

M E M O R A N D U M

DATE: June 29, 2010

TO: Chief Academic Officers, Montana University System

FROM: Sylvia Moore, Deputy Commissioner for Academic & Student Affairs
Mary Moe, Deputy Commissioner for Two-Year Education

RE: Level II Submission Items

The campuses of the Montana University System have proposed new academic programs or changes under the Level II approval process authorized by the Montana Board of Regents. The Level II proposals are being sent to you for your review and approval. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, you need to notify the Office of the Commissioner of Higher Education by **June 29**. That notification should be directed to Summer Marston, Executive Assistant to the Deputy Commissioners. If Summer does not hear from you, in writing, by **June 29**, OCHE will assume that the proposals have your approval.

The Level II requests for approval are as follows:

Dawson Community College:

- Offer an Associate of Applied Science in Welding Technology [ITEM #148-201-R0710](#) | [Attachment #1](#) | [Attachment #2](#)

Miles Community College:

- Offer Paraprofessional Education Certificate of Applied Science [ITEM #147-418-R0510](#) | [Attachment #1](#)

Montana State University-Billings:

- Offer a Certificate of Applied Science in Construction Technology - Carpentry [ITEM #148-2701-R0710](#) | [Attachment #1](#) | [Attachment #2](#)

Montana State University-Great Falls COT:

- Offer an Associate of Applied Science – Dietetic Technician [ITEM #147-2901-R0510](#) | [Attachment #1](#) | [Attachment #2](#) | [Attachment #3](#)

The University of Montana-Missoula:

- Create the Central and Southwest Asian Studies Center (CASWAS) [ITEM #147-1007-R0510](#) | [Attachment #1](#)

ITEM 148-201-R0710

Approval to offer an Associate of Applied Science in Welding Technology at Dawson Community College

THAT

The Board of Regents of Higher Education authorizes Dawson Community College to offer an Associate of Applied Science in Welding Technology.

EXPLANATION

Approval will allow expansion of the currently offered CAS in Welding Technology to include a two year option for students who seek more advanced training in the field. The new program compliments the existing Certificate by adding courses from other departments, along with new courses in advanced welding techniques. Development of this program is the result of collaboration with the local welding advisory council, local and regional workforce development leadership teams and the Career and Technical Division of the College. The program is designed to meet the needs of the local job market and to provide a foundation for students who wish to pursue a Bachelor of Science in Welding Engineering.

ATTACHMENTS

Level II Request Form

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.:	148-201-R0710	Date of Meeting:	July 8-9,2010
Institution:	Dawson Community College		
Program Title:	Aas Welding 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:

Dawson Community College (DCC) seeks approval to award the Associate of Applied Science degree in Welding Technology.

Program Title: Associate of Applied Science Degree in Welding Technology

- 1. Overview: Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.**

The proposed Associate of Applied Science degree in Welding Technology expands upon the existing Certificate of Applied Science degree in Welding Technology offered at Dawson Community College. The CAS curriculum follows American Welding Society Level I (Entry Level) National standards and the two year degree will allow DCC to implement Level II (Advanced Welder) National Standards with corresponding curriculum.

- 2. Need:**

- a. To what specific need is the institution responding in developing the proposed program?**

DCC is responding to the demand from students and the regional job market. The advisory council supports the program expansion and anticipates that graduates from the two year program will be marketable in our service area.

The increased production in the oil and natural gas energy sector in Eastern Montana provides significant employment opportunities for welders, especially pipe welders. The slated Keystone XL Pipeline which directly affects our service area will expand job opportunities for properly trained welders.

- b. How will students and any other affected constituencies be served by the proposed program?**

The AAS program will serve students by providing the opportunity to study and develop skills at the level often required to meet the needs of oil field, energy, and specialty welding. Additionally, students who desire to become welding engineers, welding inspectors, or welding instructors will benefit from the advanced courses while preparing for transfer.

Area high school welding students could begin the program their junior year if they meet enrollment requirements for early start education. Summer sessions and evening classes will make provide the opportunity for them to complete the AAS degree within one year of high school graduation.

- c. What is the anticipated demand for the program? How was this determined?**

The anticipated demand is documented by the increased enrollment in the one year welding certificate and the popularity of classes, when offered, which focus upon job specific skills such as pipe welding. The student enrollment has continued to grow and students have requested the second year curriculum. Students currently enroll as program majors or select welding as an elective within related curriculums such as Agribusiness Technology or Ag Mechanics and Machinery.

The welding advisory committee has recommended the expansion of the degree to provide an additional level of training to meet their workforce needs. Membership of the welding program advisory committee is diverse with corporate, private and small business representatives.

3. Institutional and System Fit:

- a. What is the connection between the proposed program and existing programs at the institution?**

The current program is a one-year Certificate of Applied Science in Welding Technology. The proposed program is a two-year Associate of Applied Science degree in Welding Technology. This new program will incorporate existing courses from other departments and new courses in advanced metallurgy, pipe welding methods, and advanced metals.

- b. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.**

No changes to existing programs are anticipated.

- c. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).**

No closely related programs exist.

- d. How does the proposed program serve to advance the strategic goals of the institution?**

Providing skilled and technical education to our service area is a strategic goal of Dawson Community College.

- 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.**

Dawson Community College has listed the AAS in Welding Technology on the OCHE program proposal list for several years. The program is similar to programs in the state as it follows the American Welding Society guidelines. We believe current students will be the primary beneficiaries of this degree and will not draw from other campuses with similar degrees. The number of welding bays will cap the number of students we can serve. It has been our plan to implement a two year program to complement our existing CAS. The enrollments in our one year certificate program, the interest expressed by current students for a two year program, and the demand from our service area employers have driven this request. We do not have transfer agreements at

this time. We respectfully submit that these indicators are valid and, although similar to the MSU-B COT program, the students we serve are regional to extreme eastern Montana.

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.

FALL SEMESTER: YEAR ONE			
CM	159	Interpersonal Communications	3 or
WRIT	101	College Writing	3
M	111	Technical Math	2
WLDG	110	Welding Theory I	2
WLDG	111	Welding Theory Practical	2
WLDG	180	SMAW	3
WLDG	114	MIG/TIG	4
SEMESTER CREDITS			16

SPRING SEMESTER: YEAR ONE			
BU	220	Human Relations in the Workpl	3
HL	103	First Aid Training	1
WLDG	186	Welding Quality Test Prep	4
WLDG	106	Metal Fabrication Methods I	3
WLDG	145	Fabrication Basics	4
CM	110	Information Literacy	1
SEMESTER CREDITS			16

FALL SEMESTER: YEAR TWO			
WLDG	xxx	Applied Metallurgy LECTURE	1
WLDG	Xxx	Applied Metallurgy LAB	2
WLDG	xxx	Pipe Welding & Layout	5
MACH	xxx	Machine Tool Techniques LECT	1
MACH	Xxx	Machine Tool Tech LAB	2
WLDG	xxx	Blueprint Reading & Weld Symb	1
WLDG	xxx	Advanced Welding Shop Practices	3
SEMESTER CREDITS			15

SPRING SEMESTER: YEAR TWO			
CAPP	131	Basic MS Office or	3 or
ET	100	Computer Aps in Technology	3
WLDG	Xxx	Pipe Welding II	4
WLDG	Xxx	Welding Inspection Technology	2
ET	102	Intro to CADD	3
WLDG	Xxx	Welding Technology Internship	3-5
SEMESTER CREDITS			15-17
TOTAL PROGRAM CREDITS			62-64

- b. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.**

The program will begin classes in Fall Semester 2010 contingent upon Board of Regents' approval. The anticipated initial program enrollment is 15 students. These projections were determined by analyzing current enrollment trends in the DCC certificate program. The Welding Technology certificate currently has 15 students enrolled. Projected enrollments include current DCC students and new annual enrollments.

Projected Enrollment FY 2010		Projected Enrollment FY 2011		Projected Enrollment FY 2012	
1 st year students	2 nd year students	1 st year students	2 nd year students	1 st year students	2 nd year students
12	10	15	12	15	12

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.**

The new program will require an additional half time faculty member. Currently, one fulltime faculty member teaches courses within the one-year certificate program. A pool of qualified adjunct faculty members exists including members of the advisory committee who indicate interest in teaching courses within the program. Additionally, current fulltime faculty qualified to teach in this program may be reassigned to fill loads as needed.

- 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.**

In addition to the welding lab classroom currently available for students, DCC has purchased three state-of-the-art SimWelder (simulation) units through the WIRED grant to provide safe and green welding experience. Upon learning the basics a student then moves to the traditional lab welding experience. For those who seek to become welding educators, experience with simulation teaching will be valuable. SimWelders are clean, convenient and provide excellent and safe practice for students while proving documentation of learning for instructors.

The college is fortunate to have a program development fund available to provide the necessary equipment upgrades, safety standards and other financial support to develop and excellent program. Students will continue to pay additional welding fees to cover the cost of lab materials.

