NOTIFICATION AND LEVEL I APPROVAL MEMORANDUM

DATE: April 29, 2015

TO: Chief Academic Officers, Montana University System

FROM: John Cech, Deputy Commissioner for Academic and Student Affairs

RE: Notifications and Level I Approvals

This memorandum is intended to inform you of the Notifications and Level I changes in academic programs that have been approved on an MUS campus or in the Office of the Commissioner of Higher Education since the March 2015 meeting of the Board of Regents. Any comments regarding items below must be received by the Office of the Commissioner of Higher Education no later than **May 6, 2015.**

1. **Notifications**

    A. **Terminations and Placement into/Withdraw from Moratorium**

        Flathead Valley Community College:
        - Notification of the Termination of the Metal Arts Certificate
          Item # 167-304-R0515 | Academic Proposal Request Form | Program Termination Checklist
        - Notification of the Termination of the Welding Technology Certificate
          Item # 167-305-R0515 | Academic Proposal Request Form | Program Termination Checklist
        - Notification of the Termination of the Welding Technology A.A.S. Degree
          Item # 167-310-R0515 | Academic Proposal Request Form | Program Termination Checklist

        Montana State University Billings:
        - Notification of Intent to Terminate the Masters in Education in Early Childhood
          Item # 167-2704-R0515 | Academic Proposal Request Form | Program Termination Checklist
        - Notification of Intent to Place the B.A. Degree Major in Communication Arts Theatre Option and Minor and Teaching Minor in Communication Arts Theater Option into Moratorium
          Item # 167-2705-R0515 | Academic Proposal Request Form
        - Notification of Intent to Place the Drafting and Design Technology A.S. and A.A.S. Degrees into Moratorium
          Item # 167-2706-R0515 | Academic Proposal Request Form
        - Notification of Intent to Place the Assistant Architectural Drafter and Assistant Civil Drafter C.A.S. into Moratorium
          Item # 167-2707-R0515 | Academic Proposal Request Form
        - Notification of Intent to Place the Administrative Assistant A.A.S. Degree into Moratorium
          Item # 167-2708-R0515 | Academic Proposal Request Form
        - Notification of Intent to Place the Office Assistant C.A.S. into Moratorium
          Item # 167-2709-R0515 | Academic Proposal Request Form

        Montana State University Bozeman:
        - Notification of Intent to Terminate Ph.D. Program in Land Resources and Environmental Sciences
          Item # 167-2019-R0515 | Academic Proposal Request Form | Program Termination Checklist | Attachment #1

    The University of Montana Western:
- Notification of the Placement of the Pre-Professional Conservation Officer Option in Environmental Interpretation B.A. into Moratorium
  Item # 167-1603-R0515 | Academic Proposal Request Form

B.   **Campus Certificates and Programs of Study**

    Flathead Valley Community College:
- Notification of Name Change of Pre-Health Certificate to Health Occupations
  Item # 167-306-R0515 | Academic Proposal Request Form
- Notification of Two New Certificates in Welding and Fabrication
  Item # 167-308-R0515 | Academic Proposal Request Form | Attachment #1

    Montana State University Billings:
- Notification of the Establishment of a Certificate Program in Addiction Counseling Education
  Item # 167-2701-R0515 | Academic Proposal Request Form
- Notification of the Establishment of a Certificate in Teaching English to Speakers of Other Languages (TESOL)
  Item # 167-2702-R0515 | Academic Proposal Request Form
- Notification of the Establishment of a Certificate in Teaching Creative and Expository Writing
  Item # 167-2703-R0515 | Academic Proposal Request Form

    Great Falls College Montana State University:
- Notification of the Re-titling of the Sustainable Energy Technician Associate of Applied Science
  Item # 167-2901-R0515 | Academic Proposal Request Form

    The University of Montana Missoula:
- Notification of the Establishment of a Certificate in African-American Studies
  Item #167-1005-R0515 | Academic Proposal Request Form | Curriculum Proposal Form | Attachment #1
- Notification of an Entrepreneurship-Business Start-up Certificate
  Item #167-1006-R0515 | Academic Proposal Request Form | Attachment #1
- Notification of the Establishment of a Certificate in Hospitality Management
  Item #167-1009-R0515 | Academic Proposal Request Form | Curriculum Proposal Form | Attachment #1

