

**ACADEMIC AND STUDENT AFFAIRS**  
**Miles Community College**  
**Room 112**  
**Wednesday, May 30, 2007**  
**1:00 – 5:00 PM**

1:00 PM ROLL CALL and REVIEW OF MINUTES [Link](#)

**ACTION**

- 1:05 PM
- a. Revisions to Board of Regents' Policy 301.3, Admissions Requirements; Graduate Students. [ITEM 135-101-R0507](#)
  - b. Revisions to Board of Regents' Policy 303.1, Curriculum Proposals. [ITEM 135-102-R0507](#)
  - c. Pilot Program for Suspended Students, UM-Missoula. [ITEM 135-103-R0507](#)
  - d. Change in the Model Curriculum for Practical Nursing Programs. [ITEM 135-104-R0507](#)
  - e. New and Revised Policies on Research and Conflict of Interest. [ITEM 135-105-R0507](#)
  - f. Program Exceptions to Board of Regents' Policy 301.12, Undergraduate Degree Requirements: Associate Degrees and Certificates of Applied Science. [ITEM 135-106-R0507](#)
  - g. Revisions to Policy 301.16, Writing Proficiency. [ITEM 135-111-R0507](#)

**Level II Items**

- h. Option in Inequality and Social Justice, UM-Missoula. [ITEM 134-1001-R0107](#)
- i. Osher Lifelong Learning Institute, UM-Missoula. [ITEM 134-1003-R0307](#)
- j. Associate of Applied Science Degree in Web Development and Administration, Montana Tech of UM College of Technology. [ITEM 134-1503-R0307](#)
- k. Bachelor of Arts Degree in Music Technology, MSU-Bozeman. [ITEM 134-2010-R0307](#)
- l. Certificate of Applied Science and Associate of Applied Science Degree in Carpentry Technology, MSU-Northern. [ITEM 134-2802-R0307](#)
- m. Associate of Applied Science Degree in Surgical Technology, MSU-Great Falls College of Technology. [ITEM 134-2852-R0307](#)
- n. Associate of Applied Science Degree in Auto Body Repair & Refinishing, MSU-Great Falls College of Technology. [ITEM 134-2857-R0307](#)

## INFORMATION

- 3:30 PM      a.      Possible recommendation on Policy 940.29, Post-Baccalaureate Tuition. [Link](#)
- b.      Higher Education Center in Hamilton, Montana – UM-Missoula. [Link](#)
- c.      Distance Education Initiative.
- d.      Memorandum on Certificates of 30 credits or less. [Link](#)
- e.      Memorandum on program moratoriums and terminations. [Link](#)

## CONSENT

- 4:40 PM      Level I Memorandum. [Link](#)
- 4:45 PM      PUBLIC COMMENT
- 5:00 PM      ADJOURN

Other than the meeting starting time, the times listed are approximate. In addition, agenda items may be rearranged unless an item is listed as having a "time certain."

Action may be taken on any item listed on the Board or Committee Agendas. Public comment is welcome on all items.

The Board of Regents will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate. Persons requiring such accommodations should make their requests to the Office of the Commissioner of Higher Education as soon as possible before the meeting to allow adequate time for special arrangements. You may call or write to: ADA Coordinator, P.O. Box 203201, Helena, MT 59420-3201, 406/444-6570, 1-800-253-4091 (TDD)

Minutes of  
**The Academic & Student Affairs Committee**  
of the Montana Board of Regents  
**February 28, 2007**

Regent Lynn Hamilton, Committee chair, called the meeting to order at 1:30 p.m. and welcomed the new member of the Committee, Regent Todd Buchanan. Deputy Commissioner Roger Barber introduced new academic officers, Doug Abbott of Montana Tech and Shelly Weights of Miles Community College. He extended congratulations to Cheri Jimeno, current MSU-Northern Provost who has accepted a CEO position at New Mexico State University-Alamogordo.

**a. Roll Call.**

All committee members were present. Regent Buchanan has replaced Regent Lila Taylor on the committee.

**b. Approval of the minutes from the January, 2007, meeting of the Committee.**

The minutes were approved, as written.

**1. Action items**

**a. ITEM 133-102-R1106: Approval of Operational Rules for the MUS General Education Core.**

*Roger Barber, OCHE Deputy Commissioner of Academic & Student Affairs, said that the revised rules haven't changed much since the November, 2006 committee meeting. The one new rule clarifies that the communication section includes both written and oral communication. The old rule #4 was moved to an advisory note. Motion carried to move forward to full Board of Regents for approval.*

**b. ITEM 134-101-R0307: Approval of Operational Rules for Provisional Admissions.**

*This item provides clarity of guidelines for campuses re provisional admissions with the phase in of writing proficiency in the Montana University System. Deputy Commissioner Barber, in response to Regents' request, will see that data from provisional admissions is tracked.*

**c. ITEM 134-1004-R0307: Approval of America's Professor Project, The University of Montana.**

*Provost George Dennison discussed the history of this item and outlined the terms of the contract. He also responded to a number of questions and concerns from the committee. David Aronofsky, UM legal counsel, explained that what is different in this situation, relative to Policy 407, is that the company that wants to contract with UM for delivery of proposed courses has been in existence for decades. Larry Gianchetta, Dean of the School of Business Administration, commented on Jack Morton's and Jerry Furniss's long and successful faculty experience at UM-Missoula. He sees the revenue-generating opportunity as a desirable one for UM and recognizes the professors' loyalty to UM as the motivating factor in their offering to work with UM in this business contract. Cathy Swift, OCHE legal counsel, emphasized that, relative to Policy 407, the regents' approval doesn't erase need for conflict of interest review. OCHE is working with UM on that aspect. Generally the university is in the position of licensing to a third party company; presented here is licensing from faculty within the university to the university. Professor Furniss described the national market potential for the courses and the motivation for offering to include UM in the business arrangement. Chair Hamilton summarized that the policies and agreements we're trying to apply to this case, don't apply. She wondered why faculty would develop courses for university delivery when this proposed platform is potentially more lucrative. Provost Dennison said that concern needs to be addressed. He emphasized that this business group has already developed courses and dominated the Montana market and they want to share that success with UM. Commissioner Steams suggested the discussion be completed*

tomorrow with the other Regents at the full Board meeting. Chair Hamilton agreed to adopt that suggestion.

**2. Level II Action items**

**d. ITEM 134-1001-R0107: Option in Inequality and Social Justice, The University of Montana-Missoula.**

*Chair Hamilton recommended that this item be delayed until the May Board meeting because the campus did not disclose the new option on its academic plan as required by Board policy 303.10. The committee will recommend to the full Board a delay in considering this item until the May meeting.*

**e. ITEM 134-1002-R0107: Certification in Entertainment Management, The University of Montana-Missoula.**

*Provost Dennison explained that entertainment industry professionals come to the university to interface with students in this program. The committee reached the consensus to move this item forward for approval.*

**f. ITEM 134-1003-R0107: Certificate in Computer Systems Technician, The University of Montana-Missoula.**

*The committee reached the consensus to move this item forward for approval.*

**g. ITEM 134-1004-R0107: Minor in Gerontology, The University of Montana-Missoula.**

*Associate Provost Arlene Walker-Andrews described this item as a response to need for training in gerontology issues across fields. This is a free-standing minor and students will take other courses in their major related to gerontology issues. The committee agreed to move this item forward for approval.*

**h. ITEM 134-1005-R0107: Certificate and Associate of Applied Science degree in Carpentry, The University of Montana-Missoula.**

*The committee will recommend that the Board approve this item.*

**i. ITEM 134-1006-R0107: Certificate in Entrepreneurship, The University of Montana-Missoula.**

*Associate Provost Walker-Andrews described this as similar to the Entertainment Management certificate in design and very popular among students. Consensus to move forward to full Board of Regents for approval.*

**j. ITEM 134-1008-R0107: Bachelor degree in Communicative Disorders, The University of Montana-Missoula.**

*Chair Hamilton asked that this and the following item be considered together. Provost Dennison presented the history of the speech pathology program at UM-Missoula. Commissioner Stearns added to this. Deputy Commissioner Barber stated that he has received a number of emails from parents, students, and professional associations urging approval of this item because of pressing need. A lengthy discussion ensued, including members of the public urging adoption of the item. These speakers included: Janice Nugent, Speech Pathologist for Missoula Public Schools, Laura Jo McKamey, President of the Montana Speech & Hearing Association, Marilyn Pearson, Interim Director of Special Education for the Office of Public Instruction,, and Judy Gosnell-Lamb, Director of Big Sky Special Needs Coop. The consensus is that this is a very high demand area not currently being met either in the MUS, or within the Western Undergraduate Exchange. The committee will recommend approval of these two items to the Board.*

**k. ITEM 134-1009-R0107: Master degree in Speech-Language Pathology, The University of Montana-Missoula.**

*Item was considered with above item.*

**l. ITEM 132-1502-R0706: Center for Advanced Supramolecular and Nano Systems, Montana Tech of The University of Montana.**

*Regent Pease commended Montana Tech of The University of Montana and Montana State University-Bozeman for collaborating as they did in response to this committee's request last September. All of the campuses and the outside consultant recommended the creation of*

two small, focused research centers on nano science in Montana. The committee was in consensus that this item be approved to the Board.

**m. ITEM 134-2006-R0107 Minor in Latin American and Latino Studies, Montana State University-Bozeman.**

*Chair Hamilton asked for consideration of Items “m” through “s” as a group. The committee agreed to move all of these items forward and recommend approval to the Board.*

**n. ITEM 134-2702-R0107: Bachelor degree and minor in Outdoor Adventure Leadership, Montana State University-Billings.**

*See “m.”*

**o. ITEM 134-2703-R0107: Bachelor degree in Political Science, Montana State University-Billings.**

*See “m.”*

**p. ITEM 134-2704-R0107: Teaching option in Political Science, Montana State University-Billings.**

*See “m.”*

**q. ITEM 134-2801-R0107: Certificates of Applied Science in Automotive Technology and Welding Technology, Montana State University-Northern.**

*See “m.”*

**r. ITEM 13-2851-R0107: Certificates of Applied Science in Accounting Assistant, Dental Assistant, Health Information Coding Specialist, Medical Billings Specialist, and Medical Transcription, Montana State University-Great Falls College of Technology.**

*See “m.”*

**s. ITEM 134-2852-R0107: Certificate of Applied Science in Welding Technology In Bozeman, Montana, Montana State University-Great Falls College of Technology.**

*See “m.”*

**3. Information Items**

**a. Legislative update on issues that impact academic & student affairs**

*Commissioner Stearns will give the update at the full Board of Regents meeting March 1.*

**b. Update on mental health conversation**

**i. Initially held in Fall 2005.**

**ii. With special report from UM-Missoula on its suicide prevention program.**

*Provost Dennison presented this report with detail on the University of Montana-Missoula suicide prevention program and new developments in FY 2007. Deputy Commissioner Barber said that the Student Affairs officers had discussed this issue at their meeting earlier in the day. He noted that small campuses are challenged because of resources. The following officials offered updates to the committee on aspects of this issue at their individual campuses:*

*Nicole Hazlebaker, Acting Dean of Students at UM-Western, Allen Yarnell, VP of Student Affairs and Dean of Students at MSU-Bozeman, Theresa Branch, VP of Student Affairs at The University of Montana-Missoula, Ken Welt, Director of Counseling Services at The University of Montana-Missoula, Stacy Klippenstein, Vice Chancellor for Student Affairs, MSU-Billings, Judy Hay, Assistant Dean of Student Services, MSU-Great Falls COT, and Paul Beatty, Dean of Students/Director of Counseling Services, Montana Tech of UM*  
*Regent Buchanan said this is a multifaceted issue and bears more examination. Chair Hamilton asked follow-up questions about penalties for not following through with therapy in the case of substance abuse. Provost Dennison and VP Yarnell responded that these consequences range from referral to the counseling center to suspension. Regent Pease asked if there is any way to identify incoming students who may have problems with substance abuse and/or depression. Director Welt said students, at this*

*point, receive brochures about services and encouragement to access them when needed.*

**c. Report on Aviation Program in Bozeman, MSU-Great Falls College of Technology.**

*At the time this program was initially approved two years ago, the Board requested this follow-up report, Deputy Commissioner Barber said.*

**d. Additional Information on Policy 940.29, post-baccalaureate students.**

*Deputy Commissioner Barber said that the staff in the Commissioner's Office may recommend a revision of this policy at the May 2007 Regents' meeting. The campuses are concerned about revenue loss, if the policy is repealed, Barber said, particularly in light of the tuition freeze currently working its way through the 2007 legislature.*

**4. Consent Items**

**a. Level I memorandum.**

*Deputy Commissioner Barber presented the Level 1 memorandum for the Regents' information. The Regents had no questions or concerns about the memorandum.*

**Public Comment**

There was none.

