

Campus-Approved Courses for the Montana University System Core

Board of Regents policies recognizes the “general education core” of each campus as a block transfer of credit that meets the lower-division general education requirements of the receiving institution.

Each campus in the system has developed a unique “core” as the foundation of its programming and has also recognized the set of courses offered on the campus that meet the requirements for the Montana University System Core, which students can also complete to transfer a block of 30 general education credits meeting the lower-division general education requirements throughout the system.

The table below delineated the number of courses at each campus that students may use to complete the MUS Core.

	Natural Sciences	Social Sci & History	Math	Communication	Humanities & Fine Arts	Cultural Diversity
# of Courses Required:	2	2	1	2	2	1
UM	56	67	9	13	85	38
MT Tech of UM	25	23	9	14	31	15
UM-Western	15	17	11	1	20	1
UM-Helena	21	21	7	6	20	5
MSU	56	43	15	10	74	43
MSU-Billings	24	22	9	8	18	7
MSU-Northern	48	19	21	6	27	9
MSU-GF	11	14	10	5	22	11
Dawson CC	26	15	8	4	58	17
Flathead CC	33	24	14	7	80	25
Miles CC	12	20	10	6	44	7

Courses representing the most FTE, Fall 2008

Course	Title	FTE
WRIT 101	College Writing I	732
PSYX 100	Intro to Psychology	581
STAT 216	Intro to Statistics	572
CHMY 121	Intro to General Chemistry	531
M 151	Pre Calculus	507
	Biology	336
	Anatomy and Physiology	311
	Public Speaking	214
SOCI 101	Intro to Sociology	206
	Physics	193
CAPP 120	Intro to Computers	191
	Ethics	190
	Music Appreciation	184
	Anthropology	172
ECNS 101	Economic way of thinking	166
ACTG 101	Accounting Procedures I	165
ECNS 201	Principles of Microeconomics	162
M 121	College Algebra	149
	Astronomy	143
HSTA 102	American History II	143
	Montana's American Indians	

COMM1
SS&H1

NS2
M2
NS1

COMM2
SS&H2
NS3

HFA1
HFA2
SS&H3

SS&H4
M1
NS4
SS&H5
CD

Spring 2009

Course	Title	FTE
WRIT 101	College Writing	588
PSYX 100	Intro to Psychology	400
STAT 216	Introduction to Statistics	342
SOCI 101	Introduction to Sociology	230
	Ethics	195
	Intro to Public Speaking	194
ECNS 202	Principles of Macroeconomics	190
	Anat & Phys I	179
M 115	Probability and Linear Mathematics	149
	College Physics I	149
	Introduction to Anthropology	146
M 121	College Algebra	139
	Personal Nutrition	122
	Anatomy and Physiology II	121
CHMY 121	Intro to General Chemistry	119
HSTA 102	American History II	118
CHMY 143	College Chemistry II	117
ECNS 201	Principals of Microeconomics	117
	Hist of Rock & Roll	111
CHMY 141	College Chemistry I	110

M

Note: Yellow Indicates Title is not from CCN Matrices
 Source: MUS Data Warehouse

Common-Course Numbering and the MUS Transferable Core: Guiding Students Along a Comprehensive Transfer Pathway

Six Categories for MUS Transferable Core (BOR Policy 301.10):

NS = Natural Sciences (6 cr)	M = Mathematics (3 cr)	HFA = Humanities & Fine Arts (6 cr)
SSH = Social Sciences & History (6 cr)	COM = Written / Oral Communication (6 cr)	CD = Cultural Diversity (3 cr)

