

## LEVEL I MEMORANDUM

---

**DATE:** December 7, 2012

**TO:** Chief Academic Officers, Montana University System

**FROM:** Neil Moisey, Interim Deputy Commissioner for Academic, Research, & Student Affairs  
John Cech, Deputy Commissioner for Two-Year & Community College Education

**RE:** Level I Approvals and Announcements

---

This memorandum is intended to inform you of the Level I changes in academic programs that have been approved in the Office of the Commissioner of Higher Education since the November 2012 meeting of the Board of Regents. It also includes announcements that may be of interest to the Board. Any comments regarding items below must be received by the Office of the Commissioner of Higher Education no later than **(December 12, 2012)**. If you have any questions, we would be happy to answer them with the help of our colleagues in academic affairs. Comments and questions should be directed to Amy DeMato, Assistant to the Deputy Commissioners.

### OCHE Approvals

#### **Montana State University -Billings:**

- Request for revision/modification of the existing Bachelor of Science in Health and Human Performance-Health Promotion Option  
[ITEM # 158-2702+R0113](#) | [Level I Request Form](#) | [Curriculum Proposal Form](#)

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

- Request to re-title the Business and Information Technology Education option in the BA of Education to a Business Education Option [ITEM # 158-1001+R0113](#) | [Level I Request Form](#)

#### **Helena College-University of Montana:**

- Request for authorization to create Water Resources Associate of Applied Science degree  
[ITEM # 158-1901+R0113](#) | [Level I Request Form](#) | [Curriculum Proposal Form](#) | [Attachment #1](#)

### Terminations, Moratoriums, and Consolidations

#### **Montana State University -Billings:**

- Request for Master of Education Early Childhood Option to be placed in moratorium  
[ITEM # 158-2701+R0113](#) | [Level I Request Form](#)

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

- Termination of Master's of Nursing – Advanced Practice (Family Nurse Practitioner and Family Psychiatric Mental Health Nurse Practitioner) **Step-2**  
[ITEM #158-2004+R0113](#) | [Level I Request Form](#) | [Termination Checklist](#)
- Termination of Post-Master's Family Nurse Practitioner Certificate-**Step 2**  
[ITEM # 158-2005+R0113](#) | [Level I Request Form](#) | [Termination Checklist](#)

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

- Notice of Intent to Terminate the Emergency Medical Technician Intermediate/99 Certificate of Applied Science-**Step 1** [ITEM # 158-2901+R0113](#) | [Level I Request Form](#)

## LEVEL I MEMORANDUM

---

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

- Notice of Intent to Terminate the Interdisciplinary Geosciences option in the Geosciences B.S.-**Step 1**  
[ITEM # 158-1002+R0113 | Level I Request Form](#)

### **Campus Approval of Certificates**

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

- Request for authorization to offer a Certificate in Digital Marketing [ITEM # 158-1003+R0113 | Level I Request Form](#)

January 8, 2013

**ITEM 158-2702+R0113**

**MSUB request for revision/modification of existing program approval by the Commissioner of Higher Education or the Commissioner's designees.**

---

**THAT**

MSUB request for modification to an existing program approval by the Commissioner of Higher Education or the Commissioner's designees.

---

**EXPLANATION**

MSUB is requesting modification to the existing the Bachelor of Science in Health and Human Performance-Health Promotion Option to Bachelor of Science in Health and Human Performance-Health and Wellness Option. We recognize that tomorrow's graduates will be expected to have the knowledge, skills and understanding to move individual clients, organizations, schools, and communities beyond health to wellness.

---

**ATTACHMENTS**

Level I Request Form  
Curriculum Proposal Form

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

Item Number: 158-2702+R0113

Meeting Date: January 8, 2013

Institution: Montana State University Billings

CIP Code: 31.0504

Program Title: Bachelor of Science in Health and Human Performance – Health Promotion Option

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner for Academic and Student Affairs, by no later than five weeks prior to the final posting date for the next scheduled meeting of the Board. The Deputy Commissioner will review the proposal and respond to the proposing campus with any questions or concerns within one week, allowing the proposing campus one week to respond before the Item is posted for the BOR scheduled meeting.

   **A. Level I (place an X for all that apply):**

Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges. For Level I actions on degree programs or certificates, the process must begin when the proposing campus posts its intent on the MUS academic planning web site.

   **X 1. Re-titling existing majors, minors, options and certificates**

   **2. Adding new minors or certificates where there is a major** (Submit with completed Curriculum Proposals Form)

   **3. Adding new minors or certificates where there is an option in a major** (Submit with completed Curriculum Proposals Form)

   **4. Departmental mergers and name changes**

   **X 5. Program revisions** (Submit with completed Curriculum Proposals Form)

   **6. Distance or online delivery of previously authorized degree or certificate programs**

   **7. Placement of program into moratorium** (No Program Termination Checklist at this time – document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

   **8. Filing Notice of Intent to Terminate/Withdraw existing majors, minors, options, and certificates** (No Program Termination Checklist at this time)

   **9. Terminate/withdraw existing majors, minors, options, and certificates** (Submit with completed Program Termination Checklist)

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

**B. Level I with Level II documentation:**

With Level II documentation circulated to all campus chief academic officers in advance, the Deputy Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Deputy Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Deputy Commissioner or designee will move the item to the Level II review process.

**1. Options within an existing major or degree** (*Submit with completed Curriculum Proposals Form*);

**2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools with the exception of the Colleges of Technology where changes require Board action** (*Submit with completed Curriculum Proposals Form*)

**3. Consolidating existing programs and/or degrees** (*Submit with completed Curriculum Proposals Form*)

**C. Temporary Certificate or A.A.S. degree programs**

Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and /or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Level I Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

**D. Campus Certificates**

Although certificate programs of 29 credits or fewer may be implemented by the individual campuses without approval by the board of regents, those certificates do need to be reported to the office of the commissioner of higher education and listed on the Montana University System's official degree and program inventory. These Level I proposals will be listed as information items at the next regular meeting of the board.

**Specify Request:**

Modification to an Existing Program. Bachelor of Science in Health and Human Performance-Health Promotion Option to Bachelor of Schiece in Health and Human Performance-Health and Wellness Option.

Montana Board of Regents  
LEVEL I REQUEST FORM

15.0

MONTANA STATE UNIVERSITY BILLINGS

**FORM TO SUBMIT MODIFICATIONS TO AN EXISTING PROGRAM**

This transmittal sheet must accompany a proposal to modify the structure of an existing academic program. This sheet is appropriate for such items as changes in the elective or specified course requirements, specified (as part of a major) Gen Ed requirements, and/or degree title changes.

Please attach:

1. An explanation and rationale for the proposed changes.
2. A copy of the program as it is currently offered.
3. The program with proposed changes highlighted or noted in some way.
4. For appropriate programs, please include a Suggested Plan of Study. Appropriate programs include all BS and BA degrees, and all programs at City College.

Exact title of the program as it currently appears in the catalog:

Bachelor of Science in Health and Human Performance - Health Promotion Option

Which other departments or programs will be affected by this modification, and have you consulted with them? What was the result of that consultation?

Forwarded to College of Education for review.

Effective Term: Fall 2013

Originating Faculty  
Typed name: R. Lord

R. Lord 10/18/12  
Signature Date

Recommended by Department Chairperson

Karin A. Gabel 10/19/2012  
Signature Date

Recommended by College Curriculum Committee

Signature of Chairperson Date

Reviewed by College Dean

Signature Date

For Teacher Education proposals, if appropriate  
Recommended by College of Education Curric. Committee

Signature of Chairperson Date

Recommended by MSUB Graduate Committee  
If appropriate

Signature of Chairperson Date

Recommended by Undergraduate Curriculum Committee  
If appropriate

Signature of Chairperson Date

Recommended by Academic Senate

Signature of Chairperson Date

Approval by MSUB Provost

Signature Date

Undergraduate Curriculum Committee 1988 Revised 9/21/12



**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

Modifications to an Existing Program

1. We are changing the name of the degree option from Health Promotion to a Health and Wellness Option because we recognize that tomorrow's graduates will be expected to have the knowledge, skills, and understanding to move individual clients, organizations, schools, and communities beyond health to wellness. We have created no new courses, though two new course numbers have been needed in response to CCN work at the OCHE. We have reduced the myriad restricted electives that stretched faculty teaching loads and presented challenges for students in scheduling. We also have incorporated existing courses into the degree requirements and added a second statistics course (STAT 217) that relies on the STAT 216 in academic foundations because health education professionals need to be able to interpret research that will continue to become more sophisticated.

With no truly new courses we are in a stronger position to prepare students for professional positions in the health and wellness sector, which is "expected to grow by 37 percent from 2010 to 2020, much faster than the average for all occupations. Growth will be driven by efforts to reduce healthcare costs by teaching people about healthy habits and behaviors" (<http://www.bls.gov/ooh/community-and-social-service/health-educators.htm>). In that time span, over 23,000 new jobs are predicted (2010-2020).

2. and 3.

See Attachment

4. See attachment

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

**B.S. in Health & Human Performance: Health and Wellness Option**

<b>Current Program Health Promotion</b>	
<b>General Education Course Requirements</b>	<b>37</b>
<b>Health Promotion Major Core Required Courses</b>	<b>39</b>
HHP 210 First Aid and CPR	2
HHP 211 Community Health	3
HHP 265 Foundations of Health Promotion	3
HHP 320 Current Issues in Health	3
HHP 330 Health Behavior Theories	3
HHP 335 Methods of Health Promotion	3
HHP 340 Health Education Strategies	3
HHP 364 Research Methods in HHP	3
HHP 450 Worksite Health Promotion	3
HHP 455 Technological Applications	3
HHP 461 Organization and Administration in Health	3
HHP 490 Internship/Practicum	7
<b>Health Promotion Content Electives</b> Select 6 courses	<b>18</b>
HHP 411 Alcohol, Tobacco and Other Drug Prevent.	3
HHP 425 Health and Sexuality	3
HHP 430 Exercise Physiology	3
HHP 431 Exercise Physiology Lab	1
HHP 433 High Level Wellness	3
HHP 435 Health Aspects of Aging	3
HHP 436 Stress Management and Emotional Health	3
HHP 445 Exercise Testing and Prescription	3
NUTR 411 Nutrition in Sports and Exercise	3
<b>Interdisciplinary Core:</b>	<b>11</b>
BIOH 301 Human Anatomy and Physiology I	3
BIOH 302 Human Anatomy and Physiology I Lab	1
BIOH 311 Human Anatomy and Physiology II	3
BIOH 312 Human Anatomy and Physiology II Lab	1
BIOM 250 Microbiology for Health Sciences	3
<b>Restricted Electives Requirements:</b>	<b>15</b>
Select at least 5 courses from the following with the assistance of an advisor. It may be possible to substitute additional courses that meet the student's future program with advisor assistance. Students may also choose to adopt a minor in lieu of these restricted electives.	
BUS 101 Introduction to Business	3
EDU 220 Human Growth and Development	3
EDU 221 Education Psychology & Measurement	3
HADM 210 Healthcare Mega Trends	3
HHP 270 Global Health Issues	3
HS 201 Survey of Human Services	3
HS 335 Introduction to Counseling	3
HS 385 Behavioral Pharmacology	3
NASX 205 Native Americans in Contemp. Society	3
NUTR 221 Basic Human Nutrition	3
PHL 326 Death, Dying and Medical Ethics	3
PSYX 231 Human Relations	3
PSYX 332 Adult Psychology	3
PSYX 370 Psychology of Learning	3
PSYX 371 Psychology of Learning Lab	1
REHA 201 Introduction to Diversity	3
SOCI 380 Sociology of Health and Medicine	3
SOCI 470 Environmental Sociology	3

