billings and Montana Tech. You are to be commended for your foresight in utilizing existing resources to develop a new program rather than duplicating resources simply because they are housed in different parts of the University system.

If I may, I would like to offer three thoughts for you to consider as you develop the MPH program in its final form. First, flexibility in scheduling courses, including within the order of courses, will be of benefit to the working professionals who are likely to find the distance learning program very attractive. Second, you might consider offering credit for related public health work experience or at least offering long term public health professionals the opportunity to challenge courses through a testing process. Third, there is a pressing and growing need for epidemiologists in Montana, so a focus in that area might be very attractive to potential students and very helpful to the entire state.

Finally, please know that part of YCCHD's mission is to provide educational and training opportunities for health professionals. We look forward to future discussions about involving our agency in some ongoing way in the education of your MPH students.

Again, please know that the proposed MPH program has the full support of this organization. I look forward to working with you in the future to bring this exciting new venture to fruition.

Sincerely yours,

Lil Anderson  
CEO / Health Officer



Attachment 3  
**Master of Public Health Faculty**

Jean T. Carter, Associate Professor, School of Pharmacy  
Ann F. Cook, Associate Professor, Department of Psychology  
Daniel J. Denis, Assistant Professor, Department of Psychology  
Laura G. Dybdal, Assoc. Professor, Department of Health and Human Performance  
Janet Finn, Associate Professor, Department of Social Work  
Christine Fiore, Associate Professor, Department of Psychology  
Kari Harris, Assistant Professor, Department of Psychology  
Helena I. Hoas, Associate Professor, Department of Psychology  
Peter Koehn, Professor, Department of Political Sciences  
Lori S. Morin, Assistant Dean, School of Pharmacy  
Curtis Noonan, Assistant Professor, School of Pharmacy  
Elizabeth A. Putnam, Assistant Professor, School of Pharmacy  
Robin Saha, Assistant Professor, Department of Environmental Studies  
Stephen Seninger, Professor, Bureau of Business and Economic Research  
Annie Sondag, Professor, Department of Health and Human Performance  
Jonathan R. Tompkins, Professor, Department of Political Sciences

Visiting Faculty

Melanie Reynolds, RN, MPH - Office of Public Health System Improvement, DPHHS  
Michael Spence, MD, MPH - State Health Officer, DPHHS  
Dana Hedapohl, MD, MPH - Medical Director, Occupational Health Services, St. Patrick Hospital and Health Sciences Center  
L.Craig Eddy, MD, JD – Vice President, St. Patrick Hospital and Health Sciences Center  
Herbert Swick, MD – Executive Director, Institute for Medicine and Humanities  
Doug Moore, MD, MPH, RN – Medical Director, Yellowstone City/County Health Dept.  
Patricia A. Weber, Dr.PH – Manager, Tissue Engineering Lab, International Heart Institute

Attachment 4  
**Program Chair Letters of Support**

Anthropology  
Biological Sciences  
Biomedical and Pharmaceutical Sciences  
Business  
Center for Environmental Health Sciences  
Environmental Studies  
Occupational Safety and Health – Montana Tech  
Psychology  
Political Science  
Sociology  
Social Work



Department of Social Work  
Rankin Hall  
The University of Montana  
Missoula, Montana 59812-4392  
Phone: (406) 243-5543  
FAX: (406) 243-5275

September 16, 2004

David Forbes, Dean  
School of Pharmacy and Allied Health Sciences  
340 Skaggs Building  
The University of Montana  
Missoula, MT 59812

Dear Dean Forbes:

The Department of Social Work supports the proposal for the establishment of a Master of Public Health program at The University of Montana. Professor Janet Finn has served on the MPH planning committee, and has kept the faculty apprised of the planning process. The interdisciplinary nature of the program builds on existing strengths and resources campus-wide. The program's emphasis on preparing professionals for addressing health concerns in an increasingly complex rural and global context is important for the state of Montana and beyond. The program's mission, goals, and underlying values are consistent with those of the social work program, and we anticipate opportunities for inter-professional learning and collaboration over time. The centerpiece of the MPH program is distance education, thus responding to the needs of professionals located throughout the state and region. We see opportunities to learn from this delivery model as we build upon our MSW program over time. Moreover, there will be potential for social work/public health student engagement in electives offered by both departments, which will further contribute to collaborative teaching and learning. We have found strong support of our professional program within the School of Pharmacy and Allied Health Sciences, and we welcome the MPH program as part of this dynamic professional community.

Sincerely,

John C. Spores, Ph.D.  
Acting Chair/Professor



School of Business Administration  
The University of Montana  
Missoula, Montana 59812-6808  
(406) 243-4831 TT Message: V/5136  
FAX: (406) 243-2086

Date: August 31, 2004  
To: David Forbes, Dean  
School of Pharmacy and Allied Health Sciences  
From: Nader H. Shooshtari, Chair *N.H.S.*  
Department of Management and Marketing  
RE: Master of Public Health Program

This letter is in support of the Master of Public Health Program being proposed at The University of Montana. As you know, this program if in place will benefit Montana and the region by addressing rural and public health issues through a strong interdisciplinary graduate education building on existing programs and resources on our campus. To that end, the Master of Business Administration program in the School of Business provides a number of graduate online classes as well as graduate electives that would complement other offerings for graduate students in the Master of Public Health. In a meeting with Larry White who is helping with coordination of the proposal for Master of Public Health, Dean Gianchetta and I discussed such opportunities for collaboration and would like to offer our assistance should the proposed degree program be approved.

cc: Dean Larry Gianchetta  
Clyde Neu, Director of MBA Program



The University of  
**Montana**

Psychology Department  
Intra-campus MEMORANDUM

**DATE:** August 27, 2004  
**TO:** Dean David Forbes, SPAHS  
**FROM:** Nabil Haddad, Chair, Psychology *NH*  
**RE:** Public Health Initiative



---

I write to express the Department of Psychology's strong commitment to the Public Health Initiative being undertaken at the University of Montana. My colleagues and I have attempted to assist Mr. Larry White in his efforts to investigate the feasibility of starting an academic program of Public Health at the University. Our interest, and our commitment, stem from the fact that public health problems can affect the nation, and the state, very adversely in terms of human costs and budgetary implications. Along with our colleagues in other disciplines, we psychologists, can play a crucial role in educating our students on the etiology and the possible treatments of various public health problems. Many of the nation's severe public health issues, such as school violence, diabetes, addiction and obesity, are central ones for psychological research and treatment.

Our department is the only Psychology Department in the State with Ph.D. level programs in clinical, developmental and animal behavior psychology. We are also the only department in Montana that offers a graduate program in school psychology. Our 23 faculty members hold specialties in a variety of psychological sub disciplines that have an immediate relationship to public health issues. Among other areas, our faculty members have been engaged in research and treatment of public health issues such as obesity, addiction, school environment, diabetes prevention, family violence, physical and developmental disabilities, family functioning and early development. We believe that we do have a lot to contribute to such a program, and we are eager to do so.

Having discussed these possibilities with our faculty, I can assure that our Department would be active in supporting any Public Health program at UM. We can certainly offer coursework that could be central to the program, and I am certain that our research and grant activities could serve to enhance the program and provide the students with a variety of opportunities for research and service. As chair of the department, I pledge my personal commitment to work cooperatively with others involved in the program to support it, and to insure its success. Please do not hesitate to call on me to assist in any way you see fit. Thank you.



**Department of Sociology**  
Social Science Building, Room 333  
The University of Montana  
Missoula, Montana 59812-5184  
Phone: (406) 243-5281  
FAX: (406) 243-5951

August 23, 2004

David Forbes, Dean  
School of Pharmacy and Allied Health Sciences  
Skaggs Building 340  
The University of Montana  
Missoula, MT 59812

Dear Dean Forbes:

Earlier this Summer, Larry White approached me in my capacity as Chair of the Department of Sociology. He told me that he had been retained by The University of Montana to explore the possibility of establishing a master's degree program in Public Health at UM. As we spoke, it became clear to me that such a degree would compliment our program in Sociology well. Based on the information that Mr. White has compiled, it appears that there would be substantial interest from students.

I have not yet seen the specific details of the proposed master's in Public Health. Nor have I had the opportunity to discuss this matter with the Sociology Department faculty. Nevertheless, I believe such a degree would be an excellent addition to UM degree offerings. I would like to see this proposal move forward to fruition.

Sincerely,


Daniel P. Doyle, Ph.D.  
Professor and Chair



Intra-campus MEMORANDUM

August 27, 2004

TO: David Forbes, Dean, School of Pharmacy and Allied Health Sciences

FROM: Jon Tompkins, Chair, Political Science 

RE: Proposed Master of Public Health

I have consulted several times with Larry White about the proposed Master of Public Health program. I find the proposal to be very well thought out and very much needed in the state. I am contacted many times during the course of a year about the need of semi-professional and technical workers to obtain the knowledge and skills they need to rise higher in the administrative ranks. Courses in management skills are particularly important to them. We do everything we can to make such courses available through the Political Science department and would be happy to add public health officials to our class rosters. As Chair of the Political Science Department and Director of the Master of Public Administration program, I would like to voice my support for the proposed degree program in public health.





Department of Biomedical & Pharmaceutical Sciences  
School of Pharmacy and Allied Health Sciences  
The University of Montana  
Missoula, Montana 59812-1552  
Phone: (406) 243-4765/4770  
FAX: (406) 243-5228  
[www.umt.edu/pharmsci](http://www.umt.edu/pharmsci)

August 24, 2004

Dave Forbes, Dean  
School of Pharmacy and Allied Health Sciences  
The University of Montana  
Missoula, MT 59812

Dear Dean Forbes:

The faculty of the Department of Biomedical and Pharmaceutical Sciences would like to express their support for the proposed Masters in Public Health (MPH) degree. This issue was discussed by the health sciences cluster group headed by Rich Bridges and was endorsed across departmental lines. One of our departmental faculty, Liz Putnam, has been serving on the MPH faculty planning committee and another, Curtis Noonan, has volunteered to teach for the program in epidemiology, his area of expertise. Given the proper support, we feel that this is an ideal program to introduce at The University of Montana and that it will mesh well with the graduate programs in the Department of Biomedical and Pharmaceutical Sciences.

