

LEVEL II MEMORANDUM

DATE: February 11, 2015

TO: Chief Academic Officers, Montana University System

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

RE: Level II Proposals

The campuses of the Montana University System have proposed new academic programs or changes under the Level II approval process authorized by the Montana Board of Regents. The Level II proposals are being sent to you for your review and approval. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, raise them at the Chief Academic Officer's conference call on **February 18, 2015**. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on **Friday, February 20**. If no concerns are received, OCHE will assume that the proposals have your approval.

Level II Items

Montana State University Bozeman:

- Request for authorization to establish a Bachelor of Arts Degree in Asian Studies
[Item #166-2010-R0315](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment #1-Major Requirements](#) | [Attachment #2-Minor Requirements](#) | [Attachment #3-Letter of Support](#)
- Request for authorization to offer an Associate Degree Registered Nurse to Masters in Nursing (Clinical Nurse Leader) degree program
[Item #166-2011-R0315](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment #1-Letter of Support to OCHE/BOR](#) | [Attachment #2-Letters of Support](#) | [Attachment #3- Fact Sheet](#) | [Attachment #4-Outcome Assessment](#) | [Attachment #5-Resume Matrix](#)
- Request for authorization to offer an online Undergraduate Certificate in Gerontology
[Item #166-2012-R0315](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#)
- Request for authorization to rename Bioengineering to Biological Engineering
[Item #166-2014-R0315](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#)

The University of Montana Missoula:

- Request for authorization to create a Neuroscience B.S.
[Item #166-1019-R0315](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment #1 -Requirements for Option in Cognitive Neuroscience](#) | [Attachment #2- Requirements for Option in Cellular and Molecular Neuroscience](#)
- Request for authorization to offer a Counselor Education and Supervision Ph.D.
[Item #166-1020-R0315](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#)
- Request for authorization to create an Early Childhood Education Minor
[Item #166-1021-R0315](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#)
- Request for authorization to offer a Women's, Gender, and Sexuality Studies B.A.
[Item #166-1022-R0315](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#)
- Request for authorization to offer a Theatre Education Minor
[Item #166-1023-R0315](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#)

LEVEL II MEMORANDUM

The University of Montana Western:

- Notice of intent to convert the Health and Human Performance Program in Education Department to Health and Human Performance Department
[ITEM #166-1601-R0315](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#)

March 5-6, 2015

ITEM 166-2010-R0315

Request for authorization to establish a Bachelor of Arts Degree in Asian Studies

THAT

The Montana Board of Regents authorizes Montana State University Bozeman to establish a B.A. degree in Asian Studies.

EXPLANATION

The purpose of this proposal is to establish an interdisciplinary undergraduate major and minor in Asian Studies at Montana State University, which will replace the existing Japan Studies Major and Minor in the Department of History & Philosophy. Designed to meet the interdisciplinary challenges of today's world, the program will draw on an array of departments at Montana State University, from History & Philosophy and Modern Languages to Sociology & Anthropology and Earth Sciences. Enabling students who, until now, have studied exclusively about Japan or China to discover the myriad interconnections between these and other nations will better prepare them for employment in a host of international fields and occupations. The program will also enable faculty to teach courses that are not trapped within the rubric of a single nation, but that explore issues that cross borders throughout the region and impact the world at large, such as politics, environment, and the flows of culture, capital and human beings.

ATTACHMENTS

- Academic Proposal Request Form
- Curriculum Proposal
- Attachment # 1- Core Asian Studies Requirements – Major
- Attachment # 2- Core Asian Studies Requirements - Minor

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 166-2010-R0315

Meeting Date: March 5-6, 2015

Institution: Montana State University

CIP Code: 05.0103

Program Title: Asian Studies Major and Minor

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates (CAS/AAS)-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Merging or re-titling a department

 4. Revising a program (Curriculum Proposal Form)

 5. Distance or online delivery of an existing degree or certificate program

 6. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist and updated catalog)

 Temporary Certificate or AAS Degree Program

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ACADEMIC PROPOSAL REQUEST FORM

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

 X D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

1. **Re-titling a degree (ex. From B.A. to B.F.A)** (Curriculum Proposal Form)

2. **Adding a new minor or certificate where there is no major or option in a major** (Curriculum Proposal Form)

X 3. **Establishing a new degree or adding a major or option to an existing degree** (Curriculum Proposal Form)

4. **Forming, eliminating or consolidating a college, division, school department, institute, bureau, center, station, laboratory or similar unit** (Curriculum Proposal Form or Center Proposal Form)

5. **Re-titling a college, division, school department, institute, bureau, center, station, laboratory or similar unit** (Curriculum Proposal Form or Center Proposal Form)

Specify Request: To establish an interdisciplinary undergraduate major and minor in Asian Studies at Montana State University Bozeman. These will replace the existing Japan Studies Major and Minor that are housed in the Department of History and Philosophy.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

Whether determined by the International Monetary Fund, the World Bank, or the United Nations, China and Japan are among the five most powerful economies in the world as measured by Gross Domestic Product. The Stockholm International Peace Research Institute and other sources list both China and Japan as among the top five nations in terms of military spending. According to the United Nations Statistics Division, both China and Japan are in the top five for consumer spending. By virtually any measure, for the past half century Asia has been on the rise, which is why it is critical that Montana's young people be educated to be successful in this changing geopolitical and economic climate.

In order to educate students to be competitive in the Pacific Century, Montana State University, Bozeman, proposes an interdisciplinary Asian Studies Major and Minor. This new program will replace the less comprehensive Japan Studies Major and Minor options currently in the Department of History & Philosophy. Over the past decade, Montana State University has laid the academic foundation for a Asian Studies Major and Minor with Japan Foundation Library Supplement Grants, a Japan Foundation Staff Expansion Grant, a Department of Education Title IV Grant, and tenure-track hires in Chinese language and literature, Chinese history, and Turkish history. Because of this investment, no additional resources will be required to implement the program. The interdisciplinary Asian Studies Major and Minor will draw on an array of departments at Montana State University, from History & Philosophy and Modern Languages to Sociology & Anthropology and Earth Sciences. The departmental home of the Asian Studies Program will rotate every five years with the rotation of the directorship among the departments of Modern Languages & Literatures, History & Philosophy, and Anthropology & Sociology. This will be a genuinely interdisciplinary program, listed in the College of Letters and Science but managed by alternating departments, designed to meet the interdisciplinary challenges of today's world.

The Asian Studies Major and Minor represent a strategic expansion of the existing Japan Studies Option currently available in History & Philosophy in several respects. Most obviously, the proposed options offer students greater latitude in studying Asia-related courses to better prepare them for employment in a host of international fields and occupations. The Asian Studies Major and Minor reflect shifting US strategic concerns in the Asia-Pacific region in recent years, as well as significant geopolitical and economic changes in Asia, changes that have resulted in students' desires to learn the languages and to study the cultures of China and Japan, the two Asian countries with the most robust economies, political systems and militaries. In recent years, universities across the country have begun to move away from a single-nation model towards curricula that focus on wider regions, and so must Montana State University. Such moves serve the interdisciplinary needs of a growing number of students who want to attain a more practical understanding of Asia, one that can be translated into business opportunities for Montana. The Asian Studies Major and Minor will better enable Montana State University to further pursue off-campus funding because both Chinese and Japanese languages are considered "critical languages" by the State Department. Funding could be sought through the Critical Language Scholarship Program, the "100,000 Strong Initiative" through the State Department, the National Security Language Initiative, and a host of other opportunities.

Rather than be considered a redundancy, the Asian Studies Major and Minor at Montana State University should be seen as building on the extensive Asian Studies infrastructure at the University of Montana, which include an East Asian Studies Major and a Japanese Studies Major, as well as Minors in Arabic Studies, Chinese Studies, and South and Southeast Asian Studies. The University of Montana also has the

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Central and Southwest Asia Center, with its own Major, Minor, and other programming. The Asian Studies Major and Minor at Montana State University would complement these programs, their curricula, and their degree programs by creating a better environment in the state for interaction and collaboration in both teaching and research. In the future, such cooperation between the two flagship campuses might even include shared courses and collaborative research. For example, the University of Montana's East Asian Studies and Japanese Studies Majors include no history courses, while Montana State University's Asian Studies Major and Minor will include a robust presence of history courses. With Asian Studies faculty spread across the state, perhaps Montana State University's Asian Studies Major and Minor might provide a first step in building an academic bridge across the Continental Divide.

Moreover, such a critical area of study should not be confined to one campus. The academic investment for Asian Studies at Montana State University has already been made, so the program does not require additional resources. The program, as mentioned, replaces the existing Japan Studies option, so there is not net growth in programs, only a strategic improvement of existing programs. Finally, the Asian Studies options at Montana State University will reflect the interdisciplinary culture of Montana's land-grant institution, with an emphasis on education that can be translated into occupational opportunities in Asia.

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

The Asian Studies Program will offer an interdisciplinary BA in Asian Studies, as well as a non-teaching minor in Asian Studies. In its initial phase, students will be able to concentrate on China or Japan. However, whichever area they focus on, they must choose from a selection of lower-division core Asian Studies courses that will give them broader exposure than was possible in the Japan Studies Program. The major requires students take 9-12 credits of such courses; the minor requires 3-4. Majors must take 16 credits of language, either Mandarin or Japanese; minors must take 8. In addition, majors will take 18 credits of upper-division courses and a 3-credit research-based capstone course. Minors will take 6 upper-division credits. Like the Japan Studies Program it will replace, the Asian Studies Program will incorporate courses from History & Philosophy, Anthropology & Sociology and Modern Languages & Literatures.

Significantly, the Asian Studies Program is designed for growth. We anticipate incorporating other areas—geographical, cultural and linguistic—in concert with changing conditions in a rapidly transforming Asia to meet the changing needs of MSU students. Moreover, the Asian Studies Program will enable MSU faculty to teach courses that are not trapped within the rubric of a single nation, but that explore issues that *cross* borders throughout the region and impact the world at large, such as politics, environment, and the flows of culture, capital and human beings.

3. Need

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

The proposed option and curriculum responds to the ongoing desire for a diverse offering of multidisciplinary, international, and multicultural courses and the development of critical approaches for engaging the changing world. Enabling students who, until now, have studied exclusively about Japan or China to discover the myriad interconnections between these (and, later, other) nations will greatly augment their understandings of any given nation in the region. Informal data gathered through student advising, talking with students in class, as well as a student survey in Fall 2012, has shown a positive student response to the changes outlined above. Because several extant courses (such as

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survey-level courses in Japanese literature) will be reconfigured as courses in East Asian literature, having been altered such that roughly fifty-percent of the material covers Chinese literature, it is highly probable that enrollments in upper-division Asia-related content courses will increase.

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

Initially, the Asian Studies major and minor will provide students with an in-depth program of study relevant to contemporary transformations in East Asia. As the program grows, student exposure to Asia will expand with the addition of other languages and area-focused content courses to the curriculum. Those departments and faculty members who contribute courses to the Japan Studies option should not be affected, as we will move—wholesale—the current Japan Studies curriculum into the Asian Studies major. Students will be affected only in the sense that they will have a broader range of Asia-related courses to choose from than has been available in the Japan Studies option or the China Studies minor. Those students wishing to focus on Japan or China alone will also be able to do so.

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

Asia is an extremely large region of the world that, despite its rapidly growing relevance to US interests both economically and strategically, is little understood. The Asian Studies major and minor will enable students not merely to learn about single nations within Asia, but to understand how these nations' histories, cultures, politics and environments have been and are increasingly intertwined. This will be made possible by implementing greater curricular flexibility than is possible under the current Japan Studies option, as well as through the redesign of certain courses in which students will not only be exposed to a wider area of culture, but—crucially—they will be compelled to consider the ways in which disparate cultures have influenced each other across a region. Student interest in the proposed Asian Studies Program has been supported by a student survey given in Anthropology, Chinese, Japanese and History courses at MSU in Fall 2012.

4. Institutional and System Fit

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

The Asian Studies major subsumes the current Japan Studies option, and builds upon the Japan Studies minor and the China Studies minor, both of which will remain in place. The Asian Studies major amounts to a restructuring of extant curricula in order to increase flexibility in curricular choices available to students, in order to inculcate an awareness of the myriad cultural, economic and political crosscurrents that for centuries have tied various nations of Asia into a recognizable region, and in order to increase enrollments in upper-division courses that have been too narrowly focused in the past. Such courses will be expanded such that materials covered span at least two (and, perhaps later, more) nations in Asia.

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

Yes. The proposed program will necessitate the dissolution of the Japan Studies option in History and Philosophy. Dr. Susan Cohen, Department Chair of History & Philosophy, and Dr. Brett L. Walker, the department's Japan Specialist and creator of the option, have approved the dissolution.

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

The Asian Studies major differs from the Japan Studies option in History in that it offers students a much broader range of courses from which to choose. Four semesters of *either* Japanese or Mandarin Chinese will be required. Although less than the six semesters of Japanese currently required by Japan Studies, all six semesters of Japanese currently on offer will be available for students (Fifth- and sixth-semester courses will be offered as electives.). Students who do not want to take more than the required four semesters of language will be able to take more content courses than they currently take under Japan Studies in order to meet their requirements. Such changes are being made in response to student comments expressing difficulties with finding time for fulfilling upper-division Japanese language requirements, as many of our students must work in order to attend MSU.

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

Including the Japan Studies option, there are currently only seven undergraduate majors that are truly interdisciplinary at MSU (Directed Interdisciplinary Studies (University College), American Studies (College of Letters & Science), Liberal Studies (University College), Science, Environment, Technology & Society (History & Philosophy), Latin American & Latino Studies (Modern Languages & Literatures)). For reasons explained above, replacement of the Japan Studies option with the Asian Studies major will promote attainment of Objective E, Metric E.3.1 of MSU's Strategic Plan: "By 2019, the percentage of MSU students participating in cross-cultural study, work or service experiences, incorporating both academic preparation and post-experience reflection, will double." Moreover, there are several high-tech companies based or located in Bozeman with significant ties to East Asia. We intend to approach Lygocyte, Golden Helix and Oracle (which recently acquired RightNow) for funding for student study abroad as well as internship opportunities in China, Taiwan and Japan.

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.

As mentioned above, the University of Montana possesses an extensive Asian Studies infrastructure, which includes an East Asian Studies Major and a Japanese Studies Major, as well as Minors in Arabic Studies, Chinese Studies, and South and Southeast Asian Studies. The University of Montana also has the Central and Southwest Asia Center, with its own Major, Minor, and other programming. The Asian Studies Major and Minor at Montana State University would serve to compliment these programs by creating a better environment in the state for interaction and collaboration in both teaching and research. Asia is the most populous region of the world and its influence is ballooning at ever-increasing rates economically, strategically and environmentally. In order to increase employment opportunities and enable students truly to think globally, MSU requires an Asian Studies Major and Minor. A letter of support for Montana State University's Asian Studies Major and Minor from Dr. Abraham Kim, Director of the Mansfield Center at the University of Montana, is appended to this Board of Regents Curriculum Proposal Form.

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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.**

See attached curriculum.

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

Initially, the Asian Studies major will be housed in the Department of History & Philosophy. However, The directorship of the Asian Studies Major will alternate every five years among the contributing departments (Modern Languages & Literatures, History & Philosophy, Anthropology & Sociology). The director will be in charge of disseminating information on the program, running advising sessions, designing a website, and soliciting funding sources for student study abroad and other activities. The program's curriculum, as outlined in section 4.A, is largely in place, so we will be able to implement the program as soon as it receives BOR approval, and are planning to do so in Fall 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 will be required to implement this program. The resources to initiate this program are already in place: Those faculty who have taught in the Japan Studies Option will continue to do so. Moreover, the Department of Modern Languages has recently hired Dr. Hua Li, who runs MLL's China Studies Minor, and the Department of History and Philosophy has recently hired Asian historian Dr. Maggie Greene.

- 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.

7. Assessment

How will the success of the program be measured?

Graduation numbers will be tracked for the Asian Studies major. Informal assessments of students' views on courses and the major will be obtained through student advising. Such assessments will form the basis of questionnaires used to evaluate the major and minor degree programs from the student perspective. The Department of Modern Languages & Literatures (the initial home of the Asian Studies major) is currently creating assessment guidelines being monitored by the Associate Dean of the College. We will do the same for this program. The Asian Studies major will be subject to program review as well, as part of the normal BOR process.

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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.

Since 1998, Montana State University (MSU) has been in the process of investing in an Asian Studies Major and Minor. In 1999, President Michael Malone, working with Deans and Department Chairs, hired Brett L. Walker and Paul Atkins to seed the Asian Studies initiative. After Dr. Atkins left, Marilyn Guggenheim and, later, Peter Tillack were hired in Modern Languages and Literatures as part of a continuing commitment to Asian Studies. Meanwhile, in History and Philosophy, Carla Nappi was hired in Chinese history; she eventually left and was replaced by Maggie Greene in 2013. History and Philosophy also hired J. Barton Scott in Asian religions and James Meyer in Turkish history as part of the Asian Studies initiative.

These investments in personnel were paralleled by financial investments. Between 1999 and 2001, MSU received two Japan Foundation Library Supplement Grants, Category A2 and Category B2, for the MSU Libraries, Bozeman. These grants brought badly needed library resources for Asian Studies. In 2013, Brett Walker donated his Japanese language collection to the library, beefing up the Japanese-language holdings. In 2005, MSU received a Japan Foundation Staff Expansion Grant, in Sociology & Anthropology, for \$157,000, which led to the hiring of Tomomi Yamaguchi in that department. The critical mass is now in place.

In sum, for well over a decade, MSU has been building the physical and human infrastructure required for an Asian Studies Major and Minor.

ASIAN STUDIES MAJOR
Montana State University, Bozeman

Student: _____
GID #: _____

Core Asian Studies Requirements (take three of the following: 9-12 credits)

ANTY 242D "Contemporary Japan"
CHIN 211D "Chinese Culture & Civilization"
CHIN130D "Historical & Literary Journey into Modern China"
HSTR 140D "Modern Asia"
HSTR 145D "Reinventing Japan"
JPNS 150D "Japanese Culture & Civilization"

Japan Focus

1. Japanese Language Requirement (16 credits): JPNS 101, JPNS 102D, JPNS 201D, JPNS 202D

2. Japan Courses (take six courses of the following: 18 credits)

ANTY 337 "Sex, Gender, & Sexuality in Japan"
ANTY 343 "Popular Culture In/Out of Japan"
ANTY 441 "Social Movements in Japan"
ARTH 360 "History of Asian Art & Architecture"
GPHY 446 "East Asia in the Global System"
HSTR 340 "Age of the Shoguns"
HSTR 342 "Japan's Long 19th Century"
HSTR 444 "Gender in Japan"
HSTR 445 "Environment, Health & Science in Japan"
JPNS 305 "Advanced Japanese Conversation"
JPNS 340 "Advanced Reading & Grammar"
JPNS 320 "Classical Japanese Literature"
JPNS 321 "Modern Japanese Literature"
JPNS 325IH "Others in Japanese Literature & Culture"
JPNS 361IH "Japanese Text & Cinema"
JPNS 440 "Modernity & Modernism in Japan"

3. Japan Research Experience (3 credits): ANTY 490R "Undergraduate Research," ANTY 492 "Independent Study," HSTR 490R & HSTA 490R "Undergraduate Research," HSTR 499R "Senior Capstone," and "JPNS 450R "Japanese Literature & Culture," and other courses approved by a faculty advisor.

China Focus

1. Chinese Language Requirement (16 credits): CHIN 101, CHIN 102D, CHIN 201D, CHIN 202D

2. China Courses (take six courses of the following: 18 credits)

ARTH 360 "History of Asian Art & Architecture"

CHIN 120IH "History, Culture, and Society in Chinese Films"

CHIN 320IH "History of Chinese Cinema"

GPHY 446 "East Asia in the Global System"

HSTR 345 "Modern China"

HSTR 443 "Gender in Asia"

HSTR 446 "Science & Medicine in China"

HSTR 484 "World Environmental History"

Other courses in Chinese history designed by Professor Maggie Greene

3. Chinese Research Experience (3 credits): HSTR 490R & HSTA 490R

"Undergraduate Research," HSTR 499R "Senior Capstone," and other courses approved by a faculty advisor.

Course Substitutions: Other appropriate courses, including those taken abroad, may be substituted with the approval of an Asian Studies Advisor.

Study Abroad: Montana State maintains active exchange programs with overseas universities, including ones throughout Asia. Students may spend an entire academic year abroad while paying Montana State tuition. Contact the Office of International Programs for more information.

Graduation Requirements: A minimum of 120 credits is required for graduation; 42 of these credits must be upper-division.

ASIAN STUDIES MINOR
Montana State University, Bozeman

Student: _____
GID #: _____

Core Asian Studies Requirements (take one of the following: 3-4 credits)

ANTY 242D "Contemporary Japan"
CHIN 211D "Chinese Culture & Civilization"
CHIN130D "Historical & Literary Journey into Modern China"
HSTR 140D "Modern Asia"
HSTR 145D "Reinventing Japan"
JPNS 150D "Japanese Culture & Civilization"

Asian Language Requirement (8 credits)

1. Take JPNS 101 and JPNS 102D in sequence, or CHIN 101 and CHIN 102D in sequence.

Japan Courses (take two courses of the following: 6 credits)

ANTY 337 "Sex, Gender, & Sexuality in Japan"
ANTY 343 "Popular Culture In/Out of Japan"
ANTY 441 "Social Movements in Japan"
ARTH 360 "History of Asian Art & Architecture"
GPHY 446 "East Asia in the Global System"
HSTR 340 "Age of the Shoguns"
HSTR 342 "Japan's Long 19th Century"
HSTR 444 "Gender in Japan"
HSTR 445 "Environment, Health & Science in Japan"
JPNS 305 "Advanced Japanese Conversation"
JPNS 340 "Advanced Reading & Grammar"
JPNS 320 "Classical Japanese Literature"
JPNS 321 "Modern Japanese Literature"
JPNS 325IH "Others in Japanese Literature & Culture"
JPNS 361IH "Japanese Text & Cinema"
JPNS 440 "Modernity & Modernism in Japan"

China Courses (take two courses of the following: 6 credits)

ARTH 360 "History of Asian Art & Architecture"
CHIN 120IH "History, Culture, and Society in Chinese Films"
CHIN 320IH "History of Chinese Cinema"
GPHY 446 "East Asia in the Global System"
HSTR 345 "Modern China"
HSTR 443 "Gender in Asia"
HSTR 446 "Science & Medicine in China"

HSTR 484 “World Environmental History”

Course Substitutions: Other appropriate courses, including those taken abroad, may be substituted with the approval of an Asian Studies Advisor.

Study Abroad: Montana State maintains active exchange programs with overseas universities, including ones throughout Asia. Students may spend an entire academic year abroad while paying Montana State tuition. Contact the Office of International Programs for more information.

Graduation Requirements: A minimum of 120 credits is required for graduation; 42 of these credits must be upper-division.

Draft



The Maureen and Mike Mansfield Center
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Email: mansfieldcenter@mso.umt.edu
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February 19, 2015

Brett Walker, Ph.D.
Regents Professor
Michael P. Malone Professor of History
Montana State University
Bozeman, MT 59717

Dear Professor Walker:

I support the efforts of Montana State University to consolidate its Asia-related programs and faculty to form a new Asian Studies major and minor. I hope this effort will increase the number of MSU students considering Asia as an area of study and encourage more students to study abroad. With the Asia-Pacific more vital than ever to U.S. businesses, trade, foreign affairs and national security, I believe it is critical for our schools and universities to encourage students to study Asia and to train them on the culture, history, politics and economics of the region.

I congratulate you and your colleagues on this endeavor. I look forward to the opportunity to cooperate with MSU's new Asian Studies program and to expand the state's engagement with the Asia-Pacific region.