<b>Proposed Program Health and Wellness</b>	
<b>General Education Course Requirements</b>	<b>37</b>
<b>Health and Wellness Option Requirements</b>	
HHP 100 KIN 105 Foundations of Exercise Science	3
HHP 102 KIN 106 Foundations of Ex. Science Lab	1
HHP 212 ECP 121 Emergency First Responder	3
HHP 211 CHTH 262 Community Health	3
HHP 201 HTH 201 Found. Health & Wellness	3
HHP 270 HTH 270 Global Health Issues	3
HHP 330 CHTH 317 Health Behavior Theories	3
HHP 340 HEE 340 Methods of Health Education	3
HHP 335 CHTH 355 Theory & Practice CHE	3
HHP 436 CHTH 435 Human Response to Stress	3
HHP 430 KIN 320 Exercise Physiology	3
HHP 431 KIN 321 Exercise Physiology Lab	1
HHP 463 KIN 327 Kinesiology & Biomechanics	3
HHP 464 KIN 328 Kinesiology & Biomechanics Lab	1
HHP 364 KIN 364 Research Methods in HHP	3
HHP 445 KIN 415 Adv. Exercise Test & Prescript	3
HHP 435 HTH 435 Health & Well across Lifespan	3
HHP 450 CHTH 450 Worksite Health Promotion	3
NUTR 411 Nutrition in Sport and Exercise	3
*(Prerequisite NUTR 221)	
STAT 217 Intermediate Statistical Concepts	4
*(Prerequisite STAT 216)	
HHP 490 ACT 498 Internship	4
<b>Total</b>	<b>59</b>

<b>Health and Wellness Electives</b>	
Select at least two (2) of the following, each from a different rubric, with advisor assistance.	
COMT 480 Health Communication	3
COMT 481 Media for Social Change	3
HHP 411 HTH 411 Alcohol, Tobacco & Drug Prvnt.	3
HHP 425 HTH 425 Health and Sexuality	3
HHP 455 KIN 304 Technological Apps Hlth Science	3
HHP 433 CHTH 433 High Level Wellness	3
<b>Total</b>	<b>6</b>

<b>Required Interdisciplinary Core</b>	
BIOM 250 Microbiology for the Health Sciences	3
BIOM 251 Microbiology for the Health Sciences Lab	1
BIOH 341 Human Anatomy and Physiology I	3
BIOH 343 Human Anatomy and Physiology I Lab	1
BIOH 345 Human Anatomy and Physiology II	3
BIOH 346 Human Anatomy and Physiology II Lab	1
BUS 101 Intro to Business	3
BMKT 325 Principles of Marketing	3
<b>Total</b>	<b>18</b>
<b>Program Total</b>	<b>120</b>



**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

**SUGGESTED PLAN OF STUDY**

*Bachelor of Science in Health and Human Performance – Health and Wellness Option*

<b>First Year</b>	<b>Fall</b>	<b>Spring</b>
KIN 105/106 Foundations of Exercise Science/Lab	4	
WRIT 101 College Writing I	3	
BIOB 101/102 Discover Biology/Lab	4	
STAT 216	4	
CHMY 121/I22 Introduction to General Chemistry/Lab		4
ECP 120/121 Emergency First Responder		3
NUTR 221 Basic Human Nutrition		3
STAT 217 Intermediate Statistical Concepts		4
<b>Total</b>	<b>15</b>	<b>14</b>
<b>Second Year</b>		
General Education Requirements	6	10
BGEN 105 Introduction to Business	3	
BIOL 341 Human Anatomy & Physiology I	3	
BIOL 343 Human Anatomy & Physiology I Lab	1	
HTH 201 Foundations of Health and Wellness	3	
HTH 270 Global Health Issues		3
BIOL 345 Human Anatomy & Physiology II		3
BIOL 346 Human Anatomy & Physiology II Lab		1
<b>Total</b>	<b>16</b>	<b>17</b>
<b>Third Year</b>		
CHTH 211 Community Health	3	
CHTH 355 Theory & Practice Community Health Education	3	
HTH 435 Health and Wellness Across the Lifespan	3	
KIN 364 Research Methods in HHP	3	
Health and Wellness Electives	3	3
CHTH 317 Health Behavior Theories		3
HEE 340 Methods of Health Education		3
HHP 435 Human Response to Stress		3
CHTH 450 Worksite Health Promotion		3
<b>Total</b>	<b>15</b>	<b>15</b>
<b>Fourth Year</b>		
KIN 320/321 Exercise Physiology/Lab	4	
KIN 327/328 Kinesiology & Biomechanics/Lab	4	
KIN 415 Advanced Exercise Testing & Prescription		3
NUTR 411 Nutrition for Exercise and Sport		3
BMKT 325 Principles of Marketing	3	
ACT 498 Internship		4
BIOM 250 Microbiology for Health Sciences		3
BIOM 251 Microbiology for Health Sciences Lab		1
Elective	3	
<b>Totals</b>	<b>14</b>	<b>14</b>

## 1. Overview

As the field of health education continues to develop, bachelor degree programs need to keep pace in order to position graduates as well as possible for the employment opportunities that emerge. Our commitment to that goal motivated this program modification.

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

The B.S. in Human Performance, Health and Wellness Option is the proposed program, replacing the previous Health Promotion Option that had been in place since the mid-1990s. Recognizing that tomorrow's graduates will be expected to have the knowledge, skills, and understanding to move individual clients, organizations, schools, and communities beyond health to wellness, we proposed this change. We have reduced the myriad restricted electives that put students in classes that often were clearly not focused on health and wellness topics (e.g. educational psychology), included important exercise science courses were included in the original degree but later removed (e.g. exercise physiology), and added a second statistics course. The proposed degree better prepares students to sit for the Certified Health Education Specialist (CHES) exam, which will be a degree completion requirement with the next catalog change.

## 3. Need

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

As new graduates in health and wellness enter the profession, they clearly need more core exercise science courses and those are included in the proposed program, (e.g. two nutrition courses). Additionally, the need for understanding statistics has become paramount and the proposed program includes two statistics courses (STAT 216 and STAT 217). A final specific need that the proposed program addresses is the aging U.S. population. A course in lifespan aspects of health and wellness is required in the proposed program.

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

Students will graduate far better prepared for the evolving landscape of health and wellness. Their enhanced preparation in the areas noted above (and further identified in the curriculum materials) will enable them to better serve the changing face of people who access worksite health and wellness programs, an aging population confronting new challenges in health and wellness, and similar constituencies.

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

The enrollment in this option went from 18 in Fall 2010, with the former program in place, to 31 currently – following “listen and learn” sessions that Dr. Gabel (Dept. Chair) held for students early this semester. At a larger view, Bureau of Labor Statistics data (<http://www.bls.gov/ooh/community-and-social-service/health-educators.htm>) report that health and wellness sector employment growth is “expected to grow by 37 percent from 2010 to 2020, much faster than the average for all occupations. Growth will be driven by efforts to reduce healthcare costs by teaching people about healthy habits and behaviors.”

#### 4. Institutional and System Fit

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

This change more than fits the other degree options within the College of Allied Health Professions – it complements other CAHP degree options and strengthens a crucial link in the range of CAHP programs.

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

This program modification will not necessitate any changes in other, existing programs at MSUB. It will ease scheduling of courses and improve student access to required courses by reducing restricted electives; thus focusing the degree option more clearly on health and wellness.

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

We have no other option from which this needs to be differentiated.

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

The program advances MSUB strategic goals by better preparing graduates to enter a growing sector of the health and wellness profession. As already indicated by student interest, students recognize that this program will help them meet their personal, professional goals. With more ease of scheduling courses due to fewer restricted electives distributed around numerous other departments, students will be able to progress through their program in a more timely and efficient manner. That should help meet retention goals. More hands-on, lab courses in their program, students will enter professional settings far better prepared for contemporary wellness programs. Internships have been retained in order to continue partnerships with local and regional agencies, and a senior capstone-type course has been included which has students work with a client for an entire semester. These components help advance strategic goals related to student-community engagement and learning through service.

**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.**

This proposed change does not create duplication because it simply updates and modifies an already existing degree option. It does not take the previous program into new academic areas but enhances an existing option.

#### 5. 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.**

Please see attached "catalog copy" submitted through MSUB campus protocol.

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

As the identified majors have already increased, but none of the courses in the proposed degree are new in terms of scheduling or faculty teaching loads, there is no new implementation needed. The enrollments in currently offered classes

**6. 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.

**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 proposed change simplifies rather than increasing or complicating resource use.

**7. Assessment**

**How will the success of the program be measured?**

Success of the program will be assessed using all of the elements in the overall program assessment protocol used department-wide, and consistent with established assessment activities in the CAHP and MSUB.

**8. 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.**

Feedback from internship site preceptors, program graduates, and colleagues at other campuses initiated the discussion by department faculty, which was the primary mechanism leading to this submission.



**B.S. in Health & Human Performance: Health and Wellness Option**

**Current Program Health Promotion**

**General Education Course Requirements 37**

**Health Promotion Major Core Required Courses 39**

HHP 210 First Aid and CPR	2	
HHP 211 Community Health	3	
HHP 265 Foundations of Health Promotion	3	
HHP 320 Current Issues in Health	3	
HHP 330 Health Behavior Theories	3	
HHP 335 Methods of Health Promotion	3	
HHP 340 Health Education Strategies	3	
HHP 364 Research Methods in HHP	3	
HHP 450 Worksite Health Promotion	3	
HHP 455 Technological Applications	3	
HHP 461 Organization and Administration in Health	3	
HHP 490 Internship/Practicum	7	

**Health Promotion Content Electives Select 6 courses 18**

HHP 411 Alcohol, Tobacco and Other Drug Prevent.	3	
HHP 425 Health and Sexuality	3	
HHP 430 Exercise Physiology	3	
HHP 431 Exercise Physiology Lab	1	
HHP 433 High Level Wellness	3	
HHP 435 Health Aspects of Aging	3	
HHP 436 Stress Management and Emotional Health	3	
HHP 445 Exercise Testing and Prescription	3	
NUTR 411 Nutrition in Sports and Exercise	3	

**Interdisciplinary Core: 11**

BIOH 301 Human Anatomy and Physiology I	3	
BIOH 302 Human Anatomy and Physiology I Lab	1	
BIOH 311 Human Anatomy and Physiology II	3	
BIOH 312 Human Anatomy and Physiology II Lab	1	
BIOH 250 Microbiology for Health Sciences	3	

**Restricted Electives Requirements: 15**

Select at least 5 courses from the following with the assistance of an advisor. It may be possible to substitute additional courses that meet the student's future program with advisor assistance. Students may also choose to adopt a minor in lieu of these restricted electives.