Sincerely,

Vernon R. Grund, Ph.D.  
Chair, Department of Biomedical and Pharmaceutical Sciences





The University of  
**Montana**

**Environmental Studies Program**  
Rankin Hall  
The University of Montana  
Missoula, Montana 59812-4320  
Phone: (406) 243-6273  
Email: [evst@selway.umt.edu](mailto:evst@selway.umt.edu)  
<http://www.umt.edu/evst>

September 2, 2004

Dean David Forbes  
School of Pharmacy and Allied Health Sciences  
Skaggs Bldg 340  
University of Montana  
Missoula, MT 59812

Dear Dean Forbes,

I am writing to express EVST's support for the proposal to initiate a Master's of Public Health program within your School. I am confident the program will provide outstanding and needed training for public health professionals, enabling them to better meet the needs of Montanans. I expect fruitful opportunities for collaborative faculty teaching and research.

Over the last year, EVST Assistant Professor Robin Saha has served on the Public Health Program Development Committee headed by Larry White. Robin has kept me and the EVST faculty apprised of the Committee's work. EVST supports the listing of appropriate EVST courses as MPH electives. Because EVST faculty offer courses and have interests in environment health, I am confident that EVST faculty will also be supportive of cross-listing some of their courses as the MPH program develops. In fact, Robin Saha has been working with Liz Putnam to develop an Environmental and Rural Health course that would be one of the core courses of the new MPH Program. He has expressed interest in co-teaching the class, and I support the "buying out" of his time for that. Robin brings background in environmental health research and policy concerning minority and low-income populations. Other EVST faculty would welcome working with MPH students and having them in their courses, and some of our graduate students would likewise have strong interests in the MPH program.

I not only warmly welcome the creation of the program conceptually, but I also understand the need for and support the development of programmatic ties between EVST and the new MPH program as outlined above. I would be happy to discuss or further explore ways that EVST can assist your School's promising new endeavor.

Sincerely,

Tom Roy  
Director, Professor  
Environmental Studies Program

An Equal Opportunity University



**DATE:** 23 August 2004

**TO:** David Forbes, Dean, School of Pharmacy and Allied Health Sciences

**FROM:** Erick Greene, Acting Associate Dean of Biological Sciences

**RE:** Master of Public Health Program

I am pleased to offer the support and endorsement of the Division of Biological Sciences (DBS) for the interdisciplinary MPH program being proposed for The University of Montana. Don Christian, former DBS Associate Dean, was part of the planning committee for this program that Larry White lead during 2003-2004, and Bill Granath, a DBS faculty member, was involved in subsequent discussion and planning. I understand that our contributions to this program will likely involve offering of elective courses in the biology or microbiology of infectious disease or related topics; sharing of faculty expertise; facilitating possible interactions between the MPH program and scientists at the Rocky Mountain laboratories within which we have close ties; and possibly others. A particular strength of the Division is in infectious diseases which could provide unique research opportunities to MPH students.

This proposed program builds on many strengths in science, education, and outreach at The University of Montana, and promises many benefits to the university and the state. We look forward to participating.



Center for Environmental Health Sciences  
Andrij Holian, Ph.D., Director  
154 Skaggs Building  
The University of Montana  
Missoula, Montana 59812  
Phone: (406) 243-4018  
FAX: (406) 243-2807  
Email: andrij.holian@umontana.edu  
Web Site: www.umt.edu/cehs

November 8, 2004

David S. Forbes, Ph.D.  
Dean, School of Pharmacy and Allied Health Sciences  
340 Skaggs Building  
The University of Montana  
Missoula, MT. 59812

Dear Dean Forbes:

This letter is written in support of the proposed Master of Public Health program. As you are aware, developing an MPH program has been a strong personal interest of mine since my arrival in 2000. There is a strong base of support for this program in Montana and a need in surrounding rural states. In addition, the Center for Environmental Health Sciences has been deeply involved in the public health implications in Libby and the Milltown Dam area as well as throughout the state of Montana on a wide range of projects. Consequently, we are acutely aware of the need for public health professionals in Montana who have the specific training and expertise to deal with the myriad of public health issues arising from occupational and environmental exposures to numerous agents.

The Center looks forward to the opportunity to participate in the proposed MPH program by developing core and elective course offerings and by providing MPH graduate students opportunities to be involved in our research projects.

Sincerely,

Andrij Holian, PhD  
Professor and Director



Department of Anthropology  
Social Science Building  
The University of Montana  
Missoula, Montana 59812-5112  
Phone: (406) 243-2693  
FAX: (406) 243-4918

November 8, 2004

Dear Dean Forbes:

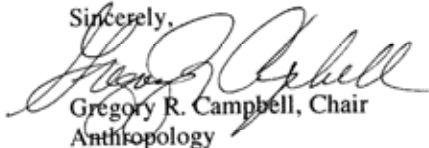
It is with great pleasure that I write this letter to highly endorse the proposal for the interdisciplinary graduate program leading to the Master of Public Health. The School of Pharmacy and Allied Health Sciences (SPAHS) is uniquely qualified to offer an interdisciplinary program that draws on the talents across the campus. SPAHS continues to emerge as a regional and national leader in health research. The Anthropology Department relishes the opportunity to participate in this endeavor.

The Anthropology Department currently has four faculty members that directly do health related research. By training, Professor Gregory R. Campbell is a medical anthropologist that has spent the bulk of his career analyzing Native American health, especially social epidemiology issues. In addition, Dr. Stephen Greymorning also conducts ethnobotanical research among Native Americans. Dr. Kimber Haddix-McKay's demographic and health research extends to Africa and Nepal. Finally, Dr. Ashley McKeown's expertise in skeletal biology will offer another arena of research expertise. Given the academic training, high level of research skills, and health research interests among several anthropology faculty members, we can be valuable contributors to the Master of Public Health program.

Our department currently offers six courses, Culture and Population, Human Variation, Ethnographic Field Methods, Native American Health and Healing, and Human Behavioral Ecology, and Culture, Health and Healing, on a regular basis that contribute toward the interdisciplinary curriculum. We look forward to having these courses fully integrated into the MPH curriculum structure.

The MPH proposal at The University of Montana is timely. It meets the growing need to train health professionals who can confront the complex array of issues surrounding health issues, care, and delivery. Moreover, public health is a growing field not only within the state and region, but also nationally and internationally. In examining the proposal goals, I believe, The University of Montana will become a national center of excellence for training and research in public health. On behalf of the Department of Anthropology, we look forward to participating in the proposed MPH program. If there are any questions, please feel free to contact me at (406) 243-2478.

Sincerely,



Gregory R. Campbell, Chair  
Anthropology

An Equal Opportunity University

# MontanaTech

THE UNIVERSITY OF MONTANA

Occupational Safety & Health and  
Industrial Hygiene Department

August 30, 2004

David S. Forbes, Ph.D.  
Dean, School of Pharmacy and Allied Health Sciences  
340 Skaggs Building  
The University of Montana  
Missoula, MT. 59812

Dear Dr. Forbes,

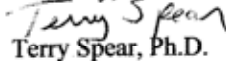
This purpose of this letter is to communicate our support for the Master of Public Health Program proposal. We feel that our occupational safety and health program will be an asset to and compliment the proposed program electives in public health.

Montana Tech received Board of Regents approval in 1984 to award master of science degrees in Industrial Hygiene. The ABET accredited M.S. Industrial Hygiene program provides a full range of industrial hygiene courses, supporting electives, and a research experience. The first degrees were awarded in 1985. Since that time, 111 masters degrees have been awarded. The program is administered through the Safety, Health and Industrial Hygiene (SHIH) Department. The Department is housed within the School of Mines and Engineering. In addition to the M.S. degree, a B.S. in Occupational Safety and Health (OSH) is awarded through this Department.

As of the Fall semester 2002, the industrial hygiene graduate degree is being delivered both online and on campus. This has resulted in a significant increase in graduate student enrollment and demonstrates the interest and need for online occupational and public health education. Through this process, our faculty have developed expertise in online course delivery.

Our department supports the University of Montana's proposed Master of Public Health program. If I can be of any assistance in the future, please feel free to contact me.

Sincerely,



Terry Spear, Ph.D.  
Head, Safety, Health, and Industrial Hygiene Department  
Montana Tech of The University of Montana  
1300 West Park Street  
Butte, MT 59701

Attachment 5  
**Master of Public Health Program  
Organization and Management Characteristics**

- 1) An Advisory Committee comprised of the Deans of the schools of Education, Business, and Arts & Sciences meets with the Director of the Masters of Public Health Program and Dean of SPAHS three times a year to advise and recommend on operational elements of the program including budget, resource allocation, curriculum, accreditation and strategic direction.
- 2) Students are assigned to a faculty advisor by the Admissions Committee (3 to 5 MPH Faculty including the program Director) at the time of admission.
- 3) The advisor is responsible for assisting the student in selecting elective courses and for advising on the professional paper or portfolio.
- 4) Graduate Student “credit” follows the advisor. FTE course credit accrues to the department providing the course.
- 5) Faculty have (a primary appointment in their home department and also are appointed to MPH program faculty) dual appointments in their home department and to the MPH Graduate Faculty. Faculty evaluations continue to be conducted by the home department with input from the Director of the MPH program.
- 6) The home department receives salary and benefits reimbursement from the MPH program in proportion to the time devoted by the faculty member to “hire behind” or to pay for overload.
- 7) The program will employ or support an information technology person for the first three years whose responsibility and expertise will be assisting faculty with putting courses on-line.