    Helena College University of Montana:
- Notification of the Establishment of the Hybrid Vehicle Service Technology Certificate of Technical Studies
  Item # 167-1902-R0515 | Academic Proposal Request Form | Attachment #1

2.   **Level I Items**

A.   **Terminations-Step 2**

    The University of Montana Missoula:
- Request for Authorization to Terminate Options in Psychology B.A. – Step 2
  Item # 167-1004-R0515 | Academic Proposal Request Form | Program Termination Checklist

B. Level I Items-Other

Flathead Valley Community College:
- Request for Authorization to Offer an AAS Degree in Welding and Fabrication
  Item #167-301+R0515 | Academic Proposal Request Form | Curriculum Proposal Form | Attachment #1
- Request for Authorization to Offer an AAS in Welding and Inspection Technology – Flathead Valley Community College
  Item # 167-302+R0515 | Academic Proposal Request Form | Curriculum Proposal Form | Attachment #1
- Request for authorization to Offer an AAS Degree in Brewing Science and Brewery Operations
  Item # 167-303+R0515 | Academic Proposal Request Form | Curriculum Proposal Form | Attachment #1
- Request for Authorization to Offer a CAS Degree in Welding and Fabrication
  Item # 167-307+R0515 | Academic Proposal Request Form | Curriculum Proposal Form | Attachment #1

Montana State University Billings:
- Request for authorization to Realign Academic Departments at City College
  Item # 167-2710+R0515 | Academic Proposal Request Form | Attachment #1

Montana State University Bozeman:
- Request for authorization to Establish a Certificate in Business
  Item # 167-2018+R0515 | Academic Proposal Request Form | Curriculum Proposal Form | Attachment #1 | Attachment #2

Great Falls College Montana State University:
- Request for authorization to Modify the Renewable Energy Technician Associate of Applied Science
  Item # 167-2902+R0515 | Academic Proposal Request Form | Curriculum Proposal Form

The University of Montana Missoula:
- Request to establish an Early Childhood Education (Initial) option in the existing M.Ed in Curriculum and Instruction (Approved January 2015)
  Item # 166-1002+R0115 | Academic Proposal Request Form | Curriculum Proposal Form | Attachment #1
- Request to establish an Early Childhood Education Advanced option in the M.Ed in Curriculum and Instruction (Approved January 2015)
  Item # 166-1003+R0115 | Academic Proposal Request Form | Curriculum Proposal Form | Attachment #1
- Request for authorization to Offer A.A. Degree Online-Missoula College
  Item #167-1010+R0515 |Academic Proposal Request Form

Helena College University of Montana:
- Request for Authorization to Re-Title the Associate of Applied Science Degree in Welding Technology to Industrial Welding and Metal Fabrication
  Item # 167-1903+R0515 | Academic Proposal Request Form | Attachment #1

May 21-22, 2015

ITEM 167-304-R0515
Notice of Intent to Terminate the Metal Arts Certificate

THAT

FVCC notifies the Board of Regents of Higher Education of its intent to terminate the Metal Arts Certificate.

EXPLANATION

This program has never had a graduate and has no students enrolled.

ATTACHMENTS

Academic Proposal Request Form
Program Termination Checklist

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-304-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **FVCC**   CIP Code: **46.0503**

Program Title: **Metal Arts Certificate**

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.

X   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)

X   **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. Revising a program (Curriculum Proposal Form)

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

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

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. 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)**

___ **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, except when eliminating or consolidating)

___ **5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request: FVCC notifies the Board of Regents of Higher Education of its intent to terminate the Metal Arts Certificate.

Montana University System
PROGRAM TERMINATION CHECKLIST

Phase I- Complete with Step I of the Program Termination Process

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

        Comments: No students currently enrolled.

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

        Comments: No faculty will be affected.

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

        Comments: N/A

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

        Comments: Approved at campus curriculum committee on March 24, 2015

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

        Comments: N/A

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

        Comments: N/A

X   7. **File Notice of Intent to Terminate with the Board of Regents to ensure adequate public notice.**

        Comments:

Phase II- Complete with Step 2 of the Program Termination Process

Montana University System
PROGRAM TERMINATION CHECKLIST

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

   Comments:

9. **Revise hardcopy and electronic catalog to remove the program or indicate planned program closure. Work with current students to ensure they will be able to complete their program within a reasonable deadline.**

   Comments:

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

   Comments:

May 21-22, 2015

ITEM 167-305-R0515
Notification of Termination of Welding Technology Certificate

THAT

FVCC notifies the Board of Regents of Higher Education of its intent to terminate the Welding Technology Certificate program.