The meeting adjourned at 4:44 p.m.

*Submitted by Jeanne Horvath*

May 30 – June 1, 2007

ITEM 135-101-R0507

**Admissions Requirements; Graduate Students**

**THAT:**

The Board of Regents of Higher Education approve the attached revision to Policy 301.3, dealing with admission requirements to graduate programs in the Montana University System. The revision basically leaves it up to each graduate program in the MUS to establish admissions standards appropriate to the program.

**EXPLANATION:**

The current policy requires the Graduate Record Examination, or an equivalent examination appropriate to the profession, as a mandatory condition for admission. The graduate deans and academic officers throughout the Montana University System are unanimous in their recommendation that a mandatory GRE, in particular, no longer makes any sense.

In a world of lifelong learning and multiple career changes, many graduate students are returning for additional graduate credentials. Other students are contemplating their first graduate degree after years in a successful career that more than prepares them for graduate education. The mandatory GRE especially is unnecessary for many of these students, when they have already demonstrated their ability to do graduate work or succeed in a high-pressured, competitive environment.

Many professional schools will probably continue to require an examination as part of their admissions' criteria. The proposed language change permits that. Some programs may continue to require the GRE. The proposed language change also permits that decision.

The important, philosophical change is that graduate programs should be able to establish appropriate admission standards without a "one size fits all" policy at the System level. The Montana Board of Regents already permits undergraduate programs to establish admission standards in those programs that have limited or competitive admissions. The same practice should extend to the graduate programs throughout the Montana University System.

**MONTANA BOARD OF REGENTS OF HIGHER EDUCATION**  
**Policy and Procedures Manual**

SUBJECT: ACADEMIC AFFAIRS

Policy 301.3 – Admissions Requirements; Graduate Students

*Effective July 11, 1977; Issued July 12, 1977*

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***Board policy:***

~~The Graduate Record Examination, or an equivalent examination appropriate to a professional field, is mandatory for all entering graduate students and the cost of the examination shall be borne by the individual. All graduate programs in the Montana University System shall establish admission and selection standards that are appropriate to the program of study.~~

***History:***

Item 165-215 adopted by the State Board of Education ex officio Regents of the University of Montana, March 17, 1958, (rescinded); Item 16-006-R0577, Graduate Record Examination, Montana University System, July 11, 1977.

May 30 – June 1, 2007

ITEM 135-102-R0507

**Revisions to the Level II Documentation Process for New Academic Programs**

**THAT:**

That the Board of Regents approved the attached revisions to the Level II documentation process for new academic programs. The revisions are:

- 1) amendments to Board of Regents' Policy 303.1, Curriculum Proposals – Montana University System;
- 2) a new Curriculum Proposals document that supplements Policy 303.1;
- 3) elimination of the New Academic Program Proposal Summary; and
- 4) elimination of the 5-year budget analysis.

**EXPLANATION:**

The Chief Academic Officers worked for almost a year on revisions to the Level II documentation process. Their goal was to come up with a Level II document that would be accurate, relevant and readable, and would also provide the Regents with the essential information they need to review and approve new academic programs. The documentation is very similar to the "story" that faculty and administrators have to tell their colleagues on each of the campuses when new programs are developed internally.

The Chief Academic Officers were also interested in eliminating information that appeared to be unnecessary, based on how it was used at the Regents' meeting. The best example of that goal is the New Academic Program Proposal Summary, with its break-even point, Montana jobs/year, contributions to economic development in Montana and support of Montana's needs and interests. Many of those questions are purely speculative, or so glitteringly general that the campuses ended up using boiler plate language over and over again to complete the form.

The Chief Academic Officers are also recommending the elimination of the five-year Budget Analysis, which was frequently filled out with "Os" or guesswork despite a two-page instruction sheet that accompanied the analysis. The academic officers agree that resource information is very important, particularly for programs that require additional faculty or significant library or equipment purchases. Those details will still be provided. But many program proposals utilize the resources, especially the faculty and coursework resources, that already exist on the campus. Or the new program will be funded through an internal reallocation of existing resources. If that reallocation significantly impacts other programs, that information will still be provided under part 3 of the Curriculum Proposals document.

The revisions are supported by the staff in the Office of the Commissioner of Higher Education.

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Policy and Procedures Manual

PAGE: 301.5.2 (1 of 3)

SUBJECT: ACADEMIC AFFAIRS

Effective: March 18, 2005

Policy: 303.1 Curriculum Proposals - Montana  
University System

Issued: April 15, 2005

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**Board policy:**

1. All new postsecondary educational programs (i.e. degrees, majors, minors, options, and certificates), substantive changes in those programs, delivery of programs in a distance format, changes in organizational structure, and revision of institutional mission shall be reviewed and approved by the Board of Regents. The amount of review and approval shall be determined by the Level I and Level II procedures adopted by the Board, and that review shall begin with the Academic and Student Affairs Committee of the Board.

2. Certificate programs of more than 30 credits will be reviewed and approved under the procedures established by this policy. Certificates of 30 credits or less may be implemented by the individual campuses of the Montana University System, without approval by the Board of Regents. All such certificates shall be reported to the Office of the Commissioner of Higher Education, however, and listed on the official degree and program inventory of the System. They will be removed from the inventory upon notice to the Commissioner's office.

**Procedures:**

1. ~~Level II proposals shall include documentation that sets out the following information:~~ Level II proposals shall include documentation that sets out information in the following general categories:
  - a. ~~specify the objectives to be reached by the addition of this program;~~  
an overview of the proposed program;
  - b. ~~specify in detail present faculty, facilities and equipment, and library holdings in support of this program, and compare them to known or anticipated minimum standards for accreditation;~~  
need for the program, including the anticipated student demand;
  - c. ~~detail additional faculty requirements as to qualifications, salary, and recruitment;~~  
institutional and system fit, including the connection of the proposed program to other programs in the institution, the connection to the institution's strategic plan and the relationship of the program to similar programs in the Montana University System;
  - d. ~~submit budget information that describes estimated incremental revenues and expenditures associated with the program for a three- to five-year period; and estimated student enrollments for the same period of time;~~  
program details, including curriculum details, implementation plans and student estimates at each stage of the implementation process;

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- e. ~~specify the number of students expected to graduate over a ten-year period; resources, including faculty needs and other, additional institutional needs with information on how those resources will be met;~~
  - f. ~~list the new courses this program will add to the curriculum and specify the course requirements for the degree; the assessment plan;~~
  - g. ~~indicate the inter departmental implications of additions to this program or supporting courses in departments which contribute to the new program of studies; the development and approval process for the program, including relevant parties who assisted with that program development.~~
  - h. ~~explain how the recommendation to submit this proposal to the Board of Regents was made: Include information about process followed, faculty involvement, employer or community input, market demand for graduates, employment prospects and starting salaries, as well as other justifications.~~

2. Additional details concerning the Level II proposal documentation can be determined by reviewing the Curriculum Proposal guidelines that were approved by the Montana Board of Regents as a supplement to this policy.

3. In all cases the Board of Regents may require an appropriate report from outside, objective consultants to assist the Board in analyzing the proposal and arriving at a just decision.

4. A copy of every curriculum proposal shall be forwarded to the Deputy Commissioner for Academic Affairs and to the chief academic officers of the campuses of the Montana University System as soon as it has been approved by the campus concerned. Copies of all proposals for associate degree programs and vocational-technical programs shall also be forwarded to the chief academic officers of the community colleges. In addition, proposals for vocational-technical programs shall be forwarded to the Deputy Commissioner for Academic and Student Affairs and to the chief academic officers of the colleges of technology.

**Definitions:**

1. Degree - A specific designation of letters representing the words on the diploma indicating completion or attainment, e.g., B.A., B.S., B.Arch., B.B.A., M.A., M.F.A., Ed.D., D.A., Ph.D.

2. Certificate - Awarded upon successful completion of entry-level programs, a specialty within an occupational area, and/or upgrading skills and knowledge within an occupation. Usually, certificate programs are no more than 60 semester hours in length.

3. Major - The specific field of concentration for the degree. A designated and coherent sequence of courses in a discipline, related disciplines, or professional area in which a student concentrates as

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a part of a baccalaureate degree program. The requirements of the major are usually defined by one academic department, but may be defined jointly by two or more departments in the case of an interdisciplinary major. Majors may range from 30 to 48 semester hours, half of which must be at the upper division level. Study in the major will conclude with a capstone, integrating experience in which the knowledge and skills learned in the major are applied or demonstrated.

4. Extended Major - Where required by professional expectations or specialized accreditation standards, extended majors may be offered in undergraduate programs. The extended major may require up to 80 hours.

5. Minor - The supporting or complementary field undertaken along with a major for a degree. A designated and coherent sequence of courses in a discipline, related disciplines, or professional area which provides support or enhancement of a student's major in a baccalaureate program. Minors may range from 18 to 30 semester hours of credit, one-third of which must be at the upper division level.

6. Option - One of two or more alternative tracks available to students in an associate degree, baccalaureate minor or major or graduate degree program. Each option consists of a core of required courses in the program plus required and/or elective courses in the specialty area indicated by the title of the option. The core of required courses must constitute at least one-third of the hours required for the program.

7. New postsecondary educational programs - All proposals for a new series of courses arranged in a scope or sequence leading to a certificate, option, major, or minor where a major does not already exist.

**History:**

Item 2-001-R0973, (Revised), October 19, 1973, as revised April 11, 1978; Item 24-001-R0579, Changes in Institutional Organization, May 30, 1979; Item 2-001-R0973, as revised June 14, 1990; November 18, 1999 (Item 104-103-R0999); September 21, 2000 (Item 108-101-R0700); and March 18, 2005 (Item 126-103-R0305).

## LEVEL II BOARD OF REGENTS ITEMS

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### Curriculum Proposals

1. Overview  
Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.
2. Need
  - a. To what specific need is the institution responding in developing the proposed program?
  - b. How will students and any other affected constituencies be served by the proposed program?
  - c. What is the anticipated demand for the program? How was this determined?
3. Institutional and System Fit
  - a. What is the connection between the proposed program and existing programs at the institution?
  - b. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.
  - c. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).
  - d. How does the proposed program serve to advance the strategic goals of the institution?
  - e. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.
4. Program Details
  - a. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.
  - b. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.
5. Resources
  - a. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.
  - b. Are other, additional resources required to ensure the success of the

proposed program? If yes, please describe the need and indicate the plan for meeting this need.

6. Assessment.

How will the success of the program be measured?

7. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

Eliminate this Document

# MONTANA BOARD OF REGENTS

## NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

Item No.: - -R

Institution: Choose One

1. How does this program advance the campus' academic mission and fit priorities?
2. How does this program fit the Board of Regents' goals and objectives?
3. How does this program support or advance Montana's needs and interests?
4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

5. What is the program's planned capacity?

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

6. Resource Allocation:

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

7. Does this program require new resources?  Yes  No

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

8. How will the campus fund the program?

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

BUDGET ANALYSIS

<b>Campus:</b>											
<b>Proposed Program:</b>											
	Year 1		Year 2		Year 3		Year 4		Year 5		
Estimated <b>ENROLLMENT</b>											
FTE Enrollment											
Estimated Incremental <b>REVENUE</b>											
Use of Current General Operating Funds											
State Funding for Enrollment Growth											
Tuition Revenue											
A. Gross Incremental Tuition Revenue											
B. Reductions to Incremental Tuition											
C. Net Tuition Revenue (A-B)	0		0		0		0		0		
Program/Course Fees											
External Funds											
Other Funds (please specify)											
<b>TOTAL</b> <b>Estimated Incremental Revenue</b>	0		0		0		0		0		
Estimated Incremental <b>EXPENDITURES</b>											
Personal Services	<b>FTE</b>	<b>Cost</b>									
Faculty											
Other Staff											
Operating Expenses											
Equipment											
Start-up Expenditures											
<b>TOTAL</b> <b>Estimated Incremental Expenditures</b>	0		0		0		0		0		
<b>Estimated Revenues</b> <b>Over/(Under) Expenditures</b>	0		0		0		0		0		

May 30 – June 1, 2007

ITEM 135-103-R0507

**A Pilot Program for Suspended Students at The University of Montana-Missoula**

**THAT:**

The Board of Regents of Higher Education for the State of Montana approve a temporary exception to Board of Regents' Policy 301.9, Academic Suspension, to permit The University of Montana-Missoula to implement a pilot program for suspended students.

**EXPLANATION:**

Board of Regents' Policy 301.9 requires students who are suspended from the Montana University System because of their academic performance to wait an entire semester before they can continue their educational career in the System. The relevant policy language is as follows:

*Students will be suspended academically at the end of any semester if they have been placed on academic probation during their prior semester of attendance and their cumulative GPA remains below 2.00 on a 4.0 scale . . . Students suspended may not re-enroll until they have been reinstated. Campus administrations are authorized to work with the relevant faculty committees to develop policies and procedures for reinstatement, but reinstatement will require, at a minimum, one full semester of non-enrollment at any campus of the Montana University System. (Emphasis added).*

The University of Montana-Missoula would like to implement a pilot program that would permit suspended students to return to that institution during the summer semester immediately following their suspension. Participants in the program would be required to develop a reinstatement plan and participate in intensive workshops that hopefully will help them to succeed in the future. The details of the pilot program are set out in a memorandum that is attached to this item page.

The Office of the Commissioner of Higher Education is very supportive of this program, and recommends its approval. Because of the institution's timeline, Sheila Stearns, the Commissioner of Higher Education, has approved the pilot program for this summer. The Board of Regents is being asked to authorize the program and

an exception to Policy 301.9 for three years to permit implementation of this pilot program. The University of Montana-Missoula will report to the Montana Board of Regents in Spring 2010 on the outcomes of the pilot project and its future at the institution. The University of Montana-Missoula will also have the right to suspend the program before that reporting date, if it does not work.

DATE: March 22, 2007

TO: Roger Barber, Deputy Commissioner

FROM: Arlene Walker-Andrews, Associate Provost, UM-M

RE: Pilot Program for Assisting Suspended Students

**Request:**

I am writing to request a one-time exemption from the BOR policy that suspended students must sit out a semester before being reinstated. We propose introducing a pilot program this summer to see whether modifications to the policy could lead to improved success for our students. The program would allow suspended students to be reinstated if they develop an acceptable reinstatement plan and agree to attend workshops offered by the Undergraduate Advising Center that are designed to address preparedness issues (e.g., test anxiety, study skills). In addition, the pilot program includes the possibility of a week-long “boot camp” designed specifically for students struggling with their math requirements or, alternatively, one for students with writing difficulties. In some cases, students could be encouraged to retake one of the math or writing courses that contributed to their suspension. Under this proposal, students would be required to sit out only the first session of summer school, and summer would provide an opportunity to improve their standing.

**Justification:**

Given the complex issues faced by students today, we believe that a service-centered approach has a higher probability of success than a punishment-centered approach. Current policy has proven counter-productive for several reasons:

1. Current policy has the effect of removing 550 students from the pool of those who may wish to attend summer school. Summer provides the opportunity for intensive coursework in smaller enrollment sections, without competing classes.
2. Current policy invites students, in effect, to go away and not come back. Because many students do not return, this policy runs counter to other policies designed to improve retention rates. We are unable to help students who have left campus deal with their academic and personal concerns.
3. Current policy rests on the assumption that suspended students lack sufficient motivation and that being forced to sit out a semester will provide the much-needed “wake up call.” Whereas this assumption may hold for some students, it

clearly does not hold for those afflicted less by laziness than by the circumstances of life. Our work with suspended students has led us to believe that many students resent the implication that a “wake up call” is what they need. What they need most is individualized assistance.

As I indicated, we view this as a pilot program. The data we obtain about students’ needs and their responses to such a program may also be useful to others in the MSU system.

Thanks for your attention.

c: G. M. Dennison, President  
J. Fetz, Dean, CAS  
J. Tompkins, Associate Dean, CAS  
S. Alexander, Dean, Continued Education

May 30 – June 1, 2007

ITEM 135-104-R0507

**A Revision to the Nursing Curriculum Model**

**THAT:**

The Board of Regents of Higher Education:

- change the credential for practical nursing graduates from a Certificate to an Associate of Applied Science degree;
- grant an exception to Board of Regents' Policy 301.12, under section I.C.5 of that policy, for all practical nursing programs in the Montana University System;
- authorize the change to go into effect immediately upon approval by the Board;
- authorize the change to be effective upon approval by the Board without requiring all of the practical nursing programs in the Montana University System to follow the usual Level II process for a degree change.

**EXPLANATION:**

The change in credential is necessitated by Federal financial aid eligibility rules. The three (3) practical nursing programs, in Butte, Missoula and Helena, that lead directly into a two-year registered nursing degree are fine. But the two (2) stand-alone practical nursing programs, in Great Falls and Kalispell, have difficulty providing financial aid to their nursing students because of those eligibility rules. The attached memo, which I prepared for the nursing directors in early April, attempts to explain the problem.

If the credential awarded to practical nursing graduates is changed from a Certificate to an Associate of Applied Science, the program will comply with Federal financial aid rules.

That change triggers another problem. Board of Regents' Policy 301.12 requires that all Associate of Applied Science degrees must have between 60 and 72 credits. The practical nursing program only has 50 credits. The Board of Regents has authority to grant exceptions to its credit limits, however, under Section I.C.5 of the above-referenced policy. The Board is asked to grant such an exception because:

- the practical nursing curriculum is integrated into the two-year Associate of Science degree in registered nursing, and that integration doesn't work if the PN credential is expanded; a copy of the model nursing curriculum for PN/RN programs is attached to this memorandum.
- the practical nursing program is already significantly more rigorous, under the integrated nursing model, and it would become even more intense if additional credits were added to comply with Board policy.

The Board is also asked to make the change effective immediately, because some of the practical nursing programs in the Montana University System will graduate their first students in the next few months. Flathead Valley Community College, for instance, has students who will complete the program at the end of Summer Semester 2007.

TO: Nursing Directors  
FROM: Roger  
RE: Our Model PN/RN Curriculum  
DATE: April 6, 2007

We have a significant problem with our model curriculum, and one that wasn't uncovered until some of the nursing programs in the State began to implement the model. The problem is as follows:

the stand-alone PN programs at the Great Falls College of Technology and Flathead Valley Community College cannot offer Federal financial aid to their students because the program violates eligibility rules.

I'll attempt to explain why.

The integrated PN/RN programs are fine, under financial aid eligibility rules, because ". . . each course within the program is acceptable for full credit toward that institution's associate degree. . . and the degree offered by the institution requires at least two academic years of study. . ."

If a school offers an undergraduate program in credit hours, however, and

- the above scenario is not possible; or
- the program is not an associate degree, then

the school must use a clock hour/credit hour conversion formula to determine whether the undergraduate program qualifies for Federal financial aid. Using the clock hour/credit hour conversion formula set out by the Federal government, the PN program would need 1,500 hours. It only has 1,020.

We have the following options (at least these are the ones that I can think at the moment):

- expand the clock hours significantly; but that means adding more credits or laboratory requirements or clinical requirements. And every time we do that, the clock hour requirement goes up.
- change the degree to an associate of applied science degree. We talked ourselves out of that, because it would be a 50-credit associate degree and Board of Regents' policy requires at least 60 credits. We could always ask the Board for an exception to its policy, however.
- keep the PN credential a certificate at the integrated programs; and call it an A.A.S. degree at the stand-alone programs.
- change the PN credential for all of the programs.
- maintain the status quo, which I think is unacceptable because of the financial aid consequences to students.
- your ideas??

**TABLE 1 – MODEL NURSING CURRICULUM**  
**CURRICULUM FOR 72 CREDIT ASN WITH OPTIONAL PN EXIT AFTER 48(+) CREDITS**  
*("STAND-ALONE" PN PROGRAMS WILL OFFER FIRST FOUR SEMESTERS)*

SEMESTER ONE		SEMESTER TWO	
Course	Credits Didactic/Clinical/Lab	Course	Credits Didactic/Clinical/Lab
		<i>(Apply for admission to Nursing Program during Semester Two)</i>	
Anatomy & Physiology I	3/0/1 = 4	Anatomy & Physiology II	3/0/1 = 4
Freshman English	3/0/0 = 3	Inorganic Chemistry w/Lab	3/0/1 = 4
College Algebra	3/0/0 = 3	Introduction to Nursing	1/0/0 = 1
Nutrition	2/0/0 = 2	General Psychology	3/0/0 = 3
Total	11/0/1 = 12	Total	10/0/2 = 12

**NOTE:** Admission to Nursing Program required before taking Semester Three coursework

SEMESTER THREE		SEMESTER FOUR	
Pharmacology	3/0/0 = 3	Core Concepts of Adult Nursing	4/3/0 = 7
Fundamentals of Nursing	4/0/3 = 7	Core Concepts of Maternal/Child Nursing	2/1/0 = 3
Gerontology	1/1/0 = 2	Core Concepts of Mental Health Nursing	2/0/0 = 2
Total	8/1/3 = 12	Total	8/4/0 = 12
		Leadership Issues (for those opting PN exit)	
		Total	1/1/0 = 2 9/5/0 = 14
		<b>Total</b>	<b>50 credits</b>

**NOTE:** PNs applying for entry in Semester Five must take a 3-credit Transition to Registered Nursing course. A skills assessment may also be required.