Attachment 6  
**Master of Public Health Program**  
**Mission, Goals, and Objectives**

**Mission**

“The University of Montana Master of Public Health Program prepares professionals to improve the health of the people of Montana and other rural areas by providing interdisciplinary education that fosters critical thinking, research-based practice, and community collaboration. We aim to graduate practitioners who are competent to address the unique challenges resulting from the intersection of rural and global public health issues through approaches that examine the interaction of biological, environmental, historical, political, sociocultural, economic and behavioral factors and their relationship to public health policy, management and intervention.”

**Goals**

In fulfillment of its mission, the goals of the MPH program are:

- To educate and prepare professionals for public health practice.
- To serve the State of Montana needs for public health and public health policy through University – Community collaboration.
- To conduct research in order to
  - meet state and international needs for information and expertise
  - provide opportunities for student learning
  - advance knowledge and practice in the field of public health
  - sustain faculty vitality

**Specific Objectives**

1. Graduate 25 or more professionals with the MPH degree within 3 years
2. Select an effective program chair
3. Offer all core courses and the capstone seminar at least once within the first 2 years
4. Secure positive program assessments from enrolled students and their employers.
5. Obtain accreditation by CEPH in the fourth operational year.

Attachment 7  
**Master of Public Health  
Program Committee**

**Purpose:** To provide advice, input, and direction to the formulation of a graduate program in public health (MPH) which will be capable of obtaining approval by the Faculty Senate, the Board of Regents and eventually accreditation from the Council on Education for Public Health.

**Membership:**

Lawrence L. White, Jr. – Chair – Consultant

Jean Carter – Pharmacy Practice

Don Christian – Biological Sciences (replaced by Bill Granath July 12)

Janet Finn – Social Work

Christine Fiore – Psychology

Kari Harris – Psychology (As of April 27)

Peter Koehn – Political Science

Elizabeth Putnam – Biomedical and Pharmaceutical Sciences

Robin Saha – Environmental Studies

Steve Seninger – Business

Annie Sondag – Health and Human Performance



## End Notes

1. Who Will Keep the Public Healthy?- Educating Public Health Professionals for the 21<sup>st</sup>. Century”, Institute of Medicine, 2003, p.4,8.
- 2 “The Future of the Public’s Health in the 21<sup>st</sup> Century”, Institute of Medicine, National Academies Press, 2003
- 3 “We Must Strengthen Our Public Health Work Force”, American Public Health Association, January 9, 2004
4. Personal conversation with Dean Patricia Wahl, University of Washington School of Public Health, April 19, 2004.



January 20-21, 2005

ITEM 126-1601-R0105

**Approval of Proposal to create a Bachelor of Science in Natural Horsemanship Degree with two options; The University of Montana-Western**

**THAT**

The Board of Regents of Higher Education authorizes The University of Montana-Western to award the Bachelor of Science in Natural Horsemanship with two options, Natural Horsemanship Science and Natural Horsemanship Management.

**EXPLANATION**

The University of Montana-Western (UMW) proposes offering a Bachelor of Science (B.S.) Degree in Natural Horsemanship, with options in Natural Horsemanship Science and Natural Horsemanship Management that takes advantage of Western's established expertise and associate level degrees in Natural Horsemanship and Equine Studies. Western has received many inquiries as to the availability of a bachelor's program in this area over the past year. Since this program is unique in the nation, it will allow Western to draw students from across the United States and beyond.

As is the case with its A.A.S. degree in Natural Horsemanship, Western has developed a collaborative agreement with La Cense Montana, which provides the horses, equipment, facilities and horse trainers for the field portions of this degree program.

Graduates of the program will not only be actively engaged in the local, statewide, and national equine business community but will also be involved in the internationally-recognized discipline of natural horsemanship. This method of equestrianism incorporates an understanding of Horse Ethology, (i.e. horse behavior) in order to create a more sophisticated working relationship between human and horse. The natural horsemanship method is quickly becoming the international standard by which horsemanship is judged. The creation of a university-accredited program, developed in collaboration with industry, will ensure, for those who wish to pursue a career in natural horsemanship, the existence of an internationally recognizable credential.



**Montana Board of Regents  
Level II Program Change Request**

**Item No.:** 126-1601-R0105 **Date of Meeting:** January 20-21, 2005

**Institution:** The University Of Montana-Western

**Program Title:** Bachelor of Science (B.S.) in Natural Horsemanship

**Level II Proposal Approval**

Level II proposals require approval by the Board of Regents. These proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category.

- Change names of degrees (e.g. from B.A. to B.F.A.)
- Implement a new minor where there is no major;
- Establish a new degree;
- Add a major to an existing degree;
- Expand/extend approved mission; and
- Any other changes in governance and organization per Board of Regents' Policy 218 (such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit).

**Specify Request:**

Request approval to establish a Bachelor of Science in Natural Horsemanship with options in Natural Horsemanship Science and Natural Horsemanship Management.

<b>DISPOSITION: ACTION</b>	<b>DATE</b>
CAO Review	
OCHE	
Regents	
Recording	



## Montana University System New Academic Program Proposal Summary

CAMPUS: THE UNIVERSITY OF MONTANA-WESTERN

ITEM NUMBER: 126-1601-R0105

*Program Title: Bachelor of Science in Natural Horsemanship*

*Date: January 20-21, 2004*

### **1. How does the program advance the campus's academic mission and fit priorities?**

The University's mission statement supports "education through experiential learning that combines theory and practice." The proposed BS degree in Natural Horsemanship is an extension of The University's existing AAS degree. These degrees represent an effective partnership between business/industry and the University, whereby students are provided the opportunity to engage in both classroom work and application-based, hands on learning activities on-site at the business partner's facility. The expanded program is consistent with the University's priorities: it represents a commitment to add an additional degree focus to the existing and successful Equine Studies program.

### **2. How does the program fit the Board of Regents' goals and objectives?**

The proposed degree program supports Goal B ("To make a high quality, affordable higher education experience available to all qualified citizens who wish to further their education and training") and Goal D ("To be responsive to market, employment, and economic development needs of the State and nation") of the Strategic Plan. Specifically, the proposed program would support Goal B1: "To identify or seek creative funding alternatives that will expand public and private resources;" and Goal D 1, 3 and 4: 1) "To offer programs and services consistent with the changing market and employment needs of the state and nation;" 3) "To promote the full spectrum of higher education needs and opportunities in 2-year, 4-year, and graduate and professional education;" and 4) "To make the Montana University System more accessible and responsive to business, government and other constituencies."

### **3. How does the program support or advance Montana's needs and interests?**

The proposed program will provide students additional employment options in the equine and farm and ranch industries both through the core Natural Horsemanship program and through the two option areas: science and management. The success of the existing Equine Studies program indicates that the interest in this area is high both within the state and outside. Moreover, graduates from this program will have a university level credential, increasing their job competitiveness.

4. How will the Program contribute to the economic development of Montana (Note projected annual economic impact both regionally and statewide.)

The farm and ranch industry, according to the Bureau of Labor Statistics (2001) will grow by a rate of 6% over the next five years. The horse industry alone provides over \$112 billion to the United States Gross Domestic Product. This revenue includes 1.4 million people employed full-time and over 7 million individuals that are horse owners or

otherwise are involved in the industry. Students who graduate with a Bachelor's degree in Natural Horsemanship will enter the job market with a competitive edge: a state of the art education that combines both classroom instruction and hands on experience through the cooperative partnership between the University and La Cense Montana.

5. What is the program's planned capacity? **40 FTE students**

Break-even point?	20 FTE students
Enrollments/year?	10 net new students per year
Graduates/year?	7
MT jobs/year?	5

## 6. Resource Allocation

Total program budget? \$38,638 in year 1.  
1.0 total: Faculty FTE. (.5 full-time existing position split between Equine Studies and Natural Horsemanship plus 0.5 adjunct FTE and start-up expenses. Includes \$17,280 in in-kind services from La Cense Montana)  
0 Staff FTE:

*Does the program require new resources?*

No additional faculty will be required by the University of Montana Western. La Cense Montana, under the existing Memorandum of Understanding (see Item 122-1601-R0304, March 25-26, 2004), will provide the additional faculty that will be needed for the BS program.

*How will the campus fund the program?*

The existing Equine Studies program is currently funded by the University. Other program expenses will be donated resources from La Cense Montana.

*If internal reallocation is necessary, name the sources?*

The potential reallocation pool consists of funds allocated to adjuncts, overload payments for regular faculty and funds resulting from retirements and resignations.



## **The University of Montana-Western**

### **School of Education, Business and Technology, Business Department**

#### **Program Description**

1. Briefly describe the proposed new program. Please indicate if it is an expansion of an existing program; a new program; cooperative effort with another institution, business or industry; or an on-campus or off-campus program. Attach any formal agreements established for cooperative efforts.

**The University of Montana-Western proposes a Bachelor's of Science degree in Natural Horsemanship with two options: Natural Horsemanship Science and Natural Horsemanship Management.**

**The new program will expand and be part of the University's existing Equine Studies and Natural Horsemanship Programs. These programs are geared toward developing professionals who can integrate their academic training with hands-on projects and case studies in their desired field of emphasis.**

**The program will solidify our established relationship between business/industry and The University of Montana-Western. Specifically, the Natural Horsemanship Program involves an on-going cooperative relationship between UM-W and La Cense Montana. Academic/theoretical courses will be held on the University campus, and the field experience courses will primarily be offered at La Cense. This learning model supports the University's mission statement and its move to Experience One scheduling.**

**Graduates of the program will not only be actively engaged in the local, statewide, and national equine business community but will also be involved in the internationally-recognized discipline of natural horsemanship. This method of equestrianism incorporates an understanding of equine ethology, (i.e. horse behavior) in order to create a more sophisticated working relationship between human and horse. The discipline of natural horsemanship is predicated on the belief that once the complexities of the predator/prey relationship are fully understood, the human who is in nature a predator of the horse, can approach the horse in a mutually cooperative fashion.**

**The natural horsemanship method is quickly becoming the international standard by which horsemanship is judged. The creation of a university-accredited program will ensure, for those who wish to pursue a career in natural horsemanship, the existence of an internationally recognizable industry standard.**

2. Summarize a needs assessment conducted to justify the proposal. Please include how the assessment plan was developed or executed and the data derived from this effort.