6. Assessment:

a. How will the success of this program be measured?

The Welding and Metals Fabrication program will work closely with the local advisory board to maintain program success. The program will be monitored internally through graduation completion rates, student retention, enrollment numbers, program review, placement data, and employer satisfaction surveys.

7. Process Leading to Submission

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

The Associate of Applied Science in Welding Technology has been on the institution's program planning list for several years. Development of the two year program resulted from recommendations of the advisory committee, student interest, and the success of the one year certificate.

Upon recommendation by the program advisory committee, the program design was implemented at the department level, moved to the division and then to the Academic Affairs Committee for review and approval. The proposed program was then reviewed and approved by the Resource Management and Effectiveness Committee prior to final approval of the Dawson Community College Board of Trustees. The program now seeks approval by the Montana Board of Regents.

ITEM 147-418-R0510

Approval to Offer Paraprofessional Education Certificate of Applied Science at Miles Community College

THAT

The Board of Regents of Higher Education authorizes Miles Community College to offer a Paraprofessional Education Certificate of Applied Science.

EXPLANATION

Miles Community College would like to add the Paraprofessional Education Certificate to their degree inventory. This one-year program began development in 2002 and is designed to prepare paraprofessional educators to assist K-12 classroom teachers with supervision and instruction. The certificate program was approved at the campus level to meet the requirements of the “No Child Left Behind” Act for paraprofessional educators working in classrooms funded with federal Title I funds. Since the original program was less than 30 credits, it was not brought before the Board of Regents as a Level II request. However, the program has been redesigned, and is now 29 – 31 credits, so MCC requests Board of Regents approval and the designation of Certificate of Applied Science.

All courses in the program, except one, are offered in other AA degrees with education emphasis. The certificate is utilized by K-12 school districts to ensure their employees meet the requirements of paraprofessionals working in special education or title classrooms. Many hire employees with the caveat that they complete the certificate program in three years to remain employed. A two-year degree would often be too daunting to complete in this time-frame while working for the school district.

Due to the fact that most of the students in the program are working as teacher’s aides, all courses in the program are online. Therefore, Miles Community College requests that this program be approved as an online program with the CIP Code 13.1501.

ATTACHMENTS

Level II Request Form

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.:	147-418-R0510	Date of Meeting:	May 27 & 28, 2010
Institution:	Miles Community College		
Program Title:	Paraprofessional Education CAS		

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:

Miles Community College would like to add the Paraprofessional Education Certificate to their degree inventory. This one-year program began development in 2002 and is designed to prepare paraprofessional educators to assist K-12 classroom teachers with supervision and instruction. The certificate program was approved at the campus level to meet the requirements of the "No Child Left Behind" Act for paraprofessional educators working in the state of Montana under Title or Special Education programs in a K-12 setting. Since the original program was less than 30 credits, it was not brought before the Board or Regents as a Level II request. However, the program has been redesigned, and is now 29 – 31 credits, so MCC requests Board of Regents approval and the designation of Certificate of Applied Science.

All courses in the program are offered online to facilitate teacher's aides already working in a school system that need to complete a degree program to remain employed. Miles Community College requests that this program be approved as an online program with the CIP Code 13.1501.

**Paraprofessional Education Certificate of Applied Science
at Miles Community College**

Overview

The Paraprofessional Education Certificate of Applied Science is a one-year program designed to prepare paraprofessional educators to assist K-12 classroom teachers. The curriculum was designed to keep with the intent of the "No Child Left Behind" legislation, section 1119, as it pertains to paraprofessionals working in Title or Special Education funded classrooms. This section requires paraprofessionals to hold a two-year degree or to have "met a rigorous standard of quality and can demonstrate...knowledge of, and the ability to assist in instructing, reading, writing, and mathematics." Per this legislation, the receipt of a secondary school diploma or its recognized equivalent shall be necessary but not sufficient to satisfy this requirement. Many schools in Montana do not require a two-year degree, but they do accept a certificate as meeting the rigorous standard of quality.

Need

- a) To what specific need is the institution responding in developing the proposed program?

As outlined above, this program was developed to meet the needs of K-12 schools for compliance with the "No Child Left Behind" legislation.

- b) How will students and any other affected constituencies be served by the proposed program?

Students who receive this certificate may be employed at K-12 School Districts across Montana in the Title or Special Education funded classrooms where the majority of paraprofessional educators are located. Students are advised to continue their studies and complete a two-year degree to assure their employability in this profession outside the state of Montana or at school districts with more stringent requirements.

- c) What is the anticipated demand for the program? How was this determined?

Schools in Miles City, Baker, Colstrip, Forsyth and in the northeastern corner of the state have utilized this program to meet the requirements of the "No Child Left Behind" Act. Since 2004, Miles Community College has graduated 20 students in this program. Since the majority of the classes in the certificate are also classes in the AA degrees with emphasis in paraprofessional education, elementary education and secondary education, these numbers do not constitute the only students taking the classes offered.

A few students are enrolled in the program each year as school districts in eastern Montana hire new paraprofessionals who do not fully meet the job requirements for employment. These school districts utilize the online program to give their employees the skills necessary to work with special populations in a K-12 setting.

Institutional and System Fit

- a) What is the connection between the proposed program and existing programs at the institution?

This one-year certificate of applied science correlates with the two-year AA degree with an emphasis in paraprofessional education offered at Miles Community College. The College articulates the AA degree to transfer to MSU-Billings into their four-year program in special education. Since MSU-Billings has now split their special education into a double major with either elementary education or secondary education, the AA degrees have been changed to mirror this change.

- b) Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

The approval of this program will not require a change to any existing program.

- c) Describe what differentiates this program from other, closely related programs at the institution.

The one-year certificate for paraprofessional education contains all of the education courses required in the AA degree, as well as a course called ED260--Instructing Reading, Writing and Math. This course fulfills the requirement in the No Child Left Behind legislation which gives the students the ability to assist in teaching reading, writing or math or the readiness for these subject areas. The students also must take general education courses in writing and math, but they are at a lower level than those courses required of a student taking the AA degree for potential transfer to a four-year program. It probably goes without saying that the certificate does not require all of the general education requirements of the AA degree.

- d) How does the proposed program serve to advance the strategic goals of the institution?

This proposed program serves the needs of the K-12 schools in our region, as well as allows a career pathway for students who can start as a teacher's aide and move into the teaching profession if desired. MCC has had at least four students in the paraprofessional educator program who were working as paraprofessionals go on to obtain their four-year degree. The certificate gave them the courage to continue their education and opened many possibilities for them. These students went on to become licensed teachers. For some of these people, even a one-year certificate and college sounds daunting, but once they complete it, they go on for their two-year degree and continue into a four-year degree program. This completely meets strategic goals 2 and 3 to provide a quality student experience and quality academics while fulfilling the mission of the College to promote student success and lifelong learning through accessible, quality programs and community partnerships.

- 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.

In the Montana Degree Inventory database, MCC could find no other paraprofessional certificate programs in the state of Montana. As has been stated previously, the College articulates the AA with emphasis in paraprofessional education with MSU-Billings. There is no formal written agreement in place, rather the campuses have worked through the transfer office to articulate the following courses as copied from the Miles Community College/Montana State University Billings Online Transfer Course Equivalency Guide.

PY101	General Psychology	3	PSYC101	General Psychology	3
IT120	Introduction to Computers	3	MIS225	Intro Productive Appl Software	3
ED119	Student Supervision	1	LDEL1XX	ED: Student Supervision	1
ED120	Society, Schools, & Teachers	3	EDF120	Society, Schools & Teachers	3
ED201	Child Development	3	EDF225	Human Dev in Educ	3
PE212	Health Education	3	HHP2XX	Health Education	3
ED206	Comm Support Needs	2	LDEL2XX	ED: Comm Support Needs	2
PE214	First Aid and CPR	2	HHP2XX	First Aid and CPR	2
ED211	Educational Psychology	3	EDF250	Educational Psychology	3
ED221	Behavior Mgmt	2	LDEL2XX	ED: Behavior Mgmt	2
ED223	Inst Rd, Writing & Math	3	LDEL2XX	ED: Inst Rd, Writing & Math	3
ED241	Educational Practicum		EDUC290	Internship	1
			Or EDUC290	Internship	6
ED260	Intro Teaching Except Learners	3	SPED260	Intro Tchng Exceptional Lnrs	3

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.

Listed below is the Paraprofessional Education Certificate of Applied Science. Please note that the education courses have been listed with their old names, as well as their new names as determined by common course numbering. The old names were left intact, to allow the Regents to better decipher the transfer articulations with MSU-Billings as outlined in the prior section.

**Paraprofessional Educator
Certificate of Applied Science**

This is a one-year program designed to prepare paraprofessional educators to assist K-12 classroom teachers with supervision and instruction. This certificate program is designed to meet the requirements of the "No Child Left Behind" Act for paraprofessional educators working in the state of Montana under Title or Special Education programs in a K-12 school. All education courses in this program apply toward the two-year Associate of Arts degree with emphasis in Paraprofessional Educator at Miles Community College.