BUS 101 Introduction to Business	3	
EDU 220 Human Growth and Development	3	
EDU 221 Education Psychology & Measurement	3	
HADM 210 Healthcare Mega Trends	3	
HHP 270 Global Health Issues	3	
HS 201 Survey of Human Services	3	
HS 335 Introduction to Counseling	3	
HS 385 Behavioral Pharmacology	3	
NASX 205 Native Americans in Contemp. Society	3	
NUTR 221 Basic Human Nutrition	3	
PHL 326 Death, Dying and Medical Ethics	3	
PSYX 231 Human Relations	3	
PSYX 332 Adult Psychology	3	
PSYX 370 Psychology of Learning	3	
PSYX 371 Psychology of Learning Lab	1	
REHA 201 Introduction to Diversity	3	
SOCI 380 Sociology of Health and Medicine	3	
SOCI 470 Environmental Sociology	3	

**Program Total 120**

**Proposed Program Health and Wellness**

**General Education Course Requirements 37**

**Health and Wellness Option Requirements**

HHP 100 <b>KIN 105</b> Foundations of Exercise Science	3	
HHP 102 <b>KIN 106</b> Foundations of Ex. Science Lab	1	
HHP 212 <b>ECP 121 Emergency First Responder</b>	3	
HHP 211 <b>CHTH 262</b> Community Health	3	
HHP 201 <b>HTH 201</b> Found. Health & Wellness	3	
HHP 270 <b>HTH 270</b> Global Health Issues	3	
HHP 330 <b>CHTH 317</b> Health Behavior Theories	3	
HHP 340 <b>HEE 340</b> Methods of Health Education	3	
HHP 335 <b>CHTH 355 Theory &amp; Practice CHE</b>	3	
HHP 436 <b>CHTH 435 Human Response to Stress</b>	3	
HHP 430 <b>KIN 320</b> Exercise Physiology	3	
HHP 431 <b>KIN 321</b> Exercise Physiology Lab	1	
HHP 463 <b>KIN 327</b> Kinesiology & Biomechanics	3	
HHP 464 <b>KIN 328</b> Kinesiology & Biomechanics Lab	1	
HHP 364 <b>KIN 364</b> Research Methods in HHP	3	
HHP 445 <b>KIN 415</b> Adv. Exercise Test & Prescript	3	
HHP 435 <b>HTH 435</b> Health & Well across Lifespan	3	
HHP 450 <b>CTHT 450</b> Worksite Health Promotion	3	
NUTR 411 Nutrition in Sport and Exercise	3	
*(Prerequisite NUTR 221)		
STAT 217 Intermediate Statistical Concepts	4	
*(Prerequisite STAT 216)		
HHP 490 <b>ACT 498</b> Internship	3	
<b>Total</b>	<b>58</b>	

**Health and Wellness Electives**

Select at least two (2) of the following, each from a different rubric, with advisor assistance.

COMT 480 Health Communication	3	
COMT 481 Media for Social Change	3	
HHP 411 <b>HTH 411</b> Alcohol, Tobacco & Drug Prvnt.	3	
HHP 425 <b>HTH 425</b> Health and Sexuality	3	
HHP 455 <b>KIN 304</b> Technological Apps Hlth Science	3	
HHP 433 <b>CHTH 433</b> High Level Wellness	3	
<b>Total</b>	<b>7</b>	

**Required Interdisciplinary Core**

BIOH 250 Microbiology for the Health Sciences	3	
BIOH 251 Microbiology for the Health Sciences Lab	1	
BIOH 341 Human Anatomy and Physiology I	3	
BIOH 343 Human Anatomy and Physiology I Lab	1	
BIOH 345 Human Anatomy and Physiology II	3	
BIOH 346 Human Anatomy and Physiology II Lab	1	
BUS 101 Intro to Business	3	
BMKT 325 Principles of Marketing	3	
<b>Total</b>	<b>18</b>	

**Program Total 120**

January 7-8, 2013

**ITEM 158-1001+R0113**

**Request for authorization to re-title the Business Education and Information Technology Education option**

---

**THAT**

The Board of Regents of Higher Education authorizes The University of Montana to re-title the Business and Information Technology Education option in the BA of Education to a Business Education option.

---

**EXPLANATION**

The University of Montana requests to rename the Business and Information Technology Education (BITE) option within the BA of Education to a Business Education option within that degree. This change will connect the program more closely with state, regional, and national business education associations and programs. In Montana, the Office of Public Instruction officially changed the title of the business program to Business Education in the spring of 2010. The Montana Professional Educator Preparation Program Standards, the Montana licensure endorsement area, the Western Business Education Association, and the National Business Education Association use the term business education as well. This name change will likely also increase the visibility of the business education program and thus increase the number of students in this high-demand teaching field.

---

**ATTACHMENTS**

Level I Request Form

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

Item Number: 158-1001+R0113 Meeting Date: January 7-8, 2013  
Institution: The University of Montana CIP Code: 13.1303  
Program Title: Business Education—re-title Business and Information Technology Education option

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner’s designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner for Academic and Student Affairs, by no later than five weeks prior to the final posting date for the next scheduled meeting of the Board. The Deputy Commissioner will review the proposal and respond to the proposing campus with any questions or concerns within one week, allowing the proposing campus one week to respond before the Item is posted for the BOR scheduled meeting.

**X A. Level I (place an X for all that apply):**

Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges. For Level I actions on degree programs or certificates, the process must begin when the proposing campus posts its intent on the MUS academic planning web site.

- 1. Re-titling existing majors, minors, options and certificates**
- 2. Adding new minors or certificates where there is a major** (Submit with completed Curriculum Proposals Form)
- 3. Adding new minors or certificates where there is an option in a major** (Submit with completed Curriculum Proposals Form)
- 4. Departmental mergers and name changes**
- 5. Program revisions** (Submit with completed Curriculum Proposals Form)
- 6. Distance or online delivery of previously authorized degree or certificate programs**
- 7. Placement of program into moratorium** (No Program Termination Checklist at this time – document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 8. Filing Notice of Intent to Terminate/Withdraw existing majors, minors, options, and certificates** (No Program Termination Checklist at this time)
- 9. Terminate/withdraw existing majors, minors, options, and certificates** (Submit with completed Program Termination Checklist)

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

**B. Level I with Level II documentation:**

With Level II documentation circulated to all campus chief academic officers in advance, the Deputy Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Deputy Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Deputy Commissioner or designee will move the item to the Level II review process.

**1. Options within an existing major or degree** (*Submit with completed Curriculum Proposals Form*);

**2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools with the exception of the Colleges of Technology where changes require Board action** (*Submit with completed Curriculum Proposals Form*)

**3. Consolidating existing programs and/or degrees**

**C. Temporary Certificate or A.A.S. degree programs**

Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and /or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

**D. Campus Certificates**

Although certificate programs of 29 credits or fewer may be implemented by the individual campuses without approval by the board of regents, those certificates do need to be reported to the office of the commissioner of higher education and listed on the Montana University System's official degree and program inventory. These Level I proposals will be listed as information items at the next regular meeting of the board.

**Specify Request:**

The University of Montana requests to rename the Business and Information Technology Education (BITE) option within the BA of Education to a Business Education option within that degree. This change will connect the program more closely with state, regional, and national business education associations and programs. In Montana, the Office of Public Instruction officially changed the title of the business program to Business Education in the spring of 2010. The Montana Professional Educator Preparation Program Standards, the Montana licensure endorsement area, the Western Business Education Association, and the National Business Education Association use the term business education as well. This name change will likely also increase the visibility of the business education program and thus increase the number of students in this high-demand teaching field.



January 7-8, 2013

**ITEM 158-1901+R0113**

**Authorization to create Water Resources Associate of Applied Science degree to replace Water Quantity and Water Quality at Helena College University of Montana**

---

**THAT**

The Board of Regents authorizes, in accordance with Montana University System Policy 303.1, the creation of an Associate of Applied Science in Water Resources (70 credits) to replace the existing AAS degrees in Water Quality and Water Quantity at Helena College University of Montana.

---

**EXPLANATION**

Water industry issues are the source of perennial attention within the regulatory, commercial, private, and non-profit sectors in Montana. Additionally, the expanding use of engineering technologies such as hydrofracking used in the growing energy industry in Montana has led to increased demand for water resource technicians educated in complex water issues these technologies present. Employment for Environmental Science and Protection Technicians is expected to increase 24% from 2010 to 2020 nationally including a relatively high location quotient (0.80) in Montana according the Bureau of Labor's Occupational Employment Statistics (Occupational Employment and Wages, May 2011; 19-4091).

If approved, the proposed Water Resources AAS Program (70 credits) will replace the existing Water Quality and Water Quantity programs. These programs already serve to prepare students to work in the water resource industry in regulatory, private, and non-profit organizations capable of dealing variety of water issues including the basics of water resources, use of GIS and map interpretation, water collection and analysis, knowledge of surface and ground water, interpretation of water policies, technical report writing, and field methods. The merging of two existing AAS programs into a single Water Resources AAS was suggested by the Helena College Water Resource Advisory Council and is predicted to increase overall program enrollment, completion, and job placement from current levels. In an effort to increase distance learning opportunities for our students, many of the courses taken through the proposed Water Resources AAS program will be online. This flexibility allows for individuals currently working in the water resource industry to take program courses through continuing education.

---

**ATTACHMENTS**

Level I Request Form

Curriculum Proposal Form

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Environmental Science and Protection Technicians. <http://www.bls.gov/ooh/life-physical-and-social-science/environmental-science-and-protection-technicians.htm>

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

Item Number: 158-1901+R0113 Meeting Date: January 7-8, 2013

Institution: Helena College University of Montana CIP Code: 40.0605

Program Title: AAS Water Resources

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner for Academic and Student Affairs, by no later than five weeks prior to the final posting date for the next scheduled meeting of the Board. The Deputy Commissioner will review the proposal and respond to the proposing campus with any questions or concerns within one week, allowing the proposing campus one week to respond before the Item is posted for the BOR scheduled meeting.

     **A. Level I (place an X for all that apply):**

Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges. For Level I actions on degree programs or certificates, the process must begin when the proposing campus posts its intent on the MUS academic planning web site.

- 1. Re-titling existing majors, minors, options and certificates**
- 2. Adding new minors or certificates where there is a major** (Submit with completed Curriculum Proposals Form)
- 3. Adding new minors or certificates where there is an option in a major** (Submit with completed Curriculum Proposals Form)
- 4. Departmental mergers and name changes**
- 5. Program revisions** (Submit with completed Curriculum Proposals Form)
- 6. Distance or online delivery of previously authorized degree or certificate programs**
- 7. Placement of program into moratorium** (No Program Termination Checklist at this time – document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 8. Filing Notice of Intent to Terminate/Withdraw existing majors, minors, options, and certificates** (No Program Termination Checklist at this time)
- 9. Terminate/withdraw existing majors, minors, options, and certificates** (Submit with completed

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

Program Termination Checklist)

**X B. Level I with Level II documentation:**

With Level II documentation circulated to all campus chief academic officers in advance, the Deputy Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Deputy Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Deputy Commissioner or designee will move the item to the Level II review process.

1. Options within an existing major or degree (*Submit with completed Curriculum Proposals Form*);

2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the Colleges of Technology where changes require Board action* (*Submit with completed Curriculum Proposals Form*)

3. Consolidating existing programs and/or degrees (*Submit with completed Curriculum Proposals Form*)

**C. Temporary Certificate or A.A.S. degree programs**

Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and /or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Level I Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

**D. Campus Certificates**

Although certificate programs of 29 credits or fewer may be implemented by the individual campuses without approval by the board of regents, those certificates do need to be reported to the office of the commissioner of higher education and listed on the Montana University System's official degree and program inventory. These Level I proposals will be listed as information items at the next regular meeting of the board.