Natural horsemanship was first developed in Europe over two hundred years ago, and, as such, is not a new development in equestrianism. However, in accordance with the evolving nature of the types of people interested in equestrianism, there has been a similar growth of interest in the natural horsemanship method around the world. Robert Redford's internationally acclaimed film *The Horse Whisperer* has played no small role in the expansion of interest in natural horsemanship methods.

Evidence of the tremendous expansion of international interest in the discipline of Natural Horsemanship can be deduced by doing a simple search on the Internet. When the AAS degree was initiated less than a year ago, an Internet search on *Yahoo!* netted 79,964 entries; currently, an identical *Yahoo!* search netted 200,000 entries. (By typing the words "natural horsemanship" into any popular search engine or directory, one can view literally thousands of pages of information on the books, clinics, equestrian equipment, ranches etc. that promote natural horsemanship.)

William Kriegel, owner of La Cense Montana, recognized this growing interest in natural horsemanship several years ago when he established his equestrian farm in France - Haras de la Cense. In the mid 1990s, he met and developed a working relationship with Pat Parelli, an internationally recognized horseman who promotes natural horsemanship. Parelli, through his organization Parelli Natural Horsemanship, has developed a comprehensive system for teaching natural horsemanship methods to people. These methods are currently used at Kriegel's Dillon, Montana, ranch and can be easily adapted to the University setting.

William Kriegel started the first European school for natural horsemanship at Haras de la Cense, which not only offers short-term clinics & courses, but also offers a two-year program in natural horsemanship for those who wish to pursue a career in the discipline. The program began in 2000 and has since graduated 16 students. The graduates have gone on to assume many employment opportunities which include the following: 5 are in horse-training positions which includes one position at a prominent breeding facility for show jumping horses; 8 are teaching positions for private and group lessons in natural horsemanship at various equestrian centers throughout Europe; 2 students have implemented natural horsemanship techniques at their own equestrian centers in order to train horses and educate riders; 1 position has been obtained in horse sales.

Haras de la Cense has hired some of its program's alumni in order to teach the courses and clinics offered at Haras de la Cense for which there is an ever-increasing demand, especially among equestrian instructors who teach at the many equestrian clubs and centers in France. Much of this demand is a result of the official recognition for the discipline of natural horsemanship by the FFE (French Federation of Equestrianism), the national association that oversees

these equestrian clubs and centers, numbered at more than 800. Recently, the FFE has developed, in conjunction with Haras de la Cense, a 3-part series of training manuals that explain the methods of natural horsemanship to the French rider. These developments in the French market have influenced William Kriegel and La Cense to pursue the development of a similar program in the United States in conjunction with the University of Montana-Western, so that the discipline of natural horsemanship can develop within the parameters of an officially recognized and accredited industry standard.

**Below is additional information regarding the equine industry, procured from the American Horse Council, which reflects the magnitude of the horse industry in terms of participant and economic impact.**

The horse industry is a highly diverse industry that supports a wide variety of activities in all regions of the country. It combines the primarily rural activities of breeding, training, maintaining and riding horses with the more urban activities of operating racetracks, horse shows and public sales.

For years, horsemen and women have known that the American horse industry is a serious, economically diverse and productive business that deserves the attention and appreciation of government, media and the public. But they had no written documentation to support their claims. Following are some industry statistics from ***The Economic Impact of the Horse Industry in the United States***, conducted by the *Barents Group* of Washington, DC for the American Horse Council.

The horse industry has a total impact of **\$112.1 billion** on U.S. Gross Domestic Product (GDP).

- The horse industry provides **1.4 million** full time jobs.
- The horse industry pays **\$1.9 billion** in taxes.
- Racing, showing and recreation each contribute more than **25%** to the total value of goods and services produced by the industry.
- The horse industry's contribution to the U.S. GDP is greater than motion picture services, railroad transportation, furniture and fixtures manufacturing and tobacco product manufacturing industries. It is only slightly smaller than the apparel and other textile products manufacturing industry.
- In terms of employment, the industry directly employs more people than railroads, radio and television broadcasting, petroleum and coal products manufacturing and tobacco product manufacturing.

There are **7.1 million** Americans are involved in the industry as horse owners, service providers, employees and volunteers.

- **4.3 million** individuals participate in recreation activities
- **3.6 million** individuals participate in horse showing
- *With some overlap in cases of people who participate in both showing and recreation.*
- **1.9 million** people own horses

- **941,000** people participated in racing in either a professional or volunteer capacity
- ***In addition to the people actually involved in the industry, tens of millions more Americans participate as spectators.***
- The median income for horse owning households is **\$60,000**
- **14%** of horse-owning households have incomes under **\$25,000**
- **38%** of horse-owning households have incomes under **\$50,000**
- **64%** of horse-owning households have incomes under **\$75,000**

There are **6.9 million** horses in the U.S., including both commercial and recreational horses.

- **2,970,000** are used in recreation
- **1,974,000** are used in showing
- **1,262,800** are used in other activities, such as farm and ranch work, rodeo, polo, police work, etc.
- **725,000** of those horses are involved in racing and racehorse breeding.

**According to the Bureau of Labor Statistics' 2001 National Occupation Employment and Wage Estimates**, the farm and ranch industry is estimated to grow at a rate of 6% over the next five years. Wages for all occupations average \$8.56 an hour; however, the national median wage for animal trainers is \$10.90 per hour with top wages averaging \$20 per hour. The national median wage for animal breeders is \$10.30 with top wages of \$24 per hour. The average national median wage for farm and ranch management positions is \$21 per hour with top wages of \$45 per hour. These data suggest that the equine industry is vital, growing and lucrative.

An increasing number of ranches, especially in the western United States, are offering courses and clinics teaching the methods of natural horsemanship. As the UM-W Natural Horsemanship Bachelor's Degree would be the first program to offer this level of accreditation in this discipline, UM-W graduates would clearly have an enormous advantage over other candidates in acquiring positions at these businesses promoting natural horsemanship.

3. Explain how the program relates to the Role and Scope of the institution as established by the Board of Regents.

**The University's role and mission statement reads:**

***"The unique mission of The University of Montana-Western provides interdisciplinary education through experiential learning that combines theory and practice. Western serves citizens of all ages with its academic, community service and lifelong-learning programs. As a part of a global community, Western encourages diversity, international awareness, environmental responsibility and mastery of technology as a gateway to the world."***

**The Natural Horsemanship Bachelor's Degree builds on the successful UM-W Equine Studies and Natural Horsemanship (AAS) Program. The Natural Horsemanship program is offered as a separate degree within the Equine Studies**

**Program.** Students are provided opportunities to gain experiential learning through the laboratory classes at La Cense Montana and through the equine theory classes offered at the University, effectively combining theory and practice through a unique partnership between business and education. Students enrolled in this program will have the opportunity to travel to France and participate in courses at the facility, Haras de la Cense. This opportunity will provide UMW students with an international and truly unique experience.

**This BS program will prepare students for the world of work by providing them with the education and skills necessary to find employment in the equine industry. A credential in Natural Horsemanship from an accredited University will enhance employment opportunities for program graduates via either the option in Natural Horsemanship Management or Natural Horsemanship Science.**

4. Please state what effect, if any, the proposed program will have on the administrative structure of the institution. Also indicate the potential involvement of other departments divisions, colleges or schools.

**The addition of the Bachelor's Degree in Natural Horsemanship will not impact the administrative structure of the institution. The program will be administered under the auspices of the Business and Technology Department.**

**Because of the nature of the program, other departments, including the Departments of Business and Arts and Sciences, will provide supporting courses including the general education and elective courses required for the program.**

5. Describe the extent to which similar programs are offered in Montana, the Pacific Northwest, and the states bordering Montana. How similar are these programs to the one proposed.

**Listed below are the equine degree programs at colleges/universities within a 1000-mile radius of the University of Montana-Western. The two-year degree programs typically emphasize western equitation or farm and ranch management. *Research on equine programs, however, indicates that there are currently no existing university-accredited programs in Natural Horsemanship.***

**Associate Degree Programs**

**College of Southern Idaho  
Laramie Community College (WY)  
Linn Benton Community College (OR)  
Northeastern Junior College (CO)  
Northwest College (WY)**

**Baccalaureate Degree Programs**

**Colorado State University  
Oregon State University  
Rocky Mountain College  
Montana State University-Bozeman**

6. Please name any accrediting agency/ies or learned society/ies that would be concerned with the particular program herein proposed. How has this program been developed in accordance with criteria developed by said accrediting body/ies or learned society/ies?

**The program has been developed to meet all requirements of the Northwest Commission on Colleges and Universities (NWCCU).**

**The U.S. Equestrian Federation is the official national governing body for equestrian sport. The proposed program is consistent with the published bylaws of this organization, which set forth professional standards for the industry.**

7. Prepare an outline of the proposed curriculum showing course titles and credits. Please include any plans for expansion of the program during its first three years.

### **Bachelor of Science: Natural Horsemanship**

The Natural Horsemanship Bachelor of Science Program will provide students the opportunity to develop a strong foundation in equestrianism as well as in the basics of Natural Horsemanship—the art of working with horses in a manner that incorporates an understanding of the horse’s behavior, instincts and personality. Students will be introduced to widely accepted equine management principles, and they may choose an option in either Natural Horsemanship Management or Natural Horsemanship Science.

Shown below is the proposed program of study for the Bachelor of Science degree.