				stand-alone COTs						co-located COTs										
				TECH	UMW	UM	MSU	MSUB	MSUN	GFCOT	HCOT	BILCOT	TCHCOT	UMCOT	DCC	UVCC	MCC	CDKC	SCC	SKC
CD	SPNS	101	Elementary Spanish I	X		X	X	X	X		X				X	X	X			
CD	SPNS	102	Elementary Spanish II	X		X	X	X	X		X				X	X	X			
CD	SPNS	201	Intermediate Spanish I			X	X	X							X	X	X			
COM	WRIT	101	College Writing I	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
COM	WRIT	201	College Writing II	X		X	X	X		X	X				X	X	X	X	X	X
HFA	LIT	110	Intro to Lit			X	X	X	X	X	X			X	X	X	X	X	X	X
HFA	LIT	210	American Lit I	X	X	X	X		X						X	X	X			
HFA	LIT	211	American Lit II	X		X	X		X						X	X	X			
M	M	121	College Algebra	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X
M	M	130	Math for Elementary Teachers I				X	X	X	X					X	X	X	X	X	
M	M	131	Math for Elementary Teachers II				X	X	X	X					X	X	X	X	X	
M	M	145	Math for the Liberal Arts				X		X	X					X	X				
M	M	151	Precalculus	X		X	X	X	X					X	X		X	X		
M	M	171	Calculus I	X	X	X	X	X	X	X	X				X	X	X	X	X	X
M	M	172	Calculus II	X	X	X	X	X	X	X	X				X	X	X	X	X	
M	STAT	216	Introduction to Statistics	X		X	X	X	X	X	X				X	X	X	X		
NS	CHMY	121-122	Intro to General Chemistry w Lab	X	X	X	X	X	X	X	X				X	X	X	X		X
NS	CHMY	123-124	Intro to Organic & Biochemistry w Lab	X		X	X	X	X	X	X				X	X		X		X
NS	CHMY	141-142	College Chemistry I w Lab	X	X	X	X	X	X	X					X	X		X	X	X
NS	CHMY	143-144	College Chemistry II w Lab	X	X	X	X	X	X	X					X	X		X	X	X
NS	CHMY	221-222 / 321-322	Organic Chemistry I w Lab	X	X	X	X	X	X							X				
NS	CHMY	223-224 / 323-324	Organic Chemistry II w Lab	X	X	X	X	X	X							X				
NS	GEO	101-102	Introduction to Physical Geology w Lab	X	X	X	X	X	X						X	X		X		X
NS	BIOE	105	Introduction to Botany		X	X						X	X		X	X			X	
NS	BIOB	101-102	Discover Biology w Lab	X	X	X		X	X	X		X		X		X		X	X	X
NS	BIOE	160-161	Principles of Living Systems w Lab	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NS	BIOE	170-171	Principles of Biological Diversity w Lab		X	X	X	X		X	X	X	X	X	X	X		X	X	
NS	BIOM	250-251	Microbiology for Health Sciences w Lab	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X
SSH	ECNS	201	Principles of Microeconomics	X	X	X		X	X	X	X	X			X	X	X	X		X
SSH	ECNS	202	Principles of Macroeconomics	X	X	X	X	X	X	X	X	X			X	X	X	X		X
SSH	GPHY	111-112	Introduction to Physical Geog. w Lab			X	X	X	X						X	X	X			
SSH	GPHY	121	Human Geography	X	X	X	X	X								X				
SSH	HSTA	111	American History I	X	X	X	X	X	X	X	X				X	X	X	X		X
SSH	HSTA	112	American History II	X	X	X	X	X	X	X	X				X	X	X	X		
SSH	HSTA	220	Montana History			X			X	X	X				X	X	X			
SSH	HSTR	101	Western Civilization I	X	X	X	X	X	X	X					X	X	X	X		X
SSH	HSTR	102	Western Civilization II	X	X	X	X	X	X	X					X	X	X	X		
SSH	PSCI	210	Introduction to American Government	X		X	X	X	X	X					X	X	X		X	X
SSH	PSCI	260	Introduction to State and Local Gov't	X			X	X	X	X					X					
SSH	PSYX	100	Intro to Psychology	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X
SSH	PSYX	230	Developmental Psychology	X	X	X	X		X	X	X			X	X	X	X		X	X
SSH	SOCI	101	Introduction to Sociology	X	X	X	X	X	X	X	X				X	X	X	X	X	X
SSH	SOCI	201	Social Problems	X	X			X			X				X	X		X		

Related Instruction Comparisons

Ledger A = Applied G= General (Core-Level) D= Developmental E=Embedded

Appears to be out of compliance with BOR 301.12

Network Support/Admin (A.A.S.)