EXPLANATION

This program is being replaced by a program in Welding and Fabrication, which has options to earn a certificate, a certificate of applied science, or an associate of applied science degree.

ATTACHMENTS

Academic Proposal Request Form
Program Termination Checklist

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-305-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **FVCC**   CIP Code: **48**

Program Title: **Welding Technology Certificate**

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.

X   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
X   **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. Revising a program (Curriculum Proposal Form)

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

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

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. 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)

    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, except when eliminating or consolidating)

    5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request: FVCC notifies the Board of Regents of Higher Education of its intent to terminate the Welding Technology Certificate program.

Montana University System
PROGRAM TERMINATION CHECKLIST

Phase I- Complete with Step I of the Program Termination Process

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

       Comments: This program is being replaced by a program in Welding and Fabrication, which has options to earn a certificate, a certificate of applied science, or an associate of applied science degree.

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

       Comments: No faculty will be affected.

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

       Comments: N/A

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

       Comments: Approved at campus curriculum committee on March 24, 2015

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

       Comments: N/A

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

       Comments: N/A

X   7.   **File Notice of Intent to Terminate with the Board of Regents to ensure adequate public notice.**

       Comments:

Phase II- Complete with Step 2 of the Program Termination Process

Montana University System
PROGRAM TERMINATION CHECKLIST

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

    Comments:

9. Revise hardcopy and electronic catalog to remove the program or indicate planned program closure. Work with current students to ensure they will be able to complete their program within a reasonable deadline.

    Comments:

10. File Level I request for Program Termination with Office of Commissioner of Higher Education.

    Comments:

May 2015

ITEM 167-310-R0515
Notification of Termination of Welding Technology A.A.S. Degree Program

THAT

FVCC notifies the Board of Regents of Higher Education of its intent to terminate the Welding Technology AAS degree program.

EXPLANATION

FVCC notifies the Board of Regents of Higher Education of its intent to terminate the Welding Technology AAS program, as the curriculum is being split into two separate AAS degree programs: Welding and Fabrication Technology and Welding and Inspection Technology.

ATTACHMENTS

Academic Proposal Request
Program Termination Checklist

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-310-R0515**   Meeting Date: **May 2015**

Institution: **FVCC**   CIP Code: _____

Program Title: **Welding Technology AAS**

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.

X   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)

   X   **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. Revising a program (Curriculum Proposal Form)

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

   5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

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. 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)

   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, except when eliminating or consolidating)

   5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request: FVCC notifies the Board of Regents of Higher Education of its intent to terminate the Welding Technology AAS program, as the curriculum is being split into two separate AAS degree programs: Welding and Fabrication Technology and Welding and Inspection Technology.

Montana University System
PROGRAM TERMINATION CHECKLIST

Phase I- Complete with Step I of the Program Termination Process

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

       Comments: This program is being replaced by a program in Welding and Fabrication, which has options to earn a certificate, a certificate of applied science, or an associate of applied science degree.

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

       Comments: No faculty will be affected.

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

       Comments: N/A

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

       Comments: Approved at campus curriculum committee on March 24, 2015

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

       Comments: N/A

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

       Comments: N/A

X   7.   **File Notice of Intent to Terminate with the Board of Regents to ensure adequate public notice.**

       Comments:

Phase II- Complete with Step 2 of the Program Termination Process

Montana University System
PROGRAM TERMINATION CHECKLIST

<u> x </u>   8. **Notify high school counselors, feeder colleges, and other constituents.**

       Comments:

<u> x </u>   9. **Revise hardcopy and electronic catalog to remove the program or indicate planned program closure. Work with current students to ensure they will be able to complete their program within a reasonable deadline.**

       Comments:

<u>N/A</u>   10. **File Level I request for Program Termination with Office of Commissioner of Higher Education.**

       Comments:

May 21-22, 2015

ITEM 167-2704-R0515

Notification of Intent to Terminate the Masters in Education in Early Childhood

THAT

Montana State University Billings notifies the Board of Regents and the Office of the Commissioner of Higher Education of its intent to terminate the Master of Education in Early Childhood.

EXPLANATION

The Master of Education in Early Childhood was placed on moratorium because of consistent low enrollment for at least 10 years. The degree was not marketable because Montana had no license required for preschool teachers. Because of recently approved P-3 licensure requirements by the Montana Board of Public Education, the COE will focus on educator preparation for P-3 licensure at both undergraduate and graduate levels.