**Specify Request:**

Helena College University of Montana seeks to consolidate the existing Associate of Applied Science degrees of Water Quantity and Water Quality into a single, more streamlined Associate of Applied Science degree to be called Water Resources. An AAS in Water Resources will be more cost effective and time efficient by increasing graduation rates for current students, better accommodating future students, and clarifying the job skills our program graduates have attained for potential employers.

**Montana Board of Regents**  
**CURRICULUM PROPOSALS**

**1. Overview**

Helena College University of Montana seeks to consolidate the existing Associate of Applied Science degrees of Water Quantity and Water Quality into a single, more streamlined Associate of Applied Science degree to be called Water Resources. An AAS in Water Resources will be more cost effective and time efficient by increasing graduation rates for current students, better accommodating future students, and clarifying the job skills our program graduates have attained for potential employers.

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

The proposed Water Resources AAS Program will serve to prepare students to work in the water resource industry in regulatory, private, and non-profit organizations capable of dealing variety of water issues including the basics of water resources, use of GIS and map interpretation, water collection and analysis, knowledge of surface and ground water, interpretation of water policies, technical report writing, and field methods. In an effort to increase distance learning opportunities for students, many of the courses taken through the proposed Water Resources AAS program will be online. This flexibility allows for individuals currently working in the water resource industry to take Water Resource courses through continuing education.

**3. Need**

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

The current AAS degrees in Water Quality and Water Quantity are very complimentary; in the case of Water Quality differing by only fourteen (14) credits in the final year. Additionally, presenting students with the division between Water Quality and Water Quantity is cumbersome at the career-technical level since this level of specialization is warranted only at the graduate level at other institutions. Due to the overlapping nature of the programs, many successful water resource students are enrolled in both Water Quality and Water Quantity which has the effect of increasing time to completion for many students seeking both degrees. The creation of an Associate of Applied Science degree (AAS) in Water Resources will streamline the Water Resources Program by providing a single, practical, and efficient AAS degree in Water Resources that will prepare graduates for immediate employment in the water resources industry.

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

The creation of a single AAS in Water Resources will serve current Water Quality and Water Quantity students by streamlining the path to graduation by alleviating the overly similar degree paths and eliminating redundant coursework. Not only are all of the courses needed to attain the proposed Water Resources AAS already offered, but also overall program efficiency will be increased because consolidation also reduces the number of courses that need to be offered by Helena College. For students, this means a simpler and potentially faster path to graduation and employment. For Helena College this means higher completion and graduation rates with better job placement.

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

Water Quality and Water Quantity AAS program major enrollment has grown since its inception in the Spring



**Montana Board of Regents**  
**CURRICULUM PROPOSALS**

of 2010. Direct marketing of the current program to local regulatory agencies has resulted in renewed interest by local, state, and federal regulatory agencies in flexible continuing education credits available for their employees working full time. Helena College Water Resource Advisory Council, composed of water industry leaders within the local private and regulatory sectors, has suggested that the streamlined and more effective curricula proposed in the Water Resources AAS will increase program major enrollment.

**4. Institutional and System Fit**

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

The proposed AAS in Water Resources program curricula already exists as the two current AAS degrees in Water Quality and Water Quantity. Faculty, adjuncts, and support staff that contribute to existing degrees will remain to service the new, streamlined AAS Water Resources program. A newly created Geoscience Technology Professional Certificate (28 credits) offers AS and AAS Water Resource students also more opportunities to broaden their job skills into natural resource industries active in Montana. Additionally, Helena College offers an Associate of Science-Environmental Science for those students intent on transferring to a four-year institution within an environmental science field.

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

The consolidation of the current Water Quality and Water Quantity AAS programs will not affect the content or ability offer any other programs within Helena College. The approval of the Water Resources program will not require the addition of any new courses due to their redundancy.

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

Helena College University of Montana currently offers an AS degree with an emphasis in Environmental Science that accommodates students who wish to transfer into a bachelor program while the new AAS in Water Resources accommodates students who are seeking immediate employment in the Water Resources industry upon graduation. The Geoscience Technology Professional Certificate is very limited in scope and is used to compliment the job skills of Water Resource AAS and Environmental Science AS students. However, the content areas of these three programs do overlap in a way that helps to increase individual class enrollment and bolster program efficiency.

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

- 1) Support the Community: The creation of the proposed AAS in Water Resources through the consolidation of the current Water Quality and Water Quantity AAS helps to support the community by meeting the local workforce needs of the Helena area water industry; particularly the need for technically-component and scientifically astute workers in the state and federal regulatory bodies headquartered in Helena, MT.
- 2) Partner for Student Success: The proposed Water Resources AAS curricula include six (6) credits of mandatory internship experience. Helena College is actively working to develop formalized internship agreements (pipelines) with partner regulatory agencies and private organizations to increase student experience and ultimately success. Currently, internships by Water Quality and Water Quality AAS students are being evaluated and improved so that the internship experience is

**Montana Board of Regents**  
**CURRICULUM PROPOSALS**

enhanced for all parties.

- 3) Advance the Institution: The creation of the proposed Water Resources AAS program will help to improve overall graduation rate, reduce student time to completion, and increase student exposure to potential employers. Overall, the proposed program will continue to help Helena College advance the institution by eliminating redundant coursework, streamlining the courses needed to graduate, and increase overall program efficiency by reducing the number of credit hours that are needed to support two degrees that are virtually distinct in name only.

**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.**

At the associate level of water resource education in the United States, three primary disciplines are customarily offered: water quality, water quantity, and waste water. Within the Montana University System, only two institutions currently offer college level coursework in the field of Water Resources at the Associate's level: Helena College and Montana State University-Northern (MSUN). MSUN currently offers an Associate of Applied Science in Water Quality Technology: Environmental Health. Although much of the necessary background course work, such as College Math and General Chemistry, are similar, MSUN's AAS in Water Quality Technology: Environmental Health focuses on the wastewater component within the water resources industry. This includes significant content in courses such as distribution systems, wastewater processes, and water treatment. The proposed Water Resources AAS at Helena College focuses on content within the water quality and quantity disciplines and provides only cursory coverage to waste water.

With the addition of the proposed Water Resources AAS at Helena College to the AAS in Water Quality Technology: Health Science at MSUN, the entire spectrum of associate-level water resource education will be offered within the Montana University System. Due to the dissimilarity of course content between Helena College and MSUN, no articulations or transfer agreements have been developed and, therefore, students seeking waste water education at Helena College are directed to MSUN's curricula.

**5. 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.**

Proposed Helena College Catalog insertion:

The Water Resources Program is designed to prepare students for entry-level careers in water-related fields. Program Graduates can enter regulatory, private, and non-profit entities as water efficiency technicians, hydrologic technicians, and water specialists.

The Water Resource Program is a career-technical curriculum offering an Associate of Applied Science in Water Resources This AAS degree focuses on water quality and quantity including biologic and environmental aspects of water while also emphasizing the nature of water in relation to earth system

**Montana Board of Regents**  
**CURRICULUM PROPOSALS**

processes. A degree in Water Resources will prepare a student to work as a water specialist dealing with a variety of water issues, including evaluation of water use patterns, recommending water efficiency techniques, use of GIS and map interpretation, water collection and analysis, interpretation of water policies, technical report writing, and field methodologies.

*Note: The Water Resources Program is delivered primarily online. Consult an academic advisor regarding optional coursework if considering transferring credits to a four-year institution.*

**Proposed Water Resources Curriculum**

**Length of Program: 4 semesters**

**Type of Program: Associate of Applied Science in Water Resources**

**Semester of Entry: Fall and Spring**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
<b>First Semester</b>		
ENSC 105	Environmental Science	3
ENSC 272	Water Resources	3
BIOB 160	Principles of Living Systems	3
BIOB 161	Principles of Living Systems Lab	1
CAPP 156	MS Excel	3
M 121	College Algebra (or higher)	3
	<b>Total Credits</b>	<b>16</b>
<b>Second Semester</b>		
EVSC 135	Maps and Aerial Photo Interpretation	3
EVSC 140	Introduction to Geographic Information Systems (GIS)	3
EVSC 150	Hydrologic Measurements	3
CHMY 121	Introduction to General Chemistry	3
CHMY 122	Introduction to General Chemistry Lab	1
WRIT 121T/WRIT 101	Introduction to Technical Writing (or) College Writing I	3
	<b>Total Credits</b>	<b>16 (28)</b>
<b>Summer Semester</b>		
GEN 288	Internship	<b>6</b>
<b>Third Semester</b>		
EVSC 215	Ground Water Hydrology	3
EVSC 220	Surface Water Hydrology	3
ENSC 245/ ENSC 270	Soils (or) Water Quality	3
GEO 101	Introduction to Physical Geology	3
GEO 102	Introduction to Physical Geology Lab	1
EVSC 211	Environmental Policy and Laws	4
	<b>Total Credits</b>	<b>17</b>
<b>Fourth Semester</b>		
ENSC 242	Environmental Sampling I	3
ENSC 242	Environment and the Economy	3

**Montana Board of Regents**  
**CURRICULUM PROPOSALS**

GPHY 262	Spatial Sciences Technology and Applications	3	
COMM 201/COMM 131	Introduction to Public Relations (or) Introduction to Public Speaking	3	
WRIT 210/WRIT 201	Scientific Report Writing (or) College Writing II	3	
	<b>Total Credits</b>	<b>15</b>	<b>(70)</b>

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

Beginning Spring 2013, current Water Quality and Water Quantity students will have the option of graduating under the new, proposed Water Resource curricula. Due to the general overlap of course content between the current and proposed AAS degrees mentioned in section 4B, current students petitioning to matriculate under the new Water Resources program will have no lapse or delay in graduation. Any complications that arise from changes to curricula will be addressed on a student-to-student basis in consultation with academic advisors, faculty, and administration. Additionally, as most students are already enrolled in both Water Quality and Water Quantity, many students may find they can petition to graduate at an earlier semester. Currently sixteen (16) program major students could potentially petition into the Water Resources program.

In Fall 2013, the new Water Resources AAS Program will be included in the academic catalog and begin accepting new students. Although it is difficult to predict total numbers of students due to the nature of the continuing education aspect of the program, only two current students are eligible to graduate in the Spring 2013 semester, and therefore, the new Water Resources Program should anticipate the highest enrollment in this Fall 2013 semester. The consolidation of the Water Quantity and Water Quality programs will not require the addition of any new courses and will be fully implemented by Fall 2013.

**6. 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 additional faculty will be required to implement the proposed consolidation of the Water Quality and Water Quantity AAS programs into a single Water Resources AAS program.

**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.**

All resources currently used in the Water Quality and Water Quantity program will be implemented in the proposed Water Resources AAS Program. This includes all of the facilities and equipment dedicated to the instruction of water resource curricula within the program.

**7. Assessment**

**How will the success of the program be measured?**

Success in the Water Resources AAS program will be assessed on multiple levels. Strategic goals are assessed on a yearly basis to ensure that each program goal aligns with the Helena College's core themes and is meeting or exceeding its performance indicator. Program reviews will be compiled every three (3) years and will contain enrollment, completion, retention, graduation, budget, and utilization statistics across the entire program. Program Reviews also contain longer-term strategic and performance indicators that align with

**Montana Board of Regents**  
**CURRICULUM PROPOSALS**

institutional core themes. Additionally, the Water Resources Advisory Council, composed of water industry leaders from private and regulatory organizations, will meet at least twice every academic year and is presented with the current status of the program, enrollment figures, goals, and an evaluation of the performance indicators used to assess time to completion. The Water Resource Advisory Council also provides feedback to faculty and administration that helps to assess sustainability, market changes, and job forecast within the water resource industry.