Sincerely,

A handwritten signature in black ink, appearing to read "Abraham Kim", with a stylized flourish at the end.

Abraham Kim, Ph.D.
Director, Maureen and Mike Mansfield Center
University of Montana

March 5-6, 2015

ITEM 166-2011-R0315

Request for authorization to offer an Associate Degree Registered Nurse to Masters in Nursing (Clinical Nurse Leader) degree program

THAT

The Montana Board of Regents authorizes Montana State University Bozeman to offer a program that will allow Associate Degree Registered Nurses to move on to graduate study through a transition-to-masters program.

EXPLANATION

The purpose of this proposal is to establish a program that will allow Associate Degree Registered Nurses (ADRN) with a minimum of two years of experience as a registered nurse to move on to graduate study through a transition-to-master's program. After a successful admission interview and a resume' assessment by the College of Nursing that validates prior learning and experience, students will be recommended for admission to the undergraduate one-year transition portion of the program and provisionally admitted to The Graduate School as a Masters of Nursing (MN) degree-seeking graduate student in the existing Clinical Nurse Leader (CNL) 5-semester master's curriculum. Students who matriculate into the ADRN to MN degree program will complete CORE 2.0 general education requirements (12 credits) and two baccalaureate level transition courses in nursing (12 credits) thus demonstrating achievement of baccalaureate nursing competencies prior to beginning graduate level nursing study. Students will graduate with a MN degree. The proposed ADRN-MN program is congruent with state and national initiatives in the nursing profession that recommend higher levels of education and academic pathways for Associate Degree Registered Nurses to ensure improved outcomes and improved care for individuals and populations with complex health care needs.

ATTACHMENTS

- Academic Proposal Request Form
- Curriculum Proposal Form
- Attachment #1- Letter from Dean Melland to OCHE and BOR
- Attachment #2- Letters of Support
- Attachment #3- American Association of Colleges of Nursing Fact Sheet
- Attachment #4- ASN-MN Curriculum Student Outcome Assessment
- Attachment #5- ADRN-MN Applicant Resume Matrix

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 166-2011-R0315

Meeting Date: March 5-6, 2015

Institution: Montana State University

CIP Code: 51.3820

Program Title: Associate Degree Registered Nurse to Master's in Nursing (Clinical Nurse Leader) Degree Program

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates (CAS/AAS)-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Merging or re-titling a department

 4. Revising a program (Curriculum Proposal Form)

 5. Distance or online delivery of an existing degree or certificate program

 6. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist and updated catalog)

 Temporary Certificate or AAS Degree Program

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Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

 X D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A) (Curriculum Proposal Form)

 2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

 X 3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

 5. Re-titling a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

Specify Request:

The College of Nursing at Montana State University is seeking approval to offer a program that will allow Associate Degree Registered Nurses (ADRN) with a minimum of two years of experience as a registered nurse to move on to graduate study through a transition-to-masters program. After a successful admission interview and a resume' assessment by the College of Nursing that validates prior learning and experience, students will be recommended for admission to the undergraduate one-year transition portion of the program and provisionally admitted to The Graduate School as a Masters of Nursing (MN) degree-seeking graduate student in the existing Clinical Nurse Leader (CNL) 5-semester master's curriculum. Students who matriculate into the ADRN to MN degree program will complete CORE 2.0 general education requirements (12 credits) and two baccalaureate level transition courses in nursing (12 credits) thus demonstrating achievement of baccalaureate nursing competencies prior to beginning graduate level nursing study. Provisional admission to The Graduate School will be converted to unconditional admission once the student completes the transition year with at least a 3.0 GPA. Students will graduate with a MN degree. The proposed ADRN-MN program is congruent with state and national initiatives in the nursing profession that recommend higher levels of education and academic pathways for Associate Degree Registered Nurses to ensure improved outcomes and improved care for individuals and populations with complex health care needs (Aiken et al., 2011; Blegen et al., 2013).

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1. Overview

The College of Nursing at Montana State University is seeking approval to offer a program that will allow Associate Degree Registered Nurses (ADRN) with a minimum of two years of experience as a registered nurse to move on to the graduate study through a transition-to-master's program leading to a master's in nursing (MN) degree. Students in the ADRN to MN degree program will complete CORE 2.0 general education requirements (12 credits) and two baccalaureate level transition courses in nursing (12 credits) thus demonstrating achievement of baccalaureate nursing competencies prior to beginning graduate level nursing study. Upon completion of those requirements, students will matriculate into the existing Clinical Nurse Leader (CNL) 5-semester master's curriculum.

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

The proposed ADRN-MN program will allow Associate Degree Registered Nurses (ADRN) with a minimum of two years of experience as a registered nurse to move on to graduate study through a transition-to-master's program. After a successful admission interview and a resume' assessment by the College of Nursing that validates prior learning and experience, students will be recommended for admission to the undergraduate one-year transition portion of the program and provisionally admitted to The Graduate School as a MN degree-seeking graduate student in the existing Clinical Nurse Leader (CNL) 5-semester master's curriculum. Students who matriculate into the ADRN to MN degree program will complete CORE 2.0 general education requirements (12 credits) and two baccalaureate level transition courses in nursing (12 credits) thus demonstrating achievement of baccalaureate nursing competencies prior to beginning graduate level nursing study. Provisional admission to The Graduate School will be converted to unconditional admission once the student completes the transition year with at least a 3.0 GPA. Students will graduate with a MN degree. The proposed ADRN-MN program is congruent with state and national initiatives in the nursing profession that recommend higher levels of education and academic pathways for Associate Degree Registered Nurses to ensure improved outcomes and improved care for individuals and populations with complex health care needs (Aiken et al., 2011; Blegen et al., 2013).

3. Need

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

The need for a highly educated nursing workforce continues to increase as health care reform is implemented and concerns over quality and safety intensify. Research has shown that lower mortality rates, fewer medication errors and higher quality outcomes are linked to care provided by nurses who are prepared at the baccalaureate and higher degree levels (Aiken et al., 2011). A national study, *The Future of Nursing: Leading Change, Advancing Health*, published in 2010 by the Robert Wood Johnson Foundation (RWJF) and the Institute of Medicine (IOM), developed four key messages related to the critical role that nurses will play in the future to improve quality and safety in health care settings and decrease costs. Of significance to this proposal for an ADRN-MN program is the recommendation that *"Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression"* (IOM, 2011, p. 6). The proposed program will directly support this recommendation in that it provides an academic pathway for experienced nurses prepared at the associate degree level to

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advance their education to the master's level of education. A study by Benner, Sutphen, Leonard, and Day (2010) for the Carnegie Foundation resulted in the following recommendation:

Develop more ADN-to-MSN programs. We recommend increasing the number of ADN-to-MSN programs. Orsolini-Hain (2008) found that few ADN (nurses) felt motivated to return to school for a baccalaureate degree because the degree would not significantly influence their job capacities and functions. We believe that ADN-to-MSN programs would appeal to practicing ADNs and give them a realistic incentive to return to school for better job opportunities and salaries. Another benefit of this action would be growth of the applicant pool for doctoral study and enlargement of the faculty pipeline (p. 217).

The MSU College of Nursing (CON) is the only program in Montana that offers a graduate program in nursing in the state. The proposed ADRN-MN program directly responds to the recommendation from the Robert Wood Johnson Foundation and the Institute of Medicine for seamless educational advancement for nurses. Master's education prepares nurses for leadership and critical action within complex, changing systems, including health, educational, and organizational systems (AACN, *Essentials of Master's Education in Nursing*, 2011). Nurses with a master's degree are in high demand as expert clinicians, nurse executives, health policy consultants, research assistants, and clinical educators (AACN, 2014). The program proposed will result in a more highly educated nursing workforce that will ultimately improve the health of Montanans now and into the future.

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

The proposed program will directly serve three Montana constituencies: 1) associate degree registered nurses, 2) health care institutions, and 3) nursing education programs. The ADRN-MN program will meet the needs of *registered nurses* who are prepared with an associate degree and seek to elevate their level of education by earning a master's degree. The registered nurse (RN) will not need to leave the state or job to earn a graduate degree in nursing. The program will take into account prior learning and competencies the ADRN has developed as an experienced registered nurse. Nurses will not be required to repeat courses that they have completed successfully in their associate degree education. This program will meet the needs of *health care institutions* in the state that are moving toward requiring higher degrees of their nurses, especially the institutions that have been awarded Magnet® status (Billings Clinic; St. Patrick's Hospital) by the American Nurses Credentialing Center or are seeking that recognition (Bozeman Deaconess Hospital; Kalispell Regional Medical Center). Graduates of the ADRN-MN program will be well positioned to immediately meet the critical need for clinical faculty in Montana's *nursing programs*. Graduates who choose to continue their education beyond the master's degree will be eligible to matriculate to a practice or research-focused doctoral program immediately or in the near future.

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

Demand for the program is anticipated to be high. The College of Nursing conducted an ADRN needs assessment in December 2012 to determine the degree of interest among ADRNs in an ADRN-MN program. Of the 258 ADRNs who responded, 207 (82.1%) stated they were interested in pursuing a master's degree in nursing; approximately 70% had six or more years of clinical nursing experience. Of those interested in taking classes in an associate degree to master's degree program as is proposed here, 141 (65.3%) said they would be interested in starting a program as early as fall semester, 2014; another 8% in fall 2015.

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4. Institutional and System Fit

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

There is no ADRN-MN program or related program at MSU or in the state of Montana. Students who matriculate into the ADRN-MN program will provide evidence of completing MUS CORE 2.0 or will take 12 credits of general education courses in addition to 12 credits of BSN courses during the transition to master's year. Once complete, the students will move seamlessly from the transition year into an established master's of nursing, Clinical Nurse Leader track.

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

There will be no changes required in the existing baccalaureate, master's, or doctoral programs in the College of Nursing.

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

There are no closely related programs at MSU or across the state of Montana.

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

MSU Learning: Goal - MSU prepares students to graduate equipped for careers and further education.

- Enrollment in the graduate program in the College of Nursing will increase by 10-15% (Reflective of MSU Metric L.3.2)
- As health care reform is implemented (Affordable Care Act), more job opportunities will be available for nurses with advanced education in clinical leadership (Reflective of MSU Metric L.3.1)

MSU Discovery: Goal – MSU will raise its national and international prominence in research, creativity, innovation and scholarly achievement, and thereby fortify the university standing as one of the nation's leading public research universities.

- Graduate nursing students in the ADRN-MN degree program will study the research process, learn skills to apply evidence-based practice, and complete a clinical scholarly project. Students will be strongly encouraged to present their clinical scholarly projects at regional and national conferences and publish their work (Reflective of MSU Metric D.3.4)

MSU Engagement: Goal – Members of the Montana State University community will be leaders, scholars and engaged citizens of their local, national, and global communities, working together with community partners to exchange and apply knowledge and resources to improve the human prospect.

- Graduate nursing students in the ADRN-MN degree program will be required to complete a 400 hour clinical practicum. Students will have the opportunity and be encouraged to complete practicum hours in underserved rural areas and with vulnerable minority

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- populations at home (e.g. Indian Reservations) and abroad (Dominican Republic, Ecuador) (Reflective of MSU Metrics E.1.2; E.1.3; E.2.1)
- Graduate nursing students in the ADRN-MN degree program will be educated as leaders (Clinical Nurse Leaders) and will assume leadership roles and responsibilities in health care organizations across the state.
 - Graduate nursing students in the ADRN-MN program will contribute evidence-based practice projects to improve outcomes in rural and urban health care settings. (Reflective of MSU Metrics E.3.1; E.3.2)

MSU Integration: *Goal - By integrating learning, discovery and engagement, and by working across disciplines, the MSU community will improve the world.*

- One of the key courses in the MN portion of the ADRN-MN degree program is cross-listed with Industrial Engineering and co-taught by College of Nursing and College of Engineering faculty. As such, all students in the ADRN-MN degree program will be taught system design and will collaborate with industrial engineering students as they learn how to solve complex health care system issues (Reflective of MSU Metrics I.2.1; I.2.2)

MSU Access: *Goal – Montana State University is committed to widening access to higher education and ensuring equality of opportunity of all.*

- The very essence of the ADRN-MN degree program is widening access to higher education for the ADRN in Montana by providing an academic path to graduate education for nurses in the state they call home (Reflective of Metric A.1.3)
- The didactic portion of the ADRN-MN degree program will be delivered using distance delivery technologies ensuring access to all students with access to a computer and an Internet connection. This approach is consistent with the currently successful College of Nursing course delivery processes. (Reflective of MSU Metric A.1.)

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.

There is no ADRN-MN degree program in Montana. The Montana State University College of Nursing is the only graduate nursing program in the state, thus the only entity positioned to offer the ADRN-MN opportunity. There are currently seven schools in Montana that prepare associate degree registered nurses (Montana State University – Northern; City College of Montana State University- Billings; Missoula College University of Montana; Montana Tech of the University of Montana – Butte; Miles Community College; Salish Kootenai College; and Flathead Valley Community College). These programs provide the educational foundation for experienced RNs interested in applying to the ADRN-MN degree program. Program directors from each of these programs are supportive of this proposed program and have provided letters stating that.

This innovative program is similar to ADRN-MN programs elsewhere in the U.S that formally recognize nurses for competencies gained from practice and provide educational opportunity to experienced nurses without requiring a BSN stop-out. These programs are increasing in number to meet the growing need to prepare educators and practice specialists as baby boomer nurses leave

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the workforce for retirement. Two examples of institutions offering similar programs that faculty in the MSU College of Nursing have contacted are:

- University of North Carolina Chapel Hill <http://nursing.unc.edu/academics/options-for-rns/rn-to-msn/>
- University of San Francisco http://www.usfca.edu/nursing/ba_bs_msn_cnl/

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.**

Admission to the Program: Applicants will be required to hold an associate degree in nursing from an accredited college, a current unencumbered licensure as a registered nurse, and have at least two years of clinical practice experience (see Appendix C for the ADRN-MN Applicant Resume Template). As is evident on that template, applicants will be assessed for significant professional accomplishments, demonstrated leadership, ongoing continuing education, and professional certifications – all evidence of excellence in professional practice. In order to maintain licensure in Montana, all registered nurses must complete 24 continuing education units every two years, so by virtue of continued licensure all applicants will have demonstrated that level of continuing education. After a successful admission interview and a resume' assessment by the College of Nursing, students will be recommended for admission to the undergraduate one-year transition portion of the program and provisionally admitted to The Graduate School as a MN degree-seeking graduate student in the Clinical Nurse Leader (CNL) 5-semester master's curriculum. Full acceptance into The Graduate School will be granted when the student has completed the nursing transition courses with a 3.0 GPA or better and have an overall cumulative GPA of 3.0 as required of all nursing students admitted to The Graduate School.

The ADRN-MN degree program curriculum builds on the 72 credit associate degree nursing curriculum that all students will have completed, and, with the undergraduate transition courses they will complete in the ADRN-MN program, reflects *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). The curriculum will include 12 credits of transition courses including two 6-credit undergraduate nursing courses covering statistics, research, population health, and nursing management/leadership. These courses have been developed by College of Nursing faculty and assure that when combined with the basic 72 credit associate degree in nursing education plus professional practice experience, each student will have met the essential **competencies** of a baccalaureate prepared nurse (see Appendix B). The students will then matriculate through the existing Clinical Nurse Leader MN program (34-36 graduate credits).

The plan of study for the year of transition courses includes:

SEMESTER I: (12 credits)

- General Education Courses (CORE 2.0) (2 courses - 3 credits each)
 - Communication
 - Diversity
- NRS 479: Population Health and Leadership (ADRN-MN Transition Course)

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- Credits: 6 (4 lecture; 2 clinical)
- Course Description: The purpose of this course is to apply a population-based, epidemiological approach to discover risk factors and evidence-based health promotion and disease prevention practices. Interdisciplinary leadership and management concepts will be incorporated to guide improved outcomes for populations.

SEMESTER II (12 credits)

- General Education courses (CORE 2.0) (2 courses - 3 credits each)
 - Arts
 - Humanities
- NRS 489: Research and Statistics to Support Evidence-based Practice (ADRN-MN Transition Course)
 - Credits: 6 (5 lecture, 1 college laboratory)
 - Course Description: This course provides an introduction to research principles and methodologies and the statistical procedures used most often to analyze data to support evidence-based practice. Emphasis is placed on critical analysis of nursing and health care research including the correct application and interpretation of statistical data.

Upon successful completion of the 24 credits identified above, the student will seamlessly matriculate into the MN degree (Clinical Nurse Leader) graduate curriculum. The entire curriculum for the ADRN-MN degree program is in place (see Table 1 below).

The ADRN-MN courses will be offered in a manner similar to other advanced degree programs throughout the country that allow students to proceed to an advanced degree without a stop-out for an intermediate degree such as the College of Nursing’s BSN to DNP program. The didactic courses of the proposed program will be offered using distance technology as is the current practice for all didactic courses offered in the College of Nursing graduate program. Students will often complete required clinical learning experiences in or near their home locale depending on availability of clinical resources and clinical preceptors.

Table 1: ADRN-MN CURRICULUM		
	Course Credits	Total Credits
MUS Associate Degree in Nursing (common curriculum credits; required for admission)		72
Undergraduate and Graduate Transition Courses (required)		
NRS 479 Population Health and Leadership	6 (4 lec; 2 clin)	
NRS 489 Research and statistics to support evidence-based practice	6 (5 lec; 1 coll lab)	
CORE 2.0 Courses	12 credits	
Total Baccalaureate Undergraduate Credits		24
Clinical Nurse Leader Master’s Option Courses (required)		
NRS 511 Pathophysiology/Pharm	3	
NRS 601 Advanced Health Assessment	3 (2 lec; 1 coll lab)	

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NRSRG 604 Evidence Based Practice I	4	
NRSRG 606 Statistical Applications for Graduate Nursing (recommended)	2	
NRSRG 612 Ethics, Law, and Policy	3	
NRSRG 608 Design of Health Care Delivery Systems	3	
NRSRG 509 Clinical Nurse Leader Laboratory I	2 (clin lab)	
NRSRG 611 Program Planning and Evaluation, Outcomes, & QI	3	
NRSRG 613 Finance and Budget	2	
NRSRG 508 Clinical Leadership Practicum	7 (clin lab)	
NRSRG 575 Professional Paper/Project	4	
Total CNL Master Credits		34-36 credits
Total ADRN-MN credits (including ADN credits)		130 – 132 credits

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

If the program is approved, applications will be reviewed and admission decisions made for the ADRN-MN degree program in the spring 2015 with students beginning studies in the fall semester 2015. Considering the interest survey and the strong coalition among nursing leaders in the state to provide options for nurses with an associate degree to advance their education, it is reasonable to expect that the number of applicants will be significant. The College is committed to strategic planned growth and will only admit the number of students for whom there is adequate clinical learning opportunities and faculty resources. Initial projections are that students will be admitted annually in cohorts ranging somewhere between 16 to 24 students. It is anticipated that some ADRN-MN degree-seeking students will progress through the curriculum in three and a half years (seven semesters) and will graduate in the fall of 2018. It is also anticipated that some students will select to progress on a part-time basis most likely because of additional time demands related to work and/or family.

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.

Yes, additional faculty and staff resources will be needed to implement this program. The ADRN-MN degree program will require the two new undergraduate level transition courses (12 credits). Additionally, the increased enrollment at the graduate level as students matriculate into the Clinical Nurse Leader courses may result in the need for additional sections of six courses (17 of the credits currently offered in the CNL master’s graduate program) depending on the number of students admitted to ADRN-MN program. This gives the College an additional 29 credits of instruction that we need to support.

It is difficult to project the mix of NTT or TT faculty who will teach these students however, since 17 of the additional section credits in this program are graduate credits, it is safe to assume many of the faculty who will be teaching these students will be TT/T. They, on average, teach 12 – 16

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credits/ year depending on buy out. Average faculty salary (NTT and TT/T) salary in the college is \$61,646 (\$84,455 including 37% benefits). With a total of 29 additional credits of instruction being generated, the College requests an additional 2 FTE for a total amount of \$123,292 (\$168,910 including 37% benefits). However, since the new ADRN-MN students would not require the addition of all 29 credits the first year, we propose a staggered increase to our base budget with .5 new FTE in FY 16 and the remaining 1.5 FTE added in FY 17. If the enrollment remains low in the CNL graduate specialization, the additional RN-MN students may not be large enough to necessitate additional graduate sections so the projected expenses for FY17 and beyond would remain as projected for FY16.

Table 2: Projected Expenses for ADRN-MN Program (if new MN sections need to be opened)		
	FY 16	FY17 and on
Faculty Salary and Benefits	\$42,227	\$168,910
.5 FTE Staff Support and Benefits	\$17,400	\$17,400
TOTAL Base Budget Support Requested	\$59,627	\$186,310

It is also noted that there will be additional students enrolling in CORE 2.0 courses so depending on the number of students, there could be a need for additional sections of CORE 2.0 classes and thus an additional cost to the university, but also additional tuition revenue.

On the revenue side, additional tuition dollars will be generated by the increased number of students (and associated student credit hour generation). Using the 2014/2015 MSU resident tuition rates (fees excluded) of \$222.10/credit and the graduate tuition rates of \$266.50/credit, the following additional tuition dollars would be generated by the ADRN-MN students. See Table 3: **Projected Tuition (Fees Excluded) Revenue Generated by ADRN-MN Program on following page.**

Table 3: Projected Tuition (Fees Excluded) Revenue Generated by ADRN-MN Program for Nursing Courses Only Using AY14-15 Tuition Rates							
Tuition Revenue with 16 students/cohort							
	Sem 1 - fall 2015	Sem 2 - sp 2016	Sem 3 - fall 2016	Sem 4 - sp 2017	Sem 5 - fall 2017	Sem 6 - sp 2018	Sem 7 - fall 2018
Cohort 1	\$21,321	\$21,321	\$29,848	\$21,320	\$25,584	\$38,376	\$29,848
Cohort 2			\$21,321	\$21,321	\$29,848	\$21,320	\$25,584
Cohort 3					\$21,321	\$21,321	\$29,848
16 student cohort total	\$21,321	\$21,321	\$51,169	\$42,641	\$76,753	\$81,017	\$85,280
Total Tuition per FY with 16 students/cohort	\$42,642		\$93,810		\$157,770		

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Tuition Revenue with 24 students/cohort							
	Sem 1 - fall 2015	Sem 2 - sp 2016	Sem 3 - fall 2016	Sem 4 - sp 2017	Sem 5 - fall 2017	Sem 6 - sp 2018	Sem 7 - fall 2018
Cohort 1	\$31,982	\$31,982	\$44,772	\$31,980	\$57,564	\$57,564	\$44,772
Cohort 2			\$31,982	\$31,982	\$44,772	\$31,980	\$57,564
Cohort 3					\$31,982	\$31,982	\$44,772
24 student cohort total	\$31,982	\$31,982	\$76,754	\$63,962	\$134,318	\$121,526	\$147,108
Total Tuition per FY with 24 students/cohort	\$63,964		\$140,716		\$255,844		

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.

Yes - additional staff support - 0.5 FTE with an estimated cost of \$12,000 for a Program Assistant (\$17,400 including 45% benefits). Despite the significant growth in the graduate program (135% increase in student credit hour production and 188% increase in headcount over the past six years) and the approval and implementation of the post-baccalaureate accelerated program (32 additional students during the AY and 64 during the summer semesters) we have not received any additional funds to increase our administrative staff FTE. We have developed a faculty "Coordinator" for our accelerated program, but used existing funds, thus reducing the resources available to support the existing programs. The addition of this ADRN-MN program and the associated further increase in student numbers will simply overload our current administrative staff capacity.

7. Assessment

How will the success of the program be measured?