Campus	Composition		Computation		H Relations		Other
UM-Helena	WRIT 121 (3) Intro to Tech Writ OR WRIT 101 (3)	A	M 095 (3) Int Algebra OR M 130T Fund of Alg	D	HR 110T (3) Career Dev/HR OR Intro to Psych/Soc	A	WRIT 101 (3) OR COM 131 (3) Intro to Public Speaking
MSU-GF	WRIT 122 (3) Intro to Bus Writing	A	M 095 (3) Int Algebra	D	COMM 135 (3) Interpersonal Comm	A	
Tech COT	WRIT 101 (3) College Writing I	G	M 121 (3) College Algebra	G	COMM 1216/2016 (3) Prin Spkg/PresTI PSYX 100 (3) Intro to Psychology	G	MT 0220 (2) Employment Strategies
Msla COT	WRIT 101 (3) College Writing I	G	M 115 (3) Prob & Linear Math	G	COM 160 (3) Oral Comm	G	CRT 122 (3) Ethics, Logic, & Crit Thkg
RVCC	BUS 130 (3) Bus. Comm.	A	M 095 (4) Int Algebra	D	BADM 176 (3) H R in Business SP 110 (3) Pub Speaking	A	Macro/Micro-Econ (3)
Miles CC	WRIT 121 or 122 (3) Intro to Tech/Bus Wr	A	M 095 (4) Int Algebra	D	CA 102 (2) Human Relations CA 112 (3) Public Speaking	A	

Medical Coding and Billing (C.A.S.)

Campus	Composition		Computation		H Relations		Other
MSUBCOT (34 cr)	ENGL 122 (3) Intro to Bus Writ	A	M 121 (4) College Algebra	G	COMT 109 (3) Human Relations	A	Essentials of A&P (3) Hlth Occ Termin I (3)
MSU-GF (44 cr)	WRIT 122 (3) Intro to Bus Writ	A	M 090 (3) Intro to Algebra	D	PSYX 100 (3) Intro to Psychology OR SOCI 101 (3)	G	A & P for non-clin (4) Basic Med Term (3) Medical Science (3)
Msla COT (AAS) (64 cr)	WRIT 121 (3) Intro to Tech Writ	A	M 095 (3) Intermediate Alg	D	PSYX 161 (3) Fund of Org Psych	A	A & P I (4), A & P II (4) Crit Thkg, Anls, P-Solv (3) Begin Med Term (2), Term for HP (2), Elem Med Micro (3)

Rad Tech (A.A.S.)

Campus	Composition		Computation		H Relations		Other
MSUBCOT 72 cr, 28 clin	ENGL 121 (3) Intro to Tech Writ	A	M 121 or 114 (3) College Algebra or Ext Tech Math	G D	COMT 109 (3) Human Relations	A	A&P I with Lab (4)
MSU-GF 82 cr, 33-41	WRIT 101 (3) College Writing I	G	M 090 (3) Intro to Algebra	D	COMM 135 (3) Interpersonal Comm.	A/ G	Intro to Med Term (1) Hum Anat for RT (3)
Msla COT 83 cr/37 clin	WRIT 121 (3) Intro to Tech Comm	A	M 121 (3) College Algebra	G	PSYX 161 (3) Fund of Org Psych	A	Integrated Phys Sci (3) Oral Comm (3) A & P I (4), A & P II (4)
Tech COT 72 cr, 28 clin	WRIT 101 (3) College Writing I	G	M 095 (3) Intermediate Alg	D	PSYX 100 (3) Intro to Psychology	G	A&P I (4), A & P II (4) Intro to Phys & Biol (3) Medical Ethics (2)
RVCC 78 cr, 34 clin	WRIT 101 (3) College Writing I	G	M 095 (3) Intermediate Alg	D	XRT 130 (2) Patient Care	E	A&P I (4), A & P II (4) Rad Phys (3) Medical Ethics (2)

Strategies for Advancing Montana's Two-Year Education Agenda: Follow-up on the Regents' May 27 Resolution

Goals:

- Increase enrollments at two-year colleges (E)
- Increase completions of valuable credentials [C]
- Increase transfer rates, thereby increasing four-year enrollments and completions (T)
- Create efficiencies to make college more affordable for students and the state (\$)
- Assure quality and value in two-year programming (Q)

General Strategy I

All two-year colleges will provide affordable access to the comprehensive community college mission – transfer education, workforce education, college/workforce readiness.