**8. 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.**

The consolidation of the current Water Quality and Water Quantity AAS program into a single Water Resources AAS program was the recommendation of the Water Resources Advisory Council based on performance indicators, enrollment statistics, the 2012 Program Review, and from ongoing communication with current students. As described above, the Water Resource Advisory Council is composed of water industry leaders from private and regulatory organizations who represent the most significant employers of water resource technicians within the local area. Consideration of what curricula would be kept from the two current programs post consolidation was done in conjunction with the Water Resource Advisory Council, Water Resource Faculty, and Helena College Administration.

## Occupational Employment Statistics

# Occupational Employment and Wages, May 2011

## 19-4091 Environmental Science and Protection Technicians, Including Health

Perform laboratory and field tests to monitor the environment and investigate sources of pollution, including those that affect health, under the direction of an environmental scientist, engineer, or other specialist. May collect samples of gases, soil, water, and other materials for testing.

---

[National estimates for this occupation](#)

[Industry profile for this occupation](#)

[Geographic profile for this occupation](#)

National estimates for this occupation: [Top](#)

Employment estimate and mean wage estimates for this occupation:

Employment <a href="#">(1)</a>	Employment RSE <a href="#">(3)</a>	Mean hourly wage	Mean annual wage <a href="#">(2)</a>	Wage RSE <a href="#">(3)</a>
30,320	1.9 %	\$21.76	\$45,270	0.7 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$12.85	\$15.92	\$20.32	\$26.53	\$33.57
Annual Wage <a href="#">(2)</a>	\$26,720	\$33,100	\$42,270	\$55,180	\$69,820

---



**Industry profile for this occupation: [Top](#)**

Industries with the highest published employment and wages for this occupation are provided. For a list of all industries with employment in this occupation, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in this occupation:

<b>Industry</b>	<b>Employment <a href="#">(1)</a></b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage <a href="#">(2)</a></b>
<a href="#">Management, Scientific, and Technical Consulting Services</a>	7,160	0.68	\$21.50	\$44,730
<a href="#">Local Government (OES Designation)</a>	6,820	0.12	\$22.76	\$47,340
<a href="#">Architectural, Engineering, and Related Services</a>	5,940	0.46	\$19.64	\$40,850
<a href="#">State Government (OES Designation)</a>	2,960	0.13	\$23.08	\$48,020
<a href="#">Scientific Research and Development Services</a>	870	0.14	\$23.58	\$49,040

Industries with the highest concentration of employment in this occupation:

<b>Industry</b>	<b>Employment <a href="#">(1)</a></b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage <a href="#">(2)</a></b>
<a href="#">Management, Scientific, and Technical Consulting Services</a>	7,160	0.68	\$21.50	\$44,730
<a href="#">Remediation and Other Waste Management Services</a>	770	0.62	\$26.41	\$54,920
<a href="#">Waste Treatment and Disposal</a>	590	0.62	\$22.63	\$47,070
<a href="#">Architectural, Engineering, and Related Services</a>	5,940	0.46	\$19.64	\$40,850
<a href="#">Social Advocacy Organizations</a>	340	0.17	\$18.96	\$39,440

Top paying industries for this occupation:

<b>Industry</b>	<b>Employment (1)</b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage (2)</b>
<a href="#">Electric Power Generation, Transmission and Distribution</a>	500	0.13	\$32.05	\$66,670
<a href="#">Pharmaceutical and Medicine Manufacturing</a>	70	0.03	\$31.27	\$65,040
<a href="#">Oil and Gas Extraction</a>	110	0.07	\$28.46	\$59,200
<a href="#">Basic Chemical Manufacturing</a>	60	0.04	\$26.72	\$55,580
<a href="#">Support Activities for Mining</a>	(8)	(8)	\$26.55	\$55,230

---

**Geographic profile for this occupation: [Top](#)**

States and areas with the highest published employment, location quotients, and wages for this occupation are provided. For a list of all areas with employment in this occupation, see the [Create Customized Tables](#) function.

States with the highest employment level in this occupation:

<b>State</b>	<b>Employment (1)</b>	<b>Employment per thousand jobs</b>	<b>Location quotient (9)</b>	<b>Hourly mean wage</b>	<b>Annual mean wage (2)</b>
<a href="#">California</a>	3,470	0.25	1.05	\$25.25	\$52,510
<a href="#">Texas</a>	2,420	0.23	0.99	\$19.55	\$40,670
<a href="#">New York</a>	1,970	0.23	0.99	\$20.84	\$43,350
<a href="#">Florida</a>	1,610	0.22	0.95	\$18.34	\$38,140
<a href="#">Ohio</a>	1,430	0.29	1.21	\$19.19	\$39,920

States with the highest concentration of jobs and location quotients in this occupation:

State	Employment <a href="#">(1)</a>	Employment per thousand jobs	Location quotient <a href="#">(9)</a>	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Alaska</a>	230	0.73	3.07	\$19.71	\$41,000
<a href="#">West Virginia</a>	410	0.59	2.50	\$17.38	\$36,140
<a href="#">Idaho</a>	270	0.46	1.94	\$23.32	\$48,510
<a href="#">Massachusetts</a>	1,320	0.42	1.77	\$19.28	\$40,100
<a href="#">Washington</a>	1,110	0.41	1.72	\$25.81	\$53,690

Top paying States for this occupation:

State	Employment <a href="#">(1)</a>	Employment per thousand jobs	Location quotient <a href="#">(9)</a>	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Illinois</a>	1,060	0.19	0.80	\$29.25	\$60,830
<a href="#">Nevada</a>	320	0.29	1.21	\$28.08	\$58,400
<a href="#">Rhode Island</a>	80	0.17	0.71	\$26.27	\$54,640
<a href="#">Colorado</a>	680	0.31	1.33	\$26.24	\$54,580
<a href="#">Washington</a>	1,110	0.41	1.72	\$25.81	\$53,690

Metropolitan areas with the highest employment level in this occupation:

<b>Metropolitan area</b>	<b>Employment <u>(1)</u></b>	<b>Employment per thousand jobs</b>	<b>Location quotient <u>(9)</u></b>	<b>Hourly mean wage</b>	<b>Annual mean wage <u>(2)</u></b>
<a href="#"><u>Boston-Cambridge-Quincy, MA NECTA Division</u></a>	960	0.57	2.42	\$18.33	\$38,130
<a href="#"><u>Chicago-Joliet-Naperville, IL Metropolitan Division</u></a>	690	0.19	0.82	\$27.30	\$56,790
<a href="#"><u>Houston-Sugar Land-Baytown, TX</u></a>	650	0.25	1.08	\$19.02	\$39,550
<a href="#"><u>New York-White Plains-Wayne, NY-NJ Metropolitan Division</u></a>	620	0.12	0.52	\$23.65	\$49,200
<a href="#"><u>San Diego-Carlsbad-San Marcos, CA</u></a>	580	0.47	1.99	\$22.18	\$46,130
<a href="#"><u>Washington-Arlington-Alexandria, DC-VA-MD-WV Metropolitan Division</u></a>	520	0.22	0.95	\$21.07	\$43,830
<a href="#"><u>Seattle-Bellevue-Everett, WA Metropolitan Division</u></a>	420	0.30	1.29	\$24.26	\$50,470
<a href="#"><u>Los Angeles-Long Beach-Glendale, CA Metropolitan Division</u></a>	410	0.11	0.46	\$25.08	\$52,160
<a href="#"><u>Oakland-Fremont-Hayward, CA Metropolitan Division</u></a>	410	0.43	1.82	\$27.21	\$56,590
<a href="#"><u>Dallas-Plano-Irving, TX Metropolitan Division</u></a>	400	0.20	0.83	\$21.56	\$44,850

Metropolitan areas with the highest concentration of jobs and location quotients in this occupation:

<b>Metropolitan area</b>	<b>Employment (1)</b>	<b>Employment per thousand jobs</b>	<b>Location quotient (9)</b>	<b>Hourly mean wage</b>	<b>Annual mean wage (2)</b>
<a href="#"><u>Kennewick-Pasco-Richland, WA</u></a>	340	3.41	14.45	\$32.75	\$68,120
<a href="#"><u>Springfield, IL</u></a>	200	1.84	7.77	\$32.10	\$66,760
<a href="#"><u>Knoxville, TN</u></a>	380	1.17	4.97	\$27.53	\$57,270
<a href="#"><u>Syracuse, NY</u></a>	260	0.87	3.69	\$15.02	\$31,250
<a href="#"><u>Wilmington, NC</u></a>	110	0.83	3.50	\$21.53	\$44,770
<a href="#"><u>Dover, DE</u></a>	50	0.77	3.24	\$17.82	\$37,070
<a href="#"><u>Des Moines-West Des Moines, IA</u></a>	210	0.65	2.74	\$24.08	\$50,090
<a href="#"><u>Logan, UT-ID</u></a>	30	0.64	2.72	\$18.31	\$38,080
<a href="#"><u>Trenton-Ewing, NJ</u></a>	140	0.63	2.68	\$20.25	\$42,120
<a href="#"><u>Asheville, NC</u></a>	110	0.63	2.68	\$13.33	\$27,720

Top paying metropolitan areas for this occupation:

<b>Metropolitan area</b>	<b>Employment (1)</b>	<b>Employment per thousand jobs</b>	<b>Location quotient (9)</b>	<b>Hourly mean wage</b>	<b>Annual mean wage (2)</b>
<a href="#"><u>Champaign-Urbana, IL</u></a>	40	0.46	1.95	\$54.65	\$113,660
<a href="#"><u>Norwich-New London, CT-RI</u></a>	70	0.54	2.28	\$35.90	\$74,680
<a href="#"><u>Kennewick-Pasco-</u></a>	340	3.41	14.45	\$32.75	\$68,120

<a href="#">Richland, WA</a>					
<a href="#">Bakersfield-Delano, CA</a>	60	0.23	0.97	\$32.59	\$67,800
<a href="#">Springfield, IL</a>	200	1.84	7.77	\$32.10	\$66,760
<a href="#">Oxnard-Thousand Oaks-Ventura, CA</a>	80	0.29	1.23	\$30.13	\$62,670
<a href="#">Santa Barbara-Santa Maria-Goleta, CA</a>	(8)	(8)	(8)	\$29.50	\$61,360
<a href="#">San Jose-Sunnyvale-Santa Clara, CA</a>	200	0.23	0.96	\$29.33	\$61,000
<a href="#">Denver-Aurora-Broomfield, CO</a>	270	0.23	0.95	\$29.17	\$60,660
<a href="#">San Francisco-San Mateo-Redwood City, CA Metropolitan Division</a>	250	0.27	1.12	\$28.19	\$58,630

Nonmetropolitan areas with the highest employment in this occupation:

<b>Nonmetropolitan area</b>	<b>Employment <a href="#">(1)</a></b>	<b>Employment per thousand jobs</b>	<b>Location quotient <a href="#">(9)</a></b>	<b>Hourly mean wage</b>	<b>Annual mean wage <a href="#">(2)</a></b>
<a href="#">West Kentucky nonmetropolitan area</a>	150	1.02	4.30	\$26.21	\$54,520
<a href="#">North Central West Virginia nonmetropolitan area</a>	140	1.05	4.46	\$15.60	\$32,440
<a href="#">Other North Carolina nonmetropolitan area</a>	110	0.37	1.56	\$20.66	\$42,960
<a href="#">North Coast Region of California nonmetropolitan area</a>	110	1.15	4.86	\$23.56	\$49,000
<a href="#">Southern West Virginia nonmetropolitan area</a>	100	0.77	3.25	\$15.00	\$31,200