ATTACHMENTS

Academic Proposal Request Form
Program Termination Form-Phase I

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-2704-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Montana State University Billings**   CIP Code: **13.1210**

Program Title: **Masters in Education in Early Childhood**

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.

X **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**

> **X** **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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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 Master of Education in Early Childhood was placed on moratorium because of consistent low enrollment for at least 10 years. The degree was not marketable because Montana had no license required for preschool teachers   Because of recently approved P-3 licensure requirements by the Montana Board of Public Education, the COE will focus on educator preparation for P-3 licensure at both undergraduate and graduate levels.

Montana University System

PROGRAM TERMINATION CHECKLIST

Phase I- Complete with Step I of the Program Termination Process

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

   Comments: The Master of Education in Early Childhood program has been on moratorium for three years. There are no currently enrolled students. The one student who had not completed the degree has done so.

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

   Comments: There were no faculty assigned only to this graduate degree program. We have an Associate of Arts Program of Study in Education with a focus on Early Childhood and an undergraduate minor. Those programs remain. We have a faculty line assigned to teaching in these areas and in Early Literacy. That line remains.

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

   Comments: N/A because there are no currently enrolled students.

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

   Comments: All shared governance constituencies have been notified through our Academic Program Prioritization Process the recommended integrating this degree program into another. We are in the process of integrating the appropriate program courses into our Master of Education Curriculum & Instruction for Licensure.

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

   Comments: N/A Faculty are not impacted so the Faculty Association should have no issues with the program closure.

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

   Comments: We have shared our Academic Program Prioritization for the COE with our College of Education Council.

Montana University System
PROGRAM TERMINATION CHECKLIST

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

Comments: This notice is currently in process.

Phase II- Complete with Step 2 of the Program Termination Process

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

Comments: The program has been listed as on-moratorium in our current Graduate Catalog for three years.

9. Revise hardcopy and electronic catalog to remove the program or indicate planned program closure. Work with current students to ensure they will be able to complete their program within a reasonable deadline.

Comments: The next Graduate Catalog—2016-2018 will not have this program option included.

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

Comments: In process

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

Comments: In process

May 21-22, 2015

ITEM   167-2705-R0515

Notification of Intent to Place the Bachelor of Arts Degree Major in Communication Arts Theater Option and Minor and Teaching Minor in Communication Arts Theater Option into Moratorium

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THAT

Montana State University Billings wishes to notify the Board of Regents of its intent to place the Bachelor of Arts Degree Major, the Minor, and the Teaching Minor in Communication Arts Theater Option into moratorium.

EXPLANATION

As part of the budget reductions for the 2015-2016 academic year, and based on conclusions from the Academic Prioritization process, the Theater programs in the Department of Communication Arts have been slated for placement into moratorium.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-2705-R0515** Meeting Date: **May 21-22, 2015**

Institution: **Montana State University Billings** CIP Code: **50.0507**

Program Title: **Bachelor of Arts Degree Major in Communication Arts Theatre Option and Minor and Teaching Minor in Communication Arts Theater Option**

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.

X A. Notifications:

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

X **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. Revising a program (Curriculum Proposal Form)

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

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

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)

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)

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, except when eliminating or consolidating)

5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:
As part of the budget reductions for the 2015-2016 academic year, and based on conclusions from the Academic Prioritization process, the Theater programs in the Department of Communication Arts have been slated for placement into moratorium.

May 21-22, 2015

ITEM   167-2706-R0515

Notification of Intent to Place the Drafting and Design Technology Associate of Science and Associate of Applied Science Degrees into Moratorium

---

THAT

Montana State University Billings wishes to notify the Board of Regents of its intent to place the Drafting and Design Technology Associate of Science and Associate of Applied Science Degrees into moratorium.

EXPLANATION

As part of the budget reductions for the 2015-2016 academic year, and based on conclusions from the Academic Prioritization process, the Drafting and Design programs in the Construction, Welding, Drafting-Design Technology Department of City College have been slated for placement into moratorium.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-2706-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Montana State University Billings**   CIP Code: **15.1301**

Program Title: **Drafting and Design Technology Associate of Science and Associate of Applied Science Degrees**

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.