A. Transfer Education

1. Participating Montana two-year colleges will develop a certificate program for the Universal Transfer Core, comprised of 15 - 20 of the most frequently offered general education classes and validated through quality assurance measures. (\$, C, T, E, Q)
2. Transfer degrees and the Universal Transfer Core will be available on every two-year college campus, including colleges of technology. (\$, E)
3. Associate degrees will be comprised of lower-division coursework and will only be available through Montana's two-year colleges, with the exception of the two-year hubs at MSU-Northern and UM-Western. (E, \$)
4. In communities where two-year colleges are embedded in a four-year university, transfer courses and programs will be designed and delivered at the two-year campus to appeal to nontraditional students (e.g., X-1 formatting, "stackable" modules, evening and weekend schedules, online). (E, C, \$)
5. Tuition incentives for completion of a recognized credential – the universal core or an associate degree – will improve degree completion rates and successful transfer to four-year colleges. (C, T, \$, Q)

B. Workforce Education

1. The design and delivery of workforce programs will emphasize adult-friendly options (e.g., credit for experiential learning, stackable modules, X-1 formatting, evening/weekend/online delivery, one-year completion, etc.) (E, C)
2. In partnership with the Department of Labor and the State Workforce Investment Board, high-priority workforce areas will be targeted for modularized certificate and AAS degree offered through the virtual community college. (E, C, Q)
3. Through the final stages of the process for coming into compliance with BOR Policy 301.12, universal related instruction requirements in programs leading to the same career will facilitate access and student readiness at the various levels of two-year college programs (E, \$, Q).

C. College and Workforce Readiness

1. OCHE and OPI will lead the effort to identify and measure the skills, knowledge, and abilities high school students must have to be ready for baccalaureate-level studies, whether offered at two-year or four-year campuses, and/or to be ready for varying workforce programs. (Q, E, C)

2. Adult Basic Education will be offered at every two-year college, either directly or through the authorized provider. (E, \$)
3. Online ABE will be available through the virtual high school and/or the virtual community college. (E, \$)
4. Other than through established TRIO programs, developmental courses, programs, and services will be offered only through two-year colleges, with the exception of MSU-Northern and UM-Western. (\$) [This clarification of existing policy will continue transitional programming at every campus affiliated with the Montana University System, but the programming will cost less for students and less for the state.]
5. High-quality online developmental programs and services will be developed and made available through the virtual community college. (E, C)
6. Proficiency-specific modules for developmental courses will be created and assessments will be used to identify and address developmental needs more specifically and through adult-friendly delivery models.

General Strategy II

All Montana University System two-year colleges (as well as the tribal colleges, MSU-Northern, and UM-Western) will be asked to serve as the higher education hubs in their respective regions, partnering with business, government, and education, to respond to regional needs and opportunities. Regional responsiveness, student-centeredness, cost-effectiveness, and system connectivity will be the core messages behind their "brand."

- A. Each college will serve a region of service and develop the partnerships and programs necessary to provide the following services to the region (E):
 1. The development and articulation of high school/adult transitions to career/college, including both "tech prep" and dual enrollment options.
 2. Rapid response to workforce needs
 3. Expanded programming in high-density populations through collaboration with local workforce development and education providers
- B. Regional education response teams comprised of local school districts, community colleges, and extension agencies will work with local civic and economic development agencies/organizations to identify and respond to "womb to tomb" learning needs. (E, C, \$)
- C. The colleges of technology will be referred to generically as MUS community colleges and will be individually renamed to reflect their regional commitment yet continue their institutional affiliation – e.g., Lewis and Clark Community College of The University of Montana, Cascade Community College of Montana State University, etc. (E)
- D. Whether statutorily created community college districts or MUS community colleges, all two-year colleges will be branded to emphasize their shared two-year college mission, their student-centeredness, and their community/regional responsiveness. (E, Q)
- E. The state's Two-Year Council will be replaced by the Montana Community College Consortium, a body recognized by the Board of Regents, led by the Deputy Commissioner of Community Colleges, and charged with the primary purpose of coordinating the programming and operations of the community colleges in the consortium. (\$, Q)

General Strategy III:

Montana's two-year colleges will collaborate and coordinate to expand access, share resources, and create efficiencies that promote affordability, cost-effectiveness, and quality assurance.