SEMESTER FIVE		SEMESTER SIX	
Complex Care Needs—Maternal/Child Client	2/1/0 = 3	Intro Sociology	3/0/0 = 3
Complex Care Needs—Mental Health Client	1/1/0 = 2	Complex Care Needs—Adult Client	2/2/0 = 4
Pathophysiology	3/0/0 = 3	Advanced Clinical Skills	0/0/1 = 1
Microbiology	3/0/1 = 4	Managing Client Care	2/2/0 = 4
Total	9/2/1 = 12	Total	7/4/1 = 12

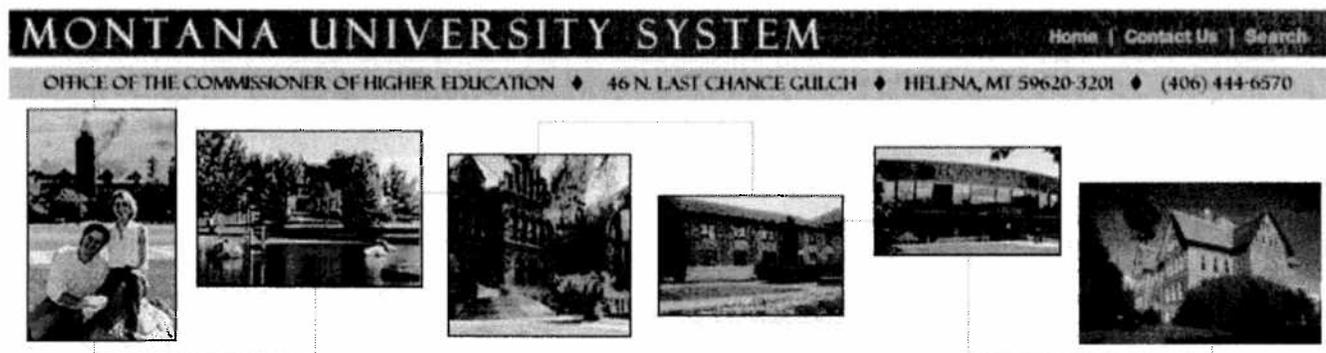
Clinical credits are 3:1 Lab credits are 2:1

50 credit PN Certificate

- 23 credits cognates, 27 credits Nursing (includes PN exit class)
- 38 credits didactic, 6 credits clinical, 6 credits lab (includes PN exit class)

72 credit ASN

- 30 credits cognates; 42 credits Nursing
- 52 credits didactic, 12 credits clinical, 8 credits lab

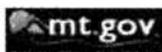


**STUDENT INFORMATION** 

- Our Campuses
- Preparing for College
- Admissions
- Financial Aid
- Tuition & Fees
- Distance Learning
- Degree & Program Inventory
- Transferring in Montana
- Campus Directories
- Academic Calendar

**SYSTEM INFORMATION** 

- Commissioner's Office
- Academic & Student Affairs
- Grants & Programs
- Data
- Board of Regents
- Policies & Procedures
- Benefits & Insurance
- Employment
- Workforce Development



## A New Model for PN and ASN Nursing Programs

The following guidelines for Practical Nursing (PN) Programs in the Montana University System and the three community colleges have been adopted by the Board of Regents:

- (1) the credential awarded to students who complete a practical nursing program will be a certificate;
- (2) all of the practical nursing programs will be 50 credits;
- (3) all of the practical nursing programs will include a common set of nursing courses, totaling 24 credits plus a two-credit "scope of practice course."

Table 1 describes the pre-nursing and nursing courses in more detail. It also includes the coursework for those programs that offer both a Practical Nursing and an Associate of Science in Nursing credential.

Nursing students can follow a variety of pathways under this model to complete a nursing program. Those pathways are described at the following [link](#).

This model was developed by a work group made up of all of the PN and RN nursing administrators in the MUS System, the community colleges and one tribal college; some nursing faculty members; and representatives and staff from the State Board of Nursing. The Board of Regents authorized this project in May 2004, based on a recommendation of the Nursing Coordinating Group and the work that that Group had done on nursing issues for almost a year. The work group was also careful to respond to the issues raised in the Legislative Audit report concerning transfer of credit practices in the Montana University System.

The new model, currently utilized by at least 22 other states, includes (a) pre-nursing coursework that is appropriate for both the PN and RN credential; (b) an initial year of nursing courses, with a so-called exit point or stop-out for programs that offer both credentials; students can sit for the LPN licensure examination at that stop-out point; and (c) an additional year of nursing coursework, for students who want to continue their education, after which they can take the RN licensure examination.

Implementation of this academic program model will take

- [PN/ASN Model Curriculum](#)
- [Implementation Plan](#)
- [Operational Rules for Nursing Directors](#)

some time, but work has already begun. Table 2 sets out the implementation schedule. Curriculum revisions will have to work their way through the internal review and approval process for academic programs on each campus. Several programs will also have to develop new courses, particularly in the area of pre-nursing coursework, and may have to find faculty to teach those classes. The State Board of Nursing will then have to approve each individual program.

ITEM 135-105-R0507

**Adoption Of New And Revised Board Of Regents Policies On Research And Conflict Of Interest**

**THAT:**

The Board of Regents of Higher Education adopts new Policy 401, Research and Technology Transfer, revises Policy 401.2, Inventions and Patents, revises Policy 770, Conflict of Interest, and revises Policy 218, Institutional Organization.

**EXPLANATION:**

The Commissioner of Higher Education (CHE) proposes new and revised Board of Regents policies as a result of recommendations of the Legislative Audit Division (LAD) made pursuant to performance audits conducted in 2006. These audits included a general performance audit of the system's research and technology transfer activities and a more specific audit of an earmark project at The University of Montana. The latter audit reviewed the establishment and activities of the Northern Rockies Consortium for Space Privatization (NRCSP) and its primary grant sub-contractor, the Inland Northwest Space Alliance (INSA).

The INSA audit findings were released in June of 2006. The Research and Development audit findings followed in November of 2006. The LAD made audit recommendations on the handling of research and technology transfer activities, including recommendations on grant management, reporting and assessment of grant activity, and the management of conflicts of interest. Campus and MUS responses to the audits were submitted at the time to LAD and to this board. Compliance with the LAD recommendations is underway.

The recommended policies are the product of the campuses working in conjunction with the Office of the Commissioner of Higher Education (OCHE). These policies are designed to ensure that compliance will continue, that campus policies will address the areas of identified concern, and that the board and commissioner will receive such reports as will enable them to better monitor and evaluate campus research and technology transfer activities, as this important area of campus activity grows and develops.

Research and Technology Transfer. We propose a new Policy 401, Research and Technology Transfer, which will:

- Recognize the vital role of campus research programs;
- Provide for the inclusion of research & technology transfer as part of strategic planning;
- Require training for faculty and researchers in many aspects of this area;
- Require a federal initiatives (earmarks) report to the board in January of each year; and
- Require an annual report summarizing the research and technology transfer activities for the previous year, with expenditures, numbers, gross revenues, etc.

We recommend revising the timelines on inventions & patents, Policy 401.2, as per the recommendation of the LAD and the campuses.

Conflict of Interest. We recommend revising Policy 770, Conflict of Interest, which will:

- Require that campuses have CHE-approved conflict of interest plans with provisions defining conflicts and potential conflicts of interest; addressing conflict disclosure and compliance with state ethics laws; and setting procedures for independent conflict assessments and review by legal counsel, as well as for resolution of conflict issues;
- Provide for approval by CHE of the policies;
- Provide for annual written campus COI reports to the regents, including such information as number of conflicts, nature of conflicts, number being managed through written plans, number of COIs eliminated, and other material information.
- Provide for an OCHE policy addressing OCHE employee and president conflicts and potential conflicts.

We recommend revising Policy 218 on Institutional Organization to include a statement that “formation of a profit or non-profit corporation or other legal entity by a campus or its employees acting on behalf of the campus” requires the approval of the Board of Regents, to apply to entities formed after June 1, 2007.

It should be noted that several of the audit issues will be addressed administratively. For example, OCHE will coordinate the move toward full integration of Banner on all campuses for research administration functions. In addition, the University of Montana-Missoula has complied with the recommendation to assign pre-award staff within the UM Office of Sponsored Research by departmental specialization. Lastly, OCHE will monitor the guidelines being developed by the Government Accounting Standards Board (GASB) for capitalization of intellectual property as intangible properties and will take steps to ensure that appropriate capitalization methodologies are incorporated into campus practices.

**ATTACHMENTS:**

Recommended new policy 401.  
Recommended revised policies 218, 401.2, and 770

SUBJECT: RESEARCH AND PUBLIC SERVICE

Effective: June 1, 2007

Section: 401 Research and Technology Transfer;  
Montana University System

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### Board Policy

1. Purpose. The Board of Regents recognizes the vital role of the campus research programs in providing an environment that promotes exploration, discovery and the dissemination of new knowledge for students. The board supports the integration of learning and discovery on the campuses and recognizes that The University of Montana-Missoula, Montana State University-Bozeman and Montana Tech of The University of Montana maintain significant research programs as an integral part of their academic environment.

The dissemination of knowledge gained through research is an important part of the mission of higher education. The transfer of new discoveries and innovations and new applications of science may lead to the development of useful products, processes and services for the public. Products of this research may translate into new medical devices, diagnostics for human and veterinary use, pharmaceuticals, new grain varieties, innovations in current products, and numerous other products and processes.

Technology transfer also creates a dynamic interface between the universities and the commercial sector which encourages research collaborations, exchanges of materials, information and personnel with industry which enhances the university research programs by offering unique research opportunities for faculty and students.

The Board of Regents has responsibility for general oversight of all MUS campuses, including research and technology transfer activities. Therefore, the board adopts this policy to inform and guide its oversight and provide direction to MUS campuses engaged in these activities.

2. Strategic Planning. The Board of Regents shall adopt goals for research and technology transfer as part of its strategic plan. Additionally, UM-Missoula, MSU-Bozeman, and Montana Tech shall, and other campuses may, specifically include these items as components of their campus strategic plans.

3. Training for faculty and researchers. UM-Missoula, MSU-Bozeman, and Montana Tech shall each establish mandatory training programs for faculty and researchers who regularly engage in sponsored research activities. At a minimum, the following subjects will be included in the overall training program: compliance with state and federal laws and regulations applicable to university research; institutional policies and procedures governing research and laws and regulations.

Each campus will also develop optional training programs for faculty and researchers concerning board, unit, and campus policies and procedures governing patents, copyrights, and other relevant intellectual property matters and the technology transfer programs at the units.

4. Federal Initiatives Report. Targeted federal initiative funds (commonly referred to as "earmarks") are funds included in federal appropriations requested by members of Congress to fund specific projects or programs. To keep the regents informed of these funding requests, UM-Missoula

SUBJECT: RESEARCH AND PUBLIC SERVICE

Effective: June 1, 2007

Section: 401 Research and Technology Transfer;  
Montana University System

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and MSU-Bozeman, as representatives of the affiliated campuses, shall coordinate requests for federal initiatives for their affiliated campuses and shall each submit to the Commissioner of Higher Education a report of the requests for any non-competitive federal funds which the units anticipate submitting to Montana's congressional delegation for inclusion in the federal budget. The report will be submitted before the January board meeting unless otherwise scheduled by the board.

5 Reports. Annually, for the September regents' meeting, UM-Missoula and MSU-Bozeman, as representatives of the affiliated campuses, shall submit to the Commissioner of Higher Education a report summarizing the research and technology transfer activities for the previous fiscal year. The report shall contain, at a minimum, the following data for the previous fiscal year:

- a. All expenditures from grants and contracts managed by the respective research administrative offices;
- b. Number of new invention disclosures filed;
- c. Number of new start-up companies which have licensed or commercialized university-developed intellectual property;
- d. Number of new intellectual property licenses issued;
- e. Total intellectual property licenses in effect at the close of the fiscal year;
- f. Total gross revenues from intellectual property licenses; and
- g. Assessment of progress toward meeting the goals pertaining to technology transfer outlined in the campus strategic plans.

ITEM 135-105-R0507 ATTACHMENT 2

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

PAGE: 770 (Page 1 of 3)

SUBJECT: PERSONNEL

Effective Date: December 31, 2007

Section: 770 Conflicts of Interest;  
Montana University System

Issued:

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Board Policy:

1. Coordination with Other Standards or Policies. This policy is intended to complement the state statutes on standards of conduct for public employees (§ 2-2-101, MCA, et seq.,) and is not intended to supersede or conflict with those standards. In addition, this policy is not intended to supersede Board of Regents' Policy 760, Service on Outside Governing Boards, and persons covered by that policy must act in compliance with both the general terms of this policy and the specific terms of that policy.

2. General Policy. Employees of the Montana University System must endeavor to avoid actual or apparent conflicts of interest between their university system duties and obligations and their personal activities, and between their university system duties and obligations and their professional activities outside the university system. A conflict of interest exists:

a. When an employee has a personal interest in a matter that may be inconsistent or incompatible with the employee's obligation to exercise the employee's best judgment in pursuit of the interests of the university system; or

b. When a non-university system activity unreasonably encroaches on the time an employee should devote to the affairs of the university system; or

c. When an employee's non-university system activities impinge on or compromise the loyalty, commitment, or performance the university system has the right to expect from the employee.

