

LEVEL I MEMORANDUM

DATE: December 4, 2013

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 2013 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 11, 2013**. 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 authorization to change the name of the Department of Sociology, Political Science, Native American Studies and Environmental Studies [ITEM #162-2701+R0114](#) | [Level I Request Form](#)

Montana State University-Bozeman:

- Request for authorization to revise the Land Resources and Environmental Sciences Curriculum [ITEM #162-2005+R0114](#) | [Level I Request Form](#) | [Curriculum Proposal Form](#)

The University of Montana-Missoula:

- Request for authorization to re-title four options in Master of Science and Ph.D. Cellular, Molecular, and Microbial Biology degrees [ITEM #162-1013+R0114](#) | [Level I Request Form](#)
- Request for authorization to re-title Intercultural Youth and Family Development Master of Art degree [ITEM #162-1014+R0114](#) | [Level I Request Form](#)
- Request for authorization to re-title Ph.D. in Forestry [ITEM #162-1015+R0114](#) | [Level I Request Form](#)
- Request for authorization to create a Minor in Journalism [ITEM #162-1016+R0114](#) | [Level I Request Form](#) | [Curriculum Proposal Form](#)
- Request for authorization to re-title College of Arts and Sciences [ITEM #162-1018+R0114](#) | [Level I Request Form](#)

Terminations, Moratoriums, and Consolidations

Flathead Valley Community College:

- Notice of intent to place Medical Transcription Certificate of Applied Science into Moratorium [ITEM #162-308+R0114](#) | [Level I Request Form](#)

Montana State University-Bozeman:

- Notice of intent to place Management of Information Technology Minor into Moratorium [ITEM #162-2004+R0114](#) | [Level I Request Form](#)

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- Notice of intent to place the Residential Building Performance Certificate of Applied Science into Moratorium [ITEM#162-2009+R0114](#) | [Level I Request Form](#)

Campus Approval of Certificates

Flathead Valley Community College:

- Request to implement an Electronics Technician Level IV Certificate [ITEM #162-301+R0114](#) | [Level I Request Form](#)
- Request to implement a Machinist Technician Level III Certificate [ITEM #162-303+R0114](#) | [Level I Request Form](#)
- Request to implement a Machinist Technician Level IV Certificate [ITEM #162-304+R0114](#) | [Level I Request Form](#)

Montana State University-Bozeman:

- Request to implement a Business Management Professional Certificate [ITEM #162-2006+R0114](#) | [Level I Request Form](#) | [Curriculum Proposal Form](#)

The University of Montana-Missoula:

- Request to implement a Network and Information Security Professional Certificate [ITEM #162-1012+R0114](#) | [Level I Request Form](#)
- Request to implement a Sustainable Business Strategy Certificate [ITEM #162-1017+R0114](#) | [Level I Request Form](#)

January 8-9, 2014

ITEM 162-2701+R0114

Request for authorization to change the name of the Department of Sociology, Political Science, Native American Studies and Environmental Studies

THAT

Request approval from the Board of Regents to change the name of the Department of Sociology, Political Science, Native American Studies and Environmental Studies at Montana State University Billings to the Department of Social Sciences and Cultural Studies.

EXPLANATION

Montana State University Billings requests permission to change the department name in the College of Arts & Sciences from “Department of Sociology, Political Science, Native American Studies and Environmental Studies” to “Department of Social Sciences and Cultural Studies.” This title is more succinct and manageable. In addition, after numerous mergers, the current department name is not inclusive of the Master in Public Administration program, the Criminal Justice program or Women’s Studies program, all of which are currently housed in the department in addition to the programs identified in the current department name.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-2701+R0114 Meeting Date: January 8-9, 2014
Institution: Montana State University Billings CIP Code: 45.0101
Program Title: Name change to Department of Social Sciences and Cultural Studies from Department of Sociology, Political Science, Native American Studies and Environmental Studies

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:

Montana State University Billings requests permission to change the department name in the College of Arts & Sciences from "Department of Sociology, Political Science, Native American Studies and Environmental Studies" to "Department of Social Sciences and Cultural Studies." This title is more succinct and manageable. In addition, after numerous mergers, the current department name is not inclusive of the Master in Public Administration program, the Criminal Justice program or Women's Studies program, all of which are currently housed in the department in addition to the programs identified in the current department name.

January 8-9, 2014

ITEM 162-2005+R0114

Request for authorization to revise to the Land Resources and Environmental Sciences Curriculum

THAT

The Board of Regents approves changes to the undergraduate curriculum of the Department of Land Resources and Environmental Sciences.

EXPLANATION

The Montana State University Department of Land Resources and Environmental Sciences (LRES) underwent an external review in Fall 2011 from which the review committee recommended a comprehensive examination of our undergraduate curriculum. The proposal recommends a realignment of current majors and options to improve consistency within the field of environmental sciences, as well as provide options that meet the needs of students entering the current and future workforce.

ATTACHMENTS

Level I Request Form
Curriculum Proposal Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-2005+R0114 Meeting Date: January 8-9, 2014
Institution: Montana State University CIP Code: 03.0104
Program Title: Land Resources and Environmental Sciences Curriculum Changes

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

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.

X 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)

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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.

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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:

1. Addition of B.S. in Environmental Sciences without a concentration.
2. Addition of a Land Rehabilitation concentration to the current Environmental Sciences B.S. degree and elimination of the B.S. in Land Rehabilitation.
3. Addition of a Geospatial and Environmental Analysis concentration to the current Environmental Sciences B.S. degree and elimination of the B.S. in Geospatial and Environmental Analysis.

Montana Board of Regents CURRICULUM PROPOSALS

1. Overview

The Montana State University Department of Land Resources and Environmental Sciences (LRES) underwent an external review in Fall 2011 from which the review committee recommended a comprehensive examination of our undergraduate curriculum. This examination has been led by the Undergraduate Curriculum Committee. A proposal drafted during 2012 was the subject of a departmental retreat in January 2013, and a final proposal was approved at a departmental meeting in March 2013. The proposal recommends a realignment of our current majors to improve consistency within the field of environmental sciences, as well as provide options that meet the needs of students entering the current and future workforce. (No changes are proposed to the cross departmental Sustainable Food and Bioenergy Systems major in which LRES participates.)

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

LRES proposes to realign its undergraduate majors as follows:

Current: Environmental Science, Environmental Biology concentration
Environmental Science, Soil and Water concentration Land Rehabilitation
Geospatial and Environmental Analysis

Proposed: Environmental Science (without a concentration)
Environmental Science, Environmental Biology concentration
Environmental Science, Soil and Water concentration
Environmental Science, Land Rehabilitation concentration
Environmental Science, Geospatial and Environmental Analysis concentration

3. Need

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

The proposed realignment of LRES majors is designed to meet four needs identified by our external review and the department.

1. Common Environmental Science Competencies. There is currently wide diversity in the requirements for LRES degrees, although there is also significant commonality. We believe that all our degrees are, in fact, environmental science degrees and that there are core competencies that every environmental scientist graduating from LRES should have. The proposal, therefore, defines those competencies as well as establishes the common courses necessary to achieve those competencies. While the existing majors currently require most of these courses, for each major one or more competencies were absent.
2. Environmental Science Degree. Currently there is no Environmental Science degree offered for students who do not want to specialize in an option. We believe some students would benefit from a more flexible Environmental Science degree without an option, so long as that degree rigorously covers required competencies. This option will have more electives and give both student and advisor more flexibility in tailoring a curriculum to meet the student's needs and avoid extensive substitutions.
3. Grouping all majors (except the cross-departmental SFBS) under the Environmental Science umbrella

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will increase student identification with the department and thereby enhance both student and alumni relations with the department.

4. **Ensure Equity Among Students.** There is currently little to no guidance for advisors with respect to acceptable substitution policies. This has resulted at times in significant disparities in the amount of flexibility allowed to students depending largely on the assigned advisor. The proposed restructuring would clarify strict common requirements for advisors and advisees, as well as provide necessary flexibility for electives.

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

We believe that students will significantly benefit from having a common Environmental Sciences degree, with optional concentrations. Environmental Sciences is a well-established degree option nationally and internationally, and it is therefore a known specialty to which prospective students and potential employers can relate. In addition, we also believe that having our graduates receive degrees with a common designation, which relates to the name of the department, is likely to improve relationships with our alumni. Finally, the addition of an Environmental Sciences degree without a concentration will enable us to serve better students that do not readily fit into the current majors and concentrations, but who wish to pursue a career in environmental sciences.

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

We do not anticipate significant changes in demand from our current programs (approximately 130 undergraduate students), because this is essentially a realignment of current majors; however, retention may be increased because of the addition of the more flexible Environmental Science degree.

4. Institutional and System Fit

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

The proposed program is a realignment of majors within the current LRES program.

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

No changes to any other existing programs will be required.