## **BS: Natural Horsemanship**

### **Degree Requirements**

#### **BS General Education Core.....32**

ENG 102 Foundations of Language...4  
PSY 100 Gen Psychology.....4  
BIO 101 or 111.....4  
CHEM 101 General Chemistry.....4  
(or CHEM 131 for Science Option Core)  
HIST 101 (or other HIST).....4  
Humanities: Expressive Arts.....4  
Humanities: Literary Arts.....4  
MATH 131.....4  
(or MATH 111 or 201 for Science Option Core)

#### **BS Natural Horsemanship Core .....56-60**

EQST 101 Intro to Equine Studies .....4  
EQST 155 Intro to Groundwork.....3  
EQST 201 Basic Horse Care & Nutrition 4  
EQST 202 Equine Science I .....4  
EQST 203 Equine Science II .....4  
EQST 252 Practice in Groundwork.....3  
EQST 254 Adv Round Pen Groundwork...3  
EQST 255 Intro to Horseback Riding..3  
EQST 351 Horseback Practice .....4  
EQST 352 Advanced Horseback .....4  
EQST 353 Intro to Horse Training.....4-6  
EQST 400 Nat Horsemanship Internship 4  
EQST 401 Adv Horse Care/Nutrition...4  
EQST 490 Adv Studies in Nat Hrmnship 4-6

#### **Natural Horsemanship Option Areas.....28**

Select one Area as noted below.

### **BS: Natural Horsemanship Option**

.. **Total Credits Required..... 120 cr.**

### **BS: Natural Horsemanship Option Areas**

#### **Natural Horsemanship Management Option 28 cr.**

##### **Natural Horsemanship Management Emphasis.....14**

BUS 241 Financial Accounting.....3  
BUS 281 Business Law I.....3  
BUS 347 Prin. & Pract Marketing .....3  
EQST 204 Equine Facilities Management.4  
EQST 404 Contem Issues in Eq Business.4

##### **Natural Horsemanship Management Professional Electives.....14-18**

**Minimum 13 credits** from the following:

BUS 201 Entrepreneurship .....3  
BUS 202 Customer Service .....3  
BUS 242 Managerial Accounting ....3

BUS 252 Prin of Microeconomics....	3
BUS 282 Business Law II.....	3
COMS 101 Intro to Computers.....	1
COMS 102 Beginning Word Processing	1
COMS 108 Beginning spreadsheets	1
COMS 109 Beginning Database .....	1
COMS 135 Microcomputer App .....	3
COMS 236 Adv Microcomputer App	3
ECON 252 Prin of Microeconomics	3
HHP 231 First Aid and Safety .....	1
HTR 112 Fundamentals of Tourism	3
HTR 204 Leadership .....	3
HTR 240 Leisure Services .....	4
HTR 345 Special Events .....	3
HTR 350 Resort Management .....	3

**Natural Horsemanship Science Option 28 cr.**

**Natural Horsemanship Science Emphasis.....16**

BIO 112 Biology II .....	4
BIO 262 Microbiology .....	4
or	
BIO 255 Cell Biology .....	4
BIO 343 Genetics .....	4

**Natural Horsemanship Science Professional Electives...12**

**12 credits** from the following:

BIO 262 Microbiology .....	4
(Unless taken above)	
BIO 255 Cell Biology .....	4
(Unless taken above)	
CHEM 132 General Chemistry.....	4
CHEM 331 Organic Chemistry .....	4
CHEM 332 Organic Chemistry .....	4
ENVS 267 Wilds Skills: Horsepacking	2
ENVS 268 Wilds Skills: Hrsemanshp	2
HHP First Aid & Safety .....	1
MATH 232 Statistics.....	4
PHYS 101 or 233 Physics .....	4



## Course Descriptions

### Core Courses for Natural Horsemanship Option

**EQST 101: INTRODUCTION TO EQUINE STUDIES (4).** This course gives the student an overview of the equine world that provides a basis for subsequent, more practical and scientifically based courses. In this class, we will look at the evolution and behavior of the horse, the history of horsemanship, contemporary breeds and their uses, selection of an appropriate horse (including conformation and prepurchase examinations), and insights into career avenues within the equine industry.

**EQST 155: INTRODUCTION TO NATURAL HORSEMANSHIP: GROUNDWORK (3).** The student will gain an understanding of the basic concepts of natural horsemanship first in groundwork, and then riding. Using a natural approach, the student will learn and implement a number of basic maneuvers to gain the horse's confidence and respect from the ground. These activities will increase the student's awareness of safety issues around horses and will increase the student's ability to read the horse's body language. Then, the student will learn safe and efficient saddle techniques, and how and when to safely mount the horse. In the saddle, the student will learn the fundamentals of rein position and will be able to control the horse in all three gaits (walk, trot, and canter).

**EQST 201: BASIC EQUINE CARE AND NUTRITION (4).** In this course, the student will learn the principles of horse care by focusing on nutrition and preventive medicine. Topics covered include appropriate feeds for horses, principles of equine digestion, nutritional requirements demanded by different types of horses and their uses, and preventive medicine (including vaccination and deworming programs). Prereq: BIO 101.

**EQST 202: EQUINE SCIENCE I (4).** In this course series, the student will learn the fundamentals of equine anatomy, physiology, and diseases using a step-wise systems approach. The normal anatomy and physiology of each system of the horse are covered initially, and then basic pathologic concepts and important diseases of each system are investigated. This first of the two part series will cover the body as a whole, and then look in more detail at the musculoskeletal system, cardiovascular system, hematopoietic system, respiratory system, and the digestive system. Prereq: BIO 101.

**EQST 203: EQUINE SCIENCE II (4).** In this course series, the student will learn the fundamentals of equine anatomy, physiology, and diseases using a step-wise systems approach. The normal anatomy and physiology of each system of the horse are covered initially, and then basic pathologic concepts and important diseases of each system are investigated. This second part of the two part series will cover the nervous system, endocrine system, the urogenital system,

the integumentary system, special senses, and the basics of equine genetics and reproduction. Prereq: BIO 101.

**EQST 252: NATURAL HORSEMANSHIP PRACTICE IN GROUNDWORK (3).**

This course will take the student to a new level of being able to teach the horse to respond to slightest pressure without resistance. On the ground the student will gain more feel, better timing, learn new techniques as well as improving his skills with rope handling while using a longer rope (22 ft). In the saddle, the student will develop habits needed in order to be a true horseman, learn how to properly use two reins and to get the horse to understand lightness. The student will learn more about the horse's emotional behavior. Prereq: 155 or c/i (demonstrated ability).

**EQST 254: NATURAL HORSEMANSHIP ADVANCED GROUNDWORK: ROUND-PEN (3).**

The primary objective of this course will be to take the skills and techniques learned in EQST 155 and EQST 252 and perfect them through practice in the more confined area of the round-pen. Working in the round-pen on foot, students learn to find the horse's points of release, relaxation and attention while moving the horse both on line and at liberty. Students will also learn to control the speed and direction of the horse while at liberty and on-line at every gait, and with and without obstacles. In the saddle, the student will learn to be less dependent on the reins and have more control with his seat. Certain exercise patterns will be learned to deal a particular horse's impulsion levels. Prereq: 252 or c/i (demonstrated ability).

**EQST 255 NATURAL HORSEMANSHIP PRACTICE IN RIDING (3).** In this course, the student will continue improving previously learned groundwork as well as work in the round-pen. In the saddle, the student will learn to control the horse's speed and turn the horse in a more subtle manner. This course will also teach about riding in a refined way, using shorter reins and teaching the horse to flex vertically and collect. Prereq: 254 or c/i (demonstrated ability).

**EQST 351: NATURAL HORSEMANSHIP ADVANCED RIDING I (4).** The student will learn to control the gait and direction of a horse at three distinct paces, independently of other horses, on a field without obstacles. Simple obstacles will be introduced later in the semester. Continuing their work on "horse mobilization", students will be able to load a horse into a trailer at increasing distances. Prereq: 255 or c/i (demonstrated ability).

**EQST 352: NATURAL HORSEMANSHIP ADVANCED RIDING II (4).** In this advanced level course, students will continue to learn what it means to act as a

leader on horseback. They will further develop the ability to recognize the signs of relaxation, maintaining the horse's attention while riding. In this advanced stage of horseback training, students will also work on controlling the speed and direction of a horse for every gait without reliance on reins or artificial aids while navigating a precise route, in the arena and outdoors, and with and without obstacles. Prereq: 352 or c/i (demonstrated ability).

**EQST 353: INTRODUCTION TO HORSE TRAINING (4).** In this course, the student will learn to start young horses, both on the ground and under saddle. The student will learn to develop a natural foundation for the horse by keeping the horse mentally involved, building enthusiasm, and increasing interest, bravery and responsiveness while minimizing opposition reflexes. The student will learn to help these horses become mentally, emotionally and physically balanced.

Prereq: 352 or c/i (demonstrated ability).

**EQST 354: HERD BEHAVIOR (4).** In this course, students will be introduced to horse behavior and hierarchies within a herd. The student will also learn herd behavior and management as it relates to bovine behavior in a cow-calf operation. Students will participate in moving animals (horses and cows) on a ranch while focusing on the principles of natural behavior of the animals. In the later part of the course, students will begin to understand how to manage the "herd effect" to their benefit. Prereq: c/i.

**EQST 400: NATURAL HORSEMANSHIP INTERNSHIP (4).** A laboratory field experience provides a practical application of acquired knowledge and theory in a professional setting. Students serve under the guidance of an appropriate professional with the support of a university faculty supervisor. Students will complete a series of written periodic reports and a portfolio in the form of a final comprehensive report on their experience. Prereq: Senior standing or c/i.

**EQST 401: ADVANCED HORSE CARE AND NUTRITION (4).** In this advanced course, students will apply the basic elements of horse care and nutrition from EQST 201 and expand upon them, learning more detail about the equine digestive system and nutrition from the horse's birth through adulthood. Also included in the course will be ancillary topics such as basic dental care, routine hoof care, maintaining good health records, non-prescriptive veterinary care and an understanding of and how to deal with true medical emergencies for the horse. Prereq: EQST 201 and c/i.

**EQST 404: CONTEMPORARY ISSUES IN EQUINE BUSINESS (4).** As a capstone course, the student will earn an integrated set of business skills necessary for anyone who wishes to pursue a career in the equestrian business.