3. Campus Conflict of Interest Policies. Each MUS campus shall maintain a written conflict of interest policy which contains the following elements:

a. A definition of conflict of interest consistent with Montana law, this policy, and applicable federal legal requirements.

b. Applicability to all employees of the campus.

c. A procedure for requiring all employees' written disclosure of all potential or actual conflicts of interest in compliance with Montana law and federal legal requirements at the following times:

(1) Whenever an actual or potentially conflicting interest is, or is about to be, acquired.

SUBJECT: PERSONNEL

Effective Date: December 31, 2007

Section: 770 Conflicts of Interest;  
Montana University System

Issued:

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**(2) Annually, on a conflicts disclosure form stating either the employee has no conflicts or disclosing any potential or actual conflicts. Annual disclosure statements must be completed by all full-time employees except those categories of employee expressly exempted from annual reporting by the campus conflict of interest policy.**

**(3) Before submitting a proposal for grants or contracts, any actual or potential conflicts relating to the proposal in accordance with sponsor and campus regulations.**

**d. On campuses that perform sponsored research, provisions to assure compliance with federal legal requirements concerning conflicts of interest in sponsored research.**

**e. Provisions to assure compliance with state legal requirements, including § 2-2-101, MCA, et seq.**

**f. Procedures which assure independent assessment and review of potential conflicts, including review by legal counsel.**

**g. Appointment of a campus administrator and/or committee as the policy administrator with responsibility for policy compliance, maintenance of records of disclosure, conflicts management plans, and periodic reviews of compliance with such plans.**

**h. A process for resolution of conflicts determined to exist through the independent review process. Resolution must be in writing and will determine: (1) the conflict is not prohibited by statute or regulation, is not likely to influence the actions of the employee and, therefore, requires no further action; (2) the conflict requires management; or (3) the conflict must be eliminated.**

**i. If a conflict is determined to require management, a written plan shall be established and shall require periodic independent conflicts review, the results of which are to be reported to the policy administrator. If conflicts are managed rather than eliminated, the policy administrator shall make a written determination as to why management is in the best interest of the campus.**

**j. An appeal procedure for employees who are required to forgo a specific activity to eliminate a conflict of interest at the campus level and then through the appeals procedure established by Board of Regents' Policy 203.5.2.**

**4. Office of Commissioner of Higher Education Policy. The commissioner of higher education shall establish a conflict of interest policy which includes oversight of conflicts of**

**ITEM 135-105-R0507 ATTACHMENT 2**

**MONTANA BOARD OF REGENTS OF HIGHER EDUCATION**

**Policy and Procedures Manual**

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SUBJECT: PERSONNEL

Effective Date: December 31, 2007

Section: 770 Conflicts of Interest;  
Montana University System

Issued:

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**commissioner's staff and campus chief executive officers. The policy shall be subject to review and approval by the Board of Regents.**

**5. Board of Regents Approval of Campus Policies. The proposed campus policies must be approved by the campus chief executive and submitted to the Commissioner of Higher Education by December 31, 2007, for review and approval. The submittal must include a proposed campus training plan for employees on the conflicts of interest policy.**

**6. Annual Report to Board of Regents. Annually, each campus shall submit a written conflict of interest report to the Board of Regents which includes at least the following information:**

- a. Number of conflicts disclosed.**
- b. Summary of nature of conflicts.**
- c. Number of conflicts being managed through written plans.**
- d. Number of conflicts eliminated.**
- f. Other material information relating to conflicts of interest at the campus.**

History:

Item 96-011-R0997, Conflicts of Interest; Montana University System (NEW), approved by the Board of Regents on November 20, 1997.

**ITEM 135-105-R0507 ATTACHMENT 3**

**MONTANA BOARD OF REGENTS OF HIGHER EDUCATION**

Policy and Procedures Manual

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SUBJECT: PERSONNEL

Effective Date: December 31, 2007

Section: 770 Conflicts of Interest;  
Montana University System

Issued:

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2. General Policy. Employees of the Montana University System must endeavor to avoid actual or apparent conflicts of interest between their university system duties and obligations and their personal activities, and between their university system duties and obligations and their professional activities outside the university system. A conflict of interest exists:

a. When an employee has a personal interest in a matter that may be inconsistent or incompatible with the employee's obligation to exercise the employee's best judgment in pursuit of the interests of the university system; or

b. When a non-university system activity unreasonably encroaches on the time an employee should devote to the affairs of the university system; or

c. When an employee's non-university system activities impinge on or compromise the loyalty, commitment, or performance the university system has the right to expect from the employee.

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a. A definition of conflict of interest consistent with Montana law, this policy, and applicable federal legal requirements.

b. Applicability to all employees of the campus.

c. A procedure for requiring all employees' written disclosure of all potential or actual conflicts of interest in compliance with Montana law and federal legal requirements at the following times:

(1) Whenever an actual or potentially conflicting interest is, or is about to be, acquired.

(2) Annually, on a conflicts disclosure form stating either the employee has no conflicts or disclosing any potential or actual conflicts. Annual disclosure statements must be

**ITEM 135-105-R0507 ATTACHMENT 3**

**MONTANA BOARD OF REGENTS OF HIGHER EDUCATION**

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SUBJECT: PERSONNEL

Effective Date: December 31, 2007

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Montana University System

Issued:

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completed by all full-time employees except those categories of employee expressly exempted from annual reporting by the campus conflict of interest policy.

(3) Before submitting a proposal for grants or contracts, any actual or potential conflicts relating to the proposal in accordance with sponsor and campus regulations.

d. On campuses that perform sponsored research, provisions to assure compliance with federal legal requirements concerning conflicts of interest in sponsored research.

e. Provisions to assure compliance with state legal requirements, including § 2-2-101, MCA, et seq.

f. Procedures which assure independent assessment and review of potential conflicts, including review by legal counsel.

g. Appointment of a campus administrator and/or committee as the policy administrator with responsibility for policy compliance, maintenance of records of disclosure, conflicts management plans, and periodic reviews of compliance with such plans.

h. A process for resolution of conflicts determined to exist through the independent review process. Resolution must be in writing and will determine: (1) the conflict is not prohibited by statute or regulation, is not likely to influence the actions of the employee and, therefore, requires no further action; (2) the conflict requires management; or (3) the conflict must be eliminated.

i. If a conflict is determined to require management, a written plan shall be established and shall require periodic independent conflicts review, the results of which are to be reported to the policy administrator. If conflicts are managed rather than eliminated, the policy administrator shall make a written determination as to why management is in the best interest of the campus.

j. An appeal procedure for employees who are required to forgo a specific activity to eliminate a conflict of interest at the campus level and then through the appeals procedure established by Board of Regents' Policy 203.5.2.

4. Office of Commissioner of Higher Education Policy. The commissioner of higher education shall establish a conflict of interest policy which includes oversight of conflicts of commissioner's staff and campus chief executive officers. The policy shall be subject to review and approval by the Board of Regents.

5. Board of Regents Approval of Campus Policies. The proposed campus policies must be approved by the campus chief executive and submitted to the Commissioner of Higher Education by

**ITEM 135-105-R0507 ATTACHMENT 3**

**MONTANA BOARD OF REGENTS OF HIGHER EDUCATION**

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- a. Number of conflicts disclosed.
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- c. Number of conflicts being managed through written plans.
- d. Number of conflicts eliminated.
- f. Other material information relating to conflicts of interest at the campus.

History:

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**ITEM 135-105-R0507 ATTACHMENT 4**

BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

PAGE: 218 (1 of 2)

SUBJECT: GOVERNANCE AND ORGANIZATION

Effective: November 18, 1999

Section: 218 Institutional organization

Issued: June 1, 2007

Approved:

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Board Policy:

1. The following matters require review and approval by the Board of Regents before they can be announced and implemented.

a. formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory or similar unit;

**b. formation of a profit or non-profit corporation or other legal entity after June 1, 2007 by a campus or its employees acting on behalf of the campus.**

c. establishment, elimination or change in scope of an off-campus resident center;

d. designation of a lead institution;

e. movement of an academic unit from one college, school or division to another; and

f. changes in the names of any of the entities covered in 1.a. above.

Procedures:

Proposals for centers and institutes shall:

1. identify its purpose;

2. state its objectives;

3. briefly describe its anticipated activities;

4. identify all agencies, organizations and/or institutions which will be involved and include advisory council information;

5. identify its organizational structure within the institution;

6. describe the interrelationships between it and the institutional mission, including information about which departments on campus will be involved and how the center or institute will contribute to the academic programs of the institution;

**ITEM 135-105-R0507 ATTACHMENT 4**

BOARD OF REGENTS OF HIGHER EDUCATION

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PAGE: 218 (2 of 2)

SUBJECT: GOVERNANCE AND ORGANIZATION

Effective: November 18, 1999

Section: 218 Institutional organization

Issued: June 1, 2007

Approved:

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7. identify first year and continuing finances necessary to support it including the sources of funding;
8. describe other similar programs in the state and surrounding region;
9. identify faculty expertise available for participation in its activities;
10. state the internal campus review and approval process which has occurred prior to submission to the Commissioner's Office.

History:

Item 24-001-R0579, Institutional organization, Montana University System, May 30, 1979 as revised October 28, 1983 and November 18, 1999 (Item 104-103-R0999).

May 30 – June 1, 2007

ITEM 135-106-R0507

**Exceptions to Policy 301.12, Undergraduate Degree Requirements**

**THAT:**

The Board of Regents of Higher Education approves exceptions to Policy 301.12, Undergraduate Degree Requirements; Associate Degrees and Certificates of Applied Science, for the following programs in the Montana University System:

- the Certificate in Farm and Ranch Business Management at Dawson Community College;
- the Associate of Applied Science degree in Civil Engineering Technology at Montana State University-Northern;
- the Associate of Applied Science degree in Dental Hygiene at Montana State University-Great Falls College of Technology.

**EXPLANATION:**

In response to the Legislative Performance Audit on transfer of credits in the Montana University System, the Montana Board of Regents adopted a comprehensive policy on associate degrees and certificates of applied science. That policy, referenced above, establishes guidelines and characteristics for those degree programs. It also establishes an exception procedure for programs that do not comply with those guidelines and have a compelling or externally-imposed reason for the variation. The request for exception must be submitted to the Deputy Commissioner for Academic and Student Affairs, who refers it to the Two-Year Education Council. That Council makes a recommendation on the exception request to the Academic & Student Affairs Committee of the Board of Regents. These three (3) programs are the first exceptions to come before the Committee and Board under the policy.

The Two-Year Education Council is meeting on these exception requests on May 23, 2007, after the posting deadline for May 2007 Board of Regents' meeting. The Council's recommendations will be available, as Addendum materials, however.

Dawson Community College is asking for an exception because its certificate program takes more than a year to complete. MSU-Northern is asking for an exception to

the technical credit requirement because of accreditation expectations. MSU-Great Falls College of Technology is asking for an exception to the maximum number of credits because of accreditation expectations, comparable dental hygiene programs and other compelling reasons.

The campuses prepared documents in support of their request. Those documents can also be found in the Addendum.

May 30 – June 1, 2007

ITEM 135-111-R0507

**Revisions to Policy 301.16, Writing Proficiency**

**THAT:**

The Board of Regents of Higher Education approve the attached revisions to Policy 301.16, Writing Proficiency. The revisions clarify the language in the original policy, which purposefully included indefinite benchmarks at the time of its original implementation.

**EXPLANATION:**

Policy 301.16 establishes writing proficiency standards for admission to four-year degree programs in the Montana University System, using the ACT test, the SAT test, the Montana University System Writing Assessment, Advanced Placement examinations and CLEP examinations. When the policy was originally adopted, in November 2005, the ACT and SAT writing examinations were very new, so the benchmark score for those two tests was hard to determine until more data could be collected.

The writing proficiency admissions standard is also being phased in over a three-year period. The ACT and SAT scores for Fall 2007 were set out in the original policy, and students are being admitted to four-year degree programs this year with those benchmarks. Some institutions in the Montana University System are already receiving applications for Fall 2008, however, so the policy needs to be clarified.