Fall Semester			
CA	104	Elementary Technical Writing OR	2
WRIT	101	College Writing	(3)
ED EDU	120 200	Society, Schools & Teachers Introduction to Education	3 3
M	100	Introduction to Technical Mathematics OR	2
M	105	Contemporary Mathematics or higher	(3)
PSYX	100	Introduction to Psychology	3
ED EDU	119 142	Student Supervision Student Supervision	1 1
ED EDU	221 240	Behavior Management Behavior Management	2 2
CAPP	120	Introduction to Computers	3
TOTAL			16(18)

Spring Semester			
ED EDU	201 220	Child Development Human Growth and Development	3 3
ED EDU	241L 202	Education Lab Early Field Experience	1 1
PE	214	First Aid & CPR	1
		OR	
PE	212	Health Education	(3)
ED SPED	206	Severe Communication Support Needs Not yet determined	2
ED EDU	223 205	Instructing Reading, Writing & Math Instructing Reading, Writing and Math	3 3
ED SPED	260	Introduction to Teaching Exceptional Learners with built in Lab	3
TOTAL			13(15)

Total Credits in Certificate

29(33)

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.

At this time, most of the education courses are taught by master-prepared adjunct faculty who have been teachers and/or administrators in the K-12 system. This allows them to bring a plethora of experiences and wisdom into the discussions with the students.

Since many students take only a few courses at a time, because they are also working while obtaining their degree, the advisor works to send cohorts of students through in the same courses for economic efficiencies.

- 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.

No additional resources will be required to ensure the success of this proposed program that have not already been allocated for these faculty. The scope and sequence of the paraprofessional education certificate, AA with emphasis in paraprofessional education (elementary and secondary) and the AA with emphasis in elementary education and the AA with emphasis in secondary education have all been correlated so the shared courses are offered in the same semester to ensure capacity. MCC will not run a course with fewer than five students unless cancelling the course will jeopardize the graduation of a student.

Assessment

- a) How will the success of the program be measured?

The success of this program will be measured by placement of graduates and a survey of employers describing the employee's readiness skills. In addition, the number of students in the program must be enough to compensate the adjunct instructors in the program. When the cost/benefit ratio becomes out of balance, and school districts no longer need our program, it will be discontinued.

Process Leading to Submission

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

The program was originally developed with the help of the Big Sky Special Needs Cooperative to prepare paraprofessionals to better assist teachers in a special education or title classroom. It has continued to morph since its inception with input from the students, faculty and employers.

Faculty in the program were brought together during the fall semester of 2009 to discuss any changes they felt were necessary. Through these discussions, it was determined that while the general education requirement of writing was embedded, the students were not coming out of the program with high enough writing skills to be working in a school setting. Due to this, a specific writing course was added to the curriculum. In addition, students were taking their field experience and child development courses during the fall semester to correlate with the AA programs. All instructors felt moving these courses to the spring would allow students to complete general psychology before taking child development and give the students more background knowledge before visiting the schools to observe and/or help. From their input, the AA programs were also redesigned.

Administrators from the schools that were employing these graduates also gave input into their educational needs, particularly with the level of math skills needed. From this input, the math requirement was changed. All of these changes were taken through the Academic Standards and Curriculum Committee at Miles Community College.

ITEM 148-2701-R0710

Certificate of Applied Science in Construction Technology – Carpentry; Montana State University Billings, College of Technology

THAT

The Montana Board of Regents approves Montana State University Billings, College of Technology to offer a Certificate of Applied Science in Construction Technology - Carpentry.

EXPLANATION

The proposed program prepares students with entry level skills for the construction industry. The one year Certificate of Applied Science will provide students with limited entry level residential construction skills. The program includes job safety, blueprint reading, and tool identification. Simple framing of floor, wall, roof, and stair systems will be presented as well. The courses are taught through a combination of classroom work and hands-on building. This program was developed in response to numerous community and advisory board members who have expressed their support for a certificate program in carpentry.

ATTACHMENT

Level II Request Form and Proposal

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.:	148-2701-R0701	Date of Meeting:	July 20, 2010
Institution:	Montana State University-Billings COT		
Program Title:	Certificate of Applied Science in Construction Technology-Carpentry		

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 Montana State University Billings College of Technology requests permission to offer a Certificate of Applied Science in Construction Technology-Carpentry.

1. Overview

Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor, option is sought.

MSU Billings College of Technology proposes a Certificate of Applied Science in Construction Technology-Carpentry. This proposed CAS program is simply an exit point for students who complete the first year of the existing AAS in Construction Technology. This program will provide the opportunity for individuals with no training or for incumbent workers to obtain technical education and skills training. This one year Certificate of Applied Science will provide students with limited entry level residential construction skills. The program includes job safety, blueprint reading, and tool identification. Simple framing of floor, wall, roof, and stair systems will be presented as well. The courses are taught through a combination of classroom work and hands-on building. This proposal will not require the creation of any new classes.

2. Need

a. To what specific need is the institution responding in developing the proposed program?

The 2010-2011 edition of the U.S. Department of Labor Occupational Outlook Handbook predicts employment for carpenters to grow by 13%. According to the *Montana Department of Labor Job Projections 2008-2018*, Montana is projected to need 1,850 carpenters; 790 construction laborers; 480 first-line supervisors and managers of construction trades and extraction workers; and 330 painters, construction, and maintenance personnel. Community members and members of the MSU Billings College of Technology Construction Technology-Carpentry Advisory Board have expressed a need for a Certificate of Applied Science to allow another option for students who wish to gain entry level skills in carpentry in a shorter time frame. MSU Billings COT is committed to responding to workforce needs.

b. How will students and any other affected constituencies be served by the proposed program?

Our program will benefit students by providing training for jobs in the construction industry. According to the *Montana Department of Labor Job Projections 2008-2018*, annual median wages are as follows: \$33,782 for carpenters; \$32,560 for construction laborers; \$51,775 for first-line supervisors and managers of construction trades and extraction workers; and \$32,306 for painters, construction, and maintenance personnel.

c. What is the anticipated demand for the program? How was this determined?

Based on past enrollment in the Associate of Applied Science degree in Construction Technology-Carpentry, we anticipate serving an average 15 students per year. Students who complete the Certificate of Applied Science will be encouraged to continue in the pathway to the AAS degree.

3. Institutional and System Fit

a. What is the connection between the proposed program and existing programs at the institution?

The technical course work for the Certificate of Applied Science in Construction Technology-Carpentry is the same as the existing Associate of Applied Science degree in Construction Technology-Carpentry. The proposed CAS program will serve as either an exit point for students enrolled in the AAS Construction Technology option or as a one year CAS option for students desiring a more expedited training option.

b. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No. The MSU Billings COT already has an AAS in Construction Technology. This proposed CAS includes course work for the first year of the AAS option. Students who complete the first year may elect to earn their CAS or continue on for a second year to complete their AAS option in Construction Technology.

c. Describe what differentiates the proposed program from other closely related programs at the institution (if appropriate).

No other CAS programs of this type exist at MSU Billings College of Technology. As mentioned previously, the technical course work for Certificate of Applied Science in Construction Technology-Carpentry is the same as the first year of course work in the Associate of Applied Science degree in Construction Technology-Carpentry.

d. How does this program serve to advance the strategic goals of the institution?

Montana State University Billings College of Technology is responsive to the needs of the workforce and dedicated to developing and maintaining vital academic programs for 21st century learners. As mentioned above, the CAS was developed to respond to workforce needs and will be a vital program to train students for jobs in the construction industry.

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 any 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 agreements as part of the documentation.

There are Certificate of Applied Science programs in Carpentry at the following institutions: UM-Helena College of Technology, UM College of Technology in Missoula, Montana Tech of the University of Montana College of Technology, Montana State University Great Falls College of Technology, and MSU Northern. Since the colleges of technology in the state serve as regional hubs, students in the greater Yellowstone valley and surrounding region will be served by this program.

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 their 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.

This program will offer a wide range of courses focusing on skills needed for employment opportunities and associated occupations in the area of building codes, blueprint reading and sketching, site layout, framing, and exterior finishing. The Construction Technology-Carpentry CAS program will provide graduates with the basic skills required of a carpenter in a variety of construction settings common in both rural and metropolitan areas. Additionally, students will earn a national certification through the National Center for Construction Education and Research (NCCER) after completing Level One. Skills included in Level One are as follows: Carpentry Fundamentals; Orientation to the Trade Building Materials, Fasteners, and Adhesives; Hand and Power Tools; Reading Plans and Elevations Floor Systems; Wall and Ceiling Framing; Roof Framing; Introduction to Concrete, Reinforcing Materials, and Forms; Windows and Exterior Doors; and Basic Stair Layout. The student is then entered into a National Registry as having proven competence at the designated level.