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

There are no other closely related programs at MSU. The proposed program is a realignment of majors within the current LRES program.

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

This proposal is focused squarely on Montana State University's strategic Learning Goal. Under that goal, Objective L.1 is to "Assess, and improve where needed, student learning of critical knowledge skills." LRES has undertaken this objective in a thorough and serious manner in assessing how we teach environmental

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science to our students. Our decision has been to propose this realignment of our majors. In addition, Objective L.3 calls on us to “Increase job placement and further education rates.” We believe that grouping all our majors under the Environmental Science umbrella will improve name recognition with potential employers and improve potential job placement.

Additionally, allowing an Environmental Science degree that is not tied to a specific concentration will allow students to pursue directions that might provide increase employment opportunities outside existing concentrations.

- 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.**

The proposed program is a realignment of majors within the current LRES program, and therefore does not change any program relationships within the Montana University System.

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.**

The following tables outline the currently envisioned course structures for the proposed LRES major and optional concentrations, which are subject to refinement.

Rubric	Title	Credits	Competency area
ENSC 110	Land Resources & Env. Sci	3	
BIOB 170IN	Prin Biological Diversity	4	Gen. Biology
BIOB 160	Prin of Living Systems	4	Gen. Biology
CHMY 141	College Chemistry I	4	Chemistry
CHMY 143	College Chemistry II	4	Chemistry
WRIT 101W	College Writing I	3	Writing
WRIT 201	College Writing II	3	Writing
PHSX 205	College Physics I	4	Physics

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M 161Q (or higher)	Survey of Calculus	4	Math
STAT 216Q (or higher)	Intro to Statistics	3	Statistics
ENSC 245IN	Soils	3	Soils
ENSC 465 (unit 1)	Environmental Biophysics	1	Atmos. Sci.
ENSC 353	Env Biogeochem	3	Biogeochem.
BIOE 370 or NRSM 240	General Ecology or Natural Resource Ecology	3	Ecology
GPHY 284 or GPHY 262	Intro GIS or Spatial Sci Tech & App	3	Geospatial
ENSC 444 or 272CS	Watershed Hydrology	3	Hydrology
Option block	Organism Centered Ecology	3	Org. Ecol.
NRSM 430 or PSCI 362	Natural Resources Law or Natural Resource Policy	3	Env. Soc. Sci.
ENSC 499R	Capstone	3	

Additional requirements for **Environmental Biology** concentration Required courses

ECNS 101IS	Econ Way of Thinking	3
BCH 380	Biochemistry	5
BIOB 375	General Genetics	3
CHMY 211	Elements Organic Chem	5
BIOM 360	General Microbiology	5
BIOB 420	Evolution (not require Evol Ecol)	3
BIOM 415	Microb Diversity, Ecology, & Evolution	3
BIOM 452	Soil & Environ Microbiology	3

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ENSC 465 (units 2 & 3)	Environmental Biophysics	2
ENSC 468	Ecosystem Biogeochem/Global Change	3

Restricted electives 12 credits

BIOM 410	Microbial Genetics	3
BIOM 423	Mycology	3
BIOM 430	Appld & Environ Micro	4
BIOM 450	Microbial Physiology	3
BIOM 455	Res Methods Microbiology	4
BIOE 405	Behav & Evolution Ecol	3
BIOO 412	Animal Physiology	3
BIOO 415	Ichthyology	3
BIOO 433	Plant Physiology	3

BIOO 470	Ornithology	3
BIOO 475	Mammalogy	3
ENSC 445	Watershed Analysis	3
BIOE 408	Rocky Mtn Vegetation	2
BIOE 428	Freshwater Ecology	3
AGSC 401	Integrated Pest Mgmt	3
GPHY 426	Remote Sensing Digital Image	3
ENSC 407	Environmental Risk Assessment	3
ENSC 443	Weed Ecology & Mgmt	3
ENSC 448	Stream Restoration Ecology	3
ENSC 461	Restoration Ecology	3

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NRSM 453	Habitat Inventory&Analys	3
WILD 301	Prin Fish & Wildlife Mgmt	3
WILD 438	Wildlife Habitat Ecology	3
NRSM 421	Holistic Thought & Mgmt	4
ECNS 332	Econ of Natural Res	3

Additional requirements for **Soil and Water** concentration
Required courses

M 165Q & M 166Q (or higher)	Calculus for Technology I & Calculus for Technology II (replace math)	3 3
CHMY 211	Elements Organic Chemistry	5

BIOM 452	Soil & Environ Microbiology	3
BIOE 428	Freshwater Ecology	3
ENSC 445	Watershed Analysis	3
ENSC 448	Stream Restoration Ecology	3
ENSC 454	Landscape Pedology	3
ENSC 465 (units 2 & 3)	Environmental Biophysics	2
ENSC 468	Ecosystem Biogeochem/Global Change	3

Restricted electives 13 credits

GPHY 357	GPS Fund & App in Mapping	3
BIOM 415	Microbial Diversity Ecol Evol	3
GPHY 426	Remote Sensing Digital Image	3
ENSC 460	Soil Remediation	3

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ENSC 461	Restoration Ecology	3
NRSM 421	Holistic Thought & Management	4
NRSM 430	Natural Resource Law	3
PSCI 362	Natural Resource Policy	3
ERTH 432R	Surface-Water Resource	3
GEO 420	Hydrogeology	3
BIOO 433	Plant Physiology	4
EENV 441	Natural Treatment Syst	3

ENSC 407	Environmental Risk Assessment	3
ENSC 410R	Biodiversity: Methods	3
ERTH 307	Principles of Geomorphology	4
CHMY 311	Analy Chem-Quant Analys	4
GPHY 429R	Applied Remote Sensing	3
GPHY 384	Adv GIS & Spatial Analysis	3
GPHY 484R	Appl GIS & Spatial Analysis	3

Additional requirements for **Land Rehabilitation** concentration Required Courses

ERTH 101N	Earth System Science	4
BIOO 230	ID of Seed Plants	4
GPHY 284	Intro GIS & Cartography (replace	3
AGSC 454 or	Agrostology	3
GPHY 384	Adv GIS & Spatial Analysis	3
ENSC 410R	Biodiversity Survey & Monitoring	3
ENSC 443	Weed Ecology & Mgmt	3

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ENSC 448	Stream Restoration Ecology	3	ENSC 448
BIOM 452	Soil & Environ Microbiology	3	BIOM 452
ENSC 454	Landscape Pedology	3	ENSC 454
ENSC 460	Soil Remediation	3	ENSC 460
ENSC 461	Restoration Ecology	3	ENSC 461
Total additional required		35	Total addi

Restricted electives 6 credits

ENSC 407	Environmental Risk Assessment	3
ENSC 445	Watershed Analysis	3
ERTH 432R	Surface-Water Resource	3
ENSC 468	Ecosystem Biogeochemistry	3
BIOE 428	Freshwater Ecology	3
BIOO 433	Plant Physiology	3
BIOE 455	Plant Ecology	3
NRSM 421	Holistic Thought & Mgmt	4
NRSM 453	Habitat Inventoryv& Analysis	3
GPHY 357	GPS Fund Apps in Mapping	3
GPHY 484R	Appl GIS & Spatial Analys	3
WILD 301	Principles of F&WL Mgmt	3

Additional requirements for **Geospatial & Environmental Analysis** concentration Required Courses

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ERTH 101N	Earth System Science	4	
GPHY 284	Intro GIS & Cartography (replace	3	
GPHY 357	GPS Fund & App in Map	3	GPHY 357
GPHY 384	Adv GIS & Spatial Analysis	3	GPHY 384
GPHY 484R	Applied GIS & Spatial Analy	3	GPHY 484R
GPHY 426	Remote Sensing Digital Image	3	GPHY 426
ENSC 445	Watershed Analysis	3	ENSC 445
ENSC 454	Landscape Pedology	3	ENSC 454

Restricted electives 19 credits

BIOM 452	Soil & Environ Microbiology	3	
ENSC 460	Soil Remediation	3	
ENSC 465	Environmental Biophysics	3	
ENSC 468	Ecosystem Biogeochemistry	3	
ERTH 307	Prin Geomorphology	4	
ERTH 432R	Surface-Water Resources	3	
GEO 420	Hydrogeology	3	
BIOM 415	Microbial Diversity Ecol Evol	3	
AGSC 428	Sustainable Cropping Systems	3	
ENSC 407	Environmental Risk Assessment	3	
ENSC 443	Weed Ecology & Mgmt	3	
ENSC 410R	Biodiversity Survey & Monitoring	3	
ENSC 448	Stream Restoration Ecology	3	
ENSC 461	Restoration Ecology	3	
NRSM 455	Riparian Ecology & Mgmt	3	

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NRSM 453	Habitat Inventory & Analysis	3
BIOE 408	Rocky Mtn Vegetation	2

BIOE 416	Alpine Ecology	3
BIOE 428	Freshwater Ecology	3
GPHY 429R	Applied Remote Sensing	3
GPHY 457	Adv GPS Mapping GIS	3
CE 201	Surveying	3
CE 463	Photogrammetry	2
STAT 410	Methods Data Analysis I	3
NRSM 421	Holistic Thought & Mgmt	4
ECNS 332	Econ Natural Resources	3
GPHY 121D	Human Geography	3
SOCI 470	Environ Sociology	3
BIOO 433	Plant Physiology	3

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

The realigned majors would be adopted as options for students in the term following approval. Numbers of students are not expected to differ substantially from the current LRES majors.