At this point, unfortunately, ACT and SAT do not have the data to assist with this revision. The Writing Proficiency Steering Committee, with the advice of Jan Clinard in the Office of the Commissioner of Higher Education, reviewed the information that was available on those two tests and recommend the attached revisions.

In reviewing the subsequent information in this explanation, it is important to remember that a score of 6 on the ACT and SAT test is equivalent to a score of 3 on the Montana University System Writing Assessment (MUSWA); an ACT or SAT score of 7 is equivalent to 3.5 on the MUSWA. Those MUSWA scores are the proficiency benchmarks for 2008 and 2009.

According to information supplied by ACT,

- 20% of all students who take their essay test score below a 6;
- 25% score below a 17 on the combined test;
- 45% score below a 7 on the essay test;
- 30% score below an 18 on the combined test.

Montana students who took the ACT in 2006 did considerably better, however. According to ACT,

- 8% of all Montana students who took the essay test scored below a 6;
- 12% scored below a 17 on the combined test;
- 28% scored below a 7 on the essay test;
- 17% scored below an 18 on the combined test.

Although the Writing Proficiency Steering Committee could not get nationwide information from SAT, Montana students appear to perform in much the same way as their ACT counterparts. SAT scores for Montana students in 2006 showed that

- 9.6% scored below 6 on the essay test;
- 12.8% scored below 420 on the combined test;
- 28.6% scored below 7 on the essay test;
- 18% scored below 440 on the combined test.

The recommended scores seem appropriate, based on the information that is currently available. The Office of the Commissioner of Higher Education has already promised the Board that it will do follow-up studies on the writing proficiency policy to see if it works. Those studies will include a more careful examination of the “predictive validity” of these benchmarks. Hopefully, ACT and SAT will also have information, down the road, that will help with that review.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

PAGE: 300 (1 of 3)

SUBJECT: ACADEMIC AFFAIRS

Effective: November 18, 2005

Section: 301.16 Writing Proficiency

Issued: December 13, 2005

Approved: *E Dale*

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**I. Board Policy:**

- A. Any student seeking full admission to a four-year degree program at Montana State University- Bozeman, Montana State University-Billings, Montana State University-Northern, The University of Montana-Missoula, Montana Tech of The University of Montana, and The University of Montana-Western must satisfy a writing proficiency standard. That standard is as follows:

For Fall 2009 and the following years, students must earn a minimum score of:

- 7 on the Writing Subscore or ~~an equivalent score~~ 18 on the Combined English/Writing section of the Optional Writing Test of the ACT; or
- 7 on the Essay or ~~an equivalent score~~ 440 on the Writing Section of the SAT; or
- 3.5 on the Montana University System Writing Assessment; or
- 3 on the AP English Language or English Literature Examination.

- B. The writing proficiency standard will be phased in, beginning in Fall 2007.

1. For Fall 2007, students must earn a minimum score of:

- 5 on the Writing Subscore or 16 on the Combined English/Writing section of the Optional Writing Test of the ACT; or
- 5 on the Essay or 390 on the Writing Section of the SAT; or
- 2.5 on the Montana University System Writing Assessment, or
- 3 on the AP English Language or English Literature Examination.

2. For Fall 2008, students must earn a minimum score of:

- 6 on the Writing Subscore or ~~an equivalent score~~ 17 on the Combined English/Writing section of the Optional Writing Test of the ACT; or
- 6 on the Essay or ~~an equivalent score~~ 420 on the Writing Section of the SAT; or
- 3 on the Montana University System Writing Assessment; or
- 3 on the AP English Language or English Literature Examination.

- C. In lieu of the indicators set out in paragraphs A and B above, students may offer CLEP Subject Examinations in Composition if their scores on the examination meet or exceed the ACE Recommended Score for Awarding Credit of 50.

- D. A student who has not yet demonstrated the ability to meet these standards may be admitted (without condition) to a two-year degree program or admitted

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

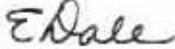
PAGE: 300 (2 of 3)

SUBJECT: ACADEMIC AFFAIRS

Effective: November 18, 2005

Section: 301.16 Writing Proficiency

Issued: December 13, 2005

Approved: 

provisionally to a four-year degree program on any campus of the Montana University System.

- E. Before gaining full admission status to a four-year program, the student may prove that he/she has the appropriate proficiency in the following ways:
1. re-take one or more of the listed writing assessments to earn the required score;
  2. earn a grade of C- or better in the composition course that is the prerequisite to the composition course that satisfies the general education program requirements described in Board [Policy 301.10](#);
  3. submit a letter to the admissions office documenting a disability that prevented him/her from adequately demonstrating proficiency in a test setting if no accommodation was provided at the time of the test.
- F. A student receiving a score of 5.5 or higher on the MUS Writing Assessment will be issued a certificate of merit from the Montana Board of Regents for use in applying for college admissions or scholarships.

High schools throughout Montana will receive:

- certificates of appreciation from the Montana Board of Regents for their partnership activities with the Montana University System on behalf of the Writing Assessment project;
  - awards of merit from the Montana Board of Regents for the exemplary performance earned by their students on the Writing Assessment project.
- G. By Fall 2007, the Montana University System will:
1. determine how this policy should be applied to the groups of students exempted in Section H, based on the Montana Board of Regents' expectation that all students in four-year degree programs should satisfy a writing proficiency standard;
  2. determine how this policy should impact the writing placement examinations on the campuses of the Montana University System, based on the Montana Board of Regents' expectation that students should not have to take multiple writing examinations as part of their initial matriculation in the System;
  3. establish a uniform system to collect and report student data related to writing proficiency to provide evaluation and analysis of the writing proficiency requirement.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

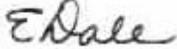
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Effective: November 18, 2005

Section: 301.16 Writing Proficiency

Issued: December 13, 2005

Approved: 

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- H. The following categories of students are exempt from the provisions of this policy:
1. non-traditional students (those who do not enter college for a period of at least three years from the date of high school graduation or from the date when they would have graduated from high school);
  2. summer-only students; and
  3. part-time students taking seven or fewer college-level semester credits.

**History:**

ITEM 89-003-R1195 Approval of Proficiency Admission Requirements and Developmental Education in the Montana University System, approved by the Board of Regents on November 17, 1995; [ITEM 107-109-R0500](#) Report from Joint K-16 Composition Standards Committee on Writing Proficiency Standards for Admission and Graduation from MUS, approved July 6, 2000; [ITEM122-115-R0104](#) Writing Proficiency Recommendation ([Background](#)), approved January 15, 2004; [ITEM 129-109-R1105](#) Writing Proficiency Policy, approved November 18, 2005.

January 18-19, 2007

ITEM 134-1001-R0107

**Approval To Add A New Option In Inequality And Social Justice To The B.A. And M.A. In Sociology**

**THAT:**

In accordance with The Montana University System Policy, The Board of Regents of Higher Education authorizes the University of Montana-Missoula, The Department of Sociology, approval to add an Option in Inequality and Social Justice the B.A. and M.A. in Sociology.

**EXPLANATION:**

The University of Montana requests approval for the Department of Sociology to add an Option in Equality and Social Justice to the B.A. and M.A. in Sociology.

When approved, The University of Montana--Missoula will be the only institution of higher education in the State to offer an option in Inequality and Social Justice within the Bachelor of Arts and Master of Arts programs. This proposed curriculum will substantially strengthen both undergraduate and graduate programs at The University of Montana--Missoula. This new option builds upon the existing research and teaching expertise of the Sociology faculty as a whole, in such areas as race, gender, and class, social stratification, poverty, social change, and political sociology. Importantly, the Inequality and Social Justice Option provides coherence to the sociology curriculum, with practical application of the degree options.

The Inequality and Social Justice Option in Sociology will benefit the State of Montana in dealing with problems of low wages, impoverished communities, and growing hunger. Students who graduate with this undergraduate or graduate option will be more informed as to the causes and consequences of inequality, and therefore will be in a better position to contribute to efforts to effect positive social change.

**ATTACHMENTS:**

Level II Request Form; New Academic Program Proposal Summary; Proposal for Inequality and Social Justice Option

# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.: 134-1001-R0107 Date of Meeting: January 18-19, 2007  
Institution: The University of Montana  
Program Title: B.A. and M.A. in Sociology, New Option in Inequality and Social Justice

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 seeks permission to add an Option in Inequality and Social Justice to the B.A. and M.A. in Sociology. Presently, the Sociology curriculum is structured to provide a general sociology degree, with more specialized options in Criminology and Rural and Environmental Change. These options provide coherence to the sociology curriculum, with practical application of the degree options.**

February 28, March 1- 2, 2007

ITEM NO.: 134-1003-R0307

**Approval of a Proposal to Approve the Osher Lifelong Learning Institute of The University of Montana**

**THAT:**

In accordance with the Montana University System Policy, the Board of Regents of Higher Education authorizes The University of Montana to host, within Continuing Education, the Osher Lifelong Learning Institute of The University of Montana.

**EXPLANATION:**

Continuing Education of The University of Montana-Missoula is seeking approval of The Osher Lifelong Learning Institute of The University of Montana which offers non-credit, short courses for adults over the age of 55. The courses will be taught three times during the academic year: fall, winter and spring. The programs offered through the proposed institute are designed to help meet the informal educational needs of older adults and are not offered for credit. The Institute is supported by an external grant from the Bernard Osher Foundation and by self-support funding generated through memberships and program/course fees.

While Missoula maintains a large number of social service and health care programs for senior citizens, there are relatively few programs that have an education focus. An online search revealed ninety-five programs and resources, of which only three were related to education. Two of these focus on learning specific skills for people over age eighteen: the Dickinson Lifelong Learning Center offers training programs, most of which provide basic skills while others relate to hobbies such as photography or cooking; and the College of Technology, which offers a limited number of occupationally-focused courses for "non-traditional" students of all ages, although the vast majority of their students are under age fifty. There was only one academically oriented program available, Golden College, offered by The University of Montana. This relatively obscure program enables senior citizens to audit traditional credit courses with on-campus students.

There are few intellectually stimulating, academically-focused programs for individuals over the age of fifty in Missoula, and based on the numbers of students who have attended Institute courses from towns as far away as Hamilton and Superior, this need and lack of opportunity extends well into the state of Montana. In addition, enrollments in the first three terms of courses clearly indicate the need and the desire for programs for older adults in this area.

**M O N T A N A   B O A R D   O F   R E G E N T S**  
**LEVEL II REQUEST FORM**

**Item No.:** 134-1003-R0307      **Date of Meeting:** February 28, March 1-2, 2007  
**Institution:** The University of Montana-Missoula  
**Program Title:** The Osher Lifelong Learning Institute of The University of Montana

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 new institute, The Osher Lifelong Learning Institute of the University of Montana. The programs offered through the proposed Institute are designed to help meet the informal educational needs of older adults. The short courses offered in the program are not for credit. The Institute is supported by an external grant from the Bernard Osher Foundation and by self-supported funding generated through memberships and program/course fees.

February 28-March 2, 2007

ITEM: 134-1503-R0307

**Approval of proposal to offer a two-year Associate of Applied Science Degree in Web Development and Administration.**

**THAT:**

In accordance with Montana University Policy, the Board of Regents of Higher Education authorizes The University of Montana, Montana Tech to create an Associate of Applied Science degree in Web Development and Administration.

**EXPLANATION:**

This degree in Web Development and Administration will prepare students to utilize current and emerging web development tools. The degree program will also produce competent technicians who are able to develop, manage, and secure a medium sized network infrastructure that supports a web presence. The degree is unique in that it has a major focus in the organization and management aspects of web sites as well as web page creation. This proposal is for a new degree with select components from the existing AAS and BS Network Technology degrees.

# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.:	134-1503-R0307	Date of Meeting:	February 28-March 2 2007
Institution:	Montana Tech COT		
Program Title:	Web Development And Administration		

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 or certificate where there is no major or no option in a 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 to authorize MT Tech of The University of Montana College of Technology to offer a new AAS degree, Web Development and Administration. The degree is unique in that it has a major focus in the organization and management aspects of web sites as well as web page creation. This proposal is for a new degree with select components from the existing AAS and BS Network Technology degrees.