The required courses and sequence of course work for the program are listed below.

First Semester

Course	Course Title	Number of Credits
CSTN 100	Fundamentals of Construction Technology	3
CSTN 120	Carpentry Basics & Rough-In Framing	5
CSTN 147	Blueprint Reading	3
CSTN 160	Construction Concepts & Building Lab	4
M 111 or M114	Technical Mathematics or Extended Technical Mathematics	3
		Total Credits 18

Second Semester

Course	Course Title	Number of Credits
CSTN 145	Exterior Finish, Stair, & Metal SF	5
CSTN 161	Construction Concepts & Bldg Lab II	4
CSTN 171	Site Prep, Foundations, Concrete Installation	3
COMT 109	Human Relations	3
WRIT 104 or 122	Workplace Communications or Intro to Business Writing	3
		Total Credits 18

Course Descriptions: CAS in Construction Technology-Carpentry

CSTN 100 Fundamentals of Construction Technology
[formerly TRID 110 Fundamentals of Construction Technology]**3 cr. (1 lec/4 lab/wk)**

Introduces basic concepts in using construction-related safety equipment. Presents proper safety procedures in the operation of hand and power tools. Reviews and applies construction-related math.

CSTN 120 Carpentry Basics and Rough-in Framing
[formerly CARP 120 Carpentry Basics and Rough-in Framing]**5 cr. (2 lec/6 lab/wk) Corequisites: CSTN 160, CSTN 100, CSTN 147.**

Introduces the carpentry trade, including history, career opportunities, and requirements. This course covers a variety of building materials, fasteners, and adhesives. It also covers installation procedures for windows and exterior doors. Skills required for framing a simple structure are studied and practiced.

CSTN 145 Exterior Finishing, Stair Construction, and Metal Stud Framing
[formerly CARP 130 Exterior Finishing, Stair Construction, and Metal Stud Framing]**5 cr. (2 lec/6 lab/wk) Prerequisites: CSTN 120, CSTN 160, CSTN 147. Corequisite: CSTN 161.**

Introduces students to materials and methods for sheathing, exterior siding, stairs, and roofing. Students will lay out and build a simple stair system as well as a metal stud wall with door and window openings.

CSTN 147 Blueprint Reading
[formerly TRID 112 Blueprint Reading for Construction]**3 cr. (3 lec/wk)**

Concentrates on concepts associated with blueprint reading, sketching, and interpreting light commercial and residential drawings. It includes instruction in the recognition of construction materials, procedures, specifications, and methods of estimating construction costs from blueprints. This course also covers trade-specific symbols found on construction drawings.

CSTN 160 Construction Concepts and Building Laboratory
[formerly CARP 150 Carpentry Basics Laboratory]**4 cr. (8 lab/wk) Corequisite: CSTN 120.**

Provides hands-on experience in which the student applies, with direct supervision, the basic skills and knowledge presented thus far in the NCCER Carpentry Program. The course is designed as a practical task-oriented application utilizing the skills covered in prerequisites as well as in parts of CSTN 145.

CSTN 161 Construction Concepts and Building Laboratory II
[formerly CARP 152 Intermediate Carpentry Laboratory]**4 cr. (8 lab/wk) Prerequisites: CSTN 120, CSTN 160, CSTN 100, CSTN 147. Corequisite:**

CSTN 145.

Provides hands-on experience in which the student applies, with direct supervision, the basic skills and knowledge presented thus far in the NCCER Carpentry Program. The course is designed as a practical task-oriented application utilizing the basic skills learned in CSTN 120 and CSTN 145. The course will emphasize basic application in the areas of exterior finishing and interior finishing.

**CSTN 171 Site Prep, Foundations, and Concrete Installation
[formerly CARP 140 Introduction to Site Layout]**

3 cr. (1 lec/4 lab/wk) Prerequisite: CSTN 100 or instructor's approval.

Introduces the process of distance measurement as well as differential and trigonometric leveling for site layout. It covers the principles, equipment, and methods used to perform the site layout tasks that require making angular measurements. This course is designed to let students apply the blueprint reading skills learned so far to a practical exercise.

COMT 109 Human Relations

3 cr. (3 lec/wk)

Offers a theoretical and practical understanding of communication processes in the working environment, self-awareness in that environment, and the individual's participation in these relationships. The course aims to develop the student's perception and expression skill to communicate successfully in a variety of work contexts.

M 111 Technical Mathematics

[formerly MATH 103 Essential Mathematics for the Trades]

3 cr. (3 lec/wk) Prerequisite: M 061 or appropriate placement scores.

Applies math to problems drawn from diverse occupational fields. In addition to a review of operations on rational numbers, the topics of measurement, percent, proportion and variation, applications of algebra to the extent of solving quadratic equations, and applications of plane and solid figure geometry are developed for use in a trade or industrial setting. Course may serve as a prerequisite to M 114, but does not satisfy the prerequisite of any other math courses. Credits apply to graduation but do not fulfill General Education requirements.

M 114 Extended Technical Mathematics

[formerly MATH 122 College Mathematics for Technology]

3 cr. (3 lec/wk) Prerequisite: M 111 or M 095 or appropriate placement score.

Applies math to problems drawn from diverse occupational fields. Provides college level study of measurement, algebra, geometry, and trigonometry as needed to solve mathematical applications in a trade or technical work environment.

WRIT 104 Workplace Communications

[formerly ENGL 102 English Essentials for Technical Writers]

3 cr. (3 lec/wk)

Designed to teach students the fundamentals of the English language. Includes grammar, spelling, punctuation, and word usage with emphasis on both written and oral communication.

WRIT 122 Introduction to Business Writing
[formerly ENGL 140 Business Writing]

3 cr. (3 lec/wk) Prerequisite: Satisfactory completion of WRIT 095, WRIT 104, or qualifying score on the placement exam.

Provides instruction in the preparation of business memos, letters, reports, oral presentations, and computer assisted writing in business contexts.

b. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Upon approval, we plan to offer the program effective spring semester 2011. We have capacity for 20 students. The sequence of technical course work begins every fall. Based on past enrollment, we anticipate at least 15 students enrolling in the first year. We expect to graduate 50% to 60% of students in the cohort by the end of the first year.

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.

No. The MSU Billings COT already has an AAS in Construction Technology-Carpentry. This proposed CAS includes course work for the first year of the AAS option. Students who complete the first year may elect to earn their CAS or continue on for a second year to complete their AAS option in Construction Technology.

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.

No. The MSU Billings COT already has an AAS in Construction Technology-Carpentry. This proposed CAS includes course work for the first year of the AAS option. Students who complete the first year may elect to earn their CAS or continue on for a second year to complete their AAS option in Construction Technology.

6. Assessment

How will the success of the program be measured?

Annual Report and Assessment Plan

A full assessment plan is in place for the AAS in Construction Technology-Carpentry and this plan will be used for the CAS program. Faculty will measure learning outcomes through entry and exit tests, direct assessments of student house projects, and indirect assessments such as alumni and employer surveys. Enrollment, retention, and completion rates will also be reviewed to measure the success of the program. Faculty will gather data each year and submit to the Dean in an annual report. All of this information will be used to make any necessary recommendations for changes to the program or curriculum for the future.

Periodic Program Review

MSU Billings COT complies with the Montana Board of Regents Policy 300.3 under Academic Affairs Program Review. MSU Billings COT will review all of its programs at least once every seven (7) years. A campus schedule of review for our programs has been filed with the Office of the Commissioner of Higher Education. If approved, the results of our internal program review for the CAS Construction Technology-Carpentry will be submitted at the appropriate Board of Regents meeting in the future.

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.

In 2004, we began studying the feasibility of the AAS Construction Technology-Carpentry program at the request of local and regional residential and commercial builders. The Board of Regents granted Level I approval of the AAS in 2006 and Level II approval in 2008. The first cohort of students was admitted to the AAS program fall semester 2006. The AAS program was developed in accordance with the National Center for Construction and Education Research (NCCER) nationally accredited standards. This effort was coordinated with the Montana Contractors' Association, Homebuilder Association of Billings, and local and regional industry. Over time, we have received input from numerous community and advisory board members who have expressed their need and support for a certificate program in carpentry. The CAS curriculum consists of the first year of the curriculum for the AAS program. The program will serve as either an exit point for students enrolled in the AAS Construction Technology option or as a one year CAS option for students desiring a more expedited training option. Faculty developed the program with full review from the COT Curriculum Committee prior to review and approval from members of the Montana State University Billings Curriculum Committee, Academic Senate, and the Provost and Chancellor.

ITEM 147-2901-R0510

Authorization to Offer an Associate of Applied Science – Dietetic Technician at MSU-Great Falls College of Technology.

THAT

The Montana Board of Regents approves Montana State University-Great Falls College of Technology to offer the Associate of Applied Science – Dietetic Technician at MSU-Great Falls College of Technology.