Some of the topics to be covered include strategic vision; ranch management, finance, and accounting; horse import/export; sales and marketing; client and public relations. Students will have the opportunity to intern at a ranch, working in the administrative offices at LaCense Montana, where they will learn about the day-to-day operations of the ranch. Prereq: Senior standing, or c/i.

**EQST 491: ADVANCED STUDIES IN NATURAL HORSEMANSHIP (4).** This course allows the student to focus on a contemporary area of interest in the natural horsemanship area. Courses will vary from year to year, and will be taught by equine studies faculty and/or visiting faculty. The flexible format of the course will allow opportunities for distance learning. Prereq: Senior standing or c/i.

## Faculty and Staff Requirements

1. Please indicate, by name and rank, current faculty who will be involved with the program proposed herein.

**Charlotte F. Quist, DVM PhD, Head, Equine Studies; Assistant Professor  
John Xanthopoulos, Ph.D., Associate Professor of Education and Coach,  
Equestrian Team  
Iole Else M.S., Instructor of Education and Head Rodeo Coach**

2. Please project the need for new faculty over the first five years of the program. Include special qualifications or training. If present faculty is to conduct the program, please explain how they will be relieved from present duties.  
**Per the agreement with La Cense, adjunct instructors will be provided by La Cense to work at their facility to instruct students in the application-focused courses required for the program.**

3. Please explain the need and cost for support personnel or other personnel expenditures.  
**The current support personnel in the Business and Technology department are adequate to support the addition of the Natural Horsemanship program.**

## Capital Outlay, Operating Expenditures and Physical Facilities

1. Please summarize operating expenditure needs.  
**The existing operating budget is adequate to support the new BS program.**
2. Please evaluate library resources. Are they adequate for operation of the proposed program? If not, how will the library need to be strengthened during the next three years?  
**Present library resources are adequate for this program. Materials will be added, as needed, to support the Natural Horsemanship degree as part of the Business Department's long-range resource acquisition plan.**
3. Please indicate special clinical, laboratory, and/or computer equipment that will be needed. List those pieces of equipment or computer hardware presently available in the department.  
**Through the partnership with La Cense Montana, application-based courses and activities for the Natural Horsemanship program will be held at the La Cense facility outside Dillon. This facility will provide, per the partnership agreement, students with the necessary resources for the hands-on or laboratory components of the program including barn, pens and other physical facilities.**
4. Please describe facilities and space required for the proposed program. Are current facilities adequate for the program? If not, how does the institution propose to provide new facilities.  
**As described above, through the partnership agreement with La Cense Montana, physical facilities necessary to implement the proposed new program will be**

**provided by La Cense. For those theory-based courses offered on campus, existing classroom space is adequate to support the program offerings.**

### Evaluation of the Proposed Program

1. Please name faculty committees or councils that have reviewed and approved the program herein proposed.

**The proposed program and curriculum have been cooperatively developed by personnel from La Cense Montana and the University. Both the curriculum and the program components have been reviewed and approved by the Business and Technology Department, the University Curriculum Committee, the Faculty Senate, and the Vice Chancellor for Academic Affairs.**

**Budget Assumptions  
B.S. Natural Horsemanship  
The University of Montana-Western**

**Line items:**

1. **Use of Current Operating Funds**  
One-Half Quist salary/benefits + annual phone/data cost, incremented by 3 percent annually.
2. **State Funding for Enrollment Growth**  
Factored in beginning year 3, per budget instructions formula
3. **Tuition Revenue**  
**Gross Incremental Tuition Revenue**  
Assumes 70% in state/30% out of state (one half of out of state WUE) with 70% lower division students and 30% upper division students and tuition increases of three percent per year beginning in year 2.
4. **Reductions to Incremental Tuition**  
Reduction is taken at 60 percent after first year to cover estimated costs of academic and institutional support, fee waivers, and enrollment and expenditure contingencies. \$10,000 used in first year.
5. **Program fees**  
No need for a program fee is currently anticipated
6. **External funds**  
*Arena space:* \$100/hr X 18 hrs (1block course) X 2 courses = \$3,600 per semester X 2 semesters in year 1; 3 per semester in year 2 and 4 in years 3-5  
*Instructor costs:* \$40/hr 3.5 hours (1/2 hour prep hence 3.5) = \$140/day X 18 days = \$2520 X number of courses shown above in *Arena space*. Inflation figured at 3 percent per year after first year.
7. **Total Estimated Revenue**  
Calculated as C (Net Applied Revenue) + External Funds
8. **Estimated Incremental Revenue**  
**Personal Services**  
**FTE**  
Please see my notes in the budget for my explanation and calculation. .50 UMW is ½ of Quist salary throughout with 3% increase as in **Revenue** above, growing to a 1.00 FTE in year 5, but additional .5 FTE is calculated at part time rate; La Cense increase is calculated at University formula; i.e., 1 course = ¼ time  
**Cost**  
Calculated as total of UMW instructor costs + La Cense instructor costs

**Operating Expenses**

- Supplies, etc. @\$1400 per year each year
- Phone/data @ \$384 per year each year
- Library @ 800 per year for years 1&2; @ \$500 per year for years 3-5
- Accreditation visit expenses in year 2 of \$2,400 (based on information from Sally Munday for 2 evaluators)
- Marketing@ \$2000 year one only
- Computer/printer in year 5 to support additional FTE@ \$2000



# Budget Analysis

Proposed Program: BS, Natural Horsemanship

Campus: The University of Montana-Western

		Year 1	Year 2	Year 3	Year 4	Year 5					
Estimated Enrollment											
FTE Enrollment		10	20	30	40	40					
Estimated Incremental Revenue											
Use of Current General Operating Funds		\$24,358	\$25,077	\$25,818	\$26,581	\$27,366					
State Funds		0	0	0	0	0					
State Funding for Enrollment Growth				\$38,280	\$38,280	\$76,560					
Tuition Revenue											
A. Gross Incremental Tuition Revenue		\$35,710	\$73,563	\$113,655	\$140,478	\$144,692					
B. Reductions to Incremental Tuition	@ 60%	\$10,000	\$44,138	\$68,193	\$84,287	\$86,815					
C. Net Applied Tuition Revenue (A-B)	→	\$25,710	\$29,425	\$45,462	\$56,912	\$57,897					
Program Fees		0	0	0	0	0					
External Funds (La Cense arena space & donated instructor time)		\$7200/arena + \$10,080 instructor time = \$17,280	\$11,124 arena + \$15,574 instructor time = \$26,698	\$15,277 arena + \$21,383 instructor time = \$36,660	\$15,735 + \$22,024 = \$37,159	\$16,207+ \$22,685 = \$38,892					
Other Funds		0	0	0	0	0					
<b>TOTAL Estimated Revenue (C + External?)</b>		<b>\$42,990</b>	<b>\$56,123</b>	<b>\$82,122</b>	<b>\$94,071</b>	<b>\$96,789</b>					
Estimated Incremental Expenditures											
		FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personal Services (initial .50 full time/remaining FTE at part time rate of \$2520 per class for La Cense)		.50 UMW +.75 La Cense	\$23,974 +\$10,080 = \$34,054	.50 UMW + 1.00 La Cense	\$24,693 + \$15,120 = \$39,813	.50 + 1.25	\$25,434 + \$20,160 =\$45,594	.75 + 1.25	\$28,597 + \$20,160 =\$48,757	1.00 + 1.25	\$30,997 + \$20,160 = \$51,157
Operating Expenses (Library acquisitions, supplies & phone/data costs; accreditation visit in year 2; computer/printer year 5)		\$2,584		\$4,984		\$3,184		\$3,184		\$3,184	
Equipment		0		0		0		0		\$2,000	
Start-up Expenditures (marketing)		\$2,000									
<b>TOTAL Estimated Expenditures</b>		<b>\$38,638</b>		<b>\$44,797</b>		<b>\$48,778</b>		<b>\$51,941</b>		<b>\$56,341</b>	

<b>Estimated Revenues Over/Under ( - ) Expenditures</b>	<b>\$4,352</b>	<b>\$11,326</b>	<b>\$33,344</b>	<b>\$42,130</b>	<b>\$40,448</b>
---	----------------	-----------------	-----------------	-----------------	-----------------

January 20-21, 2005

ITEM 126-2704-R0105

**Authorization to Allow Montana State University-Billings to Enter into a Montana University System (MUS) Affiliation Agreement with the University of North Dakota, Grand Forks, North Dakota, HealthONE Hospital in Denver, Colorado and Sacred Heart Medical Center in Spokane, Washington to Provide the Professional Clinical Laboratory Training to Students; Montana State University, Billings**

**THAT:**

The Board of Regents of Higher Education authorizes the Office of the Commissioner for Higher Education to enter into an agreement for Montana State University-Billings with the University of North Dakota, HealthONE Hospital and Sacred Heart Medical Center to provide the senior year of professional clinical laboratory training for Medical Laboratory Science students at Montana State University-Billings.

**EXPLANATION:**

Both Montana State University-Bozeman and the University of Montana Missoula have established an agreement as part of the Montana University System with three clinical laboratory training centers. Both campuses currently have agreements with the University of North Dakota, HealthONE School of Medical Technology in Denver, Colorado and the Sacred Heart Medical Center School of Medical Technology in Spokane, Washington which allows each of the institutions to send students to the above mentioned institutions for three semesters of training. In this agreement they spend a summer semester at UND and then return to hospitals throughout Montana for two semesters of clinical bench training or complete their entire training at HealthONE School of Medical Technology in Denver, Colorado or the Sacred Heart Medical Center School of Medical Technology in Spokane, Washington. The credits they earn during this year of professional training contribute to a baccalaureate degree at both universities. At MSU-Billings, the credits they earn during the year of professional training will contribute to a degree in Biology.