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 resources will be required to implement this realignment.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please

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CURRICULUM PROPOSALS

describe the need and indicate the plan for meeting this need.

No additional resources are required to ensure the success of this realignment.

7. Assessment

How will the success of the program be measured?

Success will be measured by enrollments of students in each of the majors/concentrations, satisfaction as judged in exit interviews, and discussions with employers of LRES majors.

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 process began with a review of the recommendation of the LRES 2011 external review. The LRES Undergraduate Curriculum Committee, working in conjunction with the College of Agriculture Assistant Dean for Academic Programs, and beginning in the summer of 2012, developed an initial proposal to address the review comments. This proposal was based on an extensive evaluation of similar programs nationwide and a base evaluation of core competencies needed in environmental science. This proposal was used as the basis for a series of full departmental meetings and an on-line survey, culminating in a departmental retreat in January 2013. Final revisions to the proposal were made during spring term 2013, and the proposal was approved by the full department in March 2013 with no dissenting votes. The proposal was then reviewed by potentially affected departments (Ecology, Earth Sciences, Animal and Range Sciences, and Plant Sciences & Plant Pathology), where some questions were raised about specific course offerings, but no concerns were raised with the basic realignment strategy.

January 8-9, 2014

ITEM 162-1013+R0114

Request to re-title four options in MS and PhD Cellular, Molecular, and Microbial Biology degrees

THAT

The Board of Regents of Higher Education authorizes the University of Montana-Missoula to retitle the four options in the MS and PhD degrees in Cellular, Molecular, and Microbial biology.

EXPLANATION

Upon completion of the program, students receive their M.S. or Ph.D. in Cellular, Molecular, and Microbial Biology, with an option in one of four categories. Although the proposed option titles are similar to the current ones, the retitling better reflects the specific training students receive in each of the different options, and better describes the research strengths in the Graduate Program. Furthermore, because the relatively new Graduate Program in Biochemistry and Biophysics offers the M.S. and Ph.D. degrees in Biochemistry & Biophysics (with no options available), the Biochemistry option within the CMMB Program was potentially confusing. The new Molecular Biology and Biochemistry option makes a clearer distinction.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-1013+R0114 Meeting Date: January 8-9, 2014
Institution: University of Montana-Missoula CIP Code: 26.0406
Program Title: Retitling four options in MS and PhD Cellular, Molecular, and Microbial Biology degrees

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:

Upon completion of the program, students receive their M.S. or Ph.D. in Cellular, Molecular, and Microbial Biology, with an option in one of four categories. Although the proposed option titles are similar to the current ones, the retitling better reflects the specific training students receive in each of the different options, and better describes the research strengths we have in our Graduate Program. We wish to retitle both the M.S. and Ph.D. options as follows:

Montana Board of Regents
LEVEL I REQUEST FORM

Current option title

Cellular and Molecular Biology
Microbial Ecology
Microbiology
Biochemistry

New option title

Cellular and Developmental Biology
Microbial Evolution and Ecology
Microbiology and Immunology
Molecular Biology and Biochemistry

Furthermore, because the relatively new Graduate Program in Biochemistry and Biophysics offers the M.S. and Ph.D. degrees in Biochemistry & Biophysics (with no options available), the Biochemistry option within the CMMB Program was potentially confusing. The new Molecular Biology and Biochemistry option makes a clearer distinction.

January 8-9, 2014

ITEM 162-1014+R0114

Request to re-title Intercultural Youth and Family Development M.A. to Global Youth Development M.A.

THAT

The Board of Regents of Higher Education authorizes the University of Montana-Missoula to retitle the M.A. in Intercultural Youth and Family Development to an M.A. in Global Youth Development.

EXPLANATION

The proposed name more accurately reflects the vernacular used to indicate skills and training intended to be used at the global level. The term intercultural is somewhat limited, as the program content includes culture, but also countries of origin, spiritual and religious aspects of youth development. The term global is more accurate and inclusive. Also, if youth are situated in families, the work naturally includes the families, but sometimes youth are located in orphanages or living on the streets. The main focus of the course work is on youth, though inclusive of all forms of family support if it exists.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-1014+R0114 Meeting Date: January 8-9, 2014
Institution: University of Montana-Missoula CIP Code: 30.20
Program Title: Retitle Intercultural Youth and Family Development M.A. to Global Youth Development M.A.

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:

The proposed name more accurately reflects the vernacular used to indicate skills and training intended to be used at the global level. The term intercultural is somewhat limited, as the program content includes culture, but also countries of origin, spiritual and religious aspects of youth development. The term global is more accurate and inclusive. Also, if youth are situated in families, the work naturally includes the families, but sometimes youth are located in orphanages or living on the streets. The main focus of the course work is on youth, though inclusive of all forms of family support if it exists.

January 8-9, 2014

ITEM 162-1015+R0114

Request to re-title Ph.D. in Forestry to Ph.D. in Forest and Conservation Sciences

THAT

The Board of Regents of Higher Education authorizes the University of Montana-Missoula to retitle the Ph.D. in Forestry to a Ph.D. in Forest and Conservation Sciences.

EXPLANATION

Much like the 2003 retitling of the "School of Forestry," to the more holistic "College of Forestry and Conservation," this proposed name change more accurately embraces the broad spectrum of disciplinary inquiry of these doctoral students. Students who complete doctoral degrees in areas such as natural resources policy, soil science, protected area management, or aquatic restoration are more accurately described by the name Forest and Conservation Sciences, which reflects a much wider range of scientific inquiry.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-1015+R0114 Meeting Date: January 8-9, 2014
Institution: University of Montana-Missoula CIP Code: 03.01
Program Title: Retitle Ph.D. in Forestry to Ph.D. in Forest and Conservation Sciences

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.

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- 1. Re-titling existing majors, minors, options and certificates**
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- 5. Program revisions** (Submit with completed Curriculum Proposals Form)
- 6. Distance or online delivery of previously authorized degree or certificate programs**
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Montana Board of Regents
LEVEL I REQUEST FORM

B. Level I with Level II documentation:

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Specify Request:

Much like the 2003 retitling of the "School of Forestry," to the more holistic "College of Forestry and Conservation," this proposed name change more accurately embraces the broad spectrum of disciplinary inquiry of these doctoral students. Students who complete doctoral degrees in areas such as natural resources policy, soil science, protected area management, or aquatic restoration are more accurately described by the name Forest and Conservation Sciences, which reflects a much wider range of scientific inquiry.

January 8-9, 2014

ITEM 162-1016+R0114
Request for authorization to create a Minor in Journalism

THAT

The Board of Regents of Higher Education authorizes the University of Montana-Missoula to create a minor in Journalism.

EXPLANATION

This minor will provide Montana undergraduates in a variety of majors to learn the basics of journalistic writing, media production, ethics and law. Students in a variety of disciplines on campus including the hard sciences, business and social sciences have requested a minor be created to develop these skills. Businesses, non-profit groups and government agencies desire employees who can be successful in a variety of communications roles. Potential employers and current students see value in the ability to write in styles suitable for grant writing, newsletter creation and a variety of internal and external communication.

The proposed Journalism minor builds on a core of courses currently offered in both the pre-professional and professional programs. Students will get the same foundational work as majors, including courses in writing, reporting, audio, video, photography, law, internship and ethics.

ATTACHMENTS

Level I Request Form
Curriculum Proposal Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-1016+R0114 Meeting Date: January 8-9, 2014
Institution: University of Montana-Missoula CIP Code: 09.04
Program Title: Minor in Journalism

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.

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Montana Board of Regents
LEVEL I REQUEST FORM

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

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D. Campus Certificates

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Specify Request:

This minor will provide Montana undergraduates in a variety of majors to learn the basics of journalistic writing, media production, ethics and law. Students in a variety of disciplines on campus including the hard sciences, business and social sciences have requested a minor be created to develop these skills. Businesses, non-profit groups and government agencies desire employees who can be successful in a variety of communications roles. Potential employers and current students see value in the ability to write in styles suitable for grant writing, newsletter creation and a variety of internal and external communication.

Montana Board of Regents
LEVEL I REQUEST FORM

The proposed Journalism minor builds on a core of courses currently offered in both the pre-professional and professional programs. Students will get the same foundational work as majors, including courses in writing, reporting, audio, video, photography, law, internship and ethics.