EXPLANATION

Montana State University-Great Falls College of Technology is responding to the ongoing need to develop a trained workforce of dietetic technicians to serve healthcare providers in our state and throughout the northwest region.

Dietetic technicians are employed in a variety of settings, including healthcare and the food service industry. More specifically, they work under the supervision of a registered dietitian at medical sites, food service facilities, community centers and programs, and in business and industry. Examples of medical settings of employment include clinics, hospitals, long-term care facilities, home health care programs, and research facilities. Food service sites are located in schools, day care centers, correctional facilities, restaurants and hospitals.

Dietetic technicians are also employed at community sites such as public health education programs, WIC programs, wellness programs, health clubs, and weight management clinics. Food companies, food vendors, and food distributors are some of the areas of business that provide job opportunities for dietetic technicians.

Currently, there is no Associate of Applied Science - Dietetic Technician program in the state of Montana.

ATTACHMENTS

Level II Request Form and Supporting Documents
New Fee Request Form

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.:	147-2901-R0510	Date of Meeting:	May 27-28, 2010
Institution:	Montana State University-Great Falls College of Technology		
Program Title:	Dietetic Technician – Associate of Applied Science		

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 requests authorization by the Board to offer an Associate of Applied Science-Dietetic Technician.

Attachments: Supporting Documents
New Fee Request

Attachment 1

1. Overview

Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

Montana State University-Great Falls College of Technology requests the approval to offer an Associate of Applied Science-Dietetic Technician. This program will be the only program of its kind in Montana and potentially will serve the northwest region of the country. Montana dietitians have expressed an interest in this program and the Montana Bureau of Labor and Statistics projects an increase in growth for job openings for dietetic technicians both in Montana and nationally.

2. Need

a. To what specific need is the institution responding in developing the proposed program?

Montana State University-Great Falls College of Technology is responding to the ongoing need to develop a trained, employable community workforce. Dietetic technicians are employed as part of the health care team and the food service industry. They work under the supervision of a registered dietitian in a variety of settings including medical sites, food service facilities, community centers and programs, and in business and industry. Examples of medical settings of employment include clinics, hospitals, long term care facilities, home health care programs, and research facilities. Food service sites are located in schools, day care centers, correctional facilities, restaurants, hospitals, and long term care facilities. Diet technicians are employed in community sites such as public health education, WIC programs, wellness programs, health clubs, and weight management clinics. Food companies, food vendors, and food distributors are some of the areas of business that provide job opportunities for dietetic technicians.

b. How will students and any other affected constituencies be served by the proposed program?

Students who have an interest in nutrition will have this option for a career as a Certified Dietetic Technician. They could also use this degree as a launching point for eventually seeking a four year degree in dietetics for a career as a registered dietitian.

Graduates of the proposed program, upon passing their national certification exam, would provide employers with the option of hiring Certified Dietetic Technicians (CDTs) to provide basic nutritional services. Because there is a shortage of CDTs in Montana, employers have hired registered dietitians (RDs) to provide these services. Hiring CDTs would be a more fiscally efficient way to provide these services.

The other option to provide these services is to have RDs train food service workers to provide some of the most basic nutritional services. When trained food service workers do

provide these services, they require a high level of supervision by the RDs. This has been reported by the healthcare industry as a poor use of the registered dietitian's time. By providing dietetic technician graduates to our Montana employers, it would provide the employers with a more economically efficient way to offer these basic nutritional services.

c. What is the anticipated demand for the program? How was this determined?

Although there are currently 55 American Dietetic Association accredited Dietetic Technician Programs in the US, a Dietetic Technician program at Montana State University-Great Falls College of Technology would be the only program in the state and one of the few programs in the northwest and western region of the country. The closest program geographically is located at the University of Minnesota-Crookston, MN. The following western and north western states have no DT programs: Oregon, Washington, North Dakota, South Dakota, Wyoming, Idaho, Alaska, Hawaii, Utah, and Colorado. This would place Montana State University-Great Falls, College in a good position to serve a wide geographic area.

The Bureau of Labor and Statistics projects a 14.8% increase nationally in the average annual job openings for dietetic technicians due to growth between 2006 and 2016. For Montana, the projection in employment is estimated at a 15% increase. According to *Career One Stop*, the current national annual salary range is between \$16,600 and \$39,200 and in Montana it is between \$15,000 and \$34,100.

A quick review of the history of the personal nutrition (BIO 205) course taught at MSU-Great Falls provides some insight into the interest in the study of nutrition on the part of the students. The course was only offered twice a year during its first offering of 2002-2003. This academic year (2009-2010) the College offered 6 full sections. Some of these personal nutrition students expressed an interest in pursuing a career in nutrition.

Additionally, the College has seen an increase in the numbers of students applying to the current health science programs. Because most of these programs are competitive enrollment, not all students are selected for them. During 2008-2009, the combined number of applicant declined admissions to our competitive programs (programs that have a limited number of openings for students) was 75. As MSU-GF COT faculty members advise students, they usually encourage them to have a back-up plan in the event that they do not get into their first choice program. A dietetic technician program would be another viable health science option for these students.

During the first program planning advisory board meeting, one of the dietitians mentioned that when she discussed the proposed dietetic technician program at work 2-3 of her current foodservice employees expressed interest in our program. They realized that the additional education would result in expanded duties and an increase in salary. It is possible that there are other current foodservice workers from the hospitals, long term

care facilities, and the school lunch programs that would also take advantage of this educational opportunity to improve their career.

In summer of 2009, the proposed program director attended the Montana Dietetic Annual Meeting to discuss with Montana dietitians the demand for dietetic technicians in Montana. She found, anecdotally, that the nutritionists who were using certified dietetic technicians found them invaluable. They appreciated the skills of the dietetic technicians and the opportunity to delegate some of their workload. This delegation resulted in allowing the registered dietitian to focus on their patient assessment and other skills specific to their profession.

Since there is a lack of certified dietetic technicians in Montana, many dietitians have adapted to this situation and find themselves training foodservice employees to assist them. As mentioned previously, this training is additional work for the RD and these trained food service workers may require a higher level of supervision as compared to the trained certified diet technicians.

3. Institutional and System Fit

a. What is the connection between the proposed program and existing programs at the institution?

Currently, there are no programs in the disciplines of dietetics, nutrition, or wellness at our institution. The only related programs would be our other health science programs which share similar pre-requisites.

b. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

A program in Dietetic Technician should not affect any other program at our institution. It should, however, enhance opportunities for our students interested in health sciences by providing them with an additional career option.

c. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

There are no other related programs at our institution.

d. How does the proposed program serve to advance the strategic goals of the institution?

The dietetic technician program would align with the institutional strategic goals- numbers one and two. Goal one reads that the institution will increase the number of students participating in and completing programs that result in the successful transfer to a

baccalaureate degree program. We will work to articulate with the MSU-Bozeman dietetic program, creating a pathway for students wishing to pursue the baccalaureate option.

The second strategic goal is to increase the number of adult students participating in earning a post-secondary credential. The goal of the dietetic technician program will be to graduate 20 adult students annually.

- 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.*

Currently, there are no dietetic technician programs in the state of Montana. With regard to articulation, there is a baccalaureate degree in Dietetics from Montana State University-Bozeman. When creating the curriculum for our program, Bozeman's curriculum was reviewed. Our goal was to meet the educational needs for diet technicians, but facilitate the transfer of as many courses as possible should a graduate of the DT program decided to pursue a four year degree. One of the members of our advisory board is a faculty member from the Bozeman program and she did provide input into our curriculum. Upon approval of this proposal, an articulation with MSU-Bozeman will be sought.

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.*

See Attachment

- b. *Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.*

The anticipated dietetic technician program plans to accept a maximum of 20 students each summer and graduate the class at the conclusion of the following spring semester. The limiting factor for class size is due to student placement into the lab sites for their medical, food service, and community nutrition practical experiences. Our anticipated timeline is listed below:

- May 2010 Introduce Level II request to Montana Board of Regents

- September 2010 Final approval of Level II
- October 2010 Begin Self Study Process for Accreditation
- Spring 2011 Advertise the Program and Accept Applicants
- Summer 2011 Accept First Class
- Fall 2011 First Class Begins Course Work
- Summer 2012 First class graduates

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.*

The College currently has a full-time nutrition faculty member who will also serve as the program director. Additionally, the College plans to use part-time faculty to supplement both didactic and laboratory instruction in the program. As the program grows, the College will assess the need to expand faculty in this program accordingly.

- 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.*

There are no special equipment needs at this time or in the projected future. There are three laboratory courses in medical, community, and food service. These labs involve placing students in practical experience work environments that total 450 hours. The College has been in contact with a variety of sites and they have been interested in supporting the program. In fact, some of the potential sites have representation on our advisory board and they include Benefis, the Great Falls School Foodservice Program, WIC, and Malmstrom Air force Base. We also have the current president of the Montana Dietetics Association on our advisory board.