X   A. Notifications:

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

X   **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. Revising a program** (Curriculum Proposal Form)

____ **4. Distance or online delivery of an existing degree or certificate program**

____ **5. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist)

____ **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)

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)

    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, except when eliminating or consolidating)

    5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:
As part of the budget reductions for the 2015-2016 academic year, and based on conclusions from the Academic Prioritization process, the Drafting and Design programs in the Construction, Welding, Drafting-Design Technology Department of City College have been slated for placement into moratorium.

May 21-22, 2015

ITEM   167-2707-R0515

Notification of Intent to Place the Assistant Architectural Drafter and Assistant Civil Drafter Certificates of Applied Science into Moratorium

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THAT

Montana State University Billings wishes to notify the Board of Regents of its intent to place the Assistant Architectural Drafter and Assistant Civil Drafter Certificates of Applied Science into moratorium.

EXPLANATION

As part of the budget reductions for the 2015-2016 academic year, and based on conclusions from the Academic Prioritization process, the Drafting and Design programs in the Construction, Welding, Drafting-Design Technology Department of City College have been slated for placement into moratorium.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-2707-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Montana State University Billings**   CIP Code: **15.1301**

Program Title: **Assistant Architectural Drafter and Assistant Civil Drafter Certificates of Applied Science**

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.

X   A. Notifications:

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

X   **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. Revising a program (Curriculum Proposal Form)

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

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

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)

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)

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, except when eliminating or consolidating)

5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:
As part of the budget reductions for the 2015-2016 academic year, and based on conclusions from the Academic Prioritization process, the Drafting and Design programs in the Construction, Welding, Drafting-Design Technology Department of City College have been slated for placement into moratorium.

May 21-22, 2015

ITEM   167-2708-R0515

Notification of Intent to Place the Administrative Assistant Associate of Applied Science Degree into Moratorium

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THAT

Montana State University Billings wishes to notify the Board of Regents of its intent to place the Administrative Assistant Associate of Applied Science Degree into moratorium.

EXPLANATION

As part of the budget reductions for the 2015-2016 academic year, and based on conclusions from the Academic Prioritization process, the Administrative Assistant and Office Assistant programs in the Business and Computer Technology Department of City College have been slated for placement into moratorium.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-2708-R0515** Meeting Date: **May 21-22, 2015**

Institution: **Montana State University Billings** CIP Code: **52.0401**

Program Title: **Administrative Assistant Associate of Applied Science Degree**

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.

X A. Notifications:

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

X **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. Revising a program (Curriculum Proposal Form)

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

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

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)

____ **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)**

____ **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, except when eliminating or consolidating)

____ **5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

As part of the budget reductions for the 2015-2016 academic year, and based on conclusions from the Academic Prioritization process, the Administrative Assistant and Office Assistant programs in the Business and Computer Technology Department of City College have been slated for placement into moratorium.

May 21-22, 2015

ITEM   167-2709-R0515

Notification of Intent to Place the Office Assistant Certificate of Applied Science into Moratorium

THAT

Montana State University Billings wishes to notify the Board of Regents of its intent to place the Office Assistant Certificate of Applied Science into moratorium.

EXPLANATION

As part of the budget reductions for the 2015-2016 academic year, and based on conclusions from the Academic Prioritization process, the Administrative Assistant and Office Assistant programs in the Business and Computer Technology Department of City College have been slated for placement into moratorium.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-2709-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Montana State University Billings**   CIP Code: **52.0408**

Program Title: **Office Assistant Certificate of Applied Science**

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.

X   A. Notifications:

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

X   **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. Revising a program** (Curriculum Proposal Form)

____   **4. Distance or online delivery of an existing degree or certificate program**

____   **5. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist)

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)

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)

    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, except when eliminating or consolidating)

    5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

As part of the budget reductions for the 2015-2016 academic year, and based on conclusions from the Academic Prioritization process, the Administrative Assistant and Office Assistant programs in the Business and Computer Technology Department of City College have been slated for placement into moratorium.

May 21-22, 2015

ITEM 167-2019-R0515

Notification of Intent to Terminate Ph.D. Program in Land Resources and Environmental Sciences

THAT

The Ph.D. program in Land Resources and Environmental Sciences (LRES) offered by the Department of Land Resources and Environmental Sciences be terminated.