Montana Board of Regents
CURRICULUM PROPOSALS

1. Overview

The School of Journalism is motivated to offer a minor in Journalism for four reasons: 1) demand for employees who excel in communication across media platforms, 2) recognition by other disciplines of the need for student experience in writing, media and communication skills, 3) desire to be competitive with other undergraduate journalism programs, and 4) local student demand.

Businesses, non-profit groups and government agencies desire employees who can be successful in a variety of communication roles. Potential employers and current students see value in the ability to write in styles suitable for grant writing, newsletter creation and a variety of internal and external communication. This minor will provide Montana undergraduates in a variety of majors to learn the basics of journalistic writing, media production, ethics and law.

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

A minor in Journalism will be added to the undergraduate curriculum in the School of Journalism. The minor would be available to undergraduates across disciplines in the University of Montana system. Students in the program will take a core of required courses in the School's pre-professional sequence prior to acceptance into upper-division courses in the professional school. Once the pre-professional core is completed, students will take a combination of required and elective courses at the upper-division level.

3. Need

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

There is a demand in the workplace for employees who are skilled in communications. Businesses, non-profits and governmental agencies often have specific communication positions where a degree in journalism would be appropriate. Increasingly, however, employees with other duties are expected to take on some communications tasks whether it be writing newsletters, communicating with potential donors or grant writing. Students in a variety of disciplines on campus including the hard sciences, business and social sciences have requested a minor be created to develop these skills.

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

A minor in Journalism will open up a variety of career options for students and improve their employability. Students in the minor will improve their writing, learn multiple media platforms including video, audio and photography, and develop strategies for communication with a variety of audiences. Graduates will be prepared to go into a variety of fields and put their excellent communication skills to work.

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

In orientation and advising, faculty see a strong demand for a minor from students who are majoring in fields ranging from political science to education to media arts. Additionally, we often sign change of major forms for students who decide against journalism as a major as they've determined that it is too difficult to double minor in journalism and still graduate in four years. A minor would give these

Montana Board of Regents
CURRICULUM PROPOSALS

students an option to stay in the journalism program while earning a different major.

4. Institutional and System Fit

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

The Journalism minor builds on a core of courses currently offered in both the pre-professional and professional programs. Students will get the same foundational work as majors, including courses in writing, reporting, audio, video, photography, law, internship and ethics. Students in the minor would take limited elective courses, and only those where they successfully complete pre-requisites. The minor does not require the introduction of any new courses to the curriculum.

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

Implementation of the new minor will not require changes to any existing program at the institution.

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

There are no closely related programs at the institution.

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

The educational opportunities offered by a minor in journalism advance four of the five strategic goals of the University of Montana strategic plan.

1. Partnering for Student Success: The proposed course of study allows students to integrate and communicate knowledge across disciplines by strengthening their written and verbal skills. Students will have a greater understanding of the media and how best to communicate to different audiences.
2. Education for the Global Century: The field of journalism has undergone a fundamental shift in the past decade, with more and more individuals, businesses and groups communicating to the masses through non-traditional outlets. Students well versed in the art of communication will find themselves poised for the future communication models in traditional, non-traditional and emerging media forms.
3. Discovery and Creativity to Serve Montana and the World: Journalism serves the public by reporting on and holding accountable government, businesses, non-profits and citizens. Students in journalism skills courses work to understand the world we live in and share that information with the public. Creating an opportunity to engage in these service learning courses through a minor will engage more students in the critical thinking, context-building and watchdog efforts that promote democracy in Montana, the United States and around the world.
4. Dynamic Learning Environment: Journalism students have the opportunity to engage and interact with professionals working in Missoula, Montana, around the U.S. and the world. The school has a strong bond with Montana Public Radio and Television, Montana newspapers and commercial radio and television stations. The curriculum has been responsive to changes in the media and journalism; students have the opportunity to take experimental courses, intern

Montana Board of Regents
CURRICULUM PROPOSALS

with media outlets and take advantage of visiting professionals and professors.

- 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.**

UM offers the only journalism degree program in the state. The addition of a minor would allow the unique skills afforded journalism majors to a broader cross-section of students on campus.

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.**

A minor in journalism is offered with a broad overview of journalism history, law and ethics. The minor includes skills courses in reporting, video and photography, and audio.

To earn a minor in journalism, the student must complete (with at least a C- in the course and a 2.0 overall GPA) 21 credits including: JRNL 100, JRNL 170, JRNL 255, JRNL 270, JRNL 300 and JRNL 400. Students must also take one additional elective course at the 300 or 400 level.

(Please note: The required course list is based on the assumption that other curriculum changes will be approved. Those changes involve the creation of JRNL 170 and JRNL 255. If those changes are NOT approved, the required courses in their place would be JRNL 227 and JRNL 251.)

JRNL 100-Media History & Literacy-A survey of the history, development and role of the media in society, including newspapers, magazines, radio, television, books, movies, recordings and the World Wide Web. The course examines ethical, political, financial and other issues related to mass media. Also included is an introduction to media literacy and critical thinking about the media and their messages.

JRNL 170-Elements of News Writing-Fundamentals of writing in print, broadcast and online styles with an emphasis on clarity, grammar, AP style, and spelling.

JRNL 255-Beginning Visual Journalism-An introduction to digital photojournalism and video journalism. Students learn to use digital cameras, video recorders and the basics of editing software for both stills and video.

JRNL 270-Beginning Reporting- Fundamentals of interviewing, reporting, writing and audio editing of news stories for print, online and broadcast media.

JRNL 300-First Amendment and Journalism Law-Overview of issues related to journalism and the law. Exploration of libel, privacy, prior restraints, access and other First Amendment questions along with

Montana Board of Regents
CURRICULUM PROPOSALS

ethical problems peculiar to media news gathering.

JRNL 400-Ethics and Trends in News Media-Practical ethics case studies from print, online and broadcast media, as well as an examination of the trends that are shaping the evolving news media.

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

All coursework required to implement the minor exists in the current curricular offerings. The effort to offer a minor has been communicated to students and has been enthusiastically received.

Implementation could begin immediately with students enrolling in required courses as early as Fall 2014. Many students are enrolled in 100 and 200 level journalism courses now in anticipation of the minor. We could see the first graduates with a journalism minor in May of 2015.

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 resources are required. The required courses in the minor are taught by a mix of full-time and adjunct faculty with extensive professional experience. All faculty in the school are required to have at least ten years of experience in the profession and are qualified to teach the core curriculum.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

No additional resources are required at this time to ensure the success of the program. However, the school's accreditation standards require no more than 20 students in practice courses. If the minor proves exceptionally popular, additional sections of skills courses may be required to meet demand. Faculty have discussed how those additional sections can be strategically covered by modifying the teaching assignments. At the present time, faculty are assigned to teach the courses in the minor beginning in Fall 2014.

7. Assessment

How will the success of the program be measured?

The success of the program will be measured by the growth in students pursuing the minor in journalism and the growth of students who come to the minor and later become majors. The school will use direct and indirect measures of learning outcomes and job readiness to assess student success.

Faculty across campus will assist in evaluation of the program. Journalism will consult with faculty in the students' primary majors to determine if their coursework in journalism is contributing to their success in their primary field. Journalism faculty and the students in the minor will be surveyed to compile constructive feedback used to improve the program.

Montana Board of Regents
CURRICULUM PROPOSALS

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 proposed Journalism minor has its origins in discussions which began several years ago. Faculty heard increased interest in a minor from students leaving the major and students with another declared field of study. Students expressed concern about the viability of a Journalism major at a time when newspapers around the country were struggling. Students still wanted the skills and course rigor demanded of journalism majors, but chose to major in a different primary subject. The interest in a minor from students has continued through the years as faculty have reviewed the practicality of offering a minor.

Increasingly, faculty have seen the job market expand for graduates with journalism skills. As “citizen journalism” has exploded, more and more employers are looking for employees who can spread the word about their organization through traditional and new media models. Many work places now have internal media operations, with employees producing content including newsletters, training videos and websites.

The faculty worked together to craft an appropriate curriculum for the minor, including only existing courses. This proposal has the enthusiastic support of the faculty in the School of Journalism.

January 8-9, 2014

ITEM 162-1018+R0114

Request to re-title College of Arts and Sciences to College of Humanities and Sciences

THAT

The Board of Regents of Higher Education authorizes the University of Montana-Missoula to retitle the College of Arts and Sciences to College of Humanities and Sciences

EXPLANATION

This proposed name change will emphasize that the University of Montana has a strong humanities program. While those in the academy know that the "Arts" in Arts and Sciences refers to the liberal arts, it is confusing to many people (including most students) who think of the visual or performing arts. Humanities and Sciences is a more accurate description of the unit.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-1018+R0114 Meeting Date: January 8-9, 2014
Institution: University of Montana-Missoula CIP Code: N/A
Program Title: Retitle College of Arts and Sciences to College of Humanities and Sciences

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)
- X 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:

This proposed name change will emphasize that the University of Montana has a strong humanities program and is known as the humanities university in Montana. While those in the academy know that the "Arts" in Arts and Sciences refers to the liberal arts, it is confusing to many people (including most students) who think of the visual or performing arts. Humanities and Sciences is a more accurate description of the unit. It is used by some, but not many, other colleges, which will emphasize the unique identity of the college.