The only additional cost would be food for the foodservice lab (FON 261) and the students will be charged a lab fee to cover those costs. The new fee request is included as an attachment to the Level II Request Form.

6. Assessment. How will the success of the program be measured?

There will be a number of tools used to measure the success of the students and, thus, the success of the program. The information from these data gathering resources will be reviewed by the dietetic technician program director, the institution's program review

committee, and the program accrediting body, the American Dietetic Association. Program assessment will include:

- Student enrollment
- Retention analysis
- Student satisfaction surveys
- Employer surveys
- Graduate surveys
- Student employment rates
- Student passing rates on their national exam

Additionally, there will be on-going student learning outcomes assessment that will measure if course objectives, program outcomes, and institutional abilities are being met.

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.

- In Fall of 2009, the proposed program director attended the American Dietetic Association's Annual Meeting and participated in a 2-day workshop on program accreditation. As a result of the information from this workshop and the information gathered during the spring and summer, she outlined the schedule for program approval and development.
- In January 2010, the College received input from the advisory board on the proposed curriculum. The advisory board included dietitians from Benefis, the local school lunch program, WIC, and Malmstrom Air Force Base. A representative from the Bozeman faculty dietitian program, the current president of the Montana State Dietetic Association, the MSU-COT Division Director for Health Sciences, and the MSU-COT Associate Dean of Instruction, Assessment, and General Education are also participants on the advisory board.
- In Feb 2010, the proposed program director requested an approval from the MSU-Great Falls Curriculum Committee for the program. The program was approved.
- In May 2010, the College will introduce the Level II request for formal approval of the new program.

ATTACHMENT - PROPOSED CURRICULUM

Associate of Applied Science
Dietetic Technician Program

PROGRAM OUTCOMES: GRADUATES ARE PREPARED TO:

- Demonstrate the application of basic knowledge in anatomy, physiology, and chemistry in the practice of nutrition education.
- Prepare nutrition care plans for and provide counseling to clients from diverse socio-economic backgrounds and at each stage of the lifestyle that result in improved client nutritional status.
- Apply the principles of fitness and wellness to educating the public.
- Effectively utilize common nutrition and foodservice software programs.
- Apply knowledge of food safety and sanitation, menu planning, procurement, inventory, and quality control in food service operations.
- Describe basic principles and techniques of food preparation and evaluation.

- Employ principles of food service management including planning, implementation, and evaluation.
- Demonstrate basic knowledge in financial and human resources management.
- Describe and demonstrate leadership skills.
- Identify the characteristics of reliable nutrition information and apply this knowledge to assess research and statistical data.
- Demonstrate effective oral and written interpersonal communication skills with peers, patients, clients, and other health care and food service professionals.
- Describe the current scope of practice and credentialing process for diet technicians and other nutrition professionals and identify parameters of accountability.

PREREQUISITE COURSES**Fall Semester**

Course	No.	Title	Credits	Grade
WRIT	101	College Writing I	3	_____
M	121	College Algebra	3	_____
BIO	107	Fundamentals of Human Biology	or	
	4	_____		
BIO	213	Anatomy and Physiology*		
BIO	214	Anatomy and Physiology*		4
CHMY	121/122	Introduction to General Chemistry/Lab	or	
CHMY	141/142	College Chemistry I/Lab*		<u>4</u>
TOTAL			14-18	

Spring Semester

Course	No.	Title	Credits	Grade
CAPP	120	Intro into Computers	3	_____
PSYX	100	Introduction to Psychology		3
COMM	130	Public Speaking		3
BIO	205	Personal Nutrition	3	_____
FON	125	Introduction to Professions in Nutrition and Dietetics	1	
		Required Elective	<u>3</u>	_____
TOTAL				16

*These courses are recommended if the student is considering seeking a bachelor's degree in dietetics.

** For your required elective choose one course from the following list: COMM 135 Interpersonal Communication (3), SOCI 101 Introduction to Sociology (3), ANT 101 Introduction to Anthropology (3), CHMY 143/144 College Chemistry II/Lab (4), PSYX 230 Developmental Psychology (3), or STAT 216 Basic Statistics (4).

All prerequisite courses and the dietetic technology application must be completed by May 12th of the year prior to applying for enrollment into the program.

PROGRAM COURSE REQUIREMENTS

SUMMER SEMESTER

Course	No.	Title	Credits	Grade
FON	280	Community Nutrition –Lecture	2	_____
TOTAL			2	

FALL SEMESTER

Course	No.	Title	Credits	Grade
FON	120	Nutrition Counseling	3	_____
FON	100	Certification in Food Service Safety and Sanitation	1	_____
FON	150	Applied Food Principles	3	_____
FON	200	Introduction to Nutrition Services Management	3	_____
FON	250	Introduction to Medical Nutrition Therapy	3	_____
FON	281	Community Nutrition-Lab	<u>3</u>	_____
TOTAL			16	

SPRING SEMESTER

Course	No.	Title	Credits	Grade
FON	225	Life Cycle Nutrition	3	_____
FON	260	Food Service Management-Lecture	2	_____
FON	270	Nutrition Medical Therapy-Lecture	3	_____
FON	271	Nutrition Medical Therapy –Lab	3	_____
FON	261	Food Service Management-Lab	<u>4</u>	_____
TOTAL			15	

If students are planning to seek acceptance into the Dietetics Program at Montana State University-Bozeman, they are also encouraged to take SOCI 101 Introduction to Sociology (3) or ANT 101 Introduction to Anthropology (3), CHMY 143/144 College Chemistry II/Lab (4), PSYX 230 Developmental Psychology (3), and STAT 216 Basic Statistics (4).

TOTAL PROGRAM CREDITS 63-67

New Fees Only

THE MONTANA UNIVERSITY SYSTEM
 Inventory and Validation of Fees -- Fiscal Years 2010 and 2011
 Non-Mandatory Fees -- Rates per Semester

Unit Name:		Montana State University - Great Falls COT		PROPOSED RATES							
NAME OF FEE	RUBRIC	BOR AUTHORIZATION	CURRENT FY09 FEE	FY 10 FEE	% CHANGE	FY 11 FEE	% CHANGE	FUND	DESCRIPTION	JUSTIFICATION	
Dietetic Technician - Course Fee FON 261, Food Service Lab		Upon Board Approval	NEW		0.0%	50.00	100.0%	33XXXX	Lab fee for students	Food necessary for the food labs related to the Dietetic technician program.	

ITEM 147-1007-R0510

Approval to create a Central and Southwest Asian Studies Center; The University of Montana – Missoula.

THAT

In accordance with Montana University System Policy, the Board of Regents of Higher Education authorizes The University of Montana to create a Central and Southwest Asian Studies Center.

EXPLANATION

Our nation's defense, diplomatic, and business employees need affordable, accessible strategic language and cultural instruction and training. Global crises since the terrorist attacks of September 11, 2001, have highlighted the critical need for strategic and diplomatic expertise in major world cultures and languages, particularly the critical languages and cultures of global "hot spots" such as Central and Southwest Asia (Middle East). Massive deployment of U.S. military forces has underlined the critical role of trained linguists, anthropologists, historians, political scientists, and areas specialists, who can provide translation, interpretation, and historical as well as cultural competencies in the field, in strategic planning, and intelligence. In addition, the departments of Defense, State, and Education, as well as the Federal Bureau of Investigation (FBI) and the Central Intelligence Agency (CIA), have called for a collaborative federal and academic effort to fill critical national foreign language and cultural studies shortfalls and gaps. The ability of these agencies to respond effectively to the challenges and opportunities afforded by developments in Central Asia and the Middle East requires a roster of personnel whose expertise include knowledge of the region's culture, history, and politics, as well as fluency in its languages.

The planned scope for the new Central and Southwest Asia Center includes five major objectives: 1) To give greater regional, national and international recognition for this unit; 2) to become a U.S. Department of Education Title VI National Resource Center with long-term federal support that can serve as the primary education, research and outreach center for the K-20 system throughout Montana and the surrounding region; 3) with Center status, to facilitate the University's ability to attract larger amounts of dedicated funding (grants, contracts, and private contributions) from major donors in addition to the federal government; 4) to bring larger numbers of students, faculty, and visiting scholars to the campus from across the country and abroad as part of the University's strategic plan for internationalizing the campus and its programs; and 5) to offer both faculty and students greater collaborative opportunities for 21st interdisciplinary area studies learning and research.

ATTACHMENTS

Level II Request Form

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.:	147-1007-R0510	Date of Meeting:	May 27-28, 2010
Institution:	The University of Montana - Missoula		
Program Title:	Central and Southwest Asian Studies Center (CASWAS)		

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 authorization to create the Central and Southwest Asian Studies Center (CASWAS) on the University of Montana – Missoula campus.