The ADRN-MN degree program will be evaluated using the same criteria as all other academic programs in the College. The College has a Master Evaluation Plan which is formatted according to the four standards that must be met for ongoing national accreditation by the Commission on Collegiate Nursing Education (CCNE), the accreditation arm of the American Association of Colleges of Nursing. Of particular relevance to this proposal is that Standard IV of that CCNE accreditation document focuses specifically on program outcomes as it states: *The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.* Outcome data that demonstrates program effectiveness that must be reported for ongoing CCNE accreditation includes student completion rates, licensure and certification pass rates, employment rates, and alumni satisfaction.

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The Master Evaluation Plan provides an infrastructure for identifying what data are to be collected, where to obtain the data, the responsible group/person for analyzing the data, a timeframe for data analysis, and the feedback loop to assure that data are used to make programmatic changes, as needed, or not – based on the assessment process.

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 development and offering of the ADRN-MN degree program has been discussed extensively for several years in the College of Nursing among faculty and administrators at retreats, college meetings, and informal discussions. The College of Nursing strategic plan (approved spring 2012) states:

Strategy 1.4: Seamless nursing education supported between ADRN-MN, BSN-DNP and MN-DNP.

Action/Tactics 1.4.b: Cost-effectively implement an ADRN-MN program.

Guided by and in response to the College of Nursing's strategic plan, the dean appointed a task force of faculty and administrators in the fall of 2012 to design and plan for the implementation of an ADRN-MN degree program. The task force shared their progress at general faculty meetings throughout the 2012-2013 academic year. A community interest survey also was conducted during that year. Curricular recommendations were brought by the task force to the faculty at the May 2013 general meeting. Faculty responded with recommendations and the task force made revisions. At the August 19, 2013 College of Nursing General Faculty Meeting, the faculty voted unanimously to accept the proposed Master Resource Outlines for the new transition courses within the ADRN-MN curriculum. The College of Nursing reaffirmed support for the ADRN-MN program at a general faculty meeting on October 13, 2014 with a vote of 34 – yes; 3 – no; and 3 abstentions.

Montana State Board of Nursing approval is not required for this proposal as they do not regulate post-licensure nursing education. The Executive Director of the Board of Nursing has been informed of the proposal to initiate an ADRN-MN degree program as a courtesy. Program directors of Associate Degree nursing programs in Montana have been kept informed of the plans for this program as have members of the Montana Center to Advance Health through Nursing (MT-CAHN), an entity created to address the recommendations from the RWJ Foundation and Institute of Medicine in their landmark report, *The Future of Nursing: Leading Change, Advancing Health*. All are enthusiastic and agree that there is a need for such a program in Montana. Letters of support from directors of the Associate Degree programs will be forthcoming.

The College of Nursing remains fully accredited by CCNE through 2018. Nursing programs are required to notify CCNE of any "substantive change" which includes a new program offering. Notification must be submitted "no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change" (CCNE; 2009; *Procedures for Accreditation of Baccalaureate and Graduate Degree Programs*). Thus, if approved, the College will notify CCNE of this proposal in summer 2015.

Montana Board of Regents
CURRICULUM PROPOSALS

References

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TO: Montana Office of the Commissioner of Higher Education
Montana Board of Regents

FROM: Helen Melland, PhD, RN, Dean and Professor
College of Nursing *HM*

RE: Proposed Associate Degree Registered Nurse to Master's in
Nursing (Clinical Nurse Leader) Degree Program

DATE: January 19, 2015

Main Campus

Sherrick Hall
P.O. Box 173560
Bozeman, MT 59717-3560

Tel (406) 994-3783
Fax (406) 994-6020

Billings Campus

1500 University Drive
MSU-Billings Campus, Box 574
Billings, MT 59101

Tel (406) 657-2912
Fax (406) 657-1715

Great Falls Campus

400 15th Ave. South, Suite 106
Great Falls, MT 59405

Tel (406) 771-4450
Fax (406) 771-4449

Missoula Campus

32 Campus Drive #7416
Missoula, MT 59812-7416

Tel (406) 243-6515
Fax (406) 243-5745

Attached is a proposal from the College of Nursing at MSU that will advance registered nurses prepared at the associate degree level to the master's degree level in an expedited fashion. This program will ultimately yield more highly educated nurses who can intervene to meet the health care needs of the citizens of Montana and beyond.

This proposal is not being submitted following the MUS "Review and Approval Procedures for Nursing Program Procedures." The rationale for that deviation is that this program does not need Montana State Board of Nursing approval. The State Board of Nursing regulates only entry programs. This program will admit students who are already registered nurses, thus they have already entered the profession. You will note the first letter in the packet of supporting letters is from Dr. Cynthia Gustafson, Executive Officer of the MT Board of Nursing, stating her support for the program but also stating the Board will have no jurisdiction over this program.

Thank you for the consideration you will give this proposal.

Melland, Helen

From: Gustafson, Cynthia <CGustafson@mt.gov>
Sent: Thursday, October 02, 2014 3:52 PM
To: Melland, Helen
Subject: RN to MN Track Support Letter

Dear Dr. Melland,

This email message is to confirm that the MT Board of Nursing does not have jurisdiction over the proposed RN to MN track at MSU College of Nursing. The Board only takes authority for approving nursing programs which lead to initial licensure as an RN or LPN such as the generic BSN nursing program at MSU CON. We do not take authority over any of the graduate nursing degree programs at MSU- CON such as the DNP program or this new proposed program or the current CNL masters program.

As an advocate for nursing in MT, and on behalf of the Board of Nursing, we are interested in seeing this program being offered at MSU. The Board is in support of academic progression in nursing as we understand the need for well prepared professional nurses who can raise the standard of care and advance the health of Montanans through their work as a nurse. Nurses make up the largest group of health care providers and we have a severe shortage in MT of nurses prepared at the masters level. This program would fill a huge void for us in helping to create clear and rigorous pathways to advancement for nurses to the graduate level. We have a SEVERE shortage of nursing faculty in MT which impedes our ability to keep up with the demand for nurses that our providers have. Moving this program forward will be a vital link in that supply.

I understand it is not a traditional pathway to a graduate degree. But it has been well planned out by the CON faculty and community members to make sure it meets national accreditation standards and has academic quality. With our new redesign of the US healthcare system with the Affordable Care Act, we all need to be open to new models for preparation of needed health professionals. These masters prepared nurses are very much needed right here at home in MT.

Thanks for your consideration of this new program and do not hesitate to contact me.

On behalf of the Board of Nursing,
Cynthia Gustafson, RN, PhD, Executive Officer, MT Board of Nursing

Melland, Helen

From: Melland, Helen
Sent: Sunday, October 05, 2014 11:55 AM
To: Melland, Helen
Subject: FW: Need help

From: Casey Blumenthal [mailto:casey@mtha.org]
Sent: Wednesday, October 01, 2014 6:41 PM
To: Melland, Helen
Subject: RE: Need help

Helen,

MHA...An Association of Montana Health Care Providers (aka the Montana Hospital Association) fully supports the RN-MN proposal. As a nurse who strongly believes in making every opportunity available for academic progression in our nurses, it is critical that Montana has as many options as possible for advancing nursing education.

Our state has a chronic shortage of nurses and nursing faculty, and a dearth of baccalaureate entry and masters programs. There are only two public RN to BSN programs, which are insufficient to accommodate the number of nurses who want to pursue the next level in their education, so they take that education out of state.

Developing an RN-MN program will demonstrate not only that MSU recognizes these needs for our nursing workforce, but that they are willing to be change agents and leaders in nursing education for Montana.

Casey Blumenthal, MHSA, RN, CAE
Vice President
MHA...An Association of Montana Health Care Providers
2625 Winne Ave., Helena, MT 59601 (New address!)
406.442.1911 (ph)
406.443.3894 (f)
casey@mtha.org

check out the Future of Nursing in MT at mtcahn.org



p.s. is that sufficient/believable? Happy to say whatever's needed!

Melland, Helen

From: Melland, Helen
Sent: Sunday, October 05, 2014 11:52 AM
To: Melland, Helen
Subject: FW: Need email of support

From: Vickie Groeneweg [mailto:VGroeneweg@bdh-boz.com]
Sent: Friday, October 03, 2014 7:46 AM
To: Melland, Helen
Subject: RE: Need email of support

Dr. Melland

I am writing this to you from my perspective of Chief Nursing Officer at Bozeman Deaconess Health Services (BDHS). I am privileged to lead the Department of Nursing which includes 496 RN's. I applaud the innovation, creativity and strategic thinking of the Montana State University's College of Nursing by developing an AD to MN program. Thirty one percent of BDHS nurses would be eligible for a program of this nature and many of them would be interested in this opportunity. Nursing as a profession will need these motivated and highly trained leaders in the care delivery models of the future that focus on improving the quality of care at the direct patient care level.

The administrative leadership at BDHS supports your foresight and leadership in this area. We have had the privilege of providing clinical opportunities for the undergraduate nursing students from Montana State University appreciate the high quality education they have received and bring to their experience at BDHS. I am confident that this same high level of commitment and quality will be evident as you develop the ADRN-MN program.

Sincerely,

Vickie Groeneweg RN, MSN, MBA
Chief Nursing Officer
Bozeman Deaconess Health Services.

Melland, Helen

From: Byrd, Lu <Lbyrd@billingsclinic.org>
Sent: Friday, October 03, 2014 5:43 AM
To: Melland, Helen
Subject: Support for the RN-MN program

I Helen, I hope this note finds you doing well. I hope we can get together next time you are in Billings:

As the CNO of Billings Clinic, I want to pledge my full support for the RN to MN program being proposed at MSU. As a nursing leader and professional, I strongly believe in life-long learning, which is a major component of the Institute of Medicine and Robert Wood Johnson work regarding A Call to Action for the Future of Nursing. I have spent my career in acute care and advancing the knowledge of nursing practice is a crucial element in providing the quality of care that is required with the acuity of patients today. Looking into the future, healthcare will continue to be challenging, and identifying ways to advance the educational preparation of the nurse, can only improve the outcomes for patients. As leaders we have to be committed to assist our nursing workforce to continue to advance their education. As a Magnet facility, we are committed to advancing the elements of the Call to Action. Supporting programs that can directly assist the staff to a higher level of education and working knowledge to meet the numerous demands of the healthcare system must be a state and national initiative. I am so proud of the work our Board of Nursing did in adopting the work, and structuring direction for the State of Montana. Now we need to let our Education Systems, define programs that assist in that work.

Please take these document as full support for advancing this program. Our patients and families deserve well educated professionals to meet their needs in the future. Please support us as a state of nursing professionals to be progressive and look forward to that future.

Sincerely submitted,



Lu Byrd
V/P Hospital Operations
Chief Nursing Officer
Billings Clinic

Melland, Helen

From: Melland, Helen
Sent: Sunday, October 05, 2014 11:55 AM
To: Melland, Helen
Subject: FW: Need help for the RN-MN program ASAP

From: Karla Lund [<mailto:LundK@milescc.edu>]
Sent: Wednesday, October 01, 2014 3:05 PM
To: Kuntz, Sandra
Subject: RE: Need help for the RN-MN program ASAP

Dear Sandra,

I am in favor of MSU's proposal for the RN-MN Program. The program would be in alignment with the needs of the state and the nation. Considering we have nothing similar in the state, I am glad to see MSU moving towards this goal. I am always in favor of keeping as many students as possible in the state colleges/universities. When advising incoming nursing students, I do mention that MSU is working on the RN-MN program and the students appreciate hearing the information.

Thank you for all the work you and your team are doing on this project and excited to see it move forward.

Respectfully,

Karla Lund, MSN

Miles Community College.

Melland, Helen

From: Brant, Jeannine <JBrant@billingsclinic.org>
Sent: Thursday, October 02, 2014 2:02 PM
To: Melland, Helen
Subject: Support for RN to MN
Attachments: Scan_signature.jpg

Dear Dr. Melland,

This letter is to inform you of my overwhelming support for the RN to MN program proposed by the MSU College of Nursing. It is my privilege to share with you at this time, why I feel that this program is so vital to the nursing profession, health care in Montana, and the MT economy.

In 2010, the Institute of Medicine released a report on the Future of Nursing. The report recognized nurses as the largest sector of the health care work force and encouraged nurses to work at their fullest capacity and take a greater lead for health care in the future. It specifically recommended the following regarding higher education: "Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression." This must happen to address complex patient needs, safety, and care transitions across settings. Competencies for these nurse leaders to achieve encompass leadership, health policy, system improvement, research and evidence-based practice, and teamwork and collaboration. Health care systems are also becoming more technologically complex; therefore, nurses should master technological tools and information management systems in collaboration with other health professionals.

In order to achieve these higher levels of education, universities and educational systems must support this advancement of nursing roles. Transitioning nurses from licensed practical nurse (LPN)/licensed vocational nurse (LVN) diplomas; to the associate's (ADN) and bachelor's (BSN) degrees; to master's, PhD, and doctor of nursing practice (DNP) degrees is critical in addressing this issue. The MSU College of Nursing RN to MN program does just that.

As a leader in health care at Billings Clinic in Billings, Montana, I want to emphasize how important this program is. We have a significant need to find nursing leaders to support our hospital mission and Magnet Nursing Initiative. Magnet, a program that recognizes excellence in nursing, is pushing the nation towards a BSN to practice requirement, master's prepared nurse managers, and quality improvement and research initiative led by master's or doctorally prepared nurses. We currently have several open positions that we have been unable to fill, because nurses at this advanced level are not in the Montana work force at this time. We are advertising out of state and are desperate to fill these positions, but we want the right nurse and one who wants to make Montana their home.

Therefore, supporting this program will not only help to address the nation's health concerns, but it will also help address some of the nursing shortages that exist in Montana. It is essential for the health care of our Montana citizens and will support the Montana economy in the future. Thank you for proposing this important program.

Sincerely,

Jeannine M. Brant, PhD, APRN, AOCN

Jeannine M. Brant PhD APRN AOCN
Oncology CNS/Nurse Scientist
Billings Clinic

Melland, Helen

From: Diehl, Barbara <BDiehl@billingsclinic.org>
Sent: Thursday, October 02, 2014 10:43 AM
To: Melland, Helen
Subject: RN to MN program

Dear Dr. Melland,

I am writing to you to show you my support for the RN to MN program that MSU College of nursing has been working toward over the past several years. Our RN staff were involved in completing survey data that has led to the support of the development of this program.

As a Magnet designated organization since 2006 we are in full support of this program development as it assists us in obtaining one of our strategic goals for nursing advancement through education and knowledge. We are on a journey to support the Robert Woods Foundations goal of 80% BSN education by 2020 and the addition of this program is critical in our ability to accomplish our target over the coming years.

Our organization employs over 1200 RNs annually. MSU is a critical center of learning that we partner with for education for nursing students, future education for our staff and professional collegiality.

Barbara Diehl, RN, MSN
Director, Nursing Quality, Practice and Magnet
bdiehl@billingsclinic.org
Office – (406) 657-4132
Cell- (406) 281-2998



2827 Fort Missoula Road
Missoula, MT 59804
TEL (406) 728-4100
www.communitymed.org

From day one.

October 2, 2014

Dr. Helen Melland
Dean and Professor
MSU College of Nursing
Sherrick Hall
PO BOX 173560
Bozeman, MT 59717-3650
helen.melland@montana.edu

Dear Dr. Helen Melland:

It is my pleasure to write a letter in support of the RN to MN proposal being submitted to the University Graduate Council at MSU College of Nursing. As an RN with over 30 year's clinical experience, and 20 year's healthcare administrator experience, I realize the value of educating nurses in clinical leadership. Historically, a great number of management staff in healthcare are not business graduates with extensive clinical leadership training. Leaders in healthcare are often times clinicians who were taken out of the clinical role and placed in management because they are seen as exceptional clinicians. However, the reality is a superior clinician does not necessarily translate into superior leadership abilities. The value of the RN to MN proposal is offering nurses seeking a future in healthcare management a direct path to achieve that goal.

In conclusion, I fully support the efforts of MSU College of Nursing to offer the RN to MN program. Any programs that can help increase clinical leadership in nursing will benefit not only hospitals in Montana but the healthcare industry at large.

Sincerely,

A handwritten signature in black ink that reads "Jan Perry". The signature is written in a cursive, flowing style.

Jan Perry, RN MSN
Vice President, Patient Care Services
Community Medical Center

Melland, Helen

From: Dombrowski, Joyce <Joyce.Dombrowski@providence.org>
Sent: Friday, October 03, 2014 9:10 AM
To: Melland, Helen
Subject: FW: ADRN to MN program

Joyce Dombrowski, RN, MHA, CENP
Chief Acute Services Officer
Western Region CNO
Providence Health and Services
jdombrowski@saintpatrick.org

From: Dombrowski, Joyce
Sent: Friday, October 03, 2014 9:05 AM
To: 'helen.melland@montana.edu/nursing'
Subject: ADRN to MN program

As a partner with MSU, please accept this email of our support of the ADRN to MN program.
I believe this innovative program reflects the flexibility and critical formal education that is necessary in the changing healthcare environment.
I am available for questions if necessary.

Joyce Dombrowski, MHA, RN, CENP
Chief Acute Services Officer, St. Patrick Hospital
CNO, Western Montana Region
Providence Health and Services
500 West Broadway
Missoula, MT 59802
4063295630 (w) 4063295693 (f)
jdombrowski@saintpatrick.org

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St. Patrick Hospital



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October 3, 2014

Re: Kalispell Regional Healthcare Letter of Support

To Whom It May Concern:

Kalispell Regional Healthcare (KRH) is in full support of Montana State University's (MSU) College of Nursing's desire to implement an ADRN-MN program. KRH has had several Associate Degree (AD) Registered Nurses (RNs) who have successfully obtained a ADRN-MN from out of state programs. These nurses have completed numerous continuing education/professional development activities required to maintain their RN licenses and have real-world clinical and leadership experiences prior to entering their ADRN-MN program. These nurses now hold key leadership and clinical roles in our organization.

Having such a program offered by MSU College of Nursing provides a perfect avenue for more nurses with Associate Degrees to obtain Graduate Degrees.

This program matches the goals of KRH to have a highly educated nursing workforce which results in a higher quality of patient care. It also fits with our goal of seeking recognition by the American Nurses Credentialing Center as a Magnet hospital.

Sincerely,

A handwritten signature in cursive script that reads "Deborah Wilson".

Deborah Wilson, MSN, RN, MHA, NHA
Chief Operating Officer

A handwritten signature in cursive script that reads "Pat Wilson".

Pat Wilson, MN, RN
Executive Director Education Services

310 Sunnyview Lane, Kalispell, MT 59901 Phone: 406-752-1724 Fax: 406-756-2703



October 3, 2014

Helen Melland, PhD, RN
Dean and Professor
Montana State University Bozeman College of Nursing
P. O. Box 173560
Bozeman, MT 59717-3560

Dear Dean Melland:

It is my understanding that the College of Nursing at Montana State University is seeking approval to offer a program that will allow Associate Degree Registered Nurses (ADRN) with a minimum of two years of experience as a registered nurse to move on to graduate study through a transition-to-master's program. Students who matriculate into the ADRN to MN degree program will complete CORE 2.0 general education requirements (12 credits) and two baccalaureate level transition courses in nursing (12 credits).

The transition portion of the program will take one year. After a successful admission interview and a resume' assessment by the College of Nursing, students will be recommended for admission to The Graduate School as a MN degree-seeking graduate student in the Clinical Nurse Leader (CNL) master's curriculum. Provisional admission will be converted to unconditional admission once the student completes the transition year with at least a 3.0 GPA. Students will graduate with a MN degree.

The proposed ADRN-MN program is congruent with state and national initiatives in the nursing profession that recommend higher levels of education and academic pathways for Associate Degree Registered Nurses to ensure improved outcomes and improved care for individuals and populations with complex health care needs (Aiken et al., 2011; Blegen et al., 2013).

I am writing to support the College in this endeavor. I anticipate that this will be a very popular program. Congratulations on your vision. Please call me at 455.5471 if you have any concerns.

Sincerely,

A handwritten signature in black ink that reads "Rayn Ginnaty".

Rayn Ginnaty, RN, BSN
Vice President of Nursing

A SUBSIDIARY OF BENEFIS HEALTH SYSTEM

October 3, 2014

Helen Melland, PhD, RN
Dean and Professor
Montana State University Bozeman College of Nursing
P. O. Box 173560
Bozeman, MT 59717-3560

Dear Dean Melland:

It is my understanding that the College of Nursing at Montana State University is seeking approval to offer a program that will allow Associate Degree Registered Nurses (ADRN) with a minimum of two years of experience as a registered nurse to move on to graduate study through a transition-to-master's program. Students who matriculate into the ADRN to MN degree program will complete CORE 2.0 general education requirements (12 credits) and two baccalaureate level transition courses in nursing (12 credits).

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I am writing to support the College in this endeavor. I anticipate that this will be a very popular program. Congratulations on your vision. Please call me at 455.5471 if you have any concerns.

Sincerely,



Julie Hickethier, RN, MAS
Chief Clinical Officer

A SUBSIDIARY OF BENEFIS HEALTH SYSTEM

Melland, Helen

From: Vandaveer, Karen <KVandaveer@mtech.edu>
Sent: Wednesday, October 01, 2014 2:48 PM
To: Melland, Helen
Subject: Montana Tech Support

Montana Tech of The University of Montana, supports the establishment of a RN-MN Degree program at Montana State University. The degree will give current registered nurses the opportunity to develop advanced clinical leadership skills, competencies, and result in the improvement of the quality of health care for the citizens of Montana and beyond.

Karen VanDaveer
Director of Nursing

Montana Tech of The University of Montana
Director of Nursing
kvandaveer@mtech.edu
406-496-4392

MISSOULA COLLEGE

UNIVERSITY OF MONTANA

Health Professions – Nursing
909 South Avenue West
Missoula, MT 59801
Phone: (406) 243-7846
Fax: (406) 243-7899

Web: <http://www.mc.umt.edu/health/nursing>

Helen Melland, PhD, RN
Montana State University
Nursing Department
Bozeman, MT

Dear Helen,

Missoula College of University of Montana is pleased to submit a letter of support for Montana State University Nursing Program's establishing a new Registered Nurse to Master's Program. More nurses with Master's degrees are needed in health care across the State of Montana, regionally and nationally. This program will provide nurses with credentials needed to fill nursing shortage positions in areas of advanced nursing care, management and nursing education.

The Institute of Medicine (IOM) Future of Nursing report calls on community colleges to make nursing students and graduates aware of academic progression pathways and on nurses to achieve higher levels of education and training. The report applauds the RN to MSN program for the significant opportunity it provides nurses to achieve the expanded competencies required for employment in advanced practice and faculty roles (IOM The Future of Nursing: Leading Change in Health Care, 2011).

Missoula College Nursing program encourages our students and graduates to continue their education to earn additional degrees in nursing. According to the IOM report, data demonstrates more ADN-prepared RNs earn an additional degree in nursing than do other BSN graduates (IOM The Future of Nursing: Leading Change in Health Care, 2011). The educational pathway of RN to Master's program being offered at MSU would be a cost effective, efficient solution for students to increase their nursing education and assist in supplying much needed graduate-prepared nurses.

Further research from The Robert Wood Johnson Foundation has noted that RN to MSN programs recognize the education and experience that ADN-prepared RNs have already acquired and that more and more nurses are opting to bypass BSNs in favor of graduate degrees that open doors to leadership and specialty roles. Because RN to-MSN programs eliminate redundant coursework and deliver many or all courses online, nurses can earn the higher degree for a relatively small additional investment of time, in some cases as little as one year (American Association of Colleges of Nursing (AACN), 2014).