Nonmetropolitan areas with the highest concentration of jobs and location quotients in this occupation:

<b>Nonmetropolitan area</b>	<b>Employment <a href="#">(1)</a></b>	<b>Employment per thousand jobs</b>	<b>Location quotient <a href="#">(9)</a></b>	<b>Hourly mean wage</b>	<b>Annual mean wage <a href="#">(2)</a></b>
<a href="#">Other Nevada nonmetropolitan area</a>	100	1.83	7.73	\$33.38	\$69,430
<a href="#">East Idaho nonmetropolitan area</a>	80	1.58	6.66	<a href="#">(8)</a>	<a href="#">(8)</a>
<a href="#">Western South Dakota nonmetropolitan area</a>	40	1.21	5.14	\$13.02	\$27,080
<a href="#">North Coast Region of California nonmetropolitan area</a>	110	1.15	4.86	\$23.56	\$49,000
<a href="#">North Central West Virginia nonmetropolitan area</a>	140	1.05	4.46	\$15.60	\$32,440

Top paying nonmetropolitan areas for this occupation:

<b>Nonmetropolitan area</b>	<b>Employment <a href="#">(1)</a></b>	<b>Employment per thousand jobs</b>	<b>Location quotient <a href="#">(9)</a></b>	<b>Hourly mean wage</b>	<b>Annual mean wage <a href="#">(2)</a></b>
<a href="#">Other Nevada nonmetropolitan area</a>	100	1.83	7.73	\$33.38	\$69,430
<a href="#">Northeast Iowa nonmetropolitan area</a>	30	0.32	1.37	\$27.17	\$56,510
<a href="#">West Kentucky nonmetropolitan area</a>	150	1.02	4.30	\$26.21	\$54,520
<a href="#">Western Colorado nonmetropolitan area</a>	<a href="#">(8)</a>	<a href="#">(8)</a>	<a href="#">(8)</a>	\$24.57	\$51,100
<a href="#">Balance of Lower Peninsula of Michigan nonmetropolitan area</a>	30	0.12	0.50	\$24.12	\$50,170

---

[About May 2011 National, State, Metropolitan, and Nonmetropolitan Area Occupational Employment and Wage Estimates](#)

These estimates are calculated with data collected from employers in all industry sectors, all metropolitan and nonmetropolitan areas, and all states and the District of Columbia. The top employment and wage figures are provided above. The complete list is available in the [downloadable XLS files](#).

The percentile wage estimate is the value of a wage below which a certain percent of workers fall. The median wage is the 50th percentile wage estimate--50 percent of workers earn less than the median and 50 percent of workers earn more than the median. [More about percentile wages](#).

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly mean wage published, the annual wage has been directly calculated from the reported survey data.

(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error, the more precise the estimate.

(8) Estimate not released.

(9) The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.

---

Other OES estimates and related information:

[May 2011 National Occupational Employment and Wage Estimates](#)

[May 2011 State Occupational Employment and Wage Estimates](#)

[May 2011 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates](#)

[May 2011 National Industry-Specific Occupational Employment and Wage Estimates](#)

[List of Occupations in SOC Code Number Order](#)

[List of Occupations in Alphabetical Order](#)

[Download May 2011 Occupational Employment and Wage Estimates in Zipped XLS files](#)

[Technical Notes](#)

**Last Modified Date:** March 27, 2012

U.S. Bureau of Labor Statistics | Division of Occupational Employment Statistics, PSB Suite 2135, 2 Massachusetts Avenue, NE Washington, DC 20212-0001

[www.bls.gov/OES](http://www.bls.gov/OES) | Telephone: 1-202-691-6569 | [Contact OES](#)

January 8, 2013

**ITEM 158-2701+R0113**

**College of Education request for placing Master of Education Early Childhood Option Program in moratorium approval by the Commissioner of Higher Education or the Commissioner's designees.**

---

**THAT**

The MSUB College of Education request for placing program into moratorium approval by the Commissioner of Higher Education or the Commissioner's designees.

---

**EXPLANATION**

MSUB is requesting that the degree, Master of Education Early Childhood Option be placed on moratorium as a consequence of internal review at MSUB College of Education and the Department of Educational Theory and Practice. The effective date for the moratorium status of this program is the start of Fall 2012 semester. No students were been admitted in Spring 2012 and no students were admitted Fall of 2012. Students will be encouraged to pursue other graduate degrees in the College of Education. There are no students currently in the program.

---

**ATTACHMENTS**

Level I Request Form

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

Item Number: 158-2701+R0113 Meeting Date: January 8, 2013  
Institution: Montana State University Billings CIP Code: 31.0504  
Program Title: Masters in Education Early Childhood Option

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner for Academic and Student Affairs, by no later than five weeks prior to the final posting date for the next scheduled meeting of the Board. The Deputy Commissioner will review the proposal and respond to the proposing campus with any questions or concerns within one week, allowing the proposing campus one week to respond before the Item is posted for the BOR scheduled meeting.

     **A. Level I (place an X for all that apply):**

Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges. For Level I actions on degree programs or certificates, the process must begin when the proposing campus posts its intent on the MUS academic planning web site.

- 1. Re-titling existing majors, minors, options and certificates**
- 2. Adding new minors or certificates where there is a major** (Submit with completed Curriculum Proposals Form)
- 3. Adding new minors or certificates where there is an option in a major** (Submit with completed Curriculum Proposals Form)
- 4. Departmental mergers and name changes**
- 5. Program revisions** (Submit with completed Curriculum Proposals Form)
- 6. Distance or online delivery of previously authorized degree or certificate programs**
- 7. Placement of program into moratorium** (No Program Termination Checklist at this time – document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- X** **8. Filing Notice of Intent to Terminate/Withdraw existing majors, minors, options, and certificates** (No Program Termination Checklist at this time)
- 9. Terminate/withdraw existing majors, minors, options, and certificates** (Submit with completed Program Termination Checklist)

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

**B. Level I with Level II documentation:**

With Level II documentation circulated to all campus chief academic officers in advance, the Deputy Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Deputy Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Deputy Commissioner or designee will move the item to the Level II review process.

**1. Options within an existing major or degree** (*Submit with completed Curriculum Proposals Form*);

**2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools with the exception of the Colleges of Technology where changes require Board action** (*Submit with completed Curriculum Proposals Form*)

**3. Consolidating existing programs and/or degrees** (*Submit with completed Curriculum Proposals Form*)

**C. Temporary Certificate or A.A.S. degree programs**

Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and /or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Level I Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

**D. Campus Certificates**

Although certificate programs of 29 credits or fewer may be implemented by the individual campuses without approval by the board of regents, those certificates do need to be reported to the office of the commissioner of higher education and listed on the Montana University System's official degree and program inventory. These Level I proposals will be listed as information items at the next regular meeting of the board.

**Specify Request:**

Montana State University Billings is requesting that the degree, Master of Education Early Childhood Option be placed on moratorium as a consequence of internal review at MSUB College of Education and the department of Educational Theory and Practice. The effective date for the moratorium status of this program is the start of Fall 2012 semester. No students have been admitted in Spring 2012 and no students will be admitted Fall of 2012. Students will be encourage to pursue other graduate degrees in the College of Education. There are no students currently in the program.



Montana Board of Regents  
LEVEL I REQUEST FORM

**MONTANA UNIVERSITY SYSTEM**

**Campus Reports**

**Montana State University Billings College of Education**

Program Years 2002-11

---

List of program(s) reviewed:

**Master of Education in Early Childhood (EC)**  
**Minor in Early Childhood (EC)**  
**AA Program of Study in Education in Early Childhood (EC)**

---

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

**Delete the Master of Education in Early Childhood (EC) from the MSU Billings COE inventory.**  
**Revise the Undergraduate Minor in Early Childhood (EC) with a focus on Early Literacy.**  
**Transfer the AA Program of Study in Education in Early Childhood to the MSU Billings COT**

---

Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

- **The EC minor experienced growth with implementation of on-line delivery.**
- **The minor has been approved by the Montana Board of Public Education as an Area of Permissive Special Competency to be added to a Montana Educator License. Reframing of the minor with a focus on Early Literacy will be done so as to continue to meet the APSC accreditation standards.**
- **There are no currently enrolled students in the MEd in Early Childhood because the program has been informally placed on moratorium. Although there are no other advanced programs in Montana, there does not seem to be a sustainable market. An Early Literacy strand in Reading undergraduate and graduate programs is projected to meet the needs of individuals with interest in Child Development/Early Childhood education.**
- **The COE recommends transferring the AA Program of Study in Education in Early Childhood to the College of Technology in order to develop a career path from the Billings Career Center to a COT two-year degree then to the College of Education for four year and graduate degrees.**
- **All COE programs are jointly accredited by NCATE and by the Montana Board of Public Education.**

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

<b>Year</b>	<b>AA EC (Fall)</b>	<b>AA EC Graduates</b>	<b>Minors EC (Fall)</b>	<b>Minor Graduates EC</b>	<b>MEd EC (Fall)</b>	<b>MEd Graduates EC</b>
<b>2010-11</b>	10		17		1	
<b>2009-10</b>	15	10	23	12	0	0
<b>2008-09</b>	15	14	15	11	0	1
<b>2007-08</b>	12	2	9	9	1	1
<b>2006-07</b>	9	0	12	13	3	4
<b>2005-06</b>	5	0	17	11	6	2
<b>2004-05</b>	13	2	15	12	8	4
<b>2003-04</b>	12	0	19	13	5	2
<b>2002-03</b>	14	5	21	11	4	1

January 8, 2013

**ITEM 158-2004+R0113**

**Termination of Master's of Nursing – Advanced Practice (Family Nurse Practitioner and Family Psychiatric Mental Health Nurse Practitioner)**

---

**THAT**

The Board of Regents of Higher Education authorizes Montana State University-Bozeman to terminate the Master's of Nursing – Advanced Practice (Family Nurse Practitioner and Family Psychiatric Mental Health Nurse Practitioner)

---

**EXPLANATION**

Montana State University-Bozeman requests authorization to terminate the Master's of Nursing – Advanced Practice (Family Nurse Practitioner and Family Psychiatric Mental Health Nurse Practitioner) in conjunction with the approval of the Doctor of Nursing Practice.

---

**ATTACHMENTS**

Level I Request Form  
Termination checklist

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

Item Number: 158-2004+R0113 Meeting Date: January 8, 2013  
Institution: Montana State University CIP Code: 51.3818  
Program Title: Master's of Nursing – Advanced Practice (Family Nurse Practitioner and Family Psychiatric Mental Health Nurse Practitioner)

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner for Academic and Student Affairs, by no later than five weeks prior to the final posting date for the next scheduled meeting of the Board. The Deputy Commissioner will review the proposal and respond to the proposing campus with any questions or concerns within one week, allowing the proposing campus one week to respond before the Item is posted for the BOR scheduled meeting.

   **A. Level I (place an X for all that apply):**

Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges. For Level I actions on degree programs or certificates, the process must begin when the proposing campus posts its intent on the MUS academic planning web site.