Montana Board of Regents
LEVEL I REQUEST FORM

Dovetailing with this proposed name change is a plan to establish a Humanities Institute, which will emphasize the strong humanities programs in the College and encourage collaboration within those programs. The new name will signify the plan to foster collaborations between the humanities and the social and natural sciences.

Over the past one to two years, there have been general discussions of the proposed name change at the College of Arts and Science (CAS) all-faculty meetings and at several chairs meetings. Both the CAS faculty committee and the CAS staff advisory committee have voted in favor of the name change. Two-thirds of the college's faculty and staff surveyed this fall support the change. This proposal also has the support of the Academic Officers and is unanimously supported by the CAS External Advisory Board.

Potential costs associated with this name change are minimal and include such things as new letterhead.

January 8 – 9, 2014

ITEM 162-308+R0114

Notice of intent to place Medical Transcription Certificate of Applied Science into Moratorium

THAT

The Board of Regents authorizes Flathead Valley Community College to place our Medical Transcription Certificate of Applied Science into moratorium.

EXPLANATION

To allow time for program revision, FVCC would like to place this program into moratorium.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-308+R0114

Meeting Date: January 8 – 9, 2014

Institution: Flathead Valley Community College

CIP Code: 51.0708

Program Title: Medical Transcription 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:

FVCC requests placement of Medical Transcription CAS into moratorium.

January 8-9, 2014

ITEM 162-2004+R0114

Notice of intent to place the Management of Information Technology Minor into Moratorium

THAT

Montana State University is notifying the Montana Board of Regents of its intent to place the Management of Information Technology Minor into moratorium.

EXPLANATION

An evaluation of the minor has determined that the number of students in the minor do not justify the resources used for the courses required by the minor only. Discussions are being held with other departments to redesign the minor.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-2004+R0114 Meeting Date: January 8-9, 2014
Institution: Montana State University CIP Code: 52.1201
Program Title: Moratorium of Management of Information Technology Minor

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):

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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:

A Moratorium is being requested to allow students currently enrolled in the minor to successfully complete the minor while preventing new students from enrolling and perpetuating the need to offer the low enrollment MIT Minor courses. Over a period of 10 years, a total of 37 students have graduated with the MIT Minor for an average of less than four students per year. There are five courses unique to the minor that are not generally taken by students not pursuing a MIT Minor. In terms of resource allocation, it does not make sense to staff and offer five courses per year to graduate on average fewer than four students with an MIT minor each year. There are higher value uses of the faculty, facilities, and funds. Additionally, there are currently discussions with Computer Science and the College of Arts and Architecture which might provide a pathway for a re-designed MIT Minor that could attract sufficient students to be viable. A moratorium would allow the MIT Minor to remain an option as these discussions progress.

January 8-9, 2014

ITEM 162-2009+R0114

Notice of intent to place the Certificate of Applied Science in Residential Building Performance into Moratorium

THAT

Gallatin College is notifying the Montana Board of Regents of its intent to place the Certificate of Applied Science in Residential Building Performance into moratorium.

EXPLANATION

The College is requesting that the program be put into moratorium. The program has experienced low student enrollment with only four students enrolling the first year of operation (2012/13) and no students enrolling in 2013/14. Non-resident students have been unwilling to pay the non-resident tuition rate for this certificate program and in-state student demand was much lower than had been anticipated.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-2009+R0114 Meeting Date: January 8-9, 2014
Institution: Gallatin College CIP Code: 46.0401
Program Title: Residential Building Performance Certificate of Applied Science

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:

The College is requesting that the program be put into moratorium. The program has experienced low student enrollment with only four students enrolling the first year of operation (2012/13) and no students enrolling in 2013/14. Non-resident students have been unwilling to pay the non-resident tuition rate for this certificate program and in-state student demand was much lower than had been anticipated.

January 8-9, 2014

ITEM 162-301+R0114

Request to Implement an Electronics Technician Level IV Certificate

THAT

The Board of Regents authorizes Flathead Valley Community College to implement an Electronics Technician Level IV Certificate.

EXPLANATION

FVCC requests to implement an 18-credit certificate program in Electronics Technician. The program one of four stackable certificates that together make up an AAS degree in Electronics Technician.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-301+R0114 Meeting Date: January 8 – 9, 2013
Institution: FVCC CIP Code: 47.0105
Program Title: Electronics Technician Level IV 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.

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- 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:

FVCC requests to implement an 18-credit certificate program in Electronics Technician. The program one of four stackable certificates that together make up an AAS degree in Electronics Technician.

January 8-9, 2014

ITEM 162-303+R0114

Request to implement a Machinist Technician Level III Certificate

THAT

The Board of Regents authorizes Flathead Valley Community College to implement a Machinist Technician Level III Certificate.

EXPLANATION

FVCC requests to implement a 16-credit Machinist Technician Level III Certificate program. The program is one of four stackable certificates that together make up an AAS degree in Industrial Machine Technology.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-303+R0114 Meeting Date: January 8 – 9, 2013
Institution: FVCC CIP Code: 48.051
Program Title: Machinist Technician Level III 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):

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- 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)
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Montana Board of Regents
LEVEL I REQUEST FORM

 B. Level I with Level II documentation:

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

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

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 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:

FVCC requests to implement a 16-credit Machinist Technician Level III Certificate program. The program is one of four stackable certificates that together make up an AAS degree in Industrial Machine Technology.

January 8-9, 2014

ITEM 162-304+R0114

Request to implement a Machinist Technician Level IV Certificate

THAT

The Board of Regents authorizes Flathead Valley Community College to implement a Machinist Technician Level IV Certificate.

EXPLANATION

FVCC requests to implement a 16-credit Machinist Technician Level IV Certificate program. The program is one of four stackable certificates that together make up an AAS degree in Industrial Machine Technology.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-304+R0114 Meeting Date: January 8 – 9, 2013
Institution: FVCC CIP Code: 48.051
Program Title: Machinist Technician Level IV Certificate

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

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- 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:

FVCC requests to implement a 16-credit Machinist Technician Level IV Certificate program. The program is one of four stackable certificates that together make up an AAS degree in Industrial Machine Technology.

January 8-9, 2014

ITEM 162-2006+R0114

Request for authorization to create a Business Management Professional Certificate

THAT

The Board of Regents authorizes Gallatin College to offer a 25 credit Business Management Professional Certificate.

EXPLANATION

Based on community request and workforce demand Gallatin College would like to offer a Business Management Professional Certificate. This certificate will support current and new business owners and employees of those businesses. This certificate will provide a basic education for business success; the required courses include Introduction to Business, Accounting, Human Resource Management, Small Business Entrepreneurship, and Advertising. Students will also be required to complete 3 elective courses to complete the certificate.

As one of the fastest growing counties in the state the demand for small business support is high in the Gallatin College area.

ATTACHMENTS

Level I Request Form
Curriculum Proposal Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-2006+R0114 Meeting Date: January 8-9, 2014
Institution: Gallatin College CIP Code: 52.0201
Program Title: Business Management Professional Certification

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*)

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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:

Gallatin College is requesting approval to offer a Business Management Professional Certificate, starting in the fall of 2014. This will be a 25 credit Professional Certificate that will be offered in the evenings and potentially some weekend blocks. There are 16 credits and 9 elective credits required to be completed for the certificate. This certificate's offerings have been reviewed by MSU Jake Jabs College of Business & Entrepreneurship (JJCBE) and a number of community business leaders.

Based on community request and workforce demand, Gallatin College would like to offer a Business

Montana Board of Regents LEVEL I REQUEST FORM

Management Professional Certificate. This certificate will support current and new business owners. This certificate will provide a basic education for business success; the required courses include Introduction to Business, Accounting, Human Resource Management, Small Business Entrepreneurship, and Advertising. Students will also be required to complete 3 elective courses to complete the certificate.

Gallatin County is the fastest growing county in the state. As population grows, so does the demand on our small businesses. The community has requested a Professional Certificate in Business Management to assist current business owners, employees in small business, and start-ups as they develop and grow. Local leadership that include, the City of Bozeman's Economic Development Department, Service Core Of Retired Executives, Prospera, Bozeman Area Chamber of Commerce, and the local Small Business Development Center, have all participated in the development and support the implementation of this Business Management Professional Certificate. Through their work they see a need for a formalized business management certificate.