Missoula College Nursing Program has worked closely with MSU's Nursing Program Missoula Campus and has experienced its history of excellence in nursing education. We have for many years had a partnership in sharing clinical sites and have had regular campus director's meetings communicating and working together to meet student and program needs. We have also participated on communities to advance nursing education in Montana.

We at Missoula College are pleased to provide this letter of support and look forward to hearing that the program becomes available in Montana. There are many students who are interested in attending an RN to Master's program and it will meet a tremendous need.

If I can be of assistance, please do not hesitate to contact me.

Mary Nielsen MSN, RN

Mary Nielsen MSN, RN
Chair, Health Professions
Director, Nursing Program
Missoula College of
University of Montana
909 South Ave
Missoula, MT 59801
(406)243-7875
mary.nielsen@umontana.edu

Melland, Helen

From: Melland, Helen
Sent: Sunday, October 05, 2014 11:54 AM
To: Melland, Helen
Subject: FW: Need help for the RN-MN program ASAP

From: Floyd, Susan [mailto:SFloyd@msubillings.edu]
Sent: Thursday, October 02, 2014 8:33 AM
To: Melland, Helen
Subject: RE: Need help for the RN-MN program ASAP

October 2, 2014

As a director of an ASN program I support the proposed ASN – MN program being submitted by the College of Nursing at Montana State University.

This program supports the trend for higher levels of education for nursing and provides an instate option for students to achieve this goal.

I previously have had two students that pursued a MN and both went out of state to Boise Idaho as there wasn't an instate option.

Susan Floyd, RN, MSN
Nursing Program Director
City College at MSU-B
3803 Central Avenue
Billings, MT 59102
sfloyd@msubillings.edu, 247-3073



Salish Kootenai College

Nursing Department

58138 US Hwy 93, PO Box 70
Pablo, MT 59855

Phone: (406) 275-4909
Fax: (406) 275-4806

October 1, 2014

Helen Melland, PhD, RN
Montana State University
115 Sherrick Hall
Bozeman, MT 59717

Dear Dr. Melland,

I am writing this letter in support of your proposed RN-MN program. Montana is facing a continued nursing shortage, specifically that of Advanced Practice and Nurse Educators. Streamlining the process of going from Registered Nurse licensure to that of advanced education will benefit the citizens of Montana, by increasing the number of Advanced Practice nurses as providers. It will also increase the number of faculty available to the schools of nursing in the state, allowing an increased number of students to be educated each year.

Please feel free to contact me if I can be of further assistance.

Sincerely,

Katherine M. Willock PhD, RN
Director of Nursing Department
Salish Kootenai College

Appendix A



Fact Sheet:

Degree Completion Programs for Registered Nurses:

RN to Master's Degree and RN to Baccalaureate Programs

Quality patient care hinges on having a highly educated nursing workforce. Research has shown the lower mortality rates, fewer medication errors and quality outcomes are all linked to nurses prepared at the baccalaureate and higher degree level. The **American Association of Colleges of Nursing (AACN)** supports the career ladder concept for nursing and understands that education enhances both clinical competency and patient care.

To facilitate a better educated workforce, degree completion programs provide additional education to registered nurses (RNs) who received their initial nursing preparation in diploma and associate degree (ADN) programs. These bridge programs build on previous learning, prepare nurses for a higher level of nursing practice, and provide RNs with the education necessary to move forward in their nursing careers.

RN to Master's Degree Programs

Currently, there are 159 programs available nationwide to transition RNs with diplomas and associate degrees to the master's degree level (MSN, MS or Master of Science in Nursing degree). These programs prepare nurses to assume positions requiring graduate preparation, including roles in administration, teaching, research, and as Clinical Nurse Leaders. Master's degree-prepared nurses are in high demand as expert clinicians, nurse executives, clinical educators, health policy consultants, and research assistants. The list of RN to MSN programs is available on the AACN Web site at <http://www.aacn.nche.edu/leading-initiatives/research-data/RNMSN.pdf>.

- RN to MSN programs generally take about 3 years to complete with specific requirements varying by institution and the student's previous course work. Though the majority of these programs are offered in traditional classroom settings, some RN to MSN programs are offered largely online or in a blended classroom/online format.
- The baccalaureate level content missing from diploma and ADN programs is built into the front-end of the RN to MSN program. Mastery of this upper level basic nursing content is necessary for students to move on to graduate study. Upon completion, many programs award both the baccalaureate and master's degree.
- The number of RN to MSN programs has more than doubled in the past 15 years, from 70 programs in 1994 to 159 programs today. According to AACN's 2012 survey of nursing schools, 29 new RN to MSN programs are in the planning stages.

Talking Points

- Nursing degree completion programs provide an important bridge for creating a more highly educated nursing workforce and enhancing patient care. Hospitals and other employers are encouraged to support nurses interested in completing these programs and strengthening their nursing practice.

ADVANCING HIGHER EDUCATION IN NURSING

One Dupont Circle NW, Suite 530 · Washington, DC 20036 · 202-463-6930 *tel* / 202-785-8320 *fax* · www.aacn.nche.edu

- There is a misperception that RN to MSN programs can circumvent baccalaureate level nursing content which is not the case. In fact, the baccalaureate course work embedded in these programs must provide a sufficient bridge to graduate study in order to prepare students to complete graduate level courses and to meet the accreditation standards set by the Commission on Collegiate Nursing Education.
- For nurses interested in teaching careers, RN to MSN programs can be an important first step in their education en route to doctoral preparation. AACN recognizes the doctoral degree as the appropriate and desired credential for a career as a nurse educator. Though master's level nurses with additional course work are prepared to teach in clinical capacities and entry-level nursing programs, the doctoral degree is necessary to fulfill the full nurse faculty role in senior colleges and universities and to achieve parity with faculty in the other health professions.

RN to Baccalaureate Programs

RN to Baccalaureate (BSN, BS or Bachelor of Science in Nursing) programs provide an efficient bridge for diploma and ADN-prepared nurses who wish to develop stronger clinical reasoning and analytical skills to advance their careers. RN to BSN programs build on initial nursing preparation with course work to enhance professional development, prepare for a broader scope of practice, and provide a better understanding of the cultural, political, economic, and social issues that affect patients and influence care delivery. These programs are growing in importance since many professional practice settings, including Magnet hospitals and academic health centers, now require or prefer the baccalaureate degree for specific nursing roles. The list of RN to Baccalaureate programs may be downloaded from AACN's Web site at <http://www.aacn.nche.edu/leading-initiatives/research-data/RNBSN.pdf>.

- Currently 692 RN to BSN programs are available nationwide, including more than 400 programs that are offered at least partially online. Program length varies between 1 to 2 years depending upon the school's requirements, program type and the student's previous academic achievement.
- Concerns about the limited availability of RN to BSN programs are unfounded. In fact, there are more RN to BSN programs available than four-year nursing programs or accelerated baccalaureate programs for non-nursing college graduates. Access to RN to BSN programs is further enhanced since many programs are offered completely online or on-site at various healthcare facilities.
- Enrollment in RN to BSN programs is increasing in response to calls for a more highly educated nursing workforce. From 2011 to 2012, enrollments increased by 15.5 percent, marking the 10th year of increases in RN to BSN programs.
- Hundreds of articulation agreements between ADN and diploma programs and four-year institutions exist nationwide, including some statewide agreements, to facilitate students seeking baccalaureate level nursing education. Before enrolling in diploma and ADN programs, students are encouraged to check with school administrators to see what articulation agreements exist with baccalaureate schools and to determine which course work will be transferable.

Last Update: January 21, 2014

APPENDIX B
ASN to MN Curriculum Student Outcome Assessment
An Analysis of Compliance with the AACN BSN Essentials (2008)

AACN BSN Essentials	ADRN – MN Transition Year
Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice; A solid base in liberal education provides the cornerstone for the practice and education of nurses.	NRSG 479 Objectives 1-9 NRSG 489 Objectives 1-10
Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety: Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.	NRSG 479 Objectives 3 – 5,6
Essential III: Scholarship for Evidence Based Practice: Professional nursing practice is grounded in the translation of current evidence into one’s practice.	NRSG 489 Objectives 1-10
Essential IV: Information Management and Application of Patient Care Technology: Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.	NRSG 479 Objective 2 NRSG 489 Objective 6, 8
Essential V: Health Care Policy, Finance, and Regulatory Environments: Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.	NRSG 479 Objective 3
Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes: Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.	NRSG 479 Objectives 4-6
Essential VII: Clinical Prevention and Population Health: Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.	NRSG 479 Objectives 1-9
Essential VIII: Professionalism and Professional Values: Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.	NRSG 489 Objectives 9, 10 NRSG 479 Objectives 8, 9
Essential IX: Baccalaureate Generalist Nursing Practice: The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.	NRSG 479 Objectives 1-9 NRSG 489 Objectives 1-10

**APPENDIX C
ADRN-MN Applicant Resume Matrix**

This matrix will be used by the admissions committee to evaluate applicants for admission to the ADRN-MN program. It will also serve as a guide to questions as applicants are interviewed during the admission process.

Item	Criteria for Evaluation of Professional Experience	Rating
All applicants are required to submit a resume with application. Review the standards below for guidelines as to what to include.		
Name	Credentials	
Education	<p>Formal education: List all degrees or diplomas, dates conferred and the name of the degree granting institution.</p> <p>Rating: 2=degree beyond associate degree in nursing; 1=associate degree in nursing; 0=no associate degree in nursing; cannot admit</p>	
Employment	<p>Start with most recent position—provide date, position title, and institution. Explain your professional responsibilities and accomplishments for each position held.</p> <p>Rating: 2=has held nurse manager, leadership roles; 1=all roles have been at the staff nurse level and reflect sustained role development in a setting; 0=professional practice has been erratic or does not reflect role development activities</p>	
Professional Certifications	<p>Date, title and source of certification; expiration date.</p> <p>Rating: 2=holds advanced certifications such as CCRN, RNC or Advanced Cardiac Life Support (ACLS); 1=only certified at the basic CPR levels required for employment; 0=no certifications</p>	
Significant Accomplishments	<p>List awards and describe special commendations, positions of distinction held and other accomplishments.</p> <p>Rating: 2=has received awards evidencing excellence in clinical practice at the agency level or beyond; 1=has received awards evidencing excellence in clinical practice at the unit level; 0=no awards of distinction</p>	

Innovation/Leadership Roles	<p>Describe professional accomplishments related to leadership or innovations in nursing practice.</p> <p>Rating: 2=assumed leadership positions on committees or task forces in clinical setting or professional association; practice reflects innovation; 1=has participated on committees or task forces in clinical setting or professional association; 0=has not participated on committees or task force; no evidence of innovation</p>	
Presentations	<p>List presentations given at workshops, conferences or staff education in-services in the last 5 years (include dates and place of presentation).</p> <p>Rating: 2=has presented at least 3 times or more at workshops, conferences or staff education in-services; 1= has presented 1-2 times at workshops, conferences or staff education in-services; 0=has not presented</p>	
Professional Memberships	<p>Identify professional memberships and participation in professional organizations.</p> <p>Rating: 2= current membership and active participation (e.g. leadership role, committee work) in at least two professional organizations; 1= membership in one or more professional organizations without active participation; 0=no membership in a professional organization</p>	
Continuing Education	<p>Date, number of contact hours, topic and place of program. Limit your list of continuing education to the last 3 years. (Continued licensure in MT requires 24 continuing education units every 2 years.)</p> <p>Rating: 2=has participated in continuing education on <u>an annual basis</u> beyond what is required for re-licensure; 1=has participated in continuing education beyond what is required for re-licensure; 0=no continuing education beyond what is required for re-licensure</p>	
Other	<p>Additional information demonstrating increasing responsibility and commitment to the profession in the past 5 years (e.g. community service, participation in research studies)</p> <p>Rating: 2=significant additional responsibility and commitment evidenced; 1=additional responsibility and commitment evidenced; 0=no evidence of additional responsibility and commitment</p>	
	Applicant's total score	
	Maximum score possible	18

	Minimum score needed for admission	12
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March 5-6,2015

ITEM 166-2012-R0315

Request for authorization to offer an online Undergraduate Certificate in Gerontology

THAT

Montana State University Bozeman seeks approval to offer an undergraduate online certificate program in gerontology pursuant to Montana Board of Regents policy.

EXPLANATION

The purpose of this online certificate in gerontology is to provide courses specifically focused on aging to increase skills that will directly assist students and professionals in working with older adults and their families. With an increase in life expectancy and the number of baby boomers turning 65, the needs of the aging population are great. Approximately 13.3% of the total U.S. population is aged 65 and older and in Montana, 15.2% of the population is aged 65 and older (Census Quick Facts, 2011). Moreover, it is estimated that by 2030, nearly 26% of Montana's population will be 65 or older, ranking Montana 5th in the nation (Census Bureau, 2005). An online certificate in gerontology will meet the educational needs to prepare Montana students for the increasing population of adults over the age of 65.

An online certificate in gerontology would reach new and existing students and is closely related to the mission of HHD, **to enrich human well-being through teaching, research and outreach**. Providing further education related to aging, will enrich the well-being of MSU students and Montana residents. This certificate program is also in alignment with the strategic plan for MSU. A certificate in gerontology will **prepare students to graduate equipped for careers and further education**. According to the Association for Gerontology in Higher Education (n.d.) career opportunities in aging are quickly expanding, and has multidisciplinary opportunities in a variety of fields. Providing an online certificate in gerontology will allow students to enhance their programs of study through specialization in aging, which will assist them in securing employment working with the aging population after graduation. Also, a certificate program would allow health professionals (for example, Certified Nursing Assistants, Caregivers and Hospice Workers) the opportunity to gain further education specific to aging as a means to enhance career development.

Program Oversight

The program coordinator will be responsible for the coordination and oversight of the online gerontology certificate program. The program coordinator will fulfill the following duties: student advising, tracking student data (enrollment and completion within the program), review of certificate completion requirements, instructor allocation, instructor oversight, and curriculum development and monitoring. The program coordinator would receive a one course buy-out.

The proposed program coordinator is Dawn S. Tarabochia, PhD, CHES. Dr. Tarabochia is an assistant professor of community health in the department of Health and Human Development. Dr. Tarabochia earned her PhD from the University of Utah in health education and health promotion and a graduate certificate in gerontology. Dr. Tarabochia's research focuses on well-being in older adults.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 166-2012-R0315

Meeting Date: March 5-6, 2015

Institution: Montana State University Bozeman

CIP Code: 19.0500

Program Title: Online Undergraduate Certificate in Gerontology

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates (CAS/AAS)-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Merging or re-titling a department

 4. Revising a program (Curriculum Proposal Form)

 5. Distance or online delivery of an existing degree or certificate program

 6. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist and updated catalog)

 Temporary Certificate or AAS Degree Program

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

 X D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A) (Curriculum Proposal Form)

 X 2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

 3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

 5. Re-titling a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

Specify Request:

Montana State University Bozeman seeks approval to offer an undergraduate online certificate program in gerontology pursuant to Montana Board of Regents policy.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

Montana State University Bozeman is proposing an online undergraduate certificate program in gerontology. The certificate will provide courses specifically focused on aging to increase the knowledge and understanding of aging issues for individuals wishing to work with older adults and their families. In the field of gerontology, certificate programs are common due to the multi-disciplinary focus of gerontology. The intent of a gerontology certificate is to provide specific knowledge on aging issues to enhance students programs of study in other programs and disciplines.

In more recent years, gerontology certificate programs have been offered online to expand the breadth and reach of these programs to include professionals working with older adults yet may have no specific knowledge of aging issues. The certificate program proposed by Montana State University Bozeman would be an online program with the purpose of providing a sequence of courses focused on aging issues. Moreover, the curriculum associated with this certificate program will include content specific to aging issues in Montana. This is of particular importance as according to data from the 2010 Census, the number of older adults living in Montana is growing. Currently individuals aged 65 and older comprise 15.2% of the population in Montana (Census Quick Facts, 2011). It is estimated that by 2030, nearly 26% of Montana's population will be 65 or older, which is above the projected national average of 19% (Vincent & Velkoff, 2010).

An online undergraduate certificate in gerontology will provide Montana State University students the opportunity to gain specific knowledge in aging that will enhance their current program of studies. Additionally, there is the potential for professionals currently working with older adults to obtain further education on aging issues, especially aging issues specific to Montana. The online undergraduate certificate program in gerontology will require the completion of 15 credits in course work specific to aging. This course work has been developed by faculty members in two programs in the Department of Health and Human Development at Montana State University and piloted during the 2014 academic year. During the pilot year, 91 students were enrolled in one or more gerontology courses.

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

Montana State University Bozeman is proposing an **online undergraduate certificate program in gerontology**. The certificate will provide courses specifically focused on aging to increase the knowledge and understanding of aging issues for individuals wishing to work with older adults and their families. The online gerontology certificate program is a joint endeavor shared by faculty (community health and family and consumer sciences) in the Department of Health and Human Development at Montana State University. Students will need to complete 3 required courses (9 credits) and 2 elective courses (6 credits), for a total of 15 credits with earned grades of C or higher to fulfill certificate requirements.

3. Need

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

An online certificate in gerontology will meet the educational needs to prepare Montana students for the increasing population of adults over the age of 65. In Montana, 15.2% of the population is aged 65 and older (Census Quick Facts, 2011). It is estimated that by 2030, nearly 26% of Montana's population will be 65 or older, this is above the projected national average of 19%.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

The online undergraduate certificate in gerontology will serve the needs of students in three ways, 1) undergraduate students will be able to earn a certificate in gerontology which will provide a means for students to supplement their current programs of study with specific knowledge associated with aging issues and potentially improve employment opportunities upon graduation, 2) no other program (online or on campus) focused on aging issues currently exists at MSU, providing students from other programs and disciplines the opportunity to obtain specialized knowledge on aging, 3) no other courses on aging are offered in an online format providing students flexibility in their ability to take these courses without conflicting with other course work in students' programs of study.

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

The courses for the online undergraduate certificate program were developed during the 2014 academic year (AY). Each course has been taught once, with the exception of FCS 461. For the 2014 AY, 91 students were enrolled in one or more gerontology course. Three of the courses reached or exceeded the course cap. During this development period, no marketing of the gerontology courses was conducted. Students in the Department of Health and Human Development were informed of these classes and faculty in two programs (community health and family consumer sciences) allowed students to substitute the gerontology courses as electives. Given the reception by HHD students and the increasing number of older adults in Montana, it is anticipated that the demand will be greater than what was experienced during the development year.

4. Institutional and System Fit

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

The undergraduate online gerontology certificate will provide 15 credits of specialized knowledge on aging issues. The purpose of the course work is two-fold: to provide specialized training to undergraduate students to enhance career opportunities and to incorporate an aging perspective into the student's existing program of study. Gerontology certificate programs work in conjunction with other programs of study, including but not limited to: community health, family consumer sciences, health and human performance, nutrition, psychology, sociology, pre-medicine, pre-dental, pre-physical therapy, pre-occupational therapy, and communication disorders.

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

This program will not require any changes to existing programs.

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

Not applicable.

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

An online certificate in gerontology would reach new and existing students and is closely related to the mission of HHD **to enrich human well-being through teaching, research and outreach**. Providing further education related to aging, will enrich the well-being of MSU students and Montana residents. This certificate

Montana Board of Regents
CURRICULUM PROPOSAL FORM

program is also in alignment with the strategic plan for MSU. A certificate in gerontology will **prepare students to graduate equipped for careers and further education**. According to the Association for Gerontology in Higher Education (n.d.), career opportunities in aging are quickly expanding, and has multidisciplinary opportunities in a variety of fields. Providing an online certificate in gerontology will allow students to enhance their programs of study through specialization in aging, which will assist them in securing employment working with the aging population after graduation. Also, a certificate program would potentially allow health professionals (for example, certified nursing assistants, caregivers, and hospice workers, etc.) the opportunity to gain further education specific to aging as a means to enhance career development.

- E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.**

Currently there is no other certificate of gerontology in the MUS system. The University of Montana (UM) does offer a minor of gerontology in the School of Social Work. The gerontology minor at UM is offered on campus only.

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.**

Gerontology Certificate Program Requirements

Admission Process

Given that the gerontology certificate program is open to any interested MSU student, it is important to have a process in place by which to track student enrollment. Therefore, students will be required to submit an application to the program coordinator. Online admission forms will be available to students. Students will be asked to provide the program coordinator with the following information: name, major, and no more than one paragraph as to why the student is interested in obtaining a gerontology certificate. Students interested in the gerontology certificate must have a 2.0 GPA or higher to be eligible for the certificate program.

Program Requirements

To receive a gerontology certificate students must complete all three required courses and two elective courses for a total of 15 credits. Students must complete all coursework with a C or better.

Courses & Course Descriptions

Required Courses

Adult Development and Aging (existing course)

FCS 261 3 credits

This course will focus on the adult stages of the lifespan and families with adult children; issues include intergenerational relationships; gender differences in individual, family, and career development; and the demographic and economic consequences of an aging population.

Physical Activity, Nutrition & Health in Aging

CHTH 245 3 credits

Montana Board of Regents
CURRICULUM PROPOSAL FORM

As an introductory course, students will examine research associated with physical activity, nutrition, and health related needs of older adults. Students will gain knowledge and skills on how to safely and effectively meet the needs of older adults as it relates to physical activity, nutrition, and health. Health disparities of the aged will also be explored.

Practicum in Gerontology
CHTH 495 3 credits

Supervised experience in programs for older adults. Students will be required to spend 135 hours in an approved environment for older adults. This may include retirement communities, assisted living facilities, rehabilitation programs, senior living communities, and an array of federal, state and local agencies and non-profit organizations dedicated to older adults.

Elective Courses

Economics & Public Policies in Aging
CHTH 325 3 credits

Students will explore various issues associated with economic impact U.S. policies, health and long-term care insurance, Social Security, Medicare/Medicaid, family financial impacts, and estate planning. Economics associated with rural health and Native American populations will also be addressed.

Caregiving & Aging Families
CHTH 405 3 credits

Students will examine research findings and written materials to understand formal and informal caregiving trends within the United States. Students will also be provided practical information regarding issues and challenges associated with families' response to the needs, emotions and stressors associated with caregiving. Native American and rural populations will be discussed.

Mental Health & Social Issues in Aging
CHTH 430 3 credits

Students will explore various issues associated with aging, mental health issues and social factors that impact health. This course will incorporate advocacy and service learning. Native American and rural populations will be explored.

Principles of Well-being in Aging
FCS 461 3 credits

Students will explore well-being models and aging issues. Specifically, the HHD well-being model will be used to introduce students to a variety of issues associated with aging and the five dimensions of well-being. Issues associated with prevention and treatment will be addressed.

NOTE: the curriculum outlined above has been approved by all levels of curriculum review at Montana State University.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Implementation Schedule for the Online Undergraduate Program in Gerontology

	FALL	SPRING	SUMMER	Maximum Number Students/AY
PHASE I	CHTH 430	CHTH 405	CHTH 245	
	FCS 461	FCS 261*	FCS 261	
			CHTH 325	
			CHTH 495**	
Maximum Number Students/Semester	50	35	90	165
PHASE II	CHTH 430	FCS 261	CHTH 245	
	FCS 461	CHTH 325	FCS 261	
	CHTH 245	CHTH 405	CHTH 325	
	CHTH 495	CHTH 495	CHTH 495	
Maximum Number Students/Semester	100	100	100	300
PHASE III	Sections to existing courses will be added as needed.	Sections to existing courses will be added as needed.	Sections to existing courses will be added as needed.	325 - 600

* FCS 261 is an existing course taught on campus for spring semester. In agreement with the FCS program, there is accommodation for 10 gerontology certificate students if needed and desired by the student during phase I.

** CHTH 495 is the practicum course and during phase I will be offered on demand with a student cap of 15.

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.

Funding for faculty resources has been secured through the Office of the Provost.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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.

Funding for additional resources has been secured through the Office of the Provost.