We propose that MSU-Billings be included in the MUS affiliation agreement so that all students from both universities and MSU-Billings have an equal opportunity to participate in the training program. The training and credits from all three programs would allow students to take national

examinations to become certified clinical laboratory scientists or medical technologists. It will also allow both universities and MSU-Billings the opportunity to send students to each center and have a greater negotiating position to keep the cost/credit at a reasonable level. It also signifies a greater cooperation between institutions within Montana and a broader regional effort to train personnel in an important allied health profession.

**EXECUTIVE SUMMARY**

Montana State University-Billings (MSU-Billings) proposes to join the established existing agreement between the Montana University System (MUS) and the three clinical laboratory training centers (University of North Dakota (UND), HealthONE School of Medical Technology in Denver, Colorado and the Sacred Heart Medical Center School of Medical Technology in Spokane, Washington). This agreement, which was approved in 2000, currently includes MSU-Bozeman and the University of Montana, Missoula (UM) and allows each of the institutions to send students to UND, HealthONE School of Medical Technology in Denver, Colorado and the Sacred Heart Medical Center School of Medical Technology in Spokane, Washington for three semesters of training. In this agreement students spend a summer semester at UND and then return to hospitals throughout Montana for two semesters of clinical bench training or the entire year at the other two affiliated institutions. The credits they earn during this year of professional training contribute to a baccalaureate degree in Microbiology at MSU-Bozeman and Medical Technology degree at UM. At MSU-Billings, the credits they earn during the year of professional training will contribute to a degree in Biology.

We propose that MSU-Billings be included in the MUS affiliation agreement so that all students from both universities and MSU-Billings have an equal opportunity to participate in the training program. All affiliated Schools have a three-semester program, but students remain in their respective training programs for the entire year. All programs are excellent, have openings for 5-8 students from the MUS and have a keen interest in training laboratory professionals for the region. Each training center is acutely aware of the current shortages in personnel for clinical laboratories and is more than willing to provide training and transfer credit for students to each university. The training and credits from all three programs will allow students to fulfill the requirements needed to take the national examinations to become certified clinical laboratory scientists or medical technologists. All students enrolled at each training program will remain MUS students at their respective institutions. They will be assessed tuition from each university for 37 credits (three semesters) and in turn, each university will reimburse the programs from \$135 to \$190/credit as agreed upon under their respective affiliation contract.

Entering into an agreement with three programs and one university system, will provide the greatest opportunity for all students in Montana to choose the type of program that best suits their needs. It will also provide the MUS the opportunity to send more students to each center and have a better negotiating position to keep the cost/credit at a reasonable level. This agreement also signifies a greater co-operation between institutions within Montana and a broader regional effort to train personnel in an important allied health profession.

**INTRODUCTION**

In 1997 the Board of Regents approved the change of curriculum in the Medical Laboratory Science option at Montana State University-Bozeman from a 4 + 1 year program to a 3 + 1 year program. This meant that students could obtain their degree and clinical training in four years instead of five (3 years at MSU + 1 year of clinical training through UND). A successful change in curriculum was accomplished that year

and MSU-Bozeman entered into a formal agreement with UND to provide training for students in their senior year. The agreement meant that students would spend a summer semester in laboratories at UND and then return to Montana hospitals for two semesters of bench training in clinical laboratories. Since then ten students have taken advantage of this agreement and have successfully completed their accreditation and are practicing clinical laboratory scientists in laboratories throughout Montana.

In 1998 the University of Montana asked and received approval from the Board of Regents to enter into a similar agreement with UND to provide post-baccalaureate training for UM students. These students graduated with a degree in Medical Technology. Since then 5-10 students have completed training with UND. Most UM and MSU-Bozeman students in the UND program are employed in Montana clinical laboratories.

In 2000, UM-Missoula and MSU-Bozeman, sought and obtained Board of Regents approval to enter into a Montana University System agreement with three affiliated training programs. Besides UND, the two other programs included in the agreement were Sacred Heart Medical Center in Spokane, Washington and HealthONE School of Medical Technology in Denver, Colorado. In addition, UM also recently obtained approval for a 3+1 curriculum so that students from UM in Missoula could obtain training in their senior year.

The current affiliation agreements provide that students pay either MSU-Bozeman or UM tuition for three semesters and 37 credits. In addition, in order to pay the affiliated institution for the increased cost of providing student laboratory instruction, each student also pays an extra laboratory fee.

Both universities have a single, cooperative agreement with each of the affiliated institutions that is administered through the Office of Commissioner for Higher Education and Barbara Hudson, MS from MSU-Bozeman's Department of Microbiology.

## **JUSTIFICATION**

- Why does MSU-Billings want affiliation agreements?

A 3 + 1 program at MSU-Bozeman and UM has allowed many students from the above institutions the opportunity to train and become employed in Montana. MSU-Billings desires to join the agreement so that it would also provide MSU-Billings students the same opportunity to train in highly qualified training programs, and benefit from the affiliation with the three training programs. To this end, we have developed a 3+1 curriculum in the Biology Major which is similar to MSU-Bozeman's and UM-Missoula.

Many clinical laboratory science/medical technology programs have closed within the last ten years. This is due to the heavy costs of financing a burgeoning health care system. Therefore, it is important that new and innovative ways of allowing students to become practicing professionals be found. The UND program is unique and fits the needs of many students while HealthONE Hospital in Denver and Sacred Heart Medical Center in Spokane gives the students a broader range of programs to choose from. The single affiliation agreement with all three training programs has allowed all students from MSU-Bozeman and UM equal opportunity to compete for training slots. In addition, an increased number of students from Montana, represented under one agreement, has given programs an incentive to keep tuition and laboratory fees competitive with the other programs in order to fill

their training positions. In short, MSU-Billings would like to combine efforts with MSU-Bozeman and UM to obtain the same training opportunities for all our students and to keep the cost for training at a reasonable level.

## 2. Is there still a demand for Clinical Laboratory Scientists?

There has been and continues to be a high demand for qualified appropriately trained laboratory professionals. In addition, the 1993 legislature of the State of Montana passed a personnel licensure bill for medical laboratory professionals which insured the public that qualified personnel were performing laboratory testing. The public can now be assured that a recent high school graduate or ~~A~~ someone off the street ~~@s~~ not performing complex, multi-step procedures such as testing of blood to be used for transfusions in life-threatening situations. However, the licensure bill has increased the need for trained and certified laboratory professionals.

Graduates from the few remaining training programs have many job opportunities. For example, the students from the Benefis Health Care Medical Technology Program in Great Falls have numerous job offers, especially in rural areas of the state. Students from the UND program, because they return to Montana hospitals for part of their training, also have had many opportunities for employment.

Another important consideration is the increasing age of practicing laboratory professionals. For example, in the Great Falls and Billings area there is an increased concern because >70% of the workforce is over 50 years of age and many of these professionals will soon retire. An increased number of qualified personnel must be available to take their place. This is more than likely the case in many areas of the state, especially in rural Montana.

The Montana Society for Clinical Laboratory Science (MTSCLS) has endorsed MUS affiliation with UND, Sacred Heart Medical Center and HealthONE programs and efforts to increase the numbers of students who can obtain training in the state of Montana. Because of the increasing demand for qualified personnel, they have encouraged technologists in many hospitals to train students during the bench phase of their clinical training in the UND program. Most have agreed that having students in laboratories has challenged technologists as professionals and kept them more acutely aware of procedures and practices in the clinical laboratory.

In addition to working in laboratories where clinical analyses are performed, other career opportunities are available to medical technology/medical laboratory science graduates. These include working in industry (pharmaceuticals, biomedical technology research and development, food analysis, environmental and occupational health, etc); working in research laboratories (medical research laboratories in immunology, virology, oncology, endocrinology, nuclear medicine, pathology, etc); becoming health care administrators (laboratory directors, laboratory consultants, hospital infection control officers, health promotion officers, etc.); working in the public health sector (epidemiology, crime laboratory science, community health administration, Peace Corps, Red Cross, etc.); teaching in higher education (instructor at university, clinical instructor, program director, science news writer, etc.); and some graduates are more than qualified for graduate school, medical school, dental school, veterinary science, health law or even public health policy.

- Why are joint affiliation agreements with MSU-Billings, MSU-Bozeman and UM important?

Students from MSU-Bozeman, UM and MSU-Billings would benefit if they were not competing under three different arrangements for training positions. This situation could arise if programs develop a preference for one type of student due to the strength of the curriculum or whether they have four instead of three years of undergraduate courses. In the first BOR agreement, both universities were only affiliated with one program (UND) and only MSU-Bozeman had a guaranteed published 3+1 curriculum. To address this UM recently obtained approval for a 3+1 curriculum. Consistent with MSU-Bozeman and UM, MSU-Billings has also developed a 3+1 curriculum that is suitable to the affiliated programs. Because MSU-Bozeman, UM and MSU-Billings will have a cooperative agreement with three training programs in place, MSU-Billings students will have a greater opportunity to access three training programs through their 3+1 program.

Another important consideration is cost of the training. Because both universities and MSU-Billings have a guaranteed, published 3 +1 curriculum, it is important that a professional training component be in place for all three institutions. Therefore, in order to guarantee that program changes not be dictated by affiliate institutions whenever they deemed appropriate, greater combined student numbers will have more impact than each university's smaller numbers alone. For example, when both MSU-Bozeman and UM collectively said no to UND's desire that Montana students must enroll as UND students and pay nonresident fees, they agreed on other options which were less costly to Montana students. This was, in part, because they became acutely aware that ten students and not five would be lost to their program if both universities decided not to sign another affiliation agreement.

After this incident, both UM and MSU-Bozeman realized the importance of having more options available to students in case it is deemed necessary to terminate an affiliation with one of the programs. Therefore, they sought and obtained BOR approval in 2000 for the MUS clinical laboratory science agreement with three training programs **BUND**, Sacred Heart in Spokane and HealthONE in Denver. We propose that MSU-Billings students have that same opportunity and choices for training.

## PROGRAM STRUCTURE

A description of the affiliated programs, how the universities will coordinate activities on campus and the resources necessary to do this is included below. All three training programs are accredited by the National Association for Accreditation of the Clinical Laboratory Sciences.