- 1. Re-titling existing majors, minors, options and certificates**
- 2. Adding new minors or certificates where there is a major (Submit with completed Curriculum Proposals Form)**
- 3. Adding new minors or certificates where there is an option in a major (Submit with completed Curriculum Proposals Form)**
- 4. Departmental mergers and name changes**
- 5. Program revisions (Submit with completed Curriculum Proposals Form)**
- 6. Distance or online delivery of previously authorized degree or certificate programs**
- 7. Placement of program into moratorium (No Program Termination Checklist at this time – document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)**
- 8. Filing Notice of Intent to Terminate/Withdraw existing majors, minors, options, and certificates (No Program Termination Checklist at this time)**
- 9. Terminate/withdraw existing majors, minors, options, and certificates (Submit with completed Program Termination Checklist and updated catalog copy)**

**X**

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

**B. Level I with Level II documentation:**

With Level II documentation circulated to all campus chief academic officers in advance, the Deputy Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Deputy Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Deputy Commissioner or designee will move the item to the Level II review process.

**1. Options within an existing major or degree** (*Submit with completed Curriculum Proposals Form*);

**2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools with the exception of the Colleges of Technology where changes require Board action** (*Submit with completed Curriculum Proposals Form*)

**3. Consolidating existing programs and/or degrees** (*Submit with completed Curriculum Proposals Form*)

**C. Temporary Certificate or A.A.S. degree programs**

Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and /or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Level I Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

**D. Campus Certificates**

Although certificate programs of 29 credits or fewer may be implemented by the individual campuses without approval by the board of regents, those certificates do need to be reported to the office of the commissioner of higher education and listed on the Montana University System's official degree and program inventory. These Level I proposals will be listed as information items at the next regular meeting of the board.

**Specify Request:**

MSU-Bozeman has requested approval to establish a Doctor of Nursing Practice (DNP). With the approval of the DNP the nurse practitioner options at the master's level will be moved to the doctoral level and the Master's of Nursing – Advanced Practice (Family Nurse Practitioner and Family Psychiatric Mental Health Nurse Practitioner) will be eliminated.

**Montana University System**  
**PROGRAM TERMINATION CHECKLIST**

Pursuant to recommendations of the Montana University System Chief Academic Officers and approved by the Montana Board of Regents for Higher Education, an institution may request that an academic program be terminated/withdrawn under the Level I change process. This two-meeting process begins with the institution submitting a Level I Request Form indicating Intent to Terminate. At a following regular meeting, the institution will submit a Level I Request Form accompanied by the completed Program Termination Checklist.

**Phase I:**

- 1. Research the programs of study for all students currently enrolled in program and define a reasonable deadline for degree completion for all current students. Plan course offerings accordingly.**

**Comments:**

All students currently enrolled in the Master's of Nursing (MN) Advanced Practice options (Family Nurse Practitioner and Family Psychiatric Mental Health Nurse Practitioner) will be allowed to continue to progress through the curriculum within the existing MSU policies for time to completion (6 years).

- 2. Notify affected program faculty of impending layoff and timing based on reasonable program completion for existing students (both verbally and in writing).**

**Comments:**

There will be no layoff of faculty. Faculty teaching in the MN advanced practice options will be qualified to teach in the doctor of nursing practice (DNP) program.

- 3. Meet with students to discuss program completion deadlines, course scheduling and options.**

**Comments:**

MN advanced practice students have been informed that the College is planning the DNP program. They are aware they will be able to complete their master's curriculum following MSU policies for time to completion.

- 4. Notify all internal curriculum committees and Faculty Senate of impending program closure.**

**Comments:**

Faculty Senate was notified in November 2011 that the MN advanced practice option will be terminated pending approval of the DNP program.

- 5. Notify Faculty Union (where applicable).**

**Comments:**

The faculty union was formally notified of through the Senate as cited above.

- 6. Notify public advisory committee for program (where applicable).**



**Montana University System**  
**PROGRAM TERMINATION CHECKLIST**

**Comments:**

The Family Psychiatric Mental Health Nurse Practitioner advisory committee was notified at a meeting in November 2011.

**7. File Notice of Intent to Terminate/Withdraw via Level I Request Form for Board of Regents agenda to ensure adequate public notice.**

**Comments:**

Notice of intent to terminate these degree options pending approval of the DNP program will be submitted for the agenda as a Level I item at the September 2012 Board of Regents meeting.

**Phase II:**

**8. Notify high school counselors, feeder colleges, and other constituents.**

**Comments:**

Nursing constituents in Montana have been informed via web notification, meetings at health care agencies, and in meetings with Board of Nursing representatives. Potential applicants to the programs are informed the MN advanced practice options will no longer exist if the DNP program is approved.

**9. Submit new catalog copy indicating planned program closure and ensuring current students they will be able to complete their program within a reasonable deadline.**

**Comments:**

The electronic version of the catalogue will be updated once the DNP is approved with that program description. Notice will be included stating the MN advanced practice option has been terminated. The deadline for inclusion into in the printed copy of the 2012-2014 catalog is past.

**10. File Level I request for Program Termination and documented checklist with Office of Commissioner of Higher Education.**

**Comments:**

The Level I request to terminate the MN advanced practice option is being submitted for consideration at the September 2012 Board of Regents meeting pending approval of the DNP program.

**11. Level I Memo published to the Board of Regents and Montana University System.**

**Comments:**

The Level I request to terminate the MN advanced practice option is being submitted for consideration at the September 2012 Board of Regents meeting pending approval of the DNP program.

**January 8, 2013**

**ITEM 158-2005+R0113**

**Termination of Post-Master's Family Nurse Practitioner Certificate**

---

**THAT**

The Board of Regents of Higher Education authorizes Montana State University-Bozeman to terminate the Post-Master's Family Nurse Practitioner Certificate

---

**EXPLANATION**

Montana State University-Bozeman requests authorization to terminate the Post-Master's Family Nurse Practitioner Certificate in conjunction with the approval of the Doctor of Nursing Practice.

---

**ATTACHMENTS**

Level I Request Form  
Termination checklist

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

Item Number: 158-2005+R0113 Meeting Date: January 8, 2013  
Institution: Montana State University CIP Code: 51.3818  
Program Title: Post-Master's Family Nurse Practitioner Certificate

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner for Academic and Student Affairs, by no later than five weeks prior to the final posting date for the next scheduled meeting of the Board. The Deputy Commissioner will review the proposal and respond to the proposing campus with any questions or concerns within one week, allowing the proposing campus one week to respond before the Item is posted for the BOR scheduled meeting.

     **A. Level I (place an X for all that apply):**

Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges. For Level I actions on degree programs or certificates, the process must begin when the proposing campus posts its intent on the MUS academic planning web site.

- 1. Re-titling existing majors, minors, options and certificates**
- 2. Adding new minors or certificates where there is a major** (Submit with completed Curriculum Proposals Form)
- 3. Adding new minors or certificates where there is an option in a major** (Submit with completed Curriculum Proposals Form)
- 4. Departmental mergers and name changes**
- 5. Program revisions** (Submit with completed Curriculum Proposals Form)
- 6. Distance or online delivery of previously authorized degree or certificate programs**
- 7. Placement of program into moratorium** (No Program Termination Checklist at this time – document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 8. Filing Notice of Intent to Terminate/Withdraw existing majors, minors, options, and certificates** (No Program Termination Checklist at this time)
- 9. Terminate/withdraw existing majors, minors, options, and certificates** (Submit with completed Program Termination Checklist and updated catalog copy)

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

**B. Level I with Level II documentation:**

With Level II documentation circulated to all campus chief academic officers in advance, the Deputy Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Deputy Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Deputy Commissioner or designee will move the item to the Level II review process.

**1. Options within an existing major or degree** (*Submit with completed Curriculum Proposals Form*);

**2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools with the exception of the Colleges of Technology where changes require Board action** (*Submit with completed Curriculum Proposals Form*)

**3. Consolidating existing programs and/or degrees** (*Submit with completed Curriculum Proposals Form*)

**C. Temporary Certificate or A.A.S. degree programs**

Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and /or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Level I Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

**D. Campus Certificates**

Although certificate programs of 29 credits or fewer may be implemented by the individual campuses without approval by the board of regents, those certificates do need to be reported to the office of the commissioner of higher education and listed on the Montana University System's official degree and program inventory. These Level I proposals will be listed as information items at the next regular meeting of the board.

**Specify Request:**

MSU-Bozeman has requested approval to establish a Doctor of Nursing Practice (DNP). With the approval of the DNP the nurse practitioner options at the master's level will be moved to the doctoral level and the Post-Master's Family Nurse Practitioner Certificate will be eliminated.

**Montana University System**  
**PROGRAM TERMINATION CHECKLIST**

Pursuant to recommendations of the Montana University System Chief Academic Officers and approved by the Montana Board of Regents for Higher Education, an institution may request that an academic program be terminated/withdrawn under the Level I change process. This two-meeting process begins with the institution submitting a Level I Request Form indicating Intent to Terminate. At a following regular meeting, the institution will submit a Level I Request Form accompanied by the completed Program Termination Checklist.

**Phase I:**

- 1. Research the programs of study for all students currently enrolled in program and define a reasonable deadline for degree completion for all current students. Plan course offerings accordingly.**

**Comments:**

All students currently enrolled in the post-master's family nurse practitioner certificate program will be allowed to continue to progress through the curriculum and complete as they would have.

- 2. Notify affected program faculty of impending layoff and timing based on reasonable program completion for existing students (both verbally and in writing).**

**Comments:**

There will be no layoff of faculty. Faculty teaching in the post-master's family nurse practitioner certificate program will be qualified to teach in the new doctor of nursing practice (DNP) program.

- 3. Meet with students to discuss program completion deadlines, course scheduling and options.**

**Comments:**

Post-master's family nurse practitioner certificate program students have been informed that the College is planning the DNP program. They are aware they will be able to complete their post-master's family nurse practitioner certificate curriculum.

- 4. Notify all internal curriculum committees and Faculty Senate of impending program closure.**

**Comments:**

Faculty Senate was notified in November 2011 that the post-master's family nurse practitioner certificate program will be terminated pending approval of the DNP program.

**Montana University System**  
**PROGRAM TERMINATION CHECKLIST**

**5. Notify Faculty Union (where applicable).**

**Comments:**

The faculty union was formally notified of through the Senate as cited above.

**6. Notify public advisory committee for program (where applicable).**

**Comments:**

Not applicable

**7. File Notice of Intent to Terminate/Withdraw via Level I Request Form for Board of Regents agenda to ensure adequate public notice.**

**Comments:**

Notice of intent to terminate the post-master's certificate pending approval of the DNP program will be submitted for the agenda as a Level I item at the September 2012 Board of Regents meeting.

**Phase II:**

**8. Notify high school counselors, feeder colleges, and other constituents.**

**Comments:**

Nursing constituents in Montana have been informed via web notification, meetings at health care agencies, and in meetings with Board of Nursing representatives. Potential applicants to the post-master's certificate program are informed the post-master's family nurse practitioner certificate will no longer exist if the DNP program is approved.

**9. Submit new catalog copy indicating planned program closure and ensuring current students they will be able to complete their program within a reasonable deadline.**

**Comments:**

The electronic version of the catalog will be updated once the DNP is approved with that program description. Notice will be included stating the post-master's certificate has been terminated. The deadline for inclusion into in the printed copy of the 2012-2014 catalog is past.

**Montana University System**  
**PROGRAM TERMINATION CHECKLIST**

**10. File Level I request for Program Termination and documented checklist with Office of Commissioner of Higher Education.**

**Comments:**

The Level I request to terminate the post-master's family nurse practitioner certificate is being submitted for consideration at the September 2012 Board of Regents meeting pending approval of the DNP program.