7. Assessment

How will the success of the program be measured?

The success of the online undergraduate certificate program in gerontology will be measured in the following ways: 1) student success will be determined by the successful completion of each course through the fulfillment of student learning objectives, 2) program success will be determined by the retention of students enrolled in the program and the number of students who complete the certificate, 3) post-graduation tracking will attempt to determine the number of students who obtained jobs working with older adults upon graduation.

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 of the development and approval process for the online undergraduate certificate in gerontology included the following steps:

1. Two faculty members in the Department of Health and Human Development (HHD) proposed the online undergraduate certificate in gerontology to the department head of the Department of Health and Human Development in response to a request for proposals for online programs at MSU.
2. The department head of HHD requested that HHD students be surveyed to assess student interest in course work associated with aging. Student surveys were conducted. Results from this survey indicated that HHD students were interested in course work associated with aging. Also, the concept of an online undergraduate certificate in gerontology was discussed with other HHD faculty.
3. Based on the survey information and discussion with other HHD faculty, the department head granted approval to apply for the request for proposals for online programs at MSU. Two faculty members in the community health and family consumer sciences program submitted the proposal. The proposal received funding in fall 2013.
4. Two faculty members worked to develop the curriculum for the program and associated courses for the online certificate in gerontology. Course development included research on the courses being taught at other universities. Based on the data gathered and the needs of MSU students, the two faculty members developed the curriculum for the online undergraduate certificate in gerontology.
5. The program curriculum and course curriculums were submitted for approval through Montana State University. The formal process included:
 - a. Approval from the HHD department curriculum committee
 - b. Approval from the College of Education, Health and Human Development curriculum committee
 - c. Approval from the Dean of Education, Health and Human Development
 - d. Approval from the University Curriculum & Program Committee
 - e. Approval from the Faculty Senate
 - f. Approval from the Provost
6. The first two courses CHTH 245 and CHTH 325 were taught summer 2014 as part of the pilot program funded through the request for proposals for online programs at MSU.

March 5-6, 2015

ITEM 166-2014-R0315

Request for authorization to rename B.S. in Bioengineering as B.S. in Biological Engineering

THAT

The Montana Board of Regents authorizes Montana State University to rename the title of the degree Bachelor of Science in Bioengineering be changed to Bachelor of Science in Biological Engineering while leaving the Dual Degree Program in Bioengineering unchanged.

EXPLANATION

When the dual degree program with the Istanbul Technical University (ITU) was established, the degree title was defined as Bachelor of Science in Bioengineering. When the program was opened to Montana State University (MSU) students as well, the same title was used. However, the term "Bioengineering" has a specific meaning to engineering accreditors in the Accreditation Board for Engineering and Technology (ABET): it relates to a degree program in biomedical engineering. The biological engineering program at MSU is not a biomedical program, but is designed to prepare graduates to work on commercial-scale bio-production facilities, such as ethanol plants and pharmaceuticals.

Because we cannot unilaterally change the program title on the dual degree program, only the MSU degree title will be changed in preparation for seeking accreditation of this degree program in 2015-16. This will leave two degrees in place (B.S. in Bioengineering for Dual Degree Program students and B.S. in Biological Engineering for all other students) until such time as the partner institution, ITU, agrees to align the degree name.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 166-2014-R0315

Meeting Date: March 5-6, 2015

Institution: Montana State University-Bozeman

CIP Code: 14-4501

Program Title: Renaming B.S. in Bioengineering as B.S. in Biological Engineering

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

- 1a. Placing a program into moratorium** (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 1b. Withdrawing a program from moratorium**
- 2. Intent to terminate an existing major, minor, option or certificate – Step 1** (Phase I Program Termination Checklist)
- 3. Campus Certificates (CAS/AAS)-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less**
- 4. BAS/AA/AS Area of Study**

B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

- 1. Re-titling an existing major, minor, option or certificate**
- 2. Adding a new minor or certificate where there is a major or an option in a major** (Curriculum Proposal Form)
- 3. Merging or re-titling a department**
- 4. Revising a program** (Curriculum Proposal Form)
- 5. Distance or online delivery of an existing degree or certificate program**
- 6. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist and updated catalog)

Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

X **D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 X **1. Re-titling a degree (ex. From B.A. to B.F.A)** (Curriculum Proposal Form)

 2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

 X **3. Establishing a new degree or adding a major or option to an existing degree** (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

 5. Re-titling a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

Specify Request: The degree name Bioengineering has a specific meaning to engineering accreditors in the Accreditation Board for Engineering and Technology (ABET): it relates to a degree program in biomedical engineering. The biological engineering program at MSU is not a biomedical program; it is designed to prepare graduates to work on commercial-scale bio-production facilities (e.g., ethanol plants, pharmaceuticals). As we prepare to seek ABET accreditation for our program, we need to get the degree appropriately titled. We are requesting to change the name of existing B.S. in Bioengineering to B.S. in Biological Engineering for students not enrolled in the Dual Degree Program (DDP) in Bioengineering. By changing the degree title only for students outside of the Dual Degree Program, we are effectively creating a new program code, and are therefore treating this name change request as a Level II request.

Ideally, we would change the degree name for all students in the Bioengineering program at one time, however we cannot unilaterally change the degree name for the students in the Dual Degree Program (DDP) in Bioengineering. Our partner in the Dual Degree Program is the Istanbul Technical University (ITU). While the faculty at ITU strongly support our desire to seek accreditation of our program, and understand the need to retitle the degree prior to seeking accreditation, the faculty at ITU have not yet agreed to change the degree title for students in the Dual Degree Program. Even after they agree to the change, it will require approval from the higher education authorities in Turkey, a very time-intensive process. We need to change the degree name in order to seek ABET accreditation of the program in 2015-16.

The new Biological Engineering program will be similar to the existing Bioengineering program, but the new name is necessary for ABET accreditation and better reflects the curriculum requirements of the proposed Biological Engineering program.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

In 2003, the Chemical Engineering Department at Montana State University was renamed the Chemical and Biological Engineering Department. In November, 2006, the Board of Regents approved a Bioengineering degree at Montana State University that was through the Chemical and Biological Engineering department. Initially, the Bioengineering degree was for a Dual Degree Program (DDP) between Montana State University and Istanbul Technical University (ITU), but it later expanded to include non-DDP students. The program objectives and program requirements for the DDP Bioengineering students versus the non-DDP Bioengineering students have begun to drift apart.

We are now seeking to establish a Biological Engineering program and B.S. degree in the Chemical and Biological Engineering department. The program requirements will be similar to the DDP in Bioengineering, but the name change is necessary for ABET accreditation of the program, and the name better reflects the curriculum of the program. The existing program in Bioengineering will be limited to students in the DDP program because the program will not be ABET accredited and any changes to that program require agreement from the partner institution and its governing structure. Further, the emphasis within the DDP in Bioengineering is evolving away from Biological Engineering.

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

We are seeking a new B.S. degree in Biological Engineering. This degree will be similar to the existing degree in Bioengineering, but we will be applying for, and expect to receive, ABET accreditation for the Biological Engineering degree program. The focus of this program is on the application of engineering to biological systems and the use of biological systems in solving scientific and engineering challenges.

3. Need

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

The Bioengineering degree program has grown rapidly since it was originally approved in November, 2006. Currently, 30-50 students per year graduate with a degree that includes a major in Bioengineering, and there are typically 150-200 students attending MSU that are pursuing a degree that includes a major in Bioengineering. Student demand for the proposed program is well established. The foremost request from non-international students (e.g., Montana students) in the program and prospective students is that the program obtain ABET accreditation. The students and faculty of Chemical and Biological Engineering believe it is critical that we attain ABET accreditation. The challenge, however, is that the current curriculum and learning objectives are closely aligned with Biological Engineering and not Bioengineering as these terms are defined by ABET and engineering professional societies. Biological Engineering is focused on the application of engineering principles to biological systems. Bioengineering is increasingly being considered a synonym for Biomedical Engineering, which is focused on the application of engineering to human medical devices and is typically closely aligned with a medical school.

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

The proposed program will provide a degree in Biological Engineering, and it is anticipated that the degree program will receive ABET accreditation in the near future (i.e., the next 1-3 years). The DDP students from Istanbul Technical University (ITU) will continue in the current Bioengineering program, but they will receive some biomedical-oriented courses at ITU. It is important to note that the DDP is also available to regular MSU students should they desire to be in that degree program and take some of their courses in Istanbul. Only students from ITU have participated in the dual degree program in the past 9 years.

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

The demand has clearly been established based on enrollment in the current non-DDP Bioengineering program. We expect the Biological Engineering degree to have 20-40 graduates per year and 120-160 majors for the next few years at least.

4. Institutional and System Fit

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

The proposed Biological Engineering program will be closely aligned with existing programs in Chemical Engineering and the DDP in Bioengineering. The first 3 semesters of the Biological Engineering degree are identical to the first 3 semester in Chemical Engineering. After the first 3 semesters, the programs will remain somewhat closely aligned with approximately 25% of the required courses being common to the different degrees.

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

No.

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

The primary differentiation between Biological Engineering and Chemical Engineering is the focus on biological and microbiological systems – this focus on living systems impacts all stages of a production and engineering process. As a result, the Biological Engineering program includes more courses in the areas of biology and microbiology as well as courses on bioseparations and bioreactor design.

The primary differential between Biological Engineering and the DDP in Bioengineering is that Biological Engineering focuses more on biological systems while the Bioengineering DDP has an increasing focus on biomedical issues and medical devices. An additional differentiator is that the DDP requires students to attend two different universities.

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

The Biological Engineering program will continue to attract some of the best undergraduate students to Montana State University. Many of MSU’s recent major award winners have been non-DDP Bioengineering students, and it is this group of students that would transition to the Biological Engineering degree. Faculty research continues to grow in the Biological Engineering area, and there is grow potential for the B.S. graduates and faculty to have a positive impact on the state of Montana.

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.

There are no similar programs in the Montana University System beyond the current programs in the Chemical and Biological Engineering department at MSU Bozeman.

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.

Freshman Year	Credits	
	Fall	Spring
EBIO 100 - Intro to Biological Engr or ECHM 100 - Intro to Chemical Engr	2	
CHMY 141 - College Chemistry I	4	
Univ Core Electives (IA, IH, IS or D)	3	

Montana Board of Regents
CURRICULUM PROPOSAL FORM

M 171Q - Calculus I	4	
US or W Core course	3	
US or W Core course		3
EGEN 102 - Intro to Engineer Comp Apps		2
Univ Core Electives (IA, IH, IS or D)		3
CHMY 143 - College Chemistry II		4
M 172Q - Calculus II		4
Year Total:	16	16
Sophomore Year	Credits	
	Fall	Spring
M 273Q - Multivariable Calculus	4	
PHSX 220 - Physics I (w/ calculus)	4	
ECHM 201 - Elementary Principles of Chemical and Biological Engineering	3	
CHMY 211 - Elements of Organic Chemistry	5	
EBIO 216 - Elem Princ of Bioengineering		3
ECHM 321 - Chemical Engineering Fluid Mechanics Operations		3
M 274 - Introduction to Differential Equation		4
BIOM 360 - General Microbiology		5
Year Total:	16	15
Junior Year	Credits	
	Fall	Spring
BCH 380 - Biochemistry	5	
Univ Core Electives (IA, IH, IS or D)	3	
EGEN 350 - Applied Engr Data Analysis	2	
PHSX 222 - Physics II (w/ calculus)	4	
EBIO 324 - Bioengineering Transport	3	
BIOB 375 - General Genetics		3
EBIO 438 - Bioprocess Engin		3
EBIO 439 - Downstream Processing		3
EGEN 310R - Multidisc Engineering Design		3

Montana Board of Regents
CURRICULUM PROPOSAL FORM

EMAT 251 - Materials Structures and Prop	3	
Year Total:	17	15
Senior Year	Credits	
	Fall	Spring
EBIO 442 - Bioengineering Lab I	3	
Biology Elective	2	
EBIO 411R - Biological Engineer Design I	3	
Univ Core Electives (IA, IH, IS or D)	3	
Engineering Elective	6	
EBIO 412R - Biological Engineer Design II	3	
EBIO 443 - Bioengineering Lab II	3	
Biology Elective	6	
Engineering Elective	4	
EGEN 488 - Fundamentals of Engineer Exam	0	
Year Total:	17	16
Total Program Credits:	128	

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

The Biological Engineering program implementation is greatly simplified because existing non-DDP Bioengineering students will all transfer directly into the new program. All the required courses are already being taught, and no new faculty are required.

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 resources beyond those currently required for the programs in Chemical and Biological Engineering will be required.

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.

None beyond current resource requirements.

7. Assessment

How will the success of the program be measured?

1. Number of B.S. degrees in Biological Engineering conferred
2. Number of majors
3. Retention of majors
4. Student employment after graduation, include average salary
5. National awards given to majors

Montana Board of Regents
CURRICULUM PROPOSAL FORM

6. Accreditation by ABET

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 of separating a dual degree program in Bioengineering and a non-DDP in Bioengineering into a DDP in Bioengineering and a Biological Engineering program has been discussed for 1 year. These discussions included the faculty of the Chemical and Biological Engineering department, the Dean of the College of Engineering, the Department Advisory Committee, which consists of alumni, employers, community members, and faculty from peer universities, and numerous other faculty from MSU. In this process, the following questions were frequently answered:

- (1) Why not move the DDP Bioengineering students also into the new Biological Engineering Program (this would be equivalent to simply renaming Bioengineering as Biological Engineering)? Answer: The dual degree program is a collaborative effort between Montana State University and Istanbul Technical University and all changes to the program must naturally be approved by both institutions and their respective governing bodies. The DDP Bioengineering program has moved towards more of a Biomedical Engineering focus with new courses at ITU. The non-DDP Bioengineering program has remained focused on Biological Engineering. Further, the strong desire for accreditation expressed by students, faculty, and employers for the non-dual degree program has not been expressed for the DDP program. Accreditation is more important for graduates working in the U.S. than it is for graduates working internationally. Accreditation is more difficult for dual degree programs and the accreditation of a Bioengineering program would require significant additional curriculum changes including courses and expertise that are not currently available at Montana State University.
- (2) Why not attempt to accredit the current Bioengineering program, possibly through the addition of courses on Biomedical Engineering, bioinstrumentation, and human physiology? Answer: Most Biomedical Engineering and Bioengineering programs are at universities with medical schools because of the human medicine and human medical device expertise that is required. The transition of the current Bioengineering program into an accredited and respected Biomedical Engineering program would require significant resources (probably 3 or 4 additional faculty along with expensive lab space). Finally, Biomedical Engineering graduates would be less likely to stay in Montana after graduation than Biological Engineering graduates.
- (3) Was the original Bioengineering program incorrectly named? Answer: The term Bioengineering is still not consistently defined, but it has recently (in the last 5 years) transitioned to where it is now typically used as a synonym for Biomedical Engineering instead of as a shortened version of Biological Engineering.

March 5-6, 2015

ITEM 166-1019-R0315

Request for Authorization to Create a Neuroscience B.S. – University of Montana-Missoula

THAT

The Board of Regents of Higher Education authorizes the University of Montana to create a B.S. degree in neuroscience, with options in cognitive neuroscience and cellular and molecular neuroscience.

EXPLANATION

The University of Montana proposes to create an interdisciplinary B.S. degree in Neuroscience. While many of the courses listed in this proposed major have been available to students through the Division of Biological Sciences, Biomedical and Pharmaceutical Sciences, Psychology, Chemistry, Health and Physics Departments, we seek a stand-alone Neuroscience degree to allow students to focus in this scientific discipline, to receive degree credit in the form of a major, and to build upon the growing attention to neuroscience research. To some degree, we are repackaging a large number of existing courses to create a defined major that can be easily identified and listed in the catalog under its own name. A limited number of required new courses have been outlined and will provide the necessary neuroscience focus and vigor. UM has offered a PhD in neuroscience for several years.

ATTACHMENTS

Academic Proposal Request Form

Curriculum Proposal Form

Attachment #1 – Requirements for Option in Cognitive Neuroscience

Attachment #2 – Requirements for Option in Cellular and Molecular Neuroscience

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 166-1019-R0315

Meeting Date: March 5-6

Institution: University of Montana-Missoula

CIP Code: 26.1501

Program Title: Neuroscience B.S.

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates (CAS/AAS)-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Merging or re-titling a department

 4. Revising a program (Curriculum Proposal Form)

 5. Distance or online delivery of an existing degree or certificate program

 6. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist and updated catalog)

 Temporary Certificate or AAS Degree Program

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

 X D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A) (Curriculum Proposal Form)

 2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

 X 3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

 5. Re-titling a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

Specify Request:

The University of Montana proposes to create an interdisciplinary B.S. degree in Neuroscience. While many of the courses listed in this proposed major have been available to students through the Division of Biological Sciences, Biomedical and Pharmaceutical Sciences, Psychology, Chemistry, Health and Physics Departments, we seek a stand-alone Neuroscience degree to allow students to focus in this scientific discipline, to receive degree credit in the form of a major, and to build upon the growing attention to neuroscience research. To some degree, we are repackaging a large number of existing courses to create a defined major that can be easily identified and listed in the catalog under its own name. A limited number of required new courses have been outlined and will provide the necessary neuroscience focus and vigor. UM has offered a PhD in neuroscience for several years.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

The University of Montana proposes to create an interdisciplinary B.S. degree in Neuroscience. While many of the courses listed in this proposed major have been available to students through the Division of Biological Sciences, Biomedical and Pharmaceutical Sciences, Psychology, Chemistry, Health and Physics Departments, we seek a stand-alone Neuroscience degree to allow students to focus in this scientific discipline, to receive degree credit in the form of a major, and to build upon the growing attention to neuroscience research. To some degree, we are repackaging a large number of existing courses to create a defined major that can be easily identified and listed in the catalog under its own name. A limited number of required new courses have been outlined and will provide the necessary neuroscience focus and vigor. UM has offered a PhD in neuroscience for several years.

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

This major requires successful completion of 120 credit hours, with 70-75 credits within the major, including 7-8 credits of symbolic language (math) courses as well as writing-intensive coursework within the discipline. As noted below, the major aims at providing UM students with a comprehensive understanding of neuroscience defined as the study of the structure and function of the nervous system and brain. The major consists of two degree options with students choosing between a Cognition and Behavior or Cellular and Molecular Neuroscience option. The Cognitive Neuroscience option draws on the strength of the Psychology and Biomedical and Pharmaceutical Sciences faculty while the Cellular and Molecular Neuroscience option is spearheaded by Center for Functional and Structural Neuroscience and Division of Biological Science faculty. It also seeks to ensure that students receive training in neuroscience techniques and neuroscience research. We envision the program preparing UM students to pursue graduate work in neuroscience, as well as careers in medicine, academe, education, research companies, law, and other disciplines (e.g. science writing/journalism, speech pathology, patent agent) in which scientific knowledge of the brain are key components.

3. Need

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

The study of our nervous system and the brain is both an established area of scientific inquiry and yet an emerging area of intense focus. A Neuroscience major at UM will respond to the increasing attention to understanding the cause, treatment, and even prevention of neurological disorders, traumatic brain injury, and mental disorders by educating enthusiastic students from across the state of Montana, the US and the world. The UM Brain Initiative, recent programs by the National Institutes of Health, and a special presidential focus all aim to revolutionize our understanding of the human brain. We feel the need for a Neuroscience major is almost essential for a university that seeks to provide its students with cutting-edge scientific knowledge and opportunities.

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

Although we have taken great pride in offering scientific courses ranging from cellular biology to ecology, organic chemistry to biochemistry, physics and statistics, the creation of a formal and well-publicized Neuroscience undergraduate major will enhance UM's ability to meet the needs of 21st

Montana Board of Regents
CURRICULUM PROPOSAL FORM

century students seeking greater knowledge of this increasingly important scientific discipline. This major will serve UM's strategic goal of building a university for the global century by increasing interdisciplinary emphases, enhance contributions by students and faculty through research, and expand discoveries. The majority of the proposed goals can be accomplished by drawing on existing resources while enhancing student capacity to choose from required and recommended courses that will best prepare them to be viable neuroscience candidates in advanced degree programs.

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

Based on surveys in undergraduate classrooms of freshman to senior levels, interest in neuroscience is currently very high. The anticipated demand is between 40-50 new students a year. Spring 2013 surveys of courses such as Literature 110, Biochemistry 110 and Pharmacy 110 found that at least half of the students expressed an interest in a Neuroscience major at University of Montana.

4. Institutional and System Fit

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

The proposed UM Neuroscience undergraduate major will build on faculty expertise currently available in the Division of Biological Sciences, School of Pharmacy, Psychology, Chemistry, Health and Human Performance, Communicative Science and Disorders, Kinesiology, Physics, Mathematics, and other departments. By responding to the increasing importance of the neuroscience discipline, a new major will allow us to highlight existing offerings and add a small number of notable new courses (see below). Students will be able to add depth to their biological curriculum and have the opportunity to advance their studies specifically in the neuroscience discipline or engage in a range of employment options outlined above that actively seek persons with knowledge of the neuroscience field.

Only three new courses must be created for the initial launch of the proposed major: these are BIOH 280 Fundamentals of Neuroscience, BIOH 380 Cellular and Molecular Neuroscience, and BIOH 483W Neuroscience Research Techniques, a writing-intensive laboratory class.

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

Approval of the proposed program will not require changes to any existing programs at UM. The proposed new major will be marketed nationwide (e.g., webpages, emails, social media, brochures) if it is approved and begin accepting applications as soon as possible.

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

The proposed major will complement, rather than compete with, existing programs focusing on biology, psychology, chemistry, and exercise science studies. Our colleagues in these departments share our view that the existing scientific options and our proposed major cannot only co-exist but that a new and separately listed Neuroscience program will promote interest in the broad array of biologically focused offerings at UM.

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

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CURRICULUM PROPOSAL FORM

The proposed degree and its two options supports the MUS Strategic Plan goal to build competitive undergraduate and research programs. It is also consistent with the University of Montana's strategic goal of building a university for the global century by increasing interdisciplinary emphases, offering high-impact teaching, and enhancing contributions by students and faculty through research. Students graduating with either of the two options in the Neuroscience undergraduate major will be fully prepared with a passion for neuroscience-related discovery, employment and service opportunities. Workforce studies of the U.S. Department of Labor Statistics show that employment in this area typically requires an advanced degree (MA or PHD) and that the occupational outlook from 2012 to 2022 can expect a 13% increase. Employment is likely in industry such as Medicine and Pharmaceutical Manufacturing, Scientific Research and Development, Colleges, Professional Schools and Universities, and Federal and State Government.

- 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 new UM Neuroscience major is separate and distinct from the Cell Biology & Neuroscience degree offered at MSU. The UM Neuroscience program is an interdisciplinary program that integrates substantial coursework from the Psychology department as well as other departments including Communicative Science & Disorders, Economics, Health & Human Performance, and others. This integration provides different perspectives, topical foci, and means of understanding and applying information about the brain and cognition. In addition, the UM Neuroscience undergraduate will have the opportunity to choose from two distinctive degree options, one with a greater focus in cellular and molecular aspects of neuroscience, and the second with an emphasis on cognition and behavior. This distinction is recognized across the neuroscience discipline and will provide UM students the opportunity to tailor their studies to their interests and career goals.

Neuroscience is an ever-expanding field; an illustration of this is that the main professional organization, Society for Neuroscience, has grown from 400 in 1969 to over 40,000 currently. Neuroscience is no longer considered a specialty discipline, but rather a core area of intersection of psychology, biology, chemistry and other sciences. As a reflection of its centrality at UM, we already possess the vast majority of courses, expertise, and laboratory training opportunities required for the proposed degree. The unique interdisciplinary collection of courses provides a developmental path and degree that maximizes student opportunities for workforce placement, especially for careers that combine neuroscience with education or healthcare. It is a distinctive degree not offered elsewhere in the state and will be comparable to regionally strong neuroscience programs at UCLA, USC, Caltech, and Pomona College. We will galvanize the new UM major through creation of only three new courses, essentially merging strengths and coursework that already exist across campus to generate a visible and accessible science major to better serve the students of Montana as well as out-of-state and international students.