- **UND Training Program**

The curriculum and mechanism for senior students at MSU-Billings to apply, be accepted and obtain the clinical training through the UND program will remain the same as with MSU-Bozeman and UM. Each student will spend the summer semester in Grand Forks on the campus of UND for student labs and lectures. They will then move to an assigned hospital to complete their bench training during the fall and spring semesters. Three semesters and a total of 37 credits will be taken by each student **B12** credits in the summer, 13 in fall and 12 in spring. After successful completion of this year, MSU-Billings will award a Bachelor of Science degree in Biology/Clinical



Laboratory Science option and all students will take one or more national certifying examinations. After passing the exam(s), each student is qualified to work in a clinical laboratory.

The current cost for the entire year is resident tuition for Montana students and a laboratory fee each semester. UND will charge each institution \$190.00 per credit for a total of \$7030.00 for 37 credits. Each semester, students enroll at MSU-Billings, MSU-Bozeman or UM, pay tuition and fees and each institution pays a bill received from UND. Except for the increase of \$15 per credit and minor changes in how this is done, the agreement will remain the same as before under the current MUS agreement and will be administered by Barbara Hudson, the Director of the MSU program and the Commissioner for Higher Education of the Montana University System.

- **HealthONE Hospital Training Program**

The HealthONE School of Medical Technology is located in Denver, Colorado and is housed in HealthONE Hospital. HealthONE Hospital is a partner with Columbia HCA making them the largest healthcare provider in the Rocky Mountain region. The curriculum for the program is designed so that students have an intensive laboratory experience with didactic and technical training before clinical rotations. The clinical rotations are in laboratories throughout Denver such as Presbyterian/St. Luke's Medical Center, Aurora Regional Medical Center, Swedish Medical Center and others. Students are also able to have unique experiences with other patient service departments within the Columbia-HealthONE system and a variety of physicians, nurses, technologists and research personnel. This means they are exposed to other equipment and methods, career options, other working environments and health professionals. They also have an elective program that allows students to choose their areas of interest and participate in a research and development project of their choice. They currently have affiliate relationships with over 50 elective sites including rural laboratories and are willing to consider Montana Hospital sites in the future.

Students from MSU-Billings, MSU-Bozeman and UM (either 3 +1 or 4 +1) will apply to HealthONE School of Medical Technology and once accepted, stay in the Denver area the entire year. Students will register for the same three semesters and 37 credits as in the UND program. HealthONE will bill either MSU-Billings, MSU-Bozeman or UM \$5,820 (\$157/credit) for tuition and fees and in turn the institutions will collect tuition and lab fees from the students. If a student is attending in their senior year at MSU-Billings they will receive a degree upon successful completion of the coursework. In addition, all students will be eligible for national certification exams after completion of the year. The undergraduate curriculum at MSU-Billings meets the admission requirements by HealthONE. Although the final acceptance into the program will be made by HealthONE faculty, recommendations for acceptance will be made by the institutions in Montana.

- **Sacred Heart Medical Center School of Medical Technology Training Program**

The Sacred Heart Medical Center (SHMC) is a large 623-bed non-profit Catholic hospital that offers a complete spectrum of medical services to Spokane residents and patients throughout the northwest. It offers a wide array of medical services and treatments that reflects today's healthcare advances. The Medical Center has 19 operating rooms and maintains the latest in therapeutic and diagnostic equipment. The Department of Laboratory Medicine performs approximately 600 different procedures and handles around 1.6 million samples per year. The School of Medical Technology is

in the Department of Laboratory Medicine and has been accredited since 1932. In the 1950s the program was a 3 +1 program and in 1979 became a 4+1 program requiring a baccalaureate degree prior to clinical training. They recently agreed to accept a mix of qualified 3+1 and 4+1 students into their program.

Students who attend SHMC's School of Medical Technology will experience a wide variety of clinical experiences as they receive didactic lectures and rotate through the laboratories at SHMC, Pathology Associates Medical Laboratories and the Inland Northwest Blood Center. Students also have the opportunity to rotate to a small laboratory such as a community hospital or physician office laboratory prior to graduation. This provides them with exposure to laboratory technology from the perspective of a smaller facility.

Many MSU-Bozeman and UM students who have graduated have been accepted into the SHMC program, have successfully completed their training and many have returned to Montana to work in clinical laboratories throughout the state. SHMC currently does not charge tuition to 4+1 students and that is expected to remain the same. However, a fee of \$135/credit will be assessed to 3+1 students as they will receive college credit for the coursework and clinical rotations they successfully complete. The 3+1 students will register at MSU-Billings for 37 credits over three semesters and pay tuition and a laboratory fee similar to students who attend the other affiliated programs. Although the final acceptance of students into the program will be made by SHMC faculty, recommendations for acceptance will be made by the institutions in Montana.

- **Number of Students affected by the Affiliations**

Each year 10-20 students from MSU-Billings, MSU-Bozeman and UM apply for internship programs. These programs exist in almost every state and students who graduate with a degree from any of the institutions are eligible to apply for training. It is also important that MSU-Billings students have the opportunity to enter into training with these programs so that more Montana students can obtain training positions. The 3 + 1 students will especially benefit because they will complete their degree and training at the same time. It is estimated that up to 5 MSU-Billings students will attend one of the three affiliated programs.

- **Administration of the Agreements**

Each program has a single agreement with the Montana University System. This agreement is administered through the Director of the MSU and the Office of the Commissioner for Higher Education and each university operates under the same terms as set forth by the agreement. MSU-Billings will also operate under the same terms as set forth by the agreement. In addition, MSU-Billings will have a faculty member who will assist students in the application process, coordinate the curriculum for the undergraduates involved in the 3+1 and 4+1 programs and handle administrative aspects of the program. As stated previously, MSU-Billings will collect tuition and a laboratory fee from students. The extra laboratory fee will vary and be dependent upon the tuition rate at each program. MSU-Billings will retain a small portion of the tuition to handle administrative costs. This would include travel for the coordinator to attend meetings with each training program.

- **Resources Required by MSU-Billings**

Faculty advisors in the Department of Biological and Physical Sciences are currently

advising and coordinating activities for students interested in the program. It is expected they will continue to administer the university portion of the programs and recover additional fees the university will attach to each student's tuition to do so. An important aspect of the proposal is that MSU Billings will not have to provide additional facilities or faculty and yet more MUS students will have the opportunity to become practicing laboratory professional in a cost-effective and efficient manner.



January 20-21, 2005

**ITEM 126-2851-R0105      Authorization to Update College's Mission Statement**

**THAT:**                      The Board of Regents of Higher Education authorize Montana State University-Great Falls College of Technology to make the changes in its mission statement indicated on the attached page from its catalog.

**EXPLANATION:**            In the course of conducting its self-study for continued accreditation by Northwest Association of Colleges and Universities, Montana State University – Great Falls College of Technology discovered that minor changes to its mission had not been presented to the Board of Regents for approval.

The first change is an insertion of a mission statement that captures the core values of the College in a single sentence. Through extensive discussions at the beginning of strategic planning in 1999, the campus community embraced this statement as a single-sentence expression of its mission.

The second change is the insertion of subtitles in the mission to improve reader-friendliness.

The third change is a replacement of the term "Allied Health" with the term "Health Sciences," which aligns with the title of the College's Health Sciences Department and with Montana State University's Division of Health Sciences.

Upon approval, Northwest Association of Colleges and Universities will also be apprised of the updated mission.



## **MISSION**

### **MONTANA STATE UNIVERSITY – GREAT FALLS COLLEGE OF TECHNOLOGY**

Montana State University-Great Falls College of Technology, a student-centered two-year college, provides quality educational opportunities responsive to community needs.

#### **Type of Institution**

Montana State University-Great Falls College of Technology is a public postsecondary two-year educational institution affiliated with Montana State University-Bozeman. The College is committed to a dual mission: providing viable technical education to prepare individuals for work in a technologically driven global economy and providing learning opportunities to enhance educational access to the Montana University System.

#### **Degrees Offered**

Montana State University- Great Falls College of Technology delivers course offerings on-campus as well as at appropriate off-campus sites and through electronic technology. The college has an academic mission to:

- award Associate of Applied Science Degrees or Certificates in the career areas of Allied-Health Sciences and Business and Technology;
- award Associate Degrees for transfer to four-year programs;
- offer general education courses reflective of the core curriculum requirements at Montana State University-Bozeman as well as those of the Montana University System;
- offer courses, seminars, workshops, and customized training to meet the educational needs of individuals, businesses, and other populations.

#### **Constituencies Served**

Montana State University-Great Falls College of Technology is a teaching institution that:

- provides beneficial and accessible technical education for training or retraining in high demand career fields to meet present and emerging employment needs;
- provides quality general core transfer courses and associate degrees parallel to the first two years of a four-year degree;
- stresses a student-centered approach to the delivery of educational services;
- promotes equal opportunity in education for all students;
- engages in community service and technical assistance activities.

#### **Academic Responsibilities**

Montana State University-Great Falls College of Technology designs its programs and courses to enhance the student's ability to:

- demonstrate competence in technical and related subject matter to attain lifelong career goals;
- demonstrate intellectual skills to realize advancement in higher education;
- acquire the knowledge and skills to live a productive life while achieving a balance between career, personal life, and service to others;
- analyze problems and identify and evaluate important information resources;

- recognize the importance of lifelong learning and gain the confidence to be a self-directed learner;
- think critically with a sensitivity to the human community and the ethics of the physical world;
- discover personal potential, and respect the uniqueness of others.

### **Access and Partnerships**

Montana State University-Great Falls College of Technology is committed to strengthening access to public postsecondary educational opportunities through the administration of the Great Falls Higher Education Center; maintenance of a contemporary telecommunications complex; and expansion of collaborative relationships with secondary and postsecondary institutions as well as with appropriate business, government, and human service entities to ensure the most effective use of resources.