I. Purpose

The purpose of this application is to request the elevation of the Central and Southwest Asia Program (CSWA) at The University of Montana (UM) to Center status. Designation as a Center, named Central and Southwest Asian Studies Center (CASWAS), will allow UM to emerge as a national and international academic and outreach center focusing on a strategically important region of the world that extends from western China to the Atlantic Ocean. The new Center will serve not only the greater Missoula community, but the entire state of Montana and the surrounding Northern Rockies region. Since the program already exists on as an entity on campus, this proposal will address its growth and development as well as the additional resources that UM may obtain with the creation of a center.

Central Asia, with its westward extension into the Middle East (i.e. Southwest Asia), is a vast region rich in history, culture, natural resources, and geopolitical importance. The birthplace of many of the ancient world's religions and empires, it is the home of remarkable centers of learning and the arena of devastating conflicts. Despite its fascinating past and strategic significance, the region is one of the most neglected in the curricula of American colleges and universities. With the collapse of the Soviet Union and the increasing American economic, political, and military involvement in the area, the region's strategic importance has become highly relevant to the national security of the United States and its citizens.

With its formal establishment in 1997, the CSWA quickly gained national recognition as a leader in Central and Southwest Asian studies by developing greater awareness of the region's significance into a major academic program. The Program builds on extensive faculty experience and expertise from numerous academic units across the campus. It offers intensive study abroad opportunities for K-12 teachers and students; hosts public presentations, workshops, and training programs for teachers, educators, diplomats, government employees, and other professionals; and organizes intensive summer language programs for Montana K-12 students and UM undergraduates. A major annual conference brings leading scholars, diplomats, analysts, and journalists from the United States and abroad to the UM campus. The Program's conferences and public presentations attract between 3,000 to 5,000 participants annually. In the past several years CSWA has also undertaken an active program of research and publication.

The rapid growth of CSWA has been driven by its ability to attract significant grants and contracts from a variety of funding sources, especially United States government agencies, totaling approximately \$4.8 million. The Program has also enjoyed enormous popularity among UM students to the point that the courses offered under the CSWA rubric enroll an average of 250 to 300 students per semester. The success of CSWA programs and offerings among UM students and the larger Missoula community and western Montana, has enabled the University to introduce a Central and Southwest Asian Studies major and minor, distinguishing UM as the first American institution of higher learning to offer such an opportunity to its students.

Throughout the year, CSWA also organizes professional development programs for scholars, teachers, educators, and experts from abroad. The focus of these activities ranges from training and workshops in educational policy, curriculum and instruction, educational leadership, science teacher training, and instructional technology, to American Studies and English as a Second

Language. Participants in these programs have come from a variety of countries such as Russia, China, Egypt, Israel, Palestine, Pakistan, Georgia, Kyrgyzstan, Azerbaijan, and Tajikistan. All told, CSWA is one of UM's most successful regional and interdisciplinary studies programs. In collaboration with other departments on campus, the Program offers language instruction in Arabic, Persian, Chinese, Russian, and Turkish--the largest number of Central Asian and Middle Eastern languages of any other college or university between the University of Minnesota in Minneapolis and the University of Washington in Seattle. The Program is also partnering with the Missoula County Public Schools to create Montana's first full K-12 program in Arabic language and culture, a project it plans to introduce into other major school districts across the state.

Given its popularity and contribution to the academic and outreach mission of The University of Montana, it is not surprising that in a memorandum to the UM campus community in June 2007, President George M. Dennison identified CSWA as the most vibrant and dynamic regional studies program on campus--one which should aim to establish itself as a full-fledged academic and outreach center. The elevation to Center status will increase UM's capacities to generate major contracts and external funding, expand its current activities, and yield significant academic and financial benefits to other campus units, including the College of Arts and Sciences, the College of Forestry and Conservation, the Maureen and Mike Mansfield Library, the Phyllis Washington College of Education and Human Sciences, and the School of Law.

II. Objectives

Over the next five years, the main objectives of the new Center will be:

1. To emerge as a National Resource Center (NRC) in Central and Southwest Asian Studies funded under the Title VI Program of the United States Department of Education. Title VI refers to a section of the Higher Education Act and is administered by the U.S. Department of Education. Title VI programs have been expanded over the past 50 years to address not only national security needs but also concerns related to global competitiveness and a more internationally competent citizenry. The general purpose of the NRC program is to train specialists in modern foreign languages and area or international studies. National Resource Center grants are awarded to institutions of higher education for the purpose of establishing, strengthening, and operating centers that focus on language and area or international studies. Institutions also receive Foreign Language and Area Studies Fellowships (FLAS), which allow undergraduate and graduate students to acquire foreign language competency and area or international expertise related to a particular world region.

Funds from the NRC will be used to support additional instruction in critical languages and interdisciplinary courses. NRC status will allow UM to increase significantly Central Asia and Middle East library holdings, and to offer scholarships to UM undergraduate students for the study of critical languages at foreign institutions in the region. These scholarships would be a direct response to the growing demand by UM students for advanced instruction in languages deemed essential for U.S. national security interest and the needs of numerous U.S. government agencies, including the Department of State, Department of Defense, Federal Bureau of Investigation (FBI) and Central Intelligence Agency (CIA). NRC funding typically ranges from \$400,000 to \$500,000 per year and is renewable for many years thereafter. Formal establishment of a Center will greatly enhance the possibility of a long and fruitful collaboration with the U.S. Department of Education through the NRC program.

2. To serve as an outreach and training center dedicated to increasing the knowledge and effectiveness of K-20 teachers and educators throughout Montana regarding the peoples, history, cultures and politics of Central Asia and the Middle East. The countries we have chosen to include in this region are Morocco, Tunisia, Algeria, Libya, Egypt, Sudan, Palestine, Lebanon, Syria, Saudi Arabia, Jordan, Yemen, Kuwait, Qatar, Oman, Djibouti, Somalia, Comoros Islands, Mauritania, United Arab Emirates, Bahrain, Iraq, Turkey, Israel, Iran, Azerbaijan, Armenia, Georgia, Afghanistan, Pakistan, Turkmenistan, Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan, Mongolia, and western China. The faculty of the new Center will offer summer institutes, lectures, workshops and distance learning courses open to all of Montana's secondary and post-secondary institutions, particularly its seven tribal colleges.

3. To improve the teaching skills of the region's K-20 language and culture teachers. In response to the needs expressed by the Missoula County Public Schools (MCPS), the Center's Arabic unit faculty will provide linguistic and cultural training, as well as technical assistance to help teachers across the country strengthen their classroom teaching, and enhance student performance in accordance with nationally accepted standards.

The Center's specific objectives will undergo review during the fourth year and be modified as needed for the following years.

III. Anticipated Activities and Expectations of Productivity

The programmatic objectives of the new center are in line with the principles and goals outlined in the strategic plan developed by the Board of Regents, namely; preparing students for success through quality higher education, working collaboratively with the K-12 system, while increasing the enrollment of traditional and non-traditional students and improving distance and on-line learning. The quality of an academic experience is greatly enhanced by the diversity and the richness of the UM curriculum and by academic competitiveness among students. Clearly, it is in the interest of our students, colleges, and our economy that our public institutions are correctly viewed as a place to gain a world-class education, which prepares students for a job market that requires a deeper understanding of other languages, cultures, histories, and economies.

The following activities are planned for the next five years:

Fall 2010 Activities: (1) The Center will work with the Missoula County Public School to train Arabic language teachers for the K-12 system. (2) The Center will also search for and hire a tenure-track position in Arabic language, linguistics, culture, and civilization which will be housed jointly in Anthropology/Linguistics and the new Center. The new hire may have a secondary affiliation with an appropriate academic department, subject to faculty approval. The new classes in Arabic language, linguistics, culture, and civilization will be cross-listed with Modern and Classical Languages and Literatures. (3) The Center will submit a proposal for an Arabic minor to campus curricular review committees.

Spring 2011 Activities: The Center will organize the 9th Annual Conference on Central and Southwest Asia, which will bring a large group of scholars, diplomats, and analysts to The

University of Montana. The faculty affiliated with the Center will continue to offer undergraduate courses and seminars on their areas of expertise. New grant proposals will be submitted.

Fall 2012 Activities: The Center will offer three new courses on the areas of U.S. national security in the Middle East, the role of women in the Islamic world, and the future of U.S. economic and business opportunities in Central Asia, the Middle East, and North Africa.

Spring 2013: The CSWA Annual Conference will be organized. New grant proposals will be submitted.

Fall 2013 Activities: (1) In collaboration with the Department of Anthropology, the Center will initiate a search and hire a tenure-track anthropologist/archeologist specializing in Central Asia and the Middle East. The new hire will be housed in the Department of Anthropology and the new Center. (2) The Center will also work with partner institutions in Israel to recruit a visiting faculty member who will teach Hebrew and Judaic studies courses at UM. The visiting faculty member will be offered a two-year contract, with subsequent visiting scholars engaged on a similar basis. In fall 2015, the Center plans to search for and hire a tenure-track professor in Persian language, literature, and culture in collaboration with the Department of Modern and Classical Languages and Literatures.