5. Program Details

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- A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.**

Please see the attachments for the requirements for the degree's two options.

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

We are confident the proposed major can be sustained over the long term. As noted, although the Neuroscience major will be new, a large core of courses related or encompassing aspects of Neuroscience has historically existed at UM. Introductory courses on aspects of human behavior and the brain (PSYX 250, for example) have routinely drawn 80-100 students; two and three hundred level courses in Cell Biology, Developmental Biology, Genetics and Evolution range from 50-280 students and four-hundred level course including Advanced Cellular and Molecular Biology from 20-30 students. Although the Neuroscience degree is not intended to draw students from other fields of study, the Division of Biological Sciences enrolls 400-500 students with options in Human Biology, Cellular and Molecular Biology, and Genetics and Evolution. In addition, a series of course surveys gathered in Spring 2013 indicate strong student interest across multiple departments and disciplines in a UM Neuroscience undergraduate degree option. We anticipate a sustained growth of students as the Neuroscience major becomes more visible as a separate academic program and is more effectively publicized.

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.**

Our goal is that the formalization of support for a UM Neuroscience undergraduate degree will allow for expansion of faculty or curriculum resources when funds permit, in accordance with the growth of the program. With the major we propose a limited number of new courses (see 4A above) that will draw on the efforts of current faculty members, with most of the requisite courses already taught on an ongoing basis by faculty members in the Division of Biological Sciences, Psychology, Biomedical and Pharmaceutical Sciences, Chemistry, Physics, Mathematics, and a few other departments.

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

In the future, additional resources to offer cutting-edge laboratory-based curricula and administrative assistance would help us reach the goal of making the Neuroscience degree a hallmark of the University. To meet this need, the UM Neuroscience undergraduate director and committee members will meet with the Provost and Dean of the College of Humanities and Sciences. The opportunity for EPSCOR Track II funds and Keck Foundation funding will be explored for supporting the development and recruitment needs of a potential growing major in the future.

7. Assessment

How will the success of the program be measured?

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If the Neuroscience undergraduate major is approved, the director and staff will systematically track both class-by-class enrollments within the major and the total number of declared majors and graduates on an annual basis, in order to monitor the contributions the program is making to UM students and our effectiveness as instructors and promoters of the major. In order to monitor quality, we will also approach the Dean of Humanities and Sciences with a proposal to allow a small committee of Neuroscience faculty access to teaching evaluations for courses within the major. Finally, we will work with the Mansfield Center, the College of Humanities and Sciences, and Biomedical and Pharmaceutical Sciences to fund an outside evaluation of the new major five years after its launch.

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 implementation of an undergraduate degree in Neuroscience to give this discipline its own identity and separate listing at the undergraduate level has been discussed among relevant faculty, the Deans of the College of Humanities and Sciences, Health Professions and Biomedical Sciences, and Education and Human Sciences, and the Provost—for all the reasons noted above. When we surveyed our collective course offerings, it became clear that a viable and sustainable major was possible. An interdisciplinary group of committee members followed up by finalizing the list of electives and drafting this document, which was sent to Neuroscience-related faculty by email and refined with their feedback. We are pleased to offer this proposal for a major that we believe is important for UM and other Montana students, and that we feel is wholly consistent with UM's strategic vision and the state's economic needs.

B.S. in Neuroscience, Cognitive Neuroscience option 2015/2016 Catalog

*****A grade of C- or better must be earned in ALL courses required for the major*****

Required Major Courses	credits	semester	grade
Biology/Psychology Core Courses			
BIOB 160N—Principles of Living Systems	4	A/Su	_____
BIOB 260—Cell and Molecular Biology	4	A/Su	_____
BIOB 272—Genetics and Evolution	3	S/Su	_____
BIOH 280—Fundamentals of Neuroscience	3	S	_____
BIOH 380—Cellular and Molecular Neuroscience	3	S	_____
BIOH 483W—Neuro Research Techniques Lab*	3	A	_____
PSYX 250—Fundamentals of Biological Psychology	3	A/S/Su	_____
*satisfies the Upper Division Writing Requirement for the major			
Additional Major Courses Required for Cognition and Behavior Option			
PSYX 270 –Fundamentals of Learning	3	A	_____
PSYX 280 Fundamentals of Memory & Cognition	3	intermitnt	_____
PSYX 356 —Human Neuropsychology	3	A/S/Su	_____
BCH 380—Biochemistry	4	A/S	_____
A. Choose at least 2 of the following courses:			
BIOB 301—Developmental Biology	3	A	_____
BIOH 365 Human Anat and Physiology I	4	A/Su	_____
PSYX 352 Comparative Psychology	3	A	_____
KIN 330 –Motor Control and Learning	3	A/S	_____
BIOH 460— Neurobiology of Disease	3	A	_____
BMED 610 —Neuropharmacology	3	F, alt yrs	_____
BMED 646 —Neurotoxicology	3	S	_____
B. Choose at least 1 of the following set of Intersection Courses that explore the intersection of Neuroscience and discovery or scholarship derived from other academic disciplines:			
BIOE 406 Behavior and Evolution	4	A	_____
DANC 345 Teaching Dance to People w/ Disabilities	1,R4	A/S	_____
ECON 491 Experimental and Behavioral Economics	3	intermitnt	_____
HTH 430 Hlth & Mind, Body, Spirit Relationship	3	A	_____
LIT 491 Poetry, Cognition and the Brain	3	intermitnt	_____
LSH 389E Placebo: The Power of Words	3	A	_____
PSYX 233 Fundamentals of the Psychology of Aging	3	intermitnt	_____

Other Required Courses	credits	semester	grade
*CHMY 121N—Intro to General Chemistry (CHEM 131)	3	A/S	_____
*CHMY 123—Intro to Organic and Biochem (CHEM 132)	3	A/S	_____
*CHMY 124—Intro to Organic and Biochem Lab	2	A/S	_____
* may be substituted with CHMY 141/143/221/222			
M 162—Applied Calculus (MATH 150)	4	A/S	_____
PHSX 205N/206N—Coll Phys I & Lab (PHYS 121, 111/113)	5	A/S	_____
PHSX 207N/208N—Coll Phys II & Lab	5	A/S	_____
STAT 216—Statistics <u>or</u>	4	A/S	
PSYX 222—Psychological Statistics	3	A/S/Su	_____

Catalog changes/Grade policies

Grades/GPA Requirements:

Only grades of C- or better are accepted for all major requirements.

Both overall UM GPA and major GPA must be 2.0 in order to graduate. Major GPA for the Cognitive Neuroscience option is calculated from all UM courses listed on this document.

B.S. in Neuroscience, Cellular and Molecular Option 2015/2016 Catalog

*****A grade of C- or better must be earned in ALL courses required for the major*****

Required Major Courses	credits	semester	grade
<u>Biology/Psychology Core Courses</u>			
BIOB 160N—Principles of Living Systems*	4	A/Su	_____
BIOB 260—Cell and Molecular Biology	4	A/Su	_____
BIOB 272—Genetics and Evolution	3	S	_____
BIOH 280—Fundamentals of Neuroscience	3	S	_____
BIOH 380—Cellular and Molecular Neuroscience	3	A/S	_____
BIOH 483W—Neuro Research Techniques Lab**	3	A	_____
PSYX 250—Fundamentals of Biological Psychology	3	A/S/Su	_____
*or BCH 110/111 (offered spring semesters)			
**satisfies the Upper Division Writing Requirement for the major			
<u>Additional Major Courses Required for Cellular and Molecular Biology Option</u>			
BIOB 425—Adv. Cell & Molecular Biology	3	S	_____
BCH 480—Advanced Biochemistry I	3	A	_____
BCH 482—Advanced Biochemistry II	3	S	_____
<i>A. Choose at least 1 of the following courses:</i>			
BIOB 301—Developmental Biology	3	S	_____
BIOH 365—Human Anat and Physiology I	4	A/Su	_____
CSD 411—Neuroanatomy of Comm Disorders	3	S	_____
BIOL 435—Comp. Anim. Physiology	3	S	_____
<i>B. Choose at least 1 of the following courses:</i>			
KIN 330—Motor Control and Learning	3	A/S	_____
BIOB 375—General Genetics	3	S	_____
PSYX 356—Human Neuropsychology	3	S	_____
BIOB 468—Endocrinology	3	intermitnt	_____
BIOH 460—Neurobiology of Disease	3	S	_____
BMED 646—Neurotoxicology	3	S	_____
BMED 610—Neuropharmacology	3	F, alt yrs	_____
<i>C. Choose at least 1 of the following set of Intersection Courses that explore the intersection of Neuroscience and discovery or scholarship derived from other academic disciplines:</i>			
BIOE 406 Behavior and Evolution	4	A	_____
DANC 345 Teaching Dance to People w/ Disabilities	1,R4	A/S	_____
ECON 491 Experimental and Behavioral Economics	3	intermitnt	_____
HTH 430 Hlth & Mind, Body, Spirit Relationship	3	A	_____
LIT 491 Poetry, Cognition and the Brain	3	intermitnt	_____
LSH 389E Placebo: The Power of Words	3	A	_____
PSYX 233 Fundamentals of the Psychology of Aging	3	intermitnt	_____

Other Required Courses	credits	semester	grade
CHMY 141N—College Chemistry I	5	A/S	_____
CHMY 143N—College Chemistry II	5	S/Su	_____
CHMY 221/222—Org. Chem. I & Lab	5	A	_____
CHMY 223—Org. Chem. II	3	S	_____
M 162—Applied Calculus (MATH 150)	4	A/S	_____
PHSX 205N/206N—Coll Phys I & Lab (PHYS 121, 111/113)	5	A/S	_____
PHSX 207N/208N—Coll Phys II & Lab	5	A/S	_____
STAT 216—Statistics <u>or</u>	4	A/S	
PSYX 222—Psychological Statistics	3	A/S/Su	_____

Catalog changes/Grade policies

Grades/GPA Requirements:

Only grades of C- or better are accepted for all major requirements.

Both overall UM GPA and major GPA must be 2.0 in order to graduate. Major GPA for the Cellular and Molecular Neuroscience option is calculated from all UM courses listed on this document.

March 5-6, 2015

ITEM 166-1020-R0315

Request for authorization to offer a Counselor Education and Supervision Ph.D. – University of Montana-Missoula

THAT

The Board of Regents of Higher Education authorizes the University of Montana to offer a PhD in Counselor Education and Supervision.

EXPLANATION

The Counselor Education and Supervision doctoral program at the University of Montana has been a small, mostly-applied Education Doctorate (Ed.D). We believe we have grown to the point that we can now add a Ph.D. degree to our doctoral level training, and offer a more academically research-oriented degree appropriate for training aspiring tenure-track faculty, researchers, and national-level leaders in the field. Similar to masters programs that offer a thesis option and a professional paper option, we do not want to forgo the opportunity to continue to train students who want a more applied doctorate, but we believe we need to offer a Ph.D. along with our Ed.D. There are significant overlaps, but distinctions between the two degrees as well.

ATTACHMENTS

Academic Proposal Request Form

Curriculum Proposal Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 166-1020-R0315

Meeting Date: March 5-6, 2015

Institution: University of Montana

CIP Code: 13.1101

Program Title: Counselor Education

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates (CAS/AAS)-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Merging or re-titling a department

 4. Revising a program (Curriculum Proposal Form)

 5. Distance or online delivery of an existing degree or certificate program

 6. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist and updated catalog)

 Temporary Certificate or AAS Degree Program

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

 X D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A) (Curriculum Proposal Form)

 2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

 X 3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

 5. Re-titling a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

Specify Request:

The Counselor Education and Supervision doctoral program at the University of Montana has been a small, mostly-applied Education Doctorate (Ed.D). We believe we have grown to the point that we can now add a Ph.D. degree to our doctoral level training, and offer a more academically and research oriented degree appropriate for aspiring tenure-track faculty, researchers, and national-level leaders in the field. Similar to masters programs that offer a thesis option and a professional paper option, we do not want to forgo the opportunity to continue to train students who want a more applied doctorate, but we believe we need to offer a Ph.D. along with our Ed.D.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

The field of Counselor Education has changed dramatically in the past fifteen years, with the recent changes taking place at the national accreditation level. The Council for the Accreditation of Counseling and Related Academic Programs (CACREP) has become a powerful defining force in the content and delivery of licensable School and Mental Health Counseling professionals at the masters and academic positions in Counselor Education and Supervision at the doctoral level. Our current program is accredited at the master's level in both of our tracks. However, we are not accredited at the doctoral level, which is something that is becoming increasingly important, if not essential, for recruitment and job placement of doctoral students.

Beginning in 2013, masters' and doctoral counseling programs that are accredited by CACREP have been required to hire faculty who have earned a doctoral degree in counselor education and supervision, preferably from a CACREP-accredited program. This has increased the marketability of graduates of CACREP accredited doctoral programs. Counseling psychology or clinical psychology graduates are not eligible to be hired to teach in CACREP accredited programs.

The Counselor Education and Supervision doctoral program at the University of Montana has been a small, mostly-applied Education Doctorate (Ed.D). We believe we have grown to the point that we can now add a Ph.D. degree to our doctoral level training, and offer a more academically research-oriented degree appropriate for training aspiring tenure-track faculty, researchers, and national-level leaders in the field. Similar to masters programs that offer a thesis option and a professional paper option, we do not want to forgo the opportunity to continue to train students who want a more applied doctorate, but we believe we need to offer a Ph.D. along with our Ed.D. There are significant overlaps, but distinctions between the two degrees as well.

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

We are proposing the addition of a Ph.D. in Counselor Education and Supervision to be offered by the Department of Counselor Education. We currently offer a doctoral degree (the Ed.D.) which serves a certain set of students very well. However, we would like to add the opportunity for doctoral students to obtain a Ph.D. in Counselor Education and Supervision as an alternative to the Ed.D. if their interests and career aspirations would thus be better served. We do not anticipate a large increase in doctoral students, but we believe this degree would attract more national and international students, as well as provide Montana students with masters degree another viable doctoral degree option.

3. Need

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

At both the national and local levels, we have a significant number of master's level professionals who wish to add a doctoral credential that will enable them to compete for faculty positions nationally and internationally. Because of its historic purpose and current understanding, the Ed.D. is not as widely accepted and sometimes puts students at a disadvantage in the pursuit of academic and high-level research positions. Although the two terminal degrees are often seen as similar or identical, please

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CURRICULUM PROPOSAL FORM

note the following from
http://www.stcloudstate.edu/edad/program_info/documents/EdDvsPhD.pdf.

Difference between the Doctor of Education (EdD) and Doctor of Philosophy (PhD)

The Carnegie Project on the Education Doctorate (CPED) was established in 2007 as a national effort aimed at strengthening the education doctorate, Ed.D. It has engaged over 50 colleges and school of education to redesign the Ed.D. An outcome from the first phase of the project was the definition of the education doctorate as “The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession”. By using research, theories, and professional experience, scholarly practitioners devise and implement solutions to address problems in the profession. Other outcomes from the project include the development of a set of working principals and design concepts.

For more information, please visit <http://cpedinitiative.org/about> Carnegie Project on the Education Doctorate (2012). About CPED .Retrieved from <http://cpedinitiative.org/about>

Doctor of Education (Ed.D.)

- *The Doctor of Education degree (Ed.D.) has traditionally been focused more on educational administration and scholarly practice.*
- *Ed.D. programs typically offer more courses related to educational administration and policy of practice.*
- *Ed.D. students focus their dissertation research more narrowly on particular practices or policies that affect state or regional schools or school systems.*

Doctor of Philosophy (Ph.D.)

- *The Doctor of Philosophy degree (Ph.D.) traditionally has been focused on research and scholarship.*
- *Emphasizes greater breadth and depth in theory and research methodology.*
- *Ph.D. programs typically have more courses related to research.*
- *Students who pursue the Ph.D. in Education are more inclined to research nationwide or international trends or large-scale practices.*

Nelson & Coorough. (1994). Content nalysis of the PhD versus EdD Dissertation. Retrieved from questia.com/googleScholar.qst?docId=95875795

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

While Montana is the home of master’s level training programs in counseling at UM-Missoula, MSU, MSU-Billings, Havre, and the University of Great Falls, UM-Missoula is the only campus offering doctoral level training in Counselor Education and Supervision.

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

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Because of accreditation requirements for the faculty/student ratio, we anticipate more applicants for this degree than we will be able to accept. We have a total of five faculty at present, handling five different degree programs. This enables us to be selective in our applicant pool and train only those most able and ready to pursue advanced degrees. Similar to doctorates in psychology, physical therapy, or other helping professions, admissions should be competitive.

We have determined the need by keeping track of applicants and inquiries over the past years. Our doctoral pool has grown, and a survey of our recent grads and current students yielded strong support for a Ph.D. to be offered. This is especially true for our international students. We have had doctoral students from Turkey, Ethiopia, and Pakistan in the recent past and all would have preferred to earn a Ph.D. due to the assumption of greater research emphasis assumed in this degree at the international level.

4. Institutional and System Fit

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

The proposed additional degree would be directly connected to the other degrees offered by the Department of Counselor Education. It will also be connected to the Department of Educational Leadership in that students wishing to pursue the Ph.D. will have the option of taking the research courses offered by this department. An argument could be made to simply change the Ed.D. to a Ph.D. but we believe the wiser course of action is to add a Ph.D. at this time. We are located in a College of Education, and have provided doctoral level training for over twenty-five years, even when our faculty numbers were much smaller. While some of our graduates would have preferred the option of obtaining a Ph.D., others are now working in settings where the Ed.D. is exactly the credential they intended to obtain and are using. We want to keep all appropriate options open for potential applicants.

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

If we obtain permission to add this degree, we will alter our existing Ed.D. to some extent to emphasize the differences between these two doctoral degrees. At present, the Ed.D. has a significant research component and research-based dissertation requirements that are not specifically tailored to educational programs and practices, much like traditional Ph.D. programs. This is important to note, because in effect, we have been offering the type of degree usually assumed to be a Ph.D. for many years. By having an actual Ph.D., the Ed.D. will be able to represent a more applied doctorate aimed at professionals who wish to work within the framework of the school systems or higher education with a more appropriate dissertation option. Nationally, the accredited Ph.D. in Counselor Education and Supervision requires significantly more semester doctoral credits than our current Ed.D., usually in the areas of dissertation and advanced internship. By adding the Ph.D., we will be able to allow the Ed.D. to exist at the lower credit level, while also offering applicants a Ph.D. that is more in keeping with national trends.

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

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There are no other programs like this at UM, or in Montana.

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

The University of Montana has identified five strategic directions to guide our identity, growth and future directions. We will briefly mention each as it relates to this request for the Department of Counselor Education to offer a Ph.D. degree.

Partnering for Student Success: Adding a Ph.D. will inevitably attract a small but high-level set of applicants interested in grant-writing and research in human development and the role of effective educational programs for students from pre-K through graduate studies. One of our recent graduates was from Ethiopia and her interests in international special education, learning disabilities, and the effects of international adoption were all relevant to Ums strategic goals. She would have very much preferred a Ph.D. for her terminal degree.

Education for the Global Century: As mentioned above, we have had doctoral students from Turkey, Pakistan, and Ethiopia, and currently have graduate students from China and Turkey. The Ph.D. is a more globally-recognized terminal degree and will enhance our international recruitment efforts. Attracting students from diverse backgrounds benefits the university at many levels. It often creates the possibility of pipelines of connections back and forth from countries and reservations to UM.

Discovery and Creativity to serve Montana and the World: Recent history indicates the importance of our doctoral graduate students and their research interests. They have landed impressive grants and pursued research areas such as ways to decrease sexual assault, ways to improve cross-cultural adoptions, and ethical considerations across cultures and sets of people we serve, such as military clients. With the Ph.D., such research will be even more likely and relevant to the actual degree being earned.

Dynamic Learning Environment: As our doctoral program has slowly grown the past five years, and we've been able to secure meaningful TAs, scholarships, and fellowships, we are deeply impressed with the many positive attributes a strong doctoral cohort brings to any department—enthusiasm, connection to the undergraduate and master's world, eagerness to supervise, teach, and learn more about how to do this, and willingness to conduct significant outcome research. These advanced, creative, energetic students contribute a great deal to the heartbeat of higher education. Adding a Ph.D. widens the net and will attract more potentially stellar applicants.

Planning and Assessment Continuum: As UM devotes time and resources to enhanced fundraising and accountability, we need to pay attention to our current students both for what they bring to this effort now, and what they might contribute as alumni. When people have earned their terminal degree from an institution, they usually want to be proud of that accomplishment, and to contribute to the health and status of their alma mater. The Ph.D. degree will more accurately reflect the curriculum and research efforts of a significant subset of our doctoral students. Increasing the doctoral level of interest in well-conducted research will also benefit the institution overall.

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

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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.

There are many master's degree programs in the state in school, mental health, and marriage and family counseling. There are also a number of MSWs (masters in social work) degrees. All of these programs provide master's level applied skills training but there are no doctoral programs in the state except our current Ed.D. By adding the Ph.D., we will be better serving these many Montana master's level graduates, providing a way for them to add to their master's level skills with two distinct degree options for doctoral studies. Because there will be overlap in some of the doctoral requirements, this is a very efficient way to add this degree.

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.

In order to offer a Ph.D., and to eventually seek CACREP Accreditation, we will be adding only a small amount of specific coursework. The substantive change will be in requiring more doctoral level internship hours and research work in the areas of advanced supervision and teaching, and more credits clearly delineated for dissertation plans and enactment. The Ph.D. degree will also have a greater emphasis on research and advanced supervision in their comprehensive examination questions. Our current Ed.D. requires a total of 96 semester credits. Our new Ph.D. will require 120 semester credits, with the bulk of these obtained in advanced internship, advanced research and grant writing, and professional publishing efforts.

What follows is what we would publish in the catalog or other recruitment publications:

Applicants to the Ph.D. in Counselor Education and Supervision must have a minimum GRE score of 1,100 or adequate GPA and other related evidence of academic readiness. On rare occasions, in the event of substitutions, or a lower GRE score, a combination of other factors may allow for provisional acceptance. Application materials include all previous transcripts, professional statement of interest, and three letters of recommendation. After these materials are reviewed, the applicant may be invited for an interview, either live, or through Skype.

Once accepted, a formal program of study is designed in cooperation with an assigned advisor. Specific requirements include:

- A minimum of 120 graduate-level semester credits (up to 18 allocated for dissertation research).
- All doctoral students are required to be continuously enrolled in Advanced Internship (COUN 685). Activities required in advanced internship include teaching, supervision, and/or advanced mental health or school counseling work. Activities will be videotaped for later group or individual advanced supervision. Students will be required to write at

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least one research-based grant during this time and engage in a wide array of advanced internship activities. Ph.D. students will likely take 15-21 advanced internship credits which will include both applied clinical, teaching, and research supervised activities.

- All doctoral students are required to take graduate level coursework in quantitative, and qualitative research methods, and an advanced statistics course. Usually, these courses must be at the doctoral (600) level, but in consultation with the faculty, occasional substitutions are allowed.
- A minimum of 1/3 of all coursework must be completed at the University of Montana.
- Three full time semesters in residence are required, two of which must be consecutive.
- Depending on the student's academic background, some of the above may have been completed in previous degree work.
- It is assumed that all doctoral students have at least 30 graduate credits of focused study in their master's degree program. We consider this your primary professional identity in terms of clinical expertise. The Ph.D. is in Counselor Education and Supervision. Therefore, the primary doctoral emphasis will be on doctoral level teaching, research, and supervision in our field.
- In addition to the primary emphasis, areas of inquiry and advanced study can be established in consultation with the doctoral student's advisor.