In the 2012 Economic Outlook report, Paul Polzin, Director Emeritus, at University of Montana's Bureau of Business and Economic Research, stated that "Gallatin County is the state's center for high tech. These tech companies include manufacturing and non-manufacturing companies and together they represent 35% of the local economy." A 2012 article in the Bozeman Chronicle's Business Journal reports "Gallatin County's manufacturing industry, which has one of the highest ratios of manufacturing employment in Montana, appears to be doing well," where there is a growing manufacturing and tech industry there is a need for business management expertise. In the same Economic Outlook report it was stated that "Bozeman is evolving into a regional trade center". In addition to the growing retail trade that is already occurring in the area, the growth in the technology and manufacturing industries make our region ripe for new business start-ups and growth within established businesses. An additional local workforce need this program will address is the high number of open positions in the retail management, office and administrative support category. Together these two positions, administrative assistance and retail management, are the most in demand positions in our local workforce.

In Gallatin College's 2011 Workforce Needs Analysis Report business assistance jobs ranging from administrative assistance to clerks, bank tellers, office managers, and logistics managers ranked in high demand for post-recession recovery. A survey of Bozeman High and Bridger Alternative students ranked business careers as their highest level of interest in prospective Gallatin College programs. This Business Management Professional Certificate will not only prepare students for a career as a successful small business owner it will also prepare students for employment as administrative assistants, professional positions in banks, and as office managers meeting the local employment demand.

Montana Board of Regents
CURRICULUM PROPOSALS

1. Overview

Gallatin College is proposing to offer a Business Management Professional Certificate. Program startup would be fall of 2014. The Business Management Certificate will be a twenty-five credit certificate that will be offered in the evenings and potentially some weekend blocks. This certificate will provide a basic education for business success; the required courses include Introduction to Business, Accounting, Human Resource Management, Small Business Entrepreneurship, and Advertising. Students will also be required to complete 3 elective courses to complete the certificate. The credit structure is sixteen required credits and nine elective credits. This professional certificate’s course offerings have been reviewed by MSU JJCBE, the other two year institutions across the state and a wide breadth of community business leaders.

Gallatin College believes offering a breadth of business administration courses will be an excellent complement to our eight workforce degree programs of Aviation, Welding, Interior Design, Design Drafting, Bookkeeping, Medical Assistant, Health Information Coding and Residential Building Performance. The Business Management Professional Certificate can be a stand-alone program or a valued counterpart to one of the above mentioned workforce certificates and degrees.

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

This is a twenty-five credit Professional Certificate in Business Management. This certificate will provide a basic education for business success; the required courses include Introduction to Business, Accounting, Human Resource Management, Small Business Entrepreneurship, and Advertising. Students will also be required to complete 3 elective courses to complete the certificate.

Required Course Name	Credit
BGE 105: Intro. to Business	3
ACTG 101: Accounting Procedures 1	4
BMGT 215: Human Resource Management	3
BMGT 210: Small Business Entrepreneurship	3
BMKT 240: Advertising	3
Elective Offerings	
ACTG 122: Accounting & Business Decisions	3
ACTG 125: QuickBooks	3

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AMKT 222: Customer Service & Marketing	3
BGEN 235: Business Law	3
TASK 127: Business Office Procedures	3
BMKT 112: Applied Sales	3

3. Need

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

Based on community request and workforce demand, Gallatin College would like to offer a Business Management Professional Certificate. This certificate will prepare current and future business owners. According to the U.S. Census Bureau, Annual Estimates of Resident Population Change, Gallatin County has been and will continue to be the fastest growing county in the state. As population grows, so does the demand on our small businesses. A variety of community stakeholders have requested a Professional Certificate in Business Management that would prepare current business owners for growth. These stakeholders include the City of Bozeman’s Economic Development Department, Service Core Of Retired Executives, Prospera, Bozeman Area Chamber of Commerce, Small Business Development Center, and the Northern Rocky Mountain Economic Development District. They have all participated in the development of and support the implementation of this Business Management Professional Certificate. Through their consulting work they see a need for a formalized business management professional certificate, which will expose and instruct students on small business management content.

In the 2012 Economic Outlook report, Paul Polzin, Director Emeritus, at University of Montana’s Bureau of Business and Economic Research, stated that “Gallatin County is the state’s center for high tech. These tech companies include manufacturing and non-manufacturing companies and together they represent 35% of the local economy.” A 2012 article in the Bozeman Chronicle’s Business Journal reported, “Gallatin County’s manufacturing industry, which has one of the highest ratios of manufacturing employment in Montana, appears to be doing well.” Where there is a growing manufacturing and tech industry, there is also a growing need for business management capability.

In the same 2012 Economic Outlook report it was stated that “Bozeman is evolving into a regional trade center”. This certificate would also accommodate the workforce needs of retail management, office and administrative support, and financial industries. For the past 6 months Gallatin College has been gathering and comparing local job service listings from April 1, 2013- June 30, 2013 there was an average of 529 jobs listed; of those 529 jobs 145 or 27% of them required the skills that could be acquired in this program. From another source that searches real time job listings from multiple sources called Burning Glass, job listings were pulled for Gallatin and Park counties from March 23, 2013-June 20, 2013. Customer Service

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Representatives (69), Retail Sales (47), Sales Representatives (37), Administrative Assistance (31), First line supervisors of Retail (29), Sales Managers (29), and Cashiers (15) accounted for 257 or 39% of the 661 detailed occupations listed for that time period.

In Gallatin College's 2011 Workforce Needs Analysis Report business assistance jobs ranging from administrative assistance to clerks, bank tellers, office managers, and logistics managers ranked in high demand for post-recession recovery. A survey of Bozeman High and Bridger Alternative students ranked business careers as their highest level of interest in prospective Gallatin College programs. This Business Management Professional Certificate will not only prepare students for a career as a successful small business owner it will also prepare students for employment as administrative assistants, professional positions in banks, and as office managers meeting the local employment demand. Not only will this professional certificate be answering a demand from local industry, it will be building the capacity of an entry level workforce and introducing a population to higher education that may not have ever considered attending college.

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

By offering this program Gallatin College will be addressing local workforce demand and students will be able to secure employment in a professional setting. This certificate is for anyone in the community, the traditional student that knows they should continue their post-secondary education and has a general interest in business, administration, finance or office support or an experienced community member that has started a business and wants to gain more practical knowledge about running a small business.

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

Gallatin College has been told by community organizations that serve small business owners that they would refer students to this program. Of the six economic development groups mentioned above they stated they could each refer at least 2 students a year. That would be a total of 8 students a year being referred. Gallatin College could also recruit students from the Accounting 101 dual enrollment course offered at Bozeman High. These students will have 4 of the twenty five credits completed in high school. As stated earlier in the 2012 Workforce Needs Analysis Report a survey of Bozeman High and Bridger Alternative students ranked business careers as their highest level of interest in prospective Gallatin College programs. Another indicator of interest is the Business Fundamentals course Gallatin College started offering fall of 2013, this course has 19 students enrolled, this course is currently being offered in the AA and AS program. Another source of students will be from our workforce certificate and degree programs, Gallatin College will market this program for them to take along with their welding, aviation, interior design, design drafting, and bookkeeping programs as a great way to start their own business or enter into a business with another set of skills.

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4. Institutional and System Fit

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

As stated earlier this Business Management Certificate is a great compliment to other Gallatin College programs. Many of our workforce degree seeking students may want to pursue businesses of their own and giving them the tools to run a successful small business will make for a better student and community outcome.

This program was reviewed and is supported by MSU's Jake Jabs College of Business & Entrepreneurship (JJCBE).

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

No changes to existing programs will be required.

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

MSU's JJCBE offers a Bachelor of Science with 4 options. The JJCBE Bachelor's is a breadth of study in business much deeper and wider than what is being proposed for this 25 credit professional certificate at Gallatin College.

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

Gallatin College operates under the MSU Strategic plan and the Comprehensive Two-Year Mission Plan for Gallatin College. Below are the MSU strategic plan metrics that this program will contribute towards.

In the MSU Strategic Plan 2012 **Metric L.2.3:** states that "By 2019, the number of associate degrees conferred will increase from 38 to 70 per year. Workforce certificates conferred will increase from 35 to 65 per year." By offering additional workforce certificate opportunities and utilizing community partners that will support those certificates with student referrals, this program should increase the number of certificates conferred.

Metric A.1.5: "By 2019, the number of students enrolled in Gallatin College degree and certificate programs will double to 400." By offering another certificate option to our community we should attract another variety of students, perhaps that we haven't been able to recruit before. If we are going to double the amount of students attending Gallatin College we need to continue to add more certificates so our students can maintain workforce diversity for the local economy.