Expectations concerning the productivity of both departmental-affiliated and non-affiliated faculty will comply with the unit standards governing the respective or most immediately relevant academic unit.

IV. Departments/Agencies/Organizations/Institutions Involved and Advisory Council

Although the new Center will be housed academically in the Department of Anthropology, it will continue to work with a variety of departments and schools on campus, including the College of Forestry and Conservation, the College of Education and Human Sciences, the School of Journalism, the School of Business Administration, and the Law School. It will expand on the CSWA tradition of working in an interdisciplinary approach with all departments and units, including, but not restricted to, Anthropology, Linguistics, Modern and Classical Languages and Literatures, Geography, Geosciences, History, Liberal Studies, Political Science, and Economics.

The Center's activities will be conducted through the regular involvement of the following faculty and staff who will serve as the members of its Advisory Board:

Don Bedunah, Ph.D., Forestry and Conservation

Samir Bitar, M.I.S., Central and Southwest Asian Studies, Arabic Studies, and Anthropology

Timothy Bradstock, Ph.D., Modern and Classical Languages and Chinese Studies

Cao Zhen, Ed.D., Modern and Classical Languages and Chinese Studies

Robert Greene, Ph.D., History and Russian Studies

Rick Graetz, Geography and Central and Southwest Asian Studies

Louis Hayes, Ph.D. (Chair of Advisory Board), Political Science

Marc Hendrix, Ph.D., Geosciences

Khaled Huthaily, Ed.D., Central and Southwest Asian Studies, Arabic Studies, and Anthropology

Ardeshir Kia, Ph.D. (Associate Director), Central and Southwest Asian Studies, Persian Studies, and Anthropology

Mehrdad Kia, Ph.D. (Director), Associate Provost for International Programs, Central and Southwest Asian Studies, and Anthropology

Brian Lofink, (Coordinator), International Programs and Central and Southwest Asian Studies

Ona Renner-Fahey, Ph.D., Modern and Classical Languages and Russian Studies

Jeff Renz, JD, School of Law

Bharath Sriraman, Ph.D., Mathematical Sciences

Clint Walker, Ph.D., Modern and Classical Languages and Russian Studies

V. Reporting Line

The Center will report directly to the Provost and Vice President for Academic Affairs, Dr. Royce Engstrom, through the Associate Provost for International Programs and Director of the Central and Southwest Asia Program, Dr. Mehrdad Kia. Federal NRC guidelines require that UM establish a reporting line through which the director of the Center reports directly to the Provost and Vice-President for Academic Affairs.

VI. Relationship to Institutional Mission

The goals of the new Center are fully consonant with UM's institutional mission, which states: "The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases."

The principal goal of the new Center is to contribute to UM's strategic plan for internationalizing its curriculum by providing educational and professional development opportunities for students, staff, and faculty, as well as the general public in the state of Montana. It will also help UM increase its research and educational funding opportunities. Finally, it will make significant contributions to the Mansfield Library by providing free books to build up a special Central Asian and Middle Eastern collection. To initiate this process in April 2010, the Central and Southwest Asia Program will donate 1,000 books and monographs in English, Arabic, Persian, and Turkish to this new collection with the aim of enhancing faculty and student research on the region.

VII. Similar Programs

We do not know of any similar programs in Montana and the Northern Rockies region.

VIII. Budget

The Center will not require any additional state funding for its operational expenditures. However, in establishing a National Resource Center, new tenure track positions are proposed: a tenure track position in Arabic language and literature for fall 2010 is a university commitment; a second position in Anthropology/Archeology of Central Asia and the Middle East is intended to be tenure-track in fall 2013; a third tenure-track position in Persian language and literature is desired for fall 2015.

The infusion of an additional \$450,000 per year from a U.S. Department of Education National Resource Center grant, together with permanent annual funding thereafter, will benefit the entire UM campus. It will allow UM greatly to enhance its activities as a regional outreach center for collaborative work with public and private four-year colleges and universities, including tribal colleges; add significant resources to UM's library; provide more courses in critical languages and cultures; and offer more interdisciplinary and advanced undergraduate courses and conferences. Additionally, it will enable UM to offer undergraduate scholarships for one- and two-semester study abroad in the region. Moreover, NRC grant funds will reduce UM's dependence on state funds for a variety of activities, such as travel, supplies, and other overhead expenses.

Even if the new Center fails to secure the NRC funding during the initial five-year cycle, we are still well-positioned to obtain sufficient external funding to cover operational expenditures for the next several years. As previously addressed, the Program has received a significant number of grants and contracts (totaling \$4.8 million) from a variety of funding sources. These grants, through direct and indirect revenue, have enabled the Program to expand its outreach activities as well as course offerings without any support from the University. The Program has demonstrated a consistent ability to launch and sustain new programs and generate revenue, which contribute to the Center's research, instruction, and outreach and professional development activities. The list below highlights our record of accomplishment in obtaining external funding.

Grants Awarded

U.S. Department of Education Title VI grant to integrate Asian Studies, \$146,000 (awarded 1997)

U.S. Department of Education Title VI grant to enhance critical language offerings, \$178,000 (awarded 2002)

Humanities Montana, Annual Central Asia Conference, \$10,000 (awarded 2005)

U.S. Department of State, FREEDOM Support University Partnership grant, UM-Tbilisi Institute for Asia and Africa and Kutaisi State University, Republic of Georgia, ca. \$230,000 (awarded 2004)

Humanities Montana, Annual Central Asia Conference, \$5,000 (awarded 2005)

U.S. Department of State FREEDOM Support University Partnership grant between UM School of Law and Osh State University, Republic of Kyrgyzstan, \$244,000 (awarded 2005)

U.S. Department of State Fulbright Hays Group Study grant to Central Asia, \$74,000 (awarded 2005)

Academy of Educational Development (USAID funded) training and professional development grant for Pakistani educational administrators and teachers, \$649,000 (awarded 2005)

U.S. Department of Education Title VI grant to integrate study of China and Central Asia, \$179,000 (awarded 2005)

U.S. Department of State Fulbright Hays Group Study grant for Western China, \$78,000 (awarded 2006)

Humanities Montana, Annual Central Asia Conference, \$3,000 (awarded 2006)

U.S. Department of Education International Research and Studies grant, Geography of Central Asia Textbook, ca. \$360,000 (awarded 2006)

Academy for Educational Development (USAID funded) training grant for Egyptian teachers and education officials, ca. \$291,000 (awarded 2006)

World Learning Support for Central Asia Cultural Heritage Project, Dialogues and Publications, \$130,000 (awarded 2006)

American Councils for International Education (ACCELS) and Azerbaijan Ministry of Education (World Bank-funded) training grant for educators and officials from Azerbaijan, ca. \$210,000 (awarded 2006)

Kyrgyz Ministry of Education and World Bank grant for consultant and technical assistance services in student assessment, ca. \$179,000 (awarded 2006)

Montana Humanities Committee, Annual Central Asia Conference, \$5,000 (awarded 2007)

ACCELS and U.S. Department of State, Training Program for Russian Teachers, \$110,000 (awarded 2007)

U.S. Department of Education International Research and Studies grant for Arabic language instruction textbook, ca. \$386,000 (awarded 2007)

Shenzhen Provincial Bureau of Education, Training for 42 Chinese teachers, \$282,066 (awarded 2007)

U.S. Department of State, Near East and Southeast Asia Program (NESA), Undergraduate Study Abroad Program, \$110,000 (awarded 2008)

Kyrgyz Ministry of Education and Asian Development Bank grant for Kyrgyz Educator Study Program in Curriculum and Learning Materials Development, \$200,000 (awarded 2008)

Kyrgyz Ministry of Education and Asian Development Bank grant for Graduate Student Program, \$95,984 (awarded 2008)

Humanities Montana, Annual Central Asia Conference, \$5,000 (awarded 2008)

ACCELS and U.S. Department of State grant for Training Program for Russian Teachers, \$80,000 (awarded 2008)

STARTALK grant for Montana Arabic Summer Institute (MASI) for Arabic language and culture instruction, \$45,270, (awarded 2008)

STARTALK grant for Montana Arabic Summer Institute (MASI) for Arabic language and culture instruction, \$60,000 (awarded 2009)

Humanities Montana, Annual Central Asia Conference, \$5,000(awarded 2009)

ACCELS and U.S. Department of State grant for Training Program for Russian Teachers, \$80,000 (awarded 2009)

U.S. Department of Education Foreign Language Assistance Program (FLAP) grant in partnership with Missoula County Public Schools for K-12 Arabic language and culture program, \$291,798 (awarded 2009)

STARTALK grant for Montana Arabic Summer Institute (MASI) for Arabic language and culture instruction, \$89,940 (projected award 2010)

Total Amount of Grants Awarded: approx. \$4,812,058

The proposal was reviewed and approved by the Faculty Senate at the University of Montana Date: April 8, 2010

[No outside consultants were employed for the development of this proposal.]