Comprehensive Examination Policies

After completing the Research Core and at least one year of study, including Advanced Internship and Doctoral Seminars, students may request to take their comprehensive examination.

Instructions for forming a Comps Committee can be found on the Graduate School Website.

Comps involves a full 8-hour day of writing, addressing four questions prepared by your committee, intended to address your areas of emphasis and your research knowledge. Ph.D. students will have questions reflecting advanced and broader research capabilities. The comprehensive examination must be scheduled either Fall or Spring Semester and may not be scheduled during the last two weeks of the semester.

Depending on examination results, remediations may require students to (a) retake a different form of the examination, (b) sit for an oral examination, (c) submit a written assignment, or (d) retake one or more courses.

Dissertation

Students must complete and defend a dissertation. The dissertation is an original contribution to knowledge of such substance and literary quality as to warrant publication. Students seeking the Ph.D. degree will most undertake a longer, broader research question and will be encouraged to seek funding for such research than our current doctoral students.

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Students must register for dissertation credits every semester in which they are working on the dissertation.

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

Because we asking to add the Ph.D. to a department that has offered doctoral level training for over 25 years, we do not anticipate, overall, a significantly larger number of students pursuing the Ph.D. than we have had pursuing the Ed.D. We are not asking to add faculty lines or facilities. There are accreditation limitations in terms of overall faculty/student ratios, and limits in terms of financial support available for doctoral students that tend to limit our overall pool.

That said, we anticipate this degree option and later CACREP accreditation serving a significant number of doctoral students. It will most certainly be an effective part of an overall recruitment package. Our current doctoral student group usually has four to five active members. We believe the Ph.D. would add two to three to that tally in the short-run and perhaps many more in the future. As an example of similar program, Idaho State accepts a total of 3 Ph.D. students per year, and has an average of 9-12 in their program at any given time.

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.

The Department of Counselor Education currently has five full-time tenure lines. This is sufficient to meet this need. It is the number required by our national accreditation guidelines.

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.

At present, the resources at the University of Montana are sufficient to meet the needs of the proposed program.

7. Assessment

How will the success of the program be measured?

Getting the Ph.D. in place and adding the advanced internships and additional research noted above will allow us to begin seeking doctoral accreditation from CACREP. Obtaining the accreditation will certainly be one indicator of success, but embedded in the accreditation process are numerous formative and summative outcome assessment procedures. The following are the learning outcomes we will assess through exams, papers, class presentations, and detailed supervision of doctoral students' work. We will use a three-layered rubric to assess each of these knowledge and skills/practices learning outcomes, taken from our national accreditation literature.

SUPERVISION

A. Knowledge

1. Understands the purposes of clinical supervision.

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CURRICULUM PROPOSAL FORM

2. Understands theoretical frameworks and models of clinical supervision.
3. Understands the roles and relationships related to clinical supervision.
4. Understands legal, ethical, and multicultural issues associated with clinical supervision.

B. Skill/Practices

1. Demonstrates the application of theory and skills of clinical supervision.
2. Develops and demonstrates a personal style of supervision.

TEACHING

C. Knowledge

1. Understands the major roles, responsibilities, and activities of counselor educators.
2. Knows instructional theory and methods relevant to counselor education.
3. Understands ethical, legal and multicultural issues associated with counselor preparation training.

D. Skill/Practices

1. Develops a philosophy of teaching and learning.
2. Implements various procedures for delivering information and engaging students.
3. Demonstrates the ability to assess the needs of counselors in training and develop techniques for helping student develop into competent counselors.

RESEARCH AND SCHOLARSHIP

E. Knowledge

1. Understands univariate and multivariate research designs and data analysis methods.
2. Understands qualitative designs and approaches to qualitative data analysis.
3. Knows models and methods of assessment.
4. Knows models and methods of program evaluation.

F. Skill/Practices

1. Demonstrates the ability to formulate and appropriately document a research hypothesis appropriate for research in professional journals.
2. Demonstrates ability to create a research design that is appropriate to the research hypothesis.
3. Demonstrates professional writing skills necessary for journal and newsletter publication.
4. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and program development.
5. Demonstrates the ability to implement a program evaluation design.

COUNSELING

G. Knowledge

1. Knows the major counseling theories, their strengths and weaknesses, theoretical basis for efficacy, applicability to multicultural populations, and ethical/legal considerations.
2. Understands different methods for evaluating counseling effectiveness.
3. Understands the research base for existing counseling theories.
4. Knows theories and treatment methods of addiction; their strengths and weaknesses, theoretical basis for efficacy and change, applicability to multicultural populations, and ethical/legal considerations.
5. Understands the effectiveness of models and methods of disaster response training.

H. Skill/Practices

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Demonstrates skills involved with the effective practice of the major counseling theories, to include individual, group, systems, developmental and consultation forms of counseling.
2. Examines existing counseling theories necessary to develop one's own personal theoretical orientation to counseling.
3. Demonstrates a personal theoretical counseling orientation for working with clients.
4. Establishes long and short range counseling goals and demonstrates the relationship between those goals and a theoretical counseling orientation.
5. Demonstrates an understanding of case conceptualization addressing issues such as clinical evaluation, diagnostic process nomenclature, treatment, referral and prevention of mental and/or emotional disorders.
6. Demonstrates skills involved in adapting counseling theories, techniques, and methods to client needs.

LEADERSHIP AND ADVOCACY

I. Knowledge

1. Understands theories and skills of leadership.
2. Understands theories and skills of advocacy.
3. Understands current multicultural issues; including social change theory and advocacy action planning.
4. Understands models, leadership roles and strategies for responding to community, national, and international crises.

J. Skill/Practices

1. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.
2. Demonstrates the ability to advocate for the profession and its clientele.

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.

As noted above, establishing the Ph.D. will be our first step in the process of ultimately seeking CACREP doctoral accreditation, which is a process that takes a year or more of having all the practices in place that the team will consider after we've completed a self-study. Counselor Education faculty and doctoral TAs will be involved in curriculum implementation as well as assessment/outcomes tracking systems. In addition, we have ongoing contact with doctoral graduates from our program who have already had input into developing this needed option. We will continue to seek their input.

March 5-6, 2015

ITEM 166-1021-R0315

Request for Authorization to Create an Early Childhood Education Minor – University of Montana-Missoula

THAT

The Board of Regents of Higher Education grants approval for the University of Montana-Missoula to create a minor in Early Childhood Education.

EXPLANATION

A critically important window of opportunity for development and learning exists in the early years, which includes children in preschool through grade 3. State and national efforts are underway to address inequities in the availability of high-quality early education for our youngest and most vulnerable population. Designed specifically for UM's K-8 teacher candidates who plan to work in grades PK-3, the Early Childhood Education minor effectively organizes existing course offerings supplemented by two new courses to meet national standards for the initial preparation of early childhood teachers. Moreover, the proposed program provides our elementary education students with a low cost option that will prepare them for emerging needs in the early childhood workforce. The program capitalizes on UM's new elementary education curriculum which embeds a focus on effective intervention in the primary grades and the state of the art early childhood clinical teaching and research facility located in the Phyllis J. Washington Education Center, which makes UM an ideal setting for the preparation of highly qualified early childhood professionals.

ATTACHMENTS

Academic Proposal Request Form

Curriculum Proposal

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 166-1021-R0315

Meeting Date: March 5-6, 2015

Institution: University of Montana

CIP Code: 13.1210

Program Title: Minor in Early Childhood Education

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates (CAS/AAS)-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Merging or re-titling a department

 4. Revising a program (Curriculum Proposal Form)

 5. Distance or online delivery of an existing degree or certificate program

 6. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist and updated catalog)

 Temporary Certificate or AAS Degree Program

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

 X D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A) (Curriculum Proposal Form)

 X 2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

 3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

 5. Re-titling a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

Specify Request:

A critically important window of opportunity for development and learning exists in the early years, which includes children in preschool through grade 3. State and national efforts are underway to address inequities in the availability of high-quality early education for our youngest and most vulnerable population. Designed specifically for UM's K-8 teacher candidates who plan to work in grades PK-3, the Early Childhood Education minor effectively organizes existing course offerings supplemented by two new courses to meet national standards for the initial preparation of early childhood teachers. Moreover, the proposed program provides our elementary education students with a low cost option that will prepare them for emerging needs in the early childhood workforce. The program capitalizes on UM's new elementary education curriculum which embeds a focus on effective intervention in the primary grades and the state of the art early childhood clinical teaching and research facility located in the Phyllis J. Washington Education Center, which makes UM an ideal setting for the preparation of highly qualified early childhood professionals.

Montana Board of Regents CURRICULUM PROPOSAL FORM

1. Overview

The early years are critically important in the development of academic, social, and cognitive skills that determine a child's success in school and in life. Focused attention on the significance of early learning at both the state and national level has led to multiple initiatives for new public pre-kindergarten programs and renewed early intervention efforts designed to prevent later school and life challenges that will demand a highly qualified workforce in early education. This proposal constitutes a request for approval of a new program of academic study at the University of Montana-Missoula leading to a minor in Early Childhood Education. The program effectively organizes existing course offerings supplemented by two new courses to meet national standards for the initial preparation of early childhood teachers and provide UM's K-8 teacher candidates with a low cost option that will prepare them for emerging needs in the early childhood workforce. The program capitalizes on the state of the art early childhood clinical teaching and research facility located in the Phyllis J. Washington Education Center which makes UM an ideal setting for the preparation of highly qualified early childhood professionals.

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

The minor in Early Childhood Education (24 credits) will be administered by the Department of Curriculum and Instruction (C&I) in the PJW College of Education and Human Sciences. The minor is designed specifically for elementary education teacher candidates with particular attention to addressing the preparation standards established by the National Association for the Education of Young Children (NAEYC). These standards align the program with the Montana early childhood education standards as well as meeting national accreditation standards through the Council for Accreditation of Educator Preparation (CAEP) (formerly known as NCATE - National Council for Accreditation of Teacher Education).

The total number of credits to complete the minor is 24, which aligns with a sample of other minors in area programs - as well as meeting existing credit requirements for Head Start teachers and the Montana Early Childhood Practitioner Registry. Six of the courses in the minor (18 credits) are already offered. Implementation of the program requires the addition of two 3-credit upper division courses: Social & Emotional Development in Young Children (EDEC 430) and Meeting Standards Through Play-Based Environments (EDEC 4xx). These courses will be offered alternating years. The minor offers a concentrated program of study so majors will need to take 15 credits beyond the existing requirements in the elementary education curriculum – making it feasible for candidates to earn the minor within their four-year degree plan.

Aligned with the elementary education program, the minor is grounded in the commitment to blend clinical experiences with each course to support students in the translation of theory to practice. Integral to this field component is the early childhood clinical teaching facility located in the Phyllis J. Washington Education Center. Students will complete real-world experiences in this nationally accredited preschool program under the guidance of highly qualified clinical supervisors who provide the carefully structured support that is needed in the preparation of teachers who will be effective in promoting student learning in their early childhood classrooms.

This proposal is moving forward concurrently with two proposals for Early Childhood Education options (Initial and Advanced) in the Masters of Education (M.Ed.) in Early Childhood.

3. Need

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

The proposed minor in Early Childhood Education addresses an early childhood workforce demand in our state and nation. The evidence is clear. Children who do not participate in high-quality early education programs are: 25 percent more likely to drop out of school; 40 percent more likely to be a teen parent; 50 percent more likely to be placed in special education; 60 percent more likely to never attend college; and 70 percent more likely to be arrested for a violent crime. Today, less than half of the nation's children participate in state supported preschool programs. Nationally, President Obama's early learning agenda proposes to expand access to high quality preschool for all children and Montana's Governor Bullock has established public Pre-K as a top priority for the pending legislative session. To this end, Montana's Chapter 58 educator preparation standards are currently undergoing significant revisions to develop a new Preschool – Grade 3 teaching license. Representatives from OPI and MEA/MFT have spoken directly with the PJWCoEHS seeking support for work-force preparation to meet the growing demand for highly qualified early childhood teachers for our state and nation. Further, the 24 credit Early Childhood Education minor when added to the elementary education bachelor's degree meets requirements for employment in existing Head Start and Early Head Start programs to provide additional employment options for our graduates while simultaneously delivering a highly qualified workforce for these programs. Finally, early childhood education is a topic of high interest for our elementary education students. More than half of the candidates in the elementary education program have declared an interest in teaching in the primary grades (PK-3).

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

The minor in Early Childhood Education supports UM teacher education candidates in developing highly marketable knowledge and skills for employment upon graduation as well as supporting Montana and our nation in the development of a highly qualified workforce to meet the growing demand for early childhood teachers. Additionally, the investment in the preparation of highly qualified early childhood professionals is proven to be effective in supporting the optimal development of young children; leading to tangible benefits for Montana's children across the lifespan including fewer referrals to special education and higher rates of high school completion. The minor offers a concentrated program of study so majors will need to take 15 credits beyond the existing requirements in the elementary education curriculum – making it feasible for candidates to earn the minor within their four-year degree plan.

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

Development of this program is driven by the need for highly qualified early childhood teachers to meet the increasing availability of public preschool education as well as to address Montana's new Chapter 58 educator preparation standards that establish a Preschool – Grade 3 teaching license. In addition, student interest in early childhood education is high. On average, our teacher education advisor receives an average of 12 inquiries each semester from pre-education students as well as elementary education candidates who are interested in an early childhood degree program. Over the past six years, enrollment in the department's early childhood courses has been consistently strong (15-20 students each semester) even though the courses did not lead to an endorsement or licensure.

4. Institutional and System Fit

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

The minor is specifically aligned with the elementary education program to create a cohesive opportunity for students to expand their knowledge and experiences in teaching grades PK-3. The minor shares the elementary education program's commitment to blend clinical experiences with each course to support students in the translation of theory to practice. Integral to this field component is the early childhood clinical teaching facility located in the Phyllis J. Washington Education Center. Students will complete real-world experiences in this nationally accredited preschool program under the guidance of highly qualified clinical supervisors who provide the carefully structured support that is needed in the preparation of teachers who will be effective in promoting student learning in their early childhood classrooms. In addition, the two additional courses, Social & Emotional Development in Young Children (EDEC 430) and Meeting Standards Through Play-Based Environments (EDEC 4xx), are likely to be of interest to students completing the early childhood development option in the interdisciplinary Human and Family Development minor. These enhanced offerings will strengthen the early childhood course options available to students with career goals that include working with young children such as communications, psychology, education, social work, communicative sciences and disorders, community health, sociology, anthropology, pre-medical sciences, nursing, and physical therapy.

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

Upon approval, we will propose adding the two new early childhood courses, Social & Emotional Development in Young Children (EDEC 430) and Meeting Standards Through Play-Based Environments (EDEC 4XX) to the early childhood course options for student enrolled in the Human and Family Development (HFD) minor.

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

University of Montana students benefit from the minor in Human and Family Development which includes an option in early childhood development. The curriculum of this interdisciplinary program sets forth four specific goals: (1) Provide students with an extensive knowledge base of theory and research concerning lifespan development and the role of the family in development; (2) Train students to be critical consumers of research and evaluation results in the human and family development areas; (3) Provide students with practical experience in at least one applied service discipline in the human and family development areas; and (4) Provide students with the opportunity to take topical courses in normal and atypical development of the individual and family. As clarified in their program description, "the minor is designed to supplement the knowledge base of students by providing a human and family development specialty orientation to their fields of major interest."

The proposed UM minor in Early Childhood Education is designed specifically for students who are completing elementary education licensure. It is designed to meet the early childhood teacher preparation standards established by the National Association for the Education of Young Children (NAEYC) and in alignment with the Montana early childhood education standards and the national accreditation standards through the Council for Accreditation of Educator Preparation (CAEP). The minor maintains a focus on effective intervention in grades P-3 which is clearly aligned with the mission and curriculum in UM's elementary education program. UM's elementary program is the first and only

program in Montana that embeds specific preparation in PK-3 methods for teaching reading and math, in addition to a course on academic interventions and required clinical hours in our campus-based pre-kindergarten classroom.

As the need for highly qualified child and family support specialists increases in other disciplines as well, the development of this education focused minor creates new offerings that will be available to students across campus enrolled in the Human and Family Development minor's early childhood option.

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

The development of the minor in Early Childhood Education includes a focus on advancing strategic issues in the UM 2020 strategic plan. In particular, the program design highlights student engagement by embedding real-world clinical experiences within each course to help students connect what they learn with actual practice in early childhood programs. In addition, the program targets retention of our pre-education majors who typically complete two years of general education courses before admission to the teacher education program when they first have the opportunity to apply what they are learning in a classroom setting. Engaging them in early childhood coursework and clinical experiences during their freshman and sophomore years may support their determination to stay on track to complete their degrees and achieve their goals to become teachers. Finally, the minor capitalizes on the exemplary programming and services that are part of the University of Montana campus in the early childhood wing of the Phyllis J. Washington Education Center. This state-of-art clinical and research facility includes the nationally accredited Learning and Belonging Preschool, an observation room equipped with high-tech video and sound systems to supports teaching/learning and research opportunities, and the *Doyle-McWhinney Language, Counseling, and Parent Meeting Room* for facilitating wrap-around family services including speech therapy, counseling and parenting support.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

Currently, Montana has nine state accredited teacher education programs. As required for state and national accreditation, each program maintains a unique conceptual framework that guides their practice. Three of these programs offer an early childhood minor for elementary education students including Montana State University-Bozeman, Montana State University- Billings, and the University of Montana-Western. These diverse minors are developed to meet the needs of traditional students enrolled in their programs and each minor represents the specific conceptual framework, pedagogy, and strengths of the campus – much like the diverse K-8 licensure programs offered at nine campuses across the state. In addition, UM-W offers early childhood coursework at six satellites (Billings, Bozeman, Butte, Great Falls, Helena, and Missoula). These courses are offered at night and are specifically designed for non-traditional, early childhood practitioners currently working in the community-based programs that primarily serve infants, toddlers, and preschool aged children (3-5). The UM minor will instead target traditional elementary education students attending UM. The proposed UM minor is created to align with C&I conceptual framework themes of integration of ideas, cooperative endeavors, and respect for learning and individual worth and to maintain a focus on effective teaching and intervention in grades P-3 with content that is integrally aligned with UM's redesigned elementary education program. This

program, initiated fall 2014, includes specific preparation in PK-3 methods for teaching and intervention in reading and math, maintains a core focus on assessment and the use of data to inform teaching practice across the curriculum, and requires all elementary education students to complete clinical hours in the campus-based preschool.

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 minor in Early Childhood Education is an undergraduate program that provides elementary education students with focused expertise in effective, evidence-based teaching practices for young children (grades PK-3). The minor requires 24 credits of coursework that collectively meets the Montana standards for early childhood education. Each course will require clinical components that engage students in real world experiences working with young children and their families. The curriculum includes updating and revising three existing courses in early childhood currently offered at UM and the addition of two new courses as indicated in the chart below. Five of the eight courses (all with the EDEC designation) can be completed as electives at the pre-education level (prior to admission to the Elementary Education program near the end of their sophomore) to support student engagement and allow students to complete the program within their four-year plan of study. The remaining three classes (EDU) will be completed as required courses within the elementary degree major.

Course Number	Course	Status	Credits
EDU 397	Teaching and Assessing PK-4 Early Numeracy	Required for ELED	3
EDU 397	Teaching and Assessing PK-3 Early Literacy	Required for ELED	3
EDEC 410	Family, Community, Cultures (FLOC)	Revised (Formerly EDEC 310: The Child in the Family)	3
EDEC 408	Early Childhood Principles and Practices	Revised (Formerly EDEC 330: Early Childhood Education)	3
EDEC 495	EC Fieldwork/Practicum (FLOC)	Revised (Formerly EDEC 495: EC Fieldwork/Practicum)	3
EDEC 420	Meeting Standards Through Play-Based Environments	New	3
EDEC 430	Social & Emotional Development in Young Children (FLOC)	New	3
EDU 222	Educational Psychology and Child Development	Required for ELED	3

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

The program is intended to be launched Fall 2015. Marketing and student advising will begin Spring 2015 upon approval by the Montana Board of Regents. It is anticipated that 4-6 students will enroll in the minor the first year with enrollment reaching 40 students by the end of a four-year period.

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.

In supporting this proposal, the Department of Curriculum and Instruction also approved the transition of an open faculty line for a .50FTE faculty member in the field of early childhood education. Funding is already in place for the line and in conjunction with existing faculty expertise in early childhood (Professors Ann Garfinkle, Matthew Schertz, Trent Atkins and Kate Brayko) and program resources including the affiliated PJWEC early childhood facility and staff, all teaching and managements needs of the program will be met. It is important to note that the proposed minor in Early Childhood Education effectively maximizes resources. By utilizing existing courses offered in the Department of Curriculum and Instruction, this program requires the addition of just two courses (6 credits).

This proposal is moving forward concurrently with two proposals for a Masters of Education (M.Ed.) in Early Childhood with options at the Initial or Advanced level. To create these much needed degree options, just six new courses are required (18 credits) that will be taught alternating years.

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.

The implementation and operation of the program can be met with existing resources.

7. Assessment

How will the success of the program be measured?

Program success will be documented initially by student enrollment numbers and growth in enrollment on an annual basis. Additionally, quality of instruction will be measured by online course evaluations each semester as well as through student surveys completed upon graduation and employer surveys that will be conducted to track the success of program graduates. Finally, the program is designed to align with state and national accreditation requirements which include the identification of 6-8 key assessments that will track student progress during the program as well as providing a measure for their impact on children's learning upon completion of the program. Data regarding student progress in the early childhood minor will be reported in annual accreditation reviews as well as through the next on-site state and national accreditation visit in 2020.

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.

Planning for the minor has occurred concurrently with proposals for two early childhood options in the existing M.Ed. in Curriculum and Instruction, the MEd in Curriculum and Instruction: Early Childhood Education (Initial) option and the Masters of Education (M.Ed.) in Early Childhood Education (Advanced) degree option.

The Department of Curriculum and Instruction has held a longstanding interest in advancing early childhood degree offerings as evidenced in the 2008 addition of an M.Ed in Early Childhood Inclusive Education to UM's Academic Program Plan list that is submitted to OCHE. (Inclusion is now embedded in the standards for the preparation of early childhood teachers, so the degree referenced in the proposal is now Early

Childhood Education.) During the 2013-14 academic year, a focus on early childhood initiatives at state and national levels created a sense of urgency for addressing the preparation of highly qualified early childhood teachers. An initial proposal to seek an early childhood minor (and the two early childhood options in the existing M.Ed. in Curriculum and Instruction) was developed Spring 2014 through the collaborative efforts of professors Ann Garfinkle, Morgen Alwell, Georgia Cobbs, and Kate Brayko. Ann Garfinkle presented the proposal to the faculty at a departmental meeting and the proposal was approved by a majority vote on May 12, 2014.

During the summer of 2014, the Department of Curriculum and Instruction collaborated with Dr. Julie Bullard of UM-Western to refine the proposal and align the Early Childhood Education minor curriculum with the mission and vision of the Department as well as with state and national standards for the preparation of early childhood educators. Dr. Bullard is a nationally known early childhood expert who serves on national accreditation review teams for programs preparing early childhood professionals as well as leading state initiatives to develop new standards for Montana. On June 19, 2014, Dr. Bullard invited all C&I faculty to participate in a focus group meeting. Professors Matthew Schertz, Fletcher Brown, and Martin Horejsi attended and were joined by Doctoral student Andrea Disney, Lab Preschool co-directors Karen Bailey and Kristin Dahl Horejsi, and Associate Dean Susan Harper-Whalen. The team collaborated across the summer to develop syllabi and proposal documents. The final version was presented again to the full faculty by Professor Schertz at a Departmental meeting on September 12 for final review and approval.