February 28-March 2, 2007

**ITEM 134-2010-R0307**     **Approval To Establish A Bachelor Of Arts In Music Technology; Montana State University-Bozeman**

**THAT:**                     The Board of Regents of Higher Education authorizes Montana State University-Bozeman to offer a Bachelor of Arts in Music Technology.

**EXPLANATION:**         The College of Arts and Architecture requests approval of a new undergraduate major leading to a Bachelor of Arts in Music Technology, administered through the Department of Music.

Student demand for university education in music technology is rising rapidly nationwide, as the tools of the trade become more affordable and widely available. Every year more students seek out degree programs to prepare them for future work in this new and evolving field.

The Bachelor of Arts in Music Technology is a comprehensive program with proven appeal to a large and varied student population. This program, if approved, will prepare students for diverse and ever-changing opportunities in multimedia production, electronic music, audio engineering, and related fields with which music technology shares interdisciplinary connections.

The academic quality of this program will enhance the Department of Music's national reputation and provide interdisciplinary courses to enhance MSU's Media and Theatre Arts, Art, Architecture, and Engineering degrees. The new program will allow MSU to expand its course offerings into popular music studies and music production for electronic and interdisciplinary media. An established Music Technology program will also contribute to MSU's flagship Music Education degree, giving Music Education graduates more tools for building K-12 music education in Montana. Finally, the Music Technology program will serve the previously untapped market for multimedia and electronic music performance in the Bozeman area, institute community learning opportunities for adults and youth, promote entrepreneurship in the music field within Montana, and provide support for the local and national film, theatre, audio, and music industries.

**ATTACHMENTS:**         Level II Request form  
Proposal with narrative, suggested course outline, and course descriptions  
Budget projections for Year 1 - Year 5

# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.:	134-2010-R0307-Revised	Date of Meeting:	May 31-June 1, 2007
Institution:	Montana State University-Bozeman		
Program Title:	Bachelor Of Arts In Music Technology		

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 or certificate where there is no major or no option in a 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:**

Montana State University - Bozeman seeks approval from the Montana Board of Regents to offer a Bachelor of Arts in Music Technology.

The Program would be managed by the Director of Music Technology and the Department Head of the Department of Music. The proposed program includes both specialized Music Technology coursework and interdisciplinary work in conjunction with other University departments.

Professionals in sound and music are called upon to handle a wide range of work, from music composition to sound synthesis to equipment installation and operation. Students are best prepared to direct their own careers when they have educational background in all of these areas. The Music Technology program at MSU - Bozeman meets this need, integrating theory and performance, composition, acoustics, audio engineering, music for visual media, and interdisciplinary studies.

February 28–March 2, 2007

**ITEM 134-2802-R0307** **Approval of Proposal to Offer a Certificate of Applied Science and an Associate of Applied Science degree in Carpentry Technology; Montana State University-Northern**

**THAT:** Montana State University-Northern seeks approval from the Montana Board of Regents to offer a Certificate of Applied Science and an Associate of Applied Science degree in Carpentry Technology.

**EXPLANATION:** The proposed degrees will prepare students to work as carpenters in Montana's construction industry. The degrees are part of the state-wide initiative to increase the number of trained workers in the construction industry. The degrees were defined in cooperation with business and industry and follow the state-wide curriculum defined for carpentry. The start-up monies for this initiative are provided by the BILT grant.

# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.:	134-2802-R0307	Date of Meeting:	February 28 - Mar. 2, 2007
Institution:	Montana State University-Northern		
Program Title:	Certificate of Applied Science in Carpentry Technology and Associate of Applied Science in Carpentry Technology		

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 or certificate where there is no major or no option in a 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:**

Montana State University-Northern proposes the delivery of a Certificate of Applied Science degree and an Associate of Applied Science degree in Carpentry Technology. The development and delivery of these degrees are part of the state-wide initiative to increase the number of trained workers in the construction industry. MSU-Northern is part of the BILT consortium with curriculum for these degrees developed in cooperation with the Colleges of Technology in Billings, Butte, and Helena. The state-wide BILT grant is led by the College of Technology in Billings.

February 28-March 2, 2007

**ITEM 134-2852-R0307     Approval of Proposal to Transition the Certificate in Surgical Technology to an Associate of Applied Science in Surgical Technology; Montana State University-Great Falls**

**THAT:**                     Montana State University-Great Falls College of Technology seeks approval from the Montana Board of Regents to transition the College's Certificate in Surgical Technology to an Associate of Applied Science in Surgical Technology.

**EXPLANATION:**         This request is in response to three primary considerations: (1) the move in the field of Surgical Technology is towards Associate Degree level educational preparation; (2) the need to bring the current program into compliance with Board of Regents Policy 301.12, which stipulates the parameters for Certificate and Associate Degree programs; and (3) the desire to align the program and its curriculum more closely with other Surgical Technology programs in Montana

# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.:	134-2852-R0307	Date of Meeting:	Feb. 28 - Mar. 2, 2007
Institution:	Montana State University-Great Falls COT		
Program Title:	Associate of Applied Science In Surgical Technology		

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 or certificate where there is no major or no option in a 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:**

Montana State University-Great Falls College of Technology seeks approval from the Montana Board of Regents to transition the College's Certificate in Surgical Technology to an Associate of Applied Science in Surgical Technology. This request is in response to three primary considerations: (1) the move in the field of Surgical Technology is towards Associate Degree level educational preparation; (2) the need to bring the current program into compliance with Board of Regents Policy 301.12, which stipulates the parameters for Certificate and Associate Degree programs; and (3) the desire to align the program and its curriculum more closely with other Surgical Technology programs in Montana.

February 28–March 2, 2007

**ITEM 134-2857-R0307** **Approval of Proposal to Transition the Certificate in Auto Body and Refinishing to an Associate of Applied Science in Auto Body Repair and Refinishing; Montana State University-Great Falls**

**THAT:** Montana State University-Great Falls College of Technology seeks approval from the Montana Board of Regents to transition the College's Certificate program in Auto Body Repair and Refinishing to an Associate of Applied Science in Auto Body Repair and Refinishing.

**EXPLANATION:** The current program is not in compliance with Board Policy 301.12 and this proposal is intended to bring the program into compliance while aligning the program with the appropriate credential for the coursework.

# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.:	134-2857-R0307	Date of Meeting:	February 28–March 2, 2007
Institution:	Montana State University-Great Falls COT		
Program Title:	Associate of Applied Science in Autobody Repair and Refinishing		

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 or certificate where there is no major or no option in a 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:**

Montana State University-Great Falls College of Technology seeks approval from the Montana Board of Regents to transition the College's Certificate program in Auto Body Repair and Refinishing to an Associate of Applied Science in Auto Body Repair and Refinishing. The current program is not in compliance with Board Policy 301.12 and this proposal is intended to bring the program into compliance while aligning the program with the appropriate credential for the coursework.

TO: Montana Board of Regents

FROM: Roger Barber  
Deputy Commissioner for Academic & Student Affairs

RE: Policy 940.29, Tuition: Post-Baccalaureate Students

DATE: May 30 - June 1, 2007

The Montana Board of Regents asked the Office of the Commissioner of Higher Education to prepare a recommendation on the above-referenced policy. This memorandum contains that recommendation, and is intended to provoke. . .and focus. . .discussion on the future of that policy.

The recommendation is as follows:

- the policy should remain in effect for the 2007 – 2009 biennium.
- the tuition authorized by this Policy should be phased out over a two-year period, beginning July 1, 2009.
- the repeal of the policy should be effective on June 30, 2011.
- the campuses of the Montana University System should be authorized to set tuition for graduate programs at a rate not to exceed 120% of the resident undergraduate tuition, before and after the repeal of this policy.
- the Office of the Commissioner of Higher Education should prepare a policy amendment for the May 2009 Board of Regents' meeting that reflects these recommendations.

The Academic and Student Affairs Committee of the Board of Regents has discussed this policy for more than a year. During that time period, the Committee has received information on the number of post-baccalaureate students on each campus and their programs of study, the financial aid opportunities available to post-baccalaureate students, and the potential revenue loss for the campuses if this policy is repealed. That revenue loss varies from \$50,000/year to approximately \$350,000/year on the two largest campuses.

The Office of the Commissioner of Higher Education believes that the policy has outlived its usefulness, however.

- It was adopted at a time when the Board enacted several policies to move students through the Montana University System quickly, and to penalize students for accruing credits. Most of those policies have been repealed.
- It no longer makes sense, particularly in a world where people change careers often, new job skills are important to a successful lifetime of work, and many professions. . .like teaching and healthcare. . .could benefit from the talents of people who have already had a successful career in some other field.

The Commissioner's office believes it would be unfair to change the policy in the next biennium, since the campuses would have no time to prepare for its fiscal impact. Hopefully, Governor Schweitzer's CAP program will also be enacted by the 2007 Legislature. But if that happens, the campuses would have no way to recover the tuition loss associated with this policy repeal.

By postponing the repeal for two years, and by phasing it out over the next two years, the campuses of the Montana University System will have time to adjust to the revenue loss.

## **The University of Montana—Missoula Higher Education Center in Hamilton**

The University of Montana—Missoula proposes to create an off-campus Higher Education Center in Hamilton, Montana. Montana Board of Regents of Higher Education Policy (220, issued May 9, 2000) states that “The presidents and chancellors of the Montana University System are authorized to plan higher education centers to provide additional educational services to the people of the State of Montana.... Any program offered at a higher education center must be within the approved mission and authorized programs of the institution” and “A higher education center shall offer a structured, coherent educational program leading to a degree. It shall not be merely the physical location for occasional course offerings.”

### **Needs Assessment**

In Spring 2007, The University of Montana commissioned a telephone survey to determine the need for postsecondary education in the region south of Missoula, especially regarding the need for evening/night classes. More than 1,600 households were contacted, with a response rate of 50.2%. Questions ranged from those about demographic information, to types of courses and degrees of interest, to need for student services. Responders to the survey indicated the strongest interest in the following fields: Business (business, marketing, accounting, finance, human resources), Education (elementary, leadership, early childhood), and Health Care (especially Nursing). The majority of adults who indicated that they were very likely or extremely likely to enroll in coursework said that evening classes (5:00 pm or 6:00 pm start) provided the best option for them.

Beginning at about the same time, a community-based exploratory committee in the Bitterroot Valley developed an initiative in favor of a district-based community college to respond to the Valley citizens' postsecondary educational needs. The committee proceeded on the premise that a locally funded and controlled community college offers the best means to provide residents with access to higher education and the economic and social benefits that accrue from higher education.

The two initiatives do not conflict. The University proposal to establish a Higher Education Center has the capacity to accommodate the contributions of a locally funded and controlled community and those of all other higher education institutions in Montana wishing to participate. The design of a MUS Higher Education Center calls for collaboration as the most appropriate and efficient means to respond to the range of local needs. Therefore, the University proposes to establish a Center that will welcome all institutions that wish to and can contribute, much as the existing Centers in Great Falls and Helena do.

### **Purpose of the Center**

Establishing a Higher Education Center in Hamilton will allow individuals in the region access to coursework toward degrees at The University of Montana or another accredited higher education institution, to workforce training, and to college preparation in closer proximity to their residences. Establishment of a Center in Hamilton will provide a convenient location in Ravalli County to offer University of Montana degree programs currently available through the College of Technology as well as all other Colleges and Schools of the University, as identified needs dictate. As appropriate through a Higher Education Center, collaboration with other post-

secondary institutions through site-sharing for the opportunity to offer course work or programs will become available.