Metric A.2.4: "By 2019, the number of nontraditional students enrolled in MSU undergraduate and Gallatin College programs will increase to 3,200 (a 20 percent increase)." Gallatin College hopes that by offering this Business Management certificate we will draw in non-traditional students that may have never had the opportunity to attend college and went straight into

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employment after high school or are older returning students.

Gallatin College also operates under a Two-Year Comprehensive Mission Expansion Plan. By adding the Business Management program the following numbered initiatives will be addressed and responses to these can be found in above metric answers.

1. Enrollment and program growth;
5. Develop industry partnerships and meet local workforce demand;
6. Expand short-term workforce training;
8. Prepare students to be career ready.

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 Business Management Professional Certificate proposal has been shared with the other MUS 2 year institutions that are geographically near Gallatin College. Currently all 2 year colleges offer some form of business curriculum ranging from Administrative Support, Entrepreneurship, Human Resource Management, and Business Administration. They all vary from certificates to degrees and from face to face to on-line.

Two year institutions have a specific local customer base. For Gallatin College the student base are those citizens residing in Gallatin and Park counties. A secondary customer base for two year institutions are local employers. These two customer bases have demonstrated that they would like to see a Business Management program offered at Gallatin College. As a two year institution it is our responsibility to meet that community demand.

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.

Core Courses

- BGEN 105: Intro to Business – 3 cr
- ACTG 101: Accounting Procedures – 1-4 cr
- BMGT 215: Human Resource Management – 3 cr
- BMGT 210: Small Business Entrepreneurship – 3 cr
- BMKT 240: Advertising – 3 cr

Electives (Professional Certificate requires 9 elective credits)

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- ACTG 122: Accounting & Business Decisions – 3 cr
- ACTG 125: QuickBooks – 3 cr
- BMKT 222: Customer Service & Marketing – 3 cr
- BGEN 235: Business Law – 3 cr
- TASK 127: Business Office Procedures – 3 cr
- BMKT 112: Applied Sales – 3 cr

After Certificate completion students will be able to:

- Objectively evaluate their concepts and plans for moving forward with their business plans;
- Develop a working knowledge of business fundamentals such as management principles, marketing, product/service development, sales, and basic accountancy;
- Understand and be capable of building a business infrastructure for business operations, processes and financial decision making;
- Explore risk and success factors in the marketplace, develop a media strategy;
- Understand how to access human, financial, and business resources;
- Create an environment that encourages interaction with other entrepreneurs and professionals;
- Identify and meet market needs, learn to respond to changes that can impact business;
- Build an actionable business plan; and be an effective and prepared leader.

Course delivery: This will be a combination of weekly night courses and/or modules presented Friday and Saturdays. Students can pick and choose courses they believe are most significant to their needs and a Professional Certificate will be awarded after successful completion of 5 Core Courses and 3 elective courses.

BGEN 105 INTRODUCTION TO BUSINESS – (3 Credits)REQUIRED

- Management principles as they apply to first-line supervision and to the function of leadership and motivation in any organization. This course may not substitute for any required business course.
- Identify and discuss the stakeholders of business and the components of the business environment including social, legal, economic, technological, governmental, ethical and international influences;
- Define and explain the functions and features of the core components of a business enterprise including accounting, finance, law, operations, human resources, information technology and marketing;
- Demonstrate a working knowledge and vocabulary of basic business terms, concepts, and practices;
- Demonstrate effective business communication, team, problem solving, critical thinking, analysis and learning skills;

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- Learn process of evaluating business opportunities;

ACTG 101 Accounting Procedures I – (4 Credits) REQUIRED

- Upon successful completion of this course, the student will be able to: Define accounting concepts and financial terms;
- Define ownership structures and business organizations;
- Classify accounts – assets, liability, equity, revenue, expenses, costs;
- Analyze and journalize transactions; Post to ledgers;
- Prepare worksheets (make adjusting entries, calculate net income, show balance sheet accounts are in balance);
- Compile basic financial statements (income statement, balance sheet, owner’s equity) for sole proprietorships;
- Record adjusting and closing entries; Prepare post-closing trial balance;
- Reconcile bank statements;
- Manage cash control systems (petty cash fund);
- Compute earnings, deductions, and payroll taxes; Maintain payroll accounting records and prepare reports;
- Journalize and post discounts and returns and allowances;
- Use special journals to record purchases, cash payments, sales and cash receipts.

BMGT 215 Human Resource Management – (3 Credits) REQUIRED

- Define human resource management terminology;
- Describe the human resource functions of planning, recruitment, selection, development, appraisal, and compensation;
- Discuss current laws impacting human resource compliance, employment, and labor relations;
- Demonstrate an understanding of job analysis and design, job specifications and, job descriptions;
- Explore effective discipline systems and legal termination procedures and define employment at will;
- Describe the relationships between and importance of employee compensation (wages and benefits) and performance;
- Describe the collective bargaining process and labor relations.

BMGT 210 Small Business Entrepreneurship – (3 Credits)REQUIRED

- Define and identify concepts of small business or entrepreneurship;
- Utilize foundations of small business or entrepreneurial opportunities;
- Develop and write a detailed feasibility study or business plan to launch or manage a small business or entrepreneurial opportunity;
- Use technology to enhance the operating, marketing and efficiency of a small business or entrepreneurial opportunity;
- Explain the legal, operational, and accounting requirements for small business or entrepreneurship;
- Determine human, market, and financial resource needs to meet objectives.
- Determining factors in successfully starting a new business and the entrepreneurial

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personality and skills required to operate an entrepreneurial business.

BMKT 240 Advertising – (3 Credits)REQUIRED

- Understand advertising in the marketing context;
- Discuss the promotion mix of advertising, sales promotion, personal selling, public relations, and publicity;
- Demonstrate an understanding of the advantages and disadvantages of various media including print, broadcast, and social media marketing;
- Discuss consumer behavior dimensions, marketing segmentation, positioning, and budgeting;
- Explore effective media strategy and selection;
- Discuss strategies used to measure advertising effectiveness and efficiency;
- Discuss legal and ethical issues of advertising.
- Explore the opportunities available in social media marketing.

ACTG 122 Accounting and Business Decisions – (3 Credits) ELECTIVE

- Characterize different financial entities;
- Read, prepare, and summarize financial statements and accounting concepts;
- Develop an awareness of tax issues, federal and state, taxes for business;
- Forecast cash flow; Determine financing requirements;
- Write a loan proposal; Analyze budgets

ACTG 125 QuickBooks – (3 Credits) ELECTIVE

- Explain basic QuickBooks terminology, basic file management in QuickBooks, navigation techniques, and other essential skills such as printing and correcting mistakes;
- Create balance sheets for different dates, investigate detail supporting balance sheet items, and print balance sheets for distribution;
- Create income statements for different accounting periods, investigate detail supporting income statement items, and print income statements for distribution;
- Create cash flow statements for different accounting periods, investigate detail supporting cash flow statement items, and print cash flow statements for distribution;
- Create and print reports supporting the financial statements including an accounts receivable aging report, a customer account balance report, an inventory valuation report, an accounts payable aging report, and a vendor balance report;
- Create a new company file and add new customers, vendors, employees, accounts, and items. This effort should reinforce the system's nature of accounting and, in doing so, help students grasp the various steps involved in setting up a business;
- Record cash-oriented transactions classified as financing, investing, and operating activities;
- Explain essential accrual accounting concepts including the concepts of accruing revenues and expenses emphasizing the revenue recognition, matching, and expense recognition.

BMKT 222 Customer Service and Marketing – (3 Credits) ELECTIVE

- Define the basic elements of customer service;
- Describe the factors that have led to the growth of the service sector;
- Describe a service strategy;

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- Understand the difference between assertive and aggressive behavior;
- Explain what a service breakdown is and how it affects the customer relationship;
- Formulate strategy to improve customer service in a business.

BGEN 235 Business Law – (3 Credits) ELECTIVE

- Assess the relationship between business and its environment, including its legal, professional, and ethical responsibilities;
- Evaluation of the best business form, special laws affecting small businesses, credit and collection laws, patents and trademark, sales, contract and warranties, commercial real estate and leases.
- Describe basic legal concepts such as the court system, civil procedures, sources of law, procedural law, and legal terminology;
- Analyze and classify information and identify the relevant legal issues and predicted probable consequences of a particular situation, transaction, or event;
- Examine the complexity of the legal system and its strengths and deficiencies in terms of providing guidance for business decisions and compensation for grievances;
- Demonstrate the ability to assess ethical issues when they arise in the business environment;
- Identify tort law and its elements as applied to business situations;
- Identify contract law and its elements as applied to business situations;
- Identify property law and its elements as applied to business situations
- Franchising, initial public offerings, mergers, succession, estate planning, global expansion and exit strategies.
- Analyze HR activities to ensure compliance with all applicable federal, state, and local laws and regulations including health and safety issues.