March 5-6, 2015

ITEM 166-1022-R0315

Request for Authorization to Offer a Women's, Gender, and Sexuality Studies B.A. – University of Montana-Missoula

THAT

The Board of Regents of Higher Education authorizes the University of Montana to offer a B.A. in Women's, Gender, and Sexuality Studies major.

EXPLANATION

The Women's and Gender Studies (WGS) program at the University of Montana-Missoula requests the creation of a B.A. in Women's, Gender, and Sexuality Studies. The proposed major is budget-neutral as it relies on existing courses at UM, already taught or cross-listed with Women's and Gender Studies, and an academic unit with staff and administration already in place. Currently there is no major in Women's Studies, Women's and Gender Studies, or any related interdisciplinary field (Sexuality Studies) in the state of Montana. Our program currently offers a minor and a graduate certificate. Montana State University-Bozeman offers a minor in Women's, Gender, and Sexuality Studies. The proposed WGSS major will combine courses, students, and faculty in the humanities, the social sciences, and other interdisciplinary programs (Native American Studies, Environmental Studies, African-American Studies) to make the major truly interdisciplinary.

ATTACHMENTS

Academic Proposal Request Form

Curriculum Proposal Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 166-1022-R0315

Meeting Date: March 5-6, 2015

Institution: University of Montana

CIP Code: 05.0299

Program Title: Women's and Gender Studies B.A.

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates (CAS/AAS)-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Merging or re-titling a department

 4. Revising a program (Curriculum Proposal Form)

 5. Distance or online delivery of an existing degree or certificate program

 6. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist and updated catalog)

 Temporary Certificate or AAS Degree Program

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

 X D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A) (Curriculum Proposal Form)

 2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

 X 3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

 5. Re-titling a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

Specify Request:

The Women's and Gender Studies (WGS) program at the University of Montana-Missoula requests the creation of a B.A. in Women's, Gender, and Sexuality Studies. The proposed major is budget-neutral as it relies on existing courses at UM, already taught or cross-listed with Women's and Gender Studies, and an academic unit with staff and administration already in place. Currently there is no major in Women's Studies, Women's and Gender Studies, or any related interdisciplinary field (Sexuality Studies) in the state of Montana. Our program currently offers a minor and a graduate certificate. Montana State University-Bozeman offers a minor in Women's, Gender, and Sexuality Studies. The proposed WGSS major will combine courses, students, and faculty in the humanities, the social sciences, and other interdisciplinary programs (Native American Studies, Environmental Studies, African-American Studies) to make the major truly interdisciplinary.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

Proposal: to create a B.A. degree in Women's, Gender, and Sexuality Studies at the University of Montana-Missoula. (A separate Level I Proposal has been submitted to change the program name.)

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

The Women's and Gender Studies (WGSS) Program at the University of Montana-Missoula is requesting the creation of a B.A. in Women's, Gender, and Sexuality Studies. The proposed major is budget neutral as it relies on existing courses at UM, already taught or cross-listed with Women's and Gender Studies, an academic unit with staff and administration already in place. Currently there is no major in Women's Studies, Women's and Gender Studies, or any related interdisciplinary field (Sexuality Studies) in the state of Montana. Our program currently offers a minor and a graduate certificate. Montana State University-Bozeman offers a minor in Women's, Gender, and Sexuality Studies. The proposed WGSS major will combine courses, students, and faculty in the humanities, the social sciences, and other interdisciplinary programs (Native American Studies, Environmental Studies, African-American Studies) to make the major truly interdisciplinary.

3. Need

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

Currently, students in the State of Montana cannot major in Women's, Gender, or Sexuality Studies. Each year, a number of (10-20) UM students inquire about the possibility. This proposal is responding to student demand and interest.

Additionally, with the focus on UM as a result of the Department of Justice/Department of Education investigations, students are interested in taking courses that allow them to be part of the solution to the problem of gender-based violence on college campuses. WGSS courses, programs, internships, and faculty provide students with the opportunity to work to make real change on our campuses, both in and out of the classroom. Every course listed in UM's mandatory online sexual assault prevention tutorial, PETA, as a follow-up course for interested students is a WGSS-approved course.

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

The proposed major fills a gap in the MUS system by offering a major in Women's, Gender, and Sexuality Studies.

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

We anticipate that 10-20 students each year will declare a major in Women's, Gender, and Sexuality Studies. This is based on current demand. Many of our minors (~40) would be majors if they were able. This number was determined by our existing number of minors and student requests to major in WGSS.

4. Institutional and System Fit

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Women's and Gender Studies is an interdisciplinary program that already works with numerous departments and programs across our campus. Faculty from English, History, Communication Studies, Sociology, Social Work, Modern and Classical Languages, Counselor Education, Missoula College, Psychology, Liberal Studies, Music, Anthropology, and African-American Studies serve on the WGSS Executive Committee, WGSS Subcommittees, and regularly teach courses that count for WGSS credit.

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

No changes will be required.

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

The University of Montana does not currently offer a major in WGSS. The new major would allow students with an interest in WGSS to begin immersing themselves in that field during their lower division coursework, and will get significantly more WGSS content than they currently get in the minor or the Liberal Studies major with the WGSS option.

Currently, UM students can major in Liberal Studies (LSH) with an option in Women's and Gender Studies. However, that major is humanities-based with a WGSS focus only at the upper division. The Liberal Studies major has significant non-WGSS requirements at the lower division, all in the humanities. Less than 50% of the courses students take in the Liberal Studies major/WGSS emphasis are required to be WGSS courses, so it does not serve as a major in Women's and Gender Studies. In addition, our lower-division WGSS courses such as WGSS 263S Social and Political Perspectives on Women, SOCI 220S Race, Gender, and Class, and COUN 242 Intimate Relationships do not count for the Liberal Studies major which makes it difficult for students to complete that major while taking courses across the breadth of the disciplines affiliated with Women's and Gender Studies. Often students become interested in WGSS through one of these lower division, social science courses only to discover that there is not a corresponding WGSS major. Students in the WGSS major will take classes in the social sciences, humanities, and interdisciplinary studies, all of which focus on issues related to Women's, Gender, and Sexuality Studies.

Students with a humanities focus or interest may still choose to major in Liberal Studies with the WGSS option, a long-standing program with which WGSS intends to maintain affiliation because of their strong humanities focus.

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

The Women's and Gender Studies Program is already active in advancing the strategic goals of the University of Montana-Missoula. The addition of a major in WGSS would allow the program to expand its work linked to those goals.

Education for the Global Century

Montana Board of Regents CURRICULUM PROPOSAL FORM

--As part of our move to establishing a major, WGSS is working with Alison Pepper and Tammy Freimund at Missoula College to establish a WGSS BAC-Track for Missoula College students to transition more easily to the Mountain Campus.

--Several WGSS-affiliated faculty teach Global Leadership Initiative courses or have served on the GLI Committee (Daisy Rooks, Tobin Miller-Shearer, and Anya Jabour). The Co-Directors Anya Jabour and Elizabeth Hubble taught WGSS 191X Women's Rights and Women's Roles around the World in Fall 2013 to 19 GLI students. The final projects for that class were featured in GLI publications and talks throughout the year. Sociology Professor and Chair Kathy Kuipers (WGSS Executive Committee member) has taught the GLI Freshman Seminar "Who Am I? Identity and Our Social World" twice. MCLL Professor Clary Loisel (WGSS EC member) taught the GLI Freshman Seminar "Race, Class, Gender, and Sexuality in Contemporary Latin American Literature and Film." Sociology Professor Teresa Sobieszczyk (WGSS EC member) taught the GLI Freshman Seminar "Food and Society in the Globalized World." Sociology Professor Daisy Rooks taught the GLI Freshman Seminar "Privation in a Land of Plenty: Hunger and Homelessness in the U.S." Students in the GLI are currently encouraged to pursue interdisciplinary studies. A major in WGSS would allow them to more fully do so.

--WGSS affiliated faculty members Sara Hayden (Professor, Communication Studies, and WGSS EC member) and Kimber McKay (Professor, Anthropology) were the featured speakers for the 2014 College of Humanities and Sciences Second Annual Dialogue on Intellectual Diversity where they presented "Gender in Everyday Life" from the Communication Studies and Anthropology perspectives. This high-profile event (along with others featured in this document) raised the profile of WGSS on campus, and the proposed major would allow us to capture the interested students.

Discovery and Creativity to Serve Montana and the World

--Providing a major in WGSS, in addition to our minor and graduate certificate, will allow for more interdisciplinary research for our students and our faculty. WGSS is part of the College of Humanities and Sciences, which has as its mission "to pursue academic excellence by providing unique educational experiences through integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases." UM's H&S already provides majors in Environmental Studies and Native American Studies. The addition of a major in WGSS would add to that mission of emphasizing interdisciplinary studies.

--WGSS faculty and students already participate in events such as the Not In Our State Summit on Sexual Violence Prevention. A major would increase our visibility and increase the numbers of students available to attend statewide events related to WGSS (such as NIOS) and to help plan and undertake additional programs focused on violence prevention and other WGSS fields of study.

--WGSS Co-Director Anya Jabour served as the chair of the statewide 2014 Montana Women Suffrage Centennial Committee celebrating 100 years of women's suffrage in the State of Montana and as the chair of the Centennial Committee Traveling Historical Exhibit Subcommittee. This work brought WGSS publicity across the state. One of our graduate certificate seekers, Kayla Blackman (History) participated on these committees and was key to this important statewide initiative. Students seeking the major would have similar opportunities to work with faculty on projects of importance, such as this one, sexual assault prevention, LGBTIQ history and rights, and more. WGSS has always had a strong commitment to the humanities and the social sciences, and the proposed major will allow

Montana Board of Regents
CURRICULUM PROPOSAL FORM

students to focus on both the humanities and social sciences, in and out of the classroom, while pursuing their degree.

Dynamic Learning Environment

--WGSS faculty and students are key parts of the University Council on Student Assault and in numerous campus safety initiatives. The WGSS Co-Director Elizabeth Hubble served as the chair for the search committee for the Campus Assault Prevention Coordinator position, and currently serves as the co-chair for the University Council on Student Assault. Hubble also co-wrote PETA (UM's mandatory online sexual assault prevention tutorial) with Danielle Wozniak, and currently serves as the instructor of record for PETA. Hubble also was part of the team who wrote and received the federal Office of Violence Against Women campus grant/cooperative agreement which currently funds many of UM's violence prevention initiatives. A major in WGSS will allow interested students to focus their studies more directly on violence prevention and other advocacy-based programs of study.

--WGSS is active on social media, regularly posting to our own Facebook and Twitter accounts, and sharing stories with UM's College of Humanities & Sciences. For example, in August 2014, we posted images of the UM ROTC cadets participating in sexual assault prevention training.

--WGSS already offers WGSS 263S Introduction to Women's and Gender Studies as an online course. A major would allow us to attract more students to that existing course and to increase our online course presence.

- 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.**

No similar major exists in the MUS system. MSU-Bozeman offers a minor in Women's, Gender, and Sexuality Studies. When the UM WGSS Program went through MUS Common Course Numbering, none of our core WGSS courses were found to be equivalent to MSU courses. However, we will work with students with credits from the MSU Women's, Gender, and Sexuality Studies Program on equivalencies for elective courses.

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.**

Major in Women's, Gender, and Sexuality Studies: 33 credits (16 Upper Division)

Required Courses (15 credits):

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- LSH 151L Introduction to the Humanities I **OR** LSH 152L Introduction to the Humanities II, 4 credits (Lower-Division Writing Course)
- WGSS 163L Historical and Literary Perspectives on Women, 3 credits
- WGSS 263S Social and Political Perspectives on Women, Men, and Sexuality 3 credits
- WGSS 363 Feminist Theory and Methods 3 credits (Upper-Division Writing Course)
- WGSS 463 Women's, Gender, and Sexuality Studies Capstone 2 credits

Additional Elective WGSS Credits (18 credits (11 credits must be UD))

Humanities Core—9 credits
Social Science Core—9 credits

Interdisciplinary courses and courses that appear on the WGSS curriculum list that do not fall within the Humanities and Social Science lists may be substituted with the approval of co-directors.

WGSS Internship/Independent Study (392, 398, 492) courses may count for either the Humanities Core or the Social Science Core, depending on the topic.

List of regularly offered courses that would fulfill the WGSS elective credits (unless indicated, all courses are 3 credits). (These courses are offered, in general, every one, two, or three years. Students are advised to check with the WGSS Office for individual semester course listings.)

Humanities Core

MCLL 320 Women in Antiquity
LSH 329 Fathers and Daughters in Western Literary Traditions
ENLT 331 The Brontës
ENLT 336 American Women Writers
AAS 343 African American History Since 1865
RLST 370 Mysticism/Medieval Women Mystics
HSTA 370H Women in America to the Civil War
HSTA 371H Women in American from the Civil War
ENLT 378 Gay and Lesbian Studies
LSH 379L Gender and Sexuality in English Fiction
COMX 380 Gender and Communication
HSTA 385 Families and Children in America
COMX 447 The Rhetorical Construction of Women
COMX 449 The Rhetoric of U.S. Women's Public Activism

Social Science Core

SOCI 220 Race, Class, and Gender
ANTY 227 Human Sexuality
COUN 242 Intimate Relationships
WGSS 250 Media Representations of Women, Men, and Sexuality
SOCI 275S Gender and Society
SW 323 Women and Social Action in the Americas
SW 324 Gender and the Politics of Welfare
SOCI 332 Sociology of Family

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NAS 342S Gender Studies in Native American Studies
PSYX 348 Psychology of Family Violence
SOCI 371 Gender and Global Development
ANTY 427 Anthropology of Gender
SOCI 441 Inequality and Social Justice
SOCI 443 Sociology of Poverty
COUN 485 Counseling Theories in Context

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

Implementation of the proposed major will happen immediately. All listed courses are already taught and funded through their respective departments/programs.

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.

None.

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.

None.

7. Assessment

How will the success of the program be measured?

Success of the WGSS major will be measured by the current assessment tools used by the WGSS Program and the University of Montana. WGSS courses are already evaluated, as is the overall program when WGSS minors take the WGSS Capstone.

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 WGSS major was a result of discussions between faculty, an outside evaluator, and students. WGSS also worked with the Liberal Studies Program to develop a proposal that meets the needs of both programs while maintaining our historic connection.

March 5-6, 2015

ITEM 166-1023-R0315

Request for Authorization to Offer a Theatre Education Minor – University of Montana-Missoula

THAT

The Board of Regents of Higher Education authorizes the University of Montana to offer a minor in Theatre Education.

EXPLANATION

The School of Theatre & Dance, with approval from the Department of Curriculum & Instruction and Professional Education Council, is proposing a minor in Theatre Education that will lead to an endorsement to teach theatre/drama in Montana secondary schools. Without this proposed minor, only Theatre majors can obtain the endorsement to teach Theatre—and they are required to obtain another major or minor in another field of higher demand. The minor in Theatre Education will allow more students from other fields the opportunity to also be endorsed to teach Theatre.

ATTACHMENTS

Academic Proposal Request Form

Curriculum Proposal Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 166-1023-R0315

Meeting Date: March 5-6, 2015

Institution: University of Montana

CIP Code: 13.1324

Program Title: Theatre Education minor

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates (CAS/AAS)-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Merging or re-titling a department

 4. Revising a program (Curriculum Proposal Form)

 5. Distance or online delivery of an existing degree or certificate program

 6. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist and updated catalog)

 Temporary Certificate or AAS Degree Program

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

 X D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A) (Curriculum Proposal Form)

 X 2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

 3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

 5. Re-titling a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

Specify Request:

The School of Theatre & Dance, with approval from the Department of Curriculum & Instruction and Professional Education Council, is proposing a minor in Theatre Education that will lead to an endorsement to teach theatre/drama in Montana secondary schools. Without this proposed minor, only Theatre majors can obtain the endorsement to teach Theatre—and they are required to obtain another major or minor in another field of higher demand. The minor in Theatre Education will allow more students from other fields the opportunity to also be endorsed to teach Theatre.

Montana Board of Regents
CURRICULUM PROPOSALS

1. Overview

The School of Theatre & Dance proposes adding a minor in Theatre Education.

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

The minor in Theatre Education will be a 21-credit minor option. There are currently a general minor in Theatre and a major in Theatre with an area of specialization in Education. The last academic year that the School offered a minor in theatre teaching was 2005-2006. Faculty in both the School of Theatre & Dance and the Department of Curriculum and Instruction are in favor of a return to offering a minor in Theatre Education.

3. Need

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

Without this proposed minor, only Theatre majors can obtain the endorsement to teach Theatre—and they are required to obtain another major or minor in another field of higher demand. The minor in Theatre Education will allow more students from other fields the opportunity to also be endorsed to teach Theatre.

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

Students who have interest in the performing arts or who need an additional major or minor to fulfill the licensure requirement for secondary endorsements will be able to take a minimal number of classes in theatre and gain an additional teaching minor or endorsement in the subject.

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

Montana is a rural state with many school districts looking for teachers who are licensed in more than one field to provide adequate offerings for K-12 students from qualified teachers. This proposal allows students to graduate with a second area of licensure through a minor which allows them to complete their degree and licensure program without extending their time in college, thereby allowing them to enter the work force sooner and with greater marketability.

4. Institutional and System Fit

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

All courses required of this new minor are already offered by the School of Theatre & Dance and are a portion of the courses required for the similar Theatre major.

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

No changes will be needed.

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

Montana Board of Regents
CURRICULUM PROPOSALS

The most closely related program at UM-Missoula is the minor in Dance, area of specialization in Education. This minor is similar in credit load and curricula in that it offers a comparable level of training in theatre education that the Dance minor offers in dance education. There are not, however, overlapping courses as the two minors focus on discrete areas of the performing arts.

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

A theatre minor that focuses on teaching will allow students in the Secondary Education Licensure Program who are already working toward (or have) a teaching major in a different subject to add an endorsement in teaching theatre. This will make Education majors more marketable for jobs that cover more than one academic subject and help them be better prepared to teach in the field of theatre.

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 and UM-Western are the only programs in the MUS offering teaching licensure programs in theatre. Only three of nine educator-preparation programs in the state offer licensure in theatre. Finally, students at UM have repeatedly expressed an interest in earning an endorsement in Theatre in conjunction with another endorsement they are already seeking.

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.

<u>SEMESTER COURSE</u>	<u>CREDITS</u>
Theatre (THTR)	
106A-Theatre Production I: Run Crew	1
202-Stagecraft I	3
220A-Acting I	3
235L-Dramatic Literature I	3
330H-Theatre History I	3
370-Stage Management I	2
375-Directing I	3

Montana Board of Regents
CURRICULUM PROPOSALS

439-Methods of Teaching Theatre	3
TOTAL	21

Leads to an endorsement in theatre education for those attaining or holding a Montana teaching license (see the Department of Curriculum & Instruction in the College of Education and Human Sciences for more information). A GPA of 2.75 in the minor is required to be eligible for student teaching.

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

All courses in this proposed theatre education minor already exist so we will be able to begin marketing to and enrolling students immediately. We hope to enroll five students initially and to grow that number each year.

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 will be needed to successfully offer this minor.

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 faculty/resources will be needed to successfully offer this minor.

7. Assessment

How will the success of the program be measured?

The programs leading to teaching licensure are evaluated by the Montana Office of Public Instruction (OPI) and the National Council for Accreditation of Teacher Education (NCATE) accreditation. Consequently, assessment materials are housed within the College of Education and Human Sciences and the School of Theatre & Dance. The School of Theatre & Dance is accredited by the National Association of Schools of Theatre (NAST), which will review and evaluate this minor.

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.

Students have requested this minor endorsement so they can add theatre to the subjects they are licensed to teach. Based on student requests from both the College of Education and Human Sciences and the School of Theatre & Dance, Kristi Murphy of the Professional Education Council initiated a conversation with faculty in Theatre & Dance. Additionally, currently licensed teachers have cited a need for adding a theatre minor.

March 5-6, 2015

ITEM 166-1601-R0315

Request for Authorization to Convert the Health and Human Performance Program in Education Department to Health and Human Performance Department – The University of Montana Western

THAT

The University of Montana Western is requesting to separate its Health and Human Performance Program in its Education Department to become a stand-alone Health and Human Performance Department.

EXPLANATION

The Health and Human Performance (HHP) Program administers some of the highest enrollment programs on campus. It currently is part of the Education Department of the University of Montana Western. The current organizational structure began when the only HHP program available was one designed to produce HHP teachers. The HHP program has since added a popular B.S. Major in HHP that is designed to meet the needs of those students wishing to pursue a career in a non-teaching area. This proposed department formation would simplify the administration of this program and lead to a program seat on Faculty Senate.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 166-1601-R0315

Meeting Date: March 5-6, 2015

Institution: The University of Montana Western

CIP Code: _____

Program Title: Conversion of HHP Program to HHP Department

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates (CAS/AAS)-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Merging or re-titling a department

 4. Revising a program (Curriculum Proposal Form)

 5. Distance or online delivery of an existing degree or certificate program

 6. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist and updated catalog)

 Temporary Certificate or AAS Degree Program

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

1. Adding an option within an existing major or degree (Curriculum Proposal Form)

2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

1. Re-titling a degree (ex. From B.A. to B.F.A) (Curriculum Proposal Form)

2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

4. Forming, eliminating or consolidating a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

5. Re-titling a college, division, school department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form)

Specify Request:

The University of Montana Western requests permission to convert its Health and Human Performance Program in its Education Department to a stand-alone Health and Human Performance Department. The University believes this is warranted due to the large number of students who are currently enrolled in and completing its B.S. Major in Health and Human Performance, which does not lead to teacher licensure. The HHP Program had 103 headcount enrollment in the Fall of 2014 with a three-year average of 23.4 graduates per year. Those enrollment and completion data are both higher than most existing departments on campus. It will have three tenure-track faculty members in the fall of 2015, one full-time temporary faculty member, and a variable number of adjunct faculty members. The new department would continue to work closely with the Education Department to produce HHP teachers.

This change would have no significant costs associated with it since it would be a department with no paid staff and no compensated department chair, as is typical of UMW departments. Advantages would include the removal of the oversight of the Education Department from the scheduling of HHP courses, faculty searches, and curriculum changes. It would also result in representation of the new department at Faculty Senate and enhance the new department's ability to attract grants that are outside of the teacher education area. The department would report directly to the Provost, as do all academic departments at UMW.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

The Health and Human Performance (HHP) Program administers some of the highest enrollment programs on campus. Three-year average number of graduates is 23.7 in programs administered by this proposed new department. The HHP program is currently is part of the Education Department of the University of Montana Western. The current organizational structure began when the only HHP program available was one designed to produce HHP teachers. The HHP program has since added a popular B.S. Major in HHP that is designed to meet the needs of those students wishing to pursue a career in a non-teaching area. This proposed department formation would simplify the administration of this program and lead to a program seat on Faculty Senate.

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

This is not a major, minor or option.

3. Need

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

The need is an internal one for more effective and efficient administration of Montana Western's Health and Human Performance programs

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

Students and other constituencies should not be affected by this change other than changing some signature requirements of some forms.

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

This is not a program and should not affect demand for any existing programs

4. Institutional and System Fit

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

This is not a program.

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

This will not change any programs

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

This is not a program

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

This is not a program.

- 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 is not a program

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.**

This is not a program

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

This change would be implemented during Fall Semester 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.**

There are no effects on faculty needs.

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

There are no need for additional resources.

7. Assessment

How will the success of the program be measured?

This is not a program

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.

This change was reviewed and approved by the Education Department, Faculty Senate, the Provost, and the Chancellor