Coursework offered through the Higher Education Center in Hamilton by The University of Montana, Missoula, will be applicable to Certificate, Certificate of Applied Science (CAS), Applied Science (AS), Associate of Applied Science (A.A.S.), Bachelor of Applied Science (B.A.S.), Associate of Arts (AA), Associate of Science (AS), Bachelor of Arts (BA), Bachelor of Science (BS), and other appropriate degrees. Other course, seminar, and workshop offerings will respond to regional and community workforce needs. Additional offerings could include, based upon identified need, college preparatory courses; dual credit – i.e., for high school as well as college -- for high school students; developmental coursework in reading, writing, and mathematics; adult basic education; professional development and continuing education; community education non-credit offerings; and selected graduate program offerings. Courses will be offered during time periods identified as traditional, evening, weekend, and summer.

The curriculum offered through the Higher Education Center will include courses and programs approved by The University of Montana Curriculum Committee and Faculty Senate, by those entities of other institutions, and authorized by the Board of Regents.

### **Time Frame**

The University of Montana has submitted a substantive change proposal to the Northwest Commission on Colleges and Universities requesting authorization for the delivery of coursework to a new remote site. As mentioned, all courses and programs will have the pre-existing approval of the University governance entities and the Regents. Any new programs will undergo the required institutional and Regental processes for approval prior to delivery. In addition, the University has entered into an agreement with the school district in Hamilton for the use of high school facilities to offer coursework during the summer of 2007 and through the 2008 Academic Year. To insure the necessary coordination of the effort and support of the educational offerings, the University has made arrangements for bandwidth, equipment, infrastructure, and personnel in Hamilton. To provide the necessary liaison, the University will appoint a qualified local resident as the Director of the proposed Center. As the scope of the Center develops, the University will scale these arrangements in response to demand and offerings. At the appropriate time, following the initial start-up but no later than May 2008, the University will request authorization by the Board of Regents of the Hamilton Higher Education Center.

TO: Montana Board of Regents  
FROM: Roger Barber  
Deputy Commissioner for Academic & Student Affairs  
RE: Certificates Created by the Campuses  
DATE: May 30 – 31 and June 1, 2007

In March 2005, the Montana Board of Regents approved a policy that permits the campuses of the Montana University System to create certificate programs without approval of the Board. The relevant section of Policy 303.1 states:

*Certificate programs of more than 30 credits will be reviewed and approved under the procedures established by this policy. Certificates of 30 credits or less may be implemented by the individual campuses of the Montana University System, without approval by the Board of Regents. All such certificates shall be reported to the Office of the Commissioner of Higher Education, however, and listed on the official degree and program inventory of the System. They will be removed from the inventory upon notice to the Commissioner's office.*

Since the creation of that policy, the following certificates of 30 credits or less have been established by the campuses of the Montana University System:

**Montana Tech of The University of Montana College of Technology:**

Baccalaureate Prep  
Lineman

**The University of Montana-Helena College of Technology:**

Medical Assistant

**Flathead Valley Community College:**

3-D Jewelry Computer Design & Production  
Customer Service Specialist  
Electrical Technology  
Entrepreneurship  
Gerontology  
Heavy Equipment Operator  
Marketing/Sales Specialist  
Payroll Accounting  
Personal Trainer  
Plumbing Technology  
Real Estate Specialist  
Welding & Fabrication Technology

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**Miles Community College:**

Business Administration  
Entrepreneurship  
Fundamentals of Business  
Heavy Equipment Operator  
Marketing & Sales  
Medical Receptionist

If you have any questions, I would be happy to attempt to answer them, along with my colleagues on the campuses.

TO: Montana Board of Regents

FROM: Roger Barber  
Deputy Commissioner for Academic & Student Affairs

RE: Information on Program Terminations and Moratoriums

DATE: May 30 – 31 and June 1, 2007

With the help of staff in the Office of the Commissioner of Higher Education, I have prepared a summary of program terminations, moratoriums and consolidations over the last 13 years. That summary is attached to this memorandum.

The summary is for informational purposes only. At every regular meeting of the Montana Board of Regents, the Board is asked to approve new academic programs. That process is formal, structured and very public. Almost as regularly, but with considerably less fanfare, academic programs are terminated or placed on moratorium by the campuses. That process takes place as part of the Level I memorandum, which is handled as a consent item on the Board's agenda.

The termination numbers are, admittedly, skewed a bit because of the recent actions by The University of Montana-Missoula to eliminate multiple options in its fine arts programs. That decision alone added over 30 programs to the termination column.

# Summary of Program Moratoriums, Terminations, and Consolidations 1994-2007

	Total Number of Programs	Termination	Moratorium	Consolidation
<b>MSU-Bozeman</b>	42	28	2	12
<b>MSU-Billings</b>	34	25	0	9
<b>MSU-Northern</b>	28	16	11	1
<b>MSU-Great Falls COT</b>	6	4	2	0
<b>UM-Missoula</b>	64	58	4	2
<b>UM-Western</b>	7	1	5	1
<b>UM-MT Tech</b>	14	12	2	0
<b>UM-Helena COT</b>	2	1	0	1
<b>Dawson CC</b>	4	4	0	0
<b>Flathead Valley CC</b>	8	7	1	0
<b>Total</b>	209	156	27	26

## MEMORANDUM

**DATE:** May 30 – June 1, 2007

**TO:** Montana Board of Regents

**FROM:** Roger Barber, Deputy Commissioner for Academic & Student Affairs

**RE:** Level I Approvals and Announcements

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This memorandum is intended to inform you of the Level I changes in academic programs that have been approved in the Office of the Commissioner of Higher Education since the last meeting of the Board of Regents. It also includes announcements that may be of interest to the Board. If you have any questions, I would be happy to answer them with the help of my colleagues in academic affairs.

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

- The University of Montana-Missoula filed a Notice of Intent to terminate its Minor in Nature and Democracy in March 2007. All of the steps in the termination process have been completed, and the minor is, therefore, eliminated. [ITEM 134-1001+R0307](#)
- The University of Montana-Missoula asked for authority to include a new Option in its Masters in Business Administration and Doctorate in Physical Therapy programs. That option would permit students to earn a degree in both disciplines. [ITEM 135-1001+R0507](#)
- The University of Montana-Missoula requested permission to add an Option in Field Ecology to its Biology degree. [ITEM 135-1009+R0507](#)
- The University of Montana-Missoula asked for the right to award an Option in Film Studies as part of its English program offerings. [ITEM 135-1010+R0507](#)
- The University of Montana-Missoula asked for authority to merge three (3) options in Biology into a new Option entitled Ecology and Organismal Biology. The three current options, Ecology, Botanical Sciences and Zoological Sciences, will be terminated and this narrative serves as the Notice of Intent to initiate that action. [ITEM 135-1011+R0507](#)

- The University of Montana-Missoula College of Technology requested to permission to offer an Associate of Applied Science degree in Energy Technology under the two-year, temporary approval process. [ITEM 135-1012+R0507](#)

### **Montana Tech of The University of Montana:**

- Montana Tech of The University of Montana College of Technology filed a Notice of Intent to terminate its Associate of Applied Science degree in Computer Technology, along with the Application Software Specialist and Geographic Information Systems options, in March 2007. All of the steps in the termination process have been completed, and the degree and options are, therefore, eliminated. [ITEM 134-1501+R0307](#)
- Montana Tech of The University of Montana College of Technology filed a Notice of Intent to terminate its Associate of Applied Science degree in Geographic Information Systems/Global Positioning Systems in March 2007. All of the steps in the termination process have been completed, and the degree is, therefore, eliminated. [ITEM 134-1502+R0307](#)
- Montana Tech of The University of Montana College of Technology asked for permission to offer a Certificate of Applied Science in Automotive Technology. [ITEM 135-1501+R0507](#)

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

- The University of Montana-Western asked for authority to change the name of its Bachelor of Science degree in Business to *Business Administration*. [ITEM 135-1603+R0507](#)
- The University of Montana-Western requested permission to add an Option in Mathematics to its Bachelor of Arts degree. [ITEM 135-1604+R0507](#)

### **Montana State University-Bozeman:**

- Montana State University-Bozeman filed a Notice of Intent to terminate its Bachelor of Science degree in Agricultural Operations Technology. It also asked that the division that currently houses that degree program be permitted to change its name from Division of Agricultural Education/Agricultural Operations Technology to *Division of Agricultural Education*. [ITEM 135-2012+R0507](#)

- Montana State University-Bozeman asked permission to change the name of its Minor in Range Science to *Natural Resources and Rangeland Ecology*.  
[ITEM 135-2013+R0507](#)

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

- Montana State University-Great Falls College of Technology asked for permission to change the name of its Certificate in EMT-Paramedic to *EMT-Intermediate 99*. The institution also asked that the Commissioner's office withdraw the Notice of Intent to terminate the certificate, which was initiated in March 2007.  
[ITEM 135-2851+R0507](#)
- Montana State University-Great Falls College of Technology asked for authority to change the name of its Associate of Applied Science degree in Office Technology to *Office Administration and Technology*. It also filed a Notice of Intent to terminate three (3) options associated with the Office Technology major. I.E., Executive/Administrative Assistant, Medical Administrative Assistant and Attorney's Administrative Assistant. [ITEM 135-2852+R0507](#)
- Montana State University-Great Falls College of Technology requested permission to revise three (3) existing Certificates of Applied Science into one Certificate of Applied Science entitled *Office Support*. The three (3) Certificates, General Office Assistant, Legal Receptionist, and Medical Receptionist, will be terminated, and this item also serves as a Notice of Intent to initiate that process. [ITEM 135-2853+R0507](#)
- Montana State University-Great Falls College of Technology asked for authority to change the name of its Certificate in Network Support to *Network Infrastructure*. The institution also asked that the Commissioner's office withdraw the Notice of Intent to terminate the certificate, which was initiated in March 2007.  
[ITEM 135-2854+R0507](#)

### **Dawson Community College:**

- Dawson Community College requested permission to change the name of its Associate of Applied Science degree in Agricultural Power and Machinery to *Agricultural Mechanics and Machinery*. [ITEM 135-201+R0507](#)
- Dawson Community College asked for authority to change the name of its Certificate in Agricultural Power and Machinery to *Agricultural Mechanics and Machinery*. [ITEM 135-202+R0507](#)

- Dawson Community College asked to change the name of its Certificate in Office Technology, with an option in Office Assistant, to *Business Technology*.  
[ITEM 135-203+R0507](#)
- Dawson Community College requested permission to change the name of its Associate of Applied Science degree in Office Technology, with an option in Administrative Assistant, to *Business Technology*. [ITEM 135-204+R0507](#)
- Dawson Community College asked for authority to change the name of its Associate of Applied Science degree in Law Enforcement, with an option in Criminal Justice, to *Criminal Justice*. The option will be terminated. [ITEM 135-205+R0507](#)
- Dawson Community College asked to change the name of its Associate of Applied Science degree in Law Enforcement, with an option in Peace Officer, to *Criminal Justice*. [ITEM 135-206+R0507](#)
- Dawson Community College requested permission to change the name of its Associate of Applied Science degree in Law Enforcement, with an option in Private Security, to *Criminal Justice*. [ITEM 135-207+R0507](#)

#### **Flathead Valley Community College:**

- Flathead Valley Community College asked for permission to change the name of its Associate of Applied Science degree in Jewelry and Metalsmithing to *Goldsmithing and Jewelry Arts*. [ITEM 135-301+R0507](#)

#### **Announcements:**

The following certificate programs of 30 credits or less were created, under Board of Regents' Policy 303.1, since the last meeting of the Board:

- Graphic Arts, Flathead Valley Community College
- Pharmacy Technology, Flathead Valley Community College
- Web Development, Dawson Community College
- Nursing Education, graduate certificate, Montana State University-Bozeman.

A memorandum setting out all of the certificates that have been created under that policy, since its adoption in March 2005 to the Regents' meeting in March 2007, is included under the information section of the Academic & Student Affairs Committee agenda.

Crown College in St. Bonifacius, Minnesota, notified the Office of the Commissioner of Higher Education about its plans to offer three graduate courses in "Biblically-integrated leadership training" at the Missoula Alliance Church in Missoula, Montana. Crown College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.