TASK 127 Business Office Procedures – (3 Credits) ELECTIVE

- Effectively perform various administrative and office functions in the contemporary business environment;
- Demonstrate the use of Microsoft Outlook, records management and filing systems;
- Process mail, handle credit and collections, managing and troubleshooting computer systems, and ten-key typing skills.
- Enhance their personal and professional skills and abilities in the following areas: personal motivation, time management, career planning & success on the job.
- Demonstrate human relations skills, including; personal appearance, teamwork, diversity, professionalism and work ethics;
- Effectively use office reference manuals;
- Demonstrate knowledge of safety, ergonomics and office design;
- Demonstrate understanding of office procedures such as mail management, banking, supplies control, and reception;
- Prepare for and organize meetings (agendas, minutes, and facilitation process), conferences, and travel accommodations;

BMKT 112 Applied Sales – (3 Credits) ELECTIVE

- Recognize the components involved in relationship selling;
- Explain the basic psychology involved in the sales process;

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- Explain the process in the sales cycle;
- Develop a presentation demonstrating knowledge acquired;
- Distinguish old and new techniques for overcoming buyer’s resistance;
- Demonstrate product knowledge;
- Demonstrate the presentation skills necessary in sales situations.
-

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

This program will be phased in slowly offering two required courses and 2 elective courses per semester. Gallatin College is currently offering five of the eleven program courses those courses we are currently offering are BGEN 105, ACTG 101, ACTG122, ACTG 125 and TASK 127. The other six courses will be phased in the following way:

Current Fall 2013	Current Spring 2014	New Fall 2014	Spring 2015
BGEN 105(R)	ACTG 122 (E)	BMGT 210(R)	BMGT 215(R)
ACTG 101(R)	ACTG 125 (E)	BMKT 222(E)	BMKT 240(R)
	TASK 127(E)	BMKT 112(E)	BGEN 235(E)

(R)=Required (E) = Elective

Currently BGEN has 19 students enrolled and ACTG 101 has 18 students enrolled. Given this level of interest in existing courses, Gallatin College would estimate that the new courses introduced in the fall and spring will have at least 10 students enrolled. After a year of marketing the new professional certificate that projected number of students will go up to 15-20 enrolled students per course.

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.

With Gallatin College already teaching five of the eleven courses required for this certificate there will not be a need to hire any full time faculty. Gallatin College will need to add one or two adjunct faculty to teach the additional 18 credits that will be offered by adding this certificate. The expense of the adjunct faculty will be covered by the student tuition generated by new enrollment in these courses. Additionally, these courses are likely to appeal to some existing Gallatin College workforce and general education degree seeking students.

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.

While the projected start-up expenses for these courses are minimal, Gallatin College does have funds to meet the start-up cost of this professional certificate. Some courses will be offered on campus in the evening and others will be offered at the Bozeman High School

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wing of Gallatin College or other community locations.

7. Assessment

How will the success of the program be measured?

The first indicator of success will be based on student enrollment; Gallatin College courses will require at least 10-12 students in the courses in year two. Year three should have 13-20 students in the new courses. If level of growth is not occurring then continuation of the course will be evaluated. Then retention, completion and job placement numbers will be evaluated to determine success of the program. Final indicators of program success that will be used are instructor evaluations. Evaluations will be reviewed if there is some indication from above four measurements that students are not enrolling, being retained, completing or finding employment successfully.

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.

There were two indicators of need that started the discussion of Gallatin College offering this program. The first was in the 2011 Analysis of Workforce Needs and the second was the direct request from community stakeholders. A variety of community stakeholders have requested a Professional Certificate in Business Management to assist current business owners, employees in small business, and start-ups as they develop and grow. These stakeholders include the City of Bozeman's Economic Development Department, Service Core Of Retired Executives, Prospera, Bozeman Area Chamber of Commerce, Small Business Development Center, and the Northern Rocky Mountain Economic Development District. They have all participated in the development of and support the implementation of this Business Management Professional Certificate. Through their work they see a need for a formalized business management certificate, which students can earn college credit.

Several Gallatin College faculty and staff were involved in the process of designing course selection and will be involved in curriculum content and adjunct hiring.

January 8-9, 2014

ITEM 162-1012+R0114

Request to implement a Network and Information Security professional Certificate

THAT

The Board of Regents of Higher Education authorizes Missoula College of the University of Montana to offer a certificate in Network and Information Security.

EXPLANATION

The Network and Information Security professional certificate is designed to prepare computer and networking professionals for a career in the emerging field of computer security by providing experience in the areas of business continuity, computer system design, risk assessment and mitigation techniques, contingency planning, data integrity, security investigation, and troubleshooting. Students will apply security procedures used by IT professionals in computer forensics, information assurance, cryptography, enterprise security, access control, network security, software development security, and disaster recovery. The coursework consists of four courses delivered online totaling 16 credits.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-1012+R0114 Meeting Date: January 8-9, 2014
Institution: Missoula College UM CIP Code: 11.1003
Program Title: Network and Information Security professional 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:

The Network and Information Security professional certificate is designed to prepare computer and networking professionals for a career in the emerging field of computer security by providing experience in the areas of business continuity, computer system design, risk assessment and mitigation techniques, contingency planning, data integrity, security investigation, and troubleshooting. Students will apply security procedures used by IT professionals in computer forensics, information assurance, cryptography, enterprise security, access control, network security, software development security, and disaster recovery. The coursework

Montana Board of Regents
LEVEL I REQUEST FORM

consists of four courses delivered online totaling 16 credits.

January 8-9, 2014

ITEM 162-1017+R0114

Request to implement a Sustainable Business Strategy Certificate

THAT

The Board of Regents of Higher Education authorizes the University of Montana to implement a certificate in Sustainable Business Strategy

EXPLANATION

The Sustainable Business Strategy Certificate (SBSC) will prepare students to incorporate sustainability considerations into the strategic decisions of business, including enhancing customer value throughout the value chain. There has been an increased interest in this area both by students and by companies and organizations locally, nationally, and internationally. Not only do sustainability concerns affect risk management and costs of doing business, sustainability considerations can offer opportunities for innovation, enhanced product differentiation and value for customers, and employee recruitment and retention. Knowledge of sustainability requires both solid fundamentals of business strategy and a broader based “systems perspective” highlighting the inter-relationships between and among the various facets of a company’s eco-system of partners and stakeholders.

ATTACHMENTS

Level I Request Form

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: 162-1017+R0114 Meeting Date: January 8-9, 2014
Institution: University of Montana-Missoula CIP Code: 30.33
Program Title: Sustainable Business Strategy 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:

Businesses are increasingly considering sustainability issues in their strategic decisions in order to compete effectively and in response to demands from their stakeholders, including consumers, environmentalists and regulators. The pressures and expectations for sustainability from multiple stakeholders is now a given condition of the competitive landscape and managers know they cannot conduct "business as usual" and expect to be successful in the future.

Montana Board of Regents
LEVEL I REQUEST FORM

Student interest in this topic has increased as well. At the academic level, institutions are responding to industry and student demands to prepare their graduates with an adequate understanding and appreciation of sustainable business practices and to help them incorporate sustainability as an integral part of business operations. Many universities' business schools offer dedicated courses on sustainability as well as certificates and degree programs on this important topic. For example, other universities in the region, such as the University of Wyoming and Portland State University have an explicit focus on sustainability across their business curriculum.

Sustainability considerations are particularly pertinent to the University of Montana for many reasons. First, "UM 2020: The Strategic Plan for the University of Montana" highlights sustainability as a core value and the Global Leadership Initiative highlights environmental change as one of the key global concerns that graduates—the leaders of tomorrow—must be prepared to address. Second, since 2010 the University of Montana has been listed in The Princeton Review's Guide to Green Colleges, which profiles 322 institutions of higher education in the U.S. and Canada that demonstrate notable commitments to sustainability in their academic offers, campus infrastructure, activities, and career preparation. Third, other UM programs, such as Environmental Studies, Economics, Climate Change, and the Missoula College offer courses relevant to sustainability considerations. The School of Business Administration has offered two courses on sustainability, as well as a study abroad course in New Zealand focused on business sustainability. This proposal leverages these other programs in developing a cohesive curriculum for business students.

The Sustainable Business Strategy Certificate (SBSC) will prepare students to incorporate sustainability considerations into the strategic decisions of business, including enhancing customer value throughout the value chain. There has been an increased interest in this area both by students and by companies and organizations locally, nationally, and internationally. Not only do sustainability concerns affect risk management and costs of doing business, sustainability considerations can offer opportunities for innovation, enhanced product differentiation and value for customers, and employee recruitment and retention. Knowledge of sustainability requires both solid fundamentals of business strategy and a broader based "systems perspective" highlighting the inter-relationships between and among the various facets of a company's eco-system of partners and stakeholders.

This certificate would be available to undergraduate students as well as graduate students (with an appropriate graduate increment) and requires less than 29 credits.