**11. Level I Memo published to the Board of Regents and Montana University System.**

**Comments:**

The Level I request to terminate the post-master's family nurse practitioner certificate is being submitted for consideration at the September 2012 Board of Regents meeting pending approval of the DNP program.



January 8, 2013

**ITEM 158-2901+R0113**

**Notification of Intent to Terminate Emergency Medical Technician (EMT) Intermediate/99 (I/99)  
Certificate of Applied Science (CAS)-Step 1**

---

**THAT**

Great Falls College Montana State University (GFCMSU) notifies the Montana Board of Regents of the intent to terminate the EMT Intermediate/99 CAS.

---

**EXPLANATION**

The EMT I/99 level of Emergency Medical Services (EMS) Provider is being phased out as a national certification. In turn, the state of Montana is in the process of making changes to the licensure requirements to reflect national certification requirements. GFCMSU will terminate the current EMT I/99 CAS and update the curriculum to reflect the new NREMT provider levels as required for the college to maintain programmatic accreditation.

---

**ATTACHMENTS**

Level I Request Form

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

Item Number: 158-2901+R0113 Meeting Date: January 7-8, 2013  
Institution: Great Falls College MSU (GFCMSU) CIP Code: 51.0904  
Program Title: Emergency Medical Technician (EMT) Intermediate/99 (I/99) Certificate of Applied Science (CAS)

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner for Academic and Student Affairs, by no later than five weeks prior to the final posting date for the next scheduled meeting of the Board. The Deputy Commissioner will review the proposal and respond to the proposing campus with any questions or concerns within one week, allowing the proposing campus one week to respond before the Item is posted for the BOR scheduled meeting.

**X A. Level I (place an X for all that apply):**

Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges. For Level I actions on degree programs or certificates, the process must begin when the proposing campus posts its intent on the MUS academic planning web site.

- 1. Re-titling existing majors, minors, options and certificates**
- 2. Adding new minors or certificates where there is a major** (Submit with completed Curriculum Proposals Form)
- 3. Adding new minors or certificates where there is an option in a major** (Submit with completed Curriculum Proposals Form)
- 4. Departmental mergers and name changes**
- 5. Program revisions** (Submit with completed Curriculum Proposals Form)
- 6. Distance or online delivery of previously authorized degree or certificate programs**
- 7. Placement of program into moratorium** (No Program Termination Checklist at this time – document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 8. Filing Notice of Intent to Terminate/Withdraw existing majors, minors, options, and certificates** (No Program Termination Checklist at this time)
- 9. Terminate/withdraw existing majors, minors, options, and certificates** (Submit with completed Program Termination Checklist)

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

**B. Level I with Level II documentation:**

With Level II documentation circulated to all campus chief academic officers in advance, the Deputy Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Deputy Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Deputy Commissioner or designee will move the item to the Level II review process.

**1. Options within an existing major or degree** (*Submit with completed Curriculum Proposals Form*);

**2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools with the exception of the Colleges of Technology where changes require Board action** (*Submit with completed Curriculum Proposals Form*)

**3. Consolidating existing programs and/or degrees** (*Submit with completed Curriculum Proposals Form*)

**C. Temporary Certificate or A.A.S. degree programs**

Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and /or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Level I Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

**D. Campus Certificates**

Although certificate programs of 29 credits or fewer may be implemented by the individual campuses without approval by the board of regents, those certificates do need to be reported to the office of the commissioner of higher education and listed on the Montana University System's official degree and program inventory. These Level I proposals will be listed as information items at the next regular meeting of the board.

**Specify Request:**

Great Falls College Montana State University (GFCMSU) notifies the Montana Board of Regents of the elimination of the Emergency Medical Technician Intermediate/99 Certificate of Applied Science (EMT I/99 CAS).

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

The EMT I/99 national certification level of Emergency Medical Services (EMS) Provider began a “phase-out” process in March of 2011. In turn, the state of Montana will eliminate the EMT I/99 as a licensure option.

Great Falls College MSU will terminate the current EMT I/99 CAS and update the curriculum to reflect the new National Registry of Emergency Medical Technician’s (NREMT) provider levels as required to maintain programmatic accreditation. Because the termination is a result of mandates by the NREMT, a termination checklist is submitted to the Board as an attachment to this Level I Request.

More specifically, the agency that certifies EMTs, the National Registry of Emergency Medical Technicians (NREMT), has set forth a transition plan for all levels of EMT. All EMT courses and paramedic programs will need to reflect these changes. The changes are outlined as follows:

<b>Current Level</b>	<b>New Level</b>
NREMT First Responder	Emergency Medical Responder (NREMR)
NREMT-Basic (NREMT-B)	Emergency medical Technician (NREMT)
NREMT-Intermediate/85 (NREMT-9/85)	Advanced Emergency Medical Technician (NRAEMT)
NREMT-Intermediate/99 (NREMT-I/99)	Paramedic (NRP)
NREMT-Paramedic (NREMT-P)	

GFCMSU has no students currently enrolled in the program as the college was anticipating the change in provider certification at the national level as well as the licensure changes in Montana. This change does not involve any staffing changes at the college.

January 7-8, 2013

**ITEM 158-1002+R0113**

**Notice of intent to terminate the Interdisciplinary Geosciences option, B.S. in Geosciences**

---

**THAT**

The Board of Regents of Higher Education authorizes The University of Montana to discontinue the Interdisciplinary Geosciences option in the Geosciences B.S.

---

**EXPLANATION**

The University of Montana is filing notice of intent to terminate the Interdisciplinary Geosciences option in the Geosciences B.S.

---

**ATTACHMENTS**

Level I Request Form

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

Item Number: 158-1002+R0113 Meeting Date: January 7-8, 2013  
Institution: The University of Montana CIP Code: 40.0601  
Program Title: Interdisciplinary Geosciences option, B.S. in Geosciences

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner for Academic and Student Affairs, by no later than five weeks prior to the final posting date for the next scheduled meeting of the Board. The Deputy Commissioner will review the proposal and respond to the proposing campus with any questions or concerns within one week, allowing the proposing campus one week to respond before the Item is posted for the BOR scheduled meeting.

**X A. Level I (place an X for all that apply):**

Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges. For Level I actions on degree programs or certificates, the process must begin when the proposing campus posts its intent on the MUS academic planning web site.

- 1. Re-titling existing majors, minors, options and certificates
- 2. Adding new minors or certificates where there is a major (Submit with completed Curriculum Proposals Form)
- 3. Adding new minors or certificates where there is an option in a major (Submit with completed Curriculum Proposals Form)
- 4. Departmental mergers and name changes
- 5. Program revisions (Submit with completed Curriculum Proposals Form)
- 6. Distance or online delivery of previously authorized degree or certificate programs
- 7. Placement of program into moratorium (No Program Termination Checklist at this time – document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- X 8. Filing Notice of Intent to Terminate/Withdraw existing majors, minors, options, and certificates (No Program Termination Checklist at this time)
- 9. Terminate/withdraw existing majors, minors, options, and certificates (Submit with completed Program Termination Checklist)

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

**B. Level I with Level II documentation:**

With Level II documentation circulated to all campus chief academic officers in advance, the Deputy Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Deputy Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Deputy Commissioner or designee will move the item to the Level II review process.

**1. Options within an existing major or degree** (*Submit with completed Curriculum Proposals Form*);

**2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools with the exception of the Colleges of Technology where changes require Board action** (*Submit with completed Curriculum Proposals Form*)

**3. Consolidating existing programs and/or degrees** (*Submit with completed Curriculum Proposals Form*)

**C. Temporary Certificate or A.A.S. degree programs**

Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and /or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Level I Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

**D. Campus Certificates**

Although certificate programs of 29 credits or fewer may be implemented by the individual campuses without approval by the board of regents, those certificates do need to be reported to the office of the commissioner of higher education and listed on the Montana University System's official degree and program inventory. These Level I proposals will be listed as information items at the next regular meeting of the board.

**Specify Request:**

The University of Montana seeks approval to remove the Interdisciplinary Geosciences option within the B.S. in Geosciences degree. The demand from students has not been high enough to continue to offer the option. The major and other options will be retained.



January 7-8, 2013

**ITEM 158-1003+R0113**

**Request for authorization to offer a Certificate in Digital Marketing Certificate**

---

**THAT**

The Board of Regents of Higher Education authorizes The University of Montana to offer a Certificate in Digital Marketing.

---

**EXPLANATION**

Based on increased student interest and employer needs, the Departments of Management and Marketing and Management Information Systems plan to jointly offer a certificate in Digital Marketing. The certificate prepares students for careers in website design, social media marketing, and internet data analysis. The certificate requires 24 credits.

---

**ATTACHMENTS**

Level I Request Form

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

Item Number: 158-1003+R0113 Meeting Date: January 7-8, 2013  
Institution: The University of Montana CIP Code: 52.0208  
Program Title: Digital Marketing Certificate

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner for Academic and Student Affairs, by no later than five weeks prior to the final posting date for the next scheduled meeting of the Board. The Deputy Commissioner will review the proposal and respond to the proposing campus with any questions or concerns within one week, allowing the proposing campus one week to respond before the Item is posted for the BOR scheduled meeting.

     **A. Level I (place an X for all that apply):**

Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges. For Level I actions on degree programs or certificates, the process must begin when the proposing campus posts its intent on the MUS academic planning web site.

- 1. Re-titling existing majors, minors, options and certificates**
- 2. Adding new minors or certificates where there is a major** (Submit with completed Curriculum Proposals Form)
- 3. Adding new minors or certificates where there is an option in a major** (Submit with completed Curriculum Proposals Form)
- 4. Departmental mergers and name changes**
- 5. Program revisions** (Submit with completed Curriculum Proposals Form)
- 6. Distance or online delivery of previously authorized degree or certificate programs**
- 7. Placement of program into moratorium** (No Program Termination Checklist at this time – document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 8. Filing Notice of Intent to Terminate/Withdraw existing majors, minors, options, and certificates** (No Program Termination Checklist at this time)
- 9. Terminate/withdraw existing majors, minors, options, and certificates** (Submit with completed Program Termination Checklist)

**Montana Board of Regents**  
**LEVEL I REQUEST FORM**

     **B. Level I with Level II documentation:**

With Level II documentation circulated to all campus chief academic officers in advance, the Deputy Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Deputy Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Deputy Commissioner or designee will move the item to the Level II review process.

- 1. Options within an existing major or degree** (*Submit with completed Curriculum Proposals Form*);
- 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools with the exception of the Colleges of Technology where changes require Board action** (*Submit with completed Curriculum Proposals Form*)
- 3. Consolidating existing programs and/or degrees** (*Submit with completed Curriculum Proposals Form*)

     **C. Temporary Certificate or A.A.S. degree programs**

Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and /or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Level I Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

   **X D. Campus Certificates**

Although certificate programs of 29 credits or fewer may be implemented by the individual campuses without approval by the board of regents, those certificates do need to be reported to the office of the commissioner of higher education and listed on the Montana University System's official degree and program inventory. These Level I proposals will be listed as information items at the next regular meeting of the board.

**Specify Request:**

Based on increased student interest and employer needs, the Departments of Management and Marketing and Management Information Systems plan to jointly offer a certificate in Digital Marketing. The certificate prepares students for careers in website design, social media marketing, and internet data analysis. The certificate requires 24 credits.