A. Program-level approaches

1. To facilitate high school transitions, policies and advising/communications tools will be developed to clarify the varying range of skills and proficiencies necessary to complete a postsecondary credential without added time and expense for courses needed to build entry-level proficiencies.
2. To facilitate high school transitions and statewide responses to workforce needs, related instruction requirements in workforce programs will be aligned and, whenever possible, common curricula will be developed. (\$, E)
3. The Universal Transfer Core will be the centerpiece for the virtual community college, facilitating academic engagement and expediting degree completion. (\$, E, C, T)
4. Five early college programs for high school students will be available through the virtual community college by Fall 2010. (E)
5. Shared 2+2 articulations utilizing the Universal Transfer Core will be developed in high-demand workforce areas. (E, C, T, \$)
6. "Portable" programming packaging online, interactive video, and/or compressed scheduling will expand access to underserved areas of the state. (E)

B. Technology-based strategies. The long-term goal of these strategies is to create and coordinate a two-year college system that expands access to underserved areas/populations, broadens academic options for students, and creates efficiencies for the Montana University System in order to cut costs and promote branding. Achieving these outcomes will require a long-term commitment. Therefore, each of the following two strategies will be implemented over time to ensure quality and sustainability.

1. Virtual Community College. Through a consortium approach, participating two-year colleges will contribute their "portable" programs and services to a virtual community college. Initially funded by HB 645, a single portal housed at The University of Montana will provide access to the virtual community college. A single learning management system will be used. The presidents/deans of participating colleges, as well as key staff at OCHE, will serve as the executive team directing the virtual community college.

Initially, the virtual community college will feature online early college opportunities, partnering with the virtual high school initiative to ensure that the intent of HB 645 is realized. The first set of courses will be available for students no later than Fall 2010. By Fall 2011, the virtual community college will provide programming tailored to adult learners, working with workforce development and economic development groups and other states to ensure responsive, affordable, and high-quality programming. (E, \$)

2. Data Integration and Warehousing. Integrating data is essential to coordinating any system -- first, to improve analytical reporting capabilities, and second, to expand data sharing between campuses in order to facilitate multi-institutional enrollment capabilities and improve student transferability processes. In order for the MUS to advance and refine centralized storage, reporting of student information, and productivity-based decision-making, the System must develop a more sustainable,

more comprehensive approach toward warehousing data and must simultaneously provide the tools necessary to make the warehouse a widely used asset.

- a. *Integration:* The first step in this process is to move the CC's into the same software system as the rest of the MUS (Banner). By integrating the CC's into Banner (and thus into the data warehouse) the 2-year colleges have the opportunity to better align business practices, develop standardized data structures and codes, take advantage of centralized institutional research and other services, and develop a shared electronic accountability portfolio. (E, Q)
- b. *Warehousing:* The system office will improve warehouse functions by reducing the number of data elements stored in the warehouse to those that are critical for system-wide measures and reporting, as well institution-level analysis; standardize codes for critical data elements in Banner; and explore investing in a new data warehouse product and/or reporting and analysis tools. (E, Q)

C. Quality Assurance

1. Statewide performance goals and metrics will be developed for:
 - a. Expanded access for target populations
 - b. Achievement of "momentum points"
 - c. Increased completion of certificates and degrees
 - d. Increased transfer and persistence toward degree
2. Quality assurance processes and metrics will be developed for:
 - a. Early college pathways
 - b. "Stackable" modules
 - c. Developmental programs
 - d. The Universal Transfer Core
3. Performance-based funding for two-year colleges will be pursued.