EXPLANATION

Several years ago, the Department of Land Resources and Environmental Sciences committed that Ph.D. students in that department would pursue a Ph.D. in Ecology and Environmental Sciences (EES) exclusively. The EES Ph.D. is a cross-college doctorate degree program that was approved by the Board of Regents in 2006. The EES program is currently offered primarily by the Department of Ecology (curriculum code ECES) and the Department of Land Resources and Environmental Sciences (curriculum code ESEC), although other departments are also able to offer the program. In practice, the Ph.D. in EES has replaced tine Ph.D. in LRES. The transition for students in the Land Resources and Environmental Sciences department is reflected in the attached Excel document.

The last student in the Ph.D. in LRES program graduated in Spring 2014, and thus we now request to formalize this program's termination.

ATTACHMENTS

Academic Proposal Request Form
Program Termination Checklist
Attachment #1- LRES Ph.D. Enrollment and Degrees Earned Over Time

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-2019-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Montana State University**   CIP Code: **03.0206**

Program Title: **Ph.D. in Land Resources and Environmental Sciences**

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.

X   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

X   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:

Montana University System
PROGRAM TERMINATION CHECKLIST

Phase I- Complete with Step I of the Program Termination Process

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

   Comments: There are no students enrolled in this program. The last student in this program graduated in Spring 2014.

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

   Comments: N/A

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

   Comments: N/A

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

   Comments: LRES Faculty members, LRES Graduate Curriculum Committee members, and Faculty Senate have all been notified.

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

   Comments: N/A

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

   Comments: N/A

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

   Comments: Please see attached.

Montana University System
PROGRAM TERMINATION CHECKLIST

| Phase II- Complete with Step 2 of the Program Termination Process |

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

   Comments:

9. **Revise hardcopy and electronic catalog to remove the program or indicate planned program closure. Work with current students to ensure they will be able to complete their program within a reasonable deadline.**

   Comments:

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

   Comments:

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

   Comments:

PhD Student Enrollment in LRES Department over time*

CY	PhD - Ecology & Environmental Sciences (ESEC)	PhD - Land Resources & Environmental Sciences (LRES)	
1999			
2000			
2001		18	
2002		18	
2003		22	
2004		14	
2005		19	
2006		16	BOR approved EES PhD
2007	16	4	
2008	21	3	
2009	28	3	
2010	28	1	
2011	27	1	
2012	22	1	
2013	26	1	
2014	27	0 est.	

PhDs awarded over time in LRES Department*

AY*	Ecology/Environmental Sciences (ESEC)	Land Resources and Environmental Sciences (LRES)	PhD Totals
1999			
2000			
2001		2	2
2002		1	1
2003		1	1
2004		6	6
2005		3	3
2006		3	3
2007		0	0
2008	2	1	3
2009	3	0	3
2010	3	1	4
2011	3	0	3
2012	8	0	8
2013	0	0	0
2014	3	1	4 est.

* Data Source: MSU Office of Planning and Analysis, each November.

May 21-22, 2015

ITEM 167-1603-R0515

Notification of the Placement of the Pre-Professional Conservation Officer Option in Environmental Interpretation B.A. into Moratorium – The University of Montana Western

THAT

The University of Montana Western notifies the Montana Board of Regents that it is placing its Pre-professional Conservation Officer Option in the Environmental Interpretation BA into Moratorium.

EXPLANATION

The University of Montana Western wishes to place its Option in Pre-professional Conservation Officer in the B.A. in Environmental Interpretation in moratorium due to a lack of faculty with an adequate expertise in this area as well as a poor employment outlook for graduates of this program. All current students will be able to complete this option or convert to another option area within the major without loss of credit. Future students will be advised to take one of the two remaining options in the major or to take another related major such as the B.A. in Environmental Studies or the B.S. in Biology, both of which contain options that may be of interest to such students.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-1603-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **The University of Montana Western**   CIP Code: **3.0207**

Program Title: **Pre-professional Conservation Officer Option in Environmental Interpretation BA-place in moratorium**

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.

X   A. Notifications:

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

X   **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 wishes to place its Option in Pre-professional Conservation Officer in its Environmental Interpretation BA in moratorium due to its lack of faculty with an adequate expertise in this area as well as a poor employment outlook for graduates of this program. All current students will be able to complete this option or convert to another option area within the major without loss of credit. Future students will be advised to take one of the two remaining options in the major or to take another related major such as the B.A. in Environmental Studies or the B.S. in Biology, both of which contain options that may be of interest to such students.

May 21-22, 2015

ITEM 167-306-R0515
Notification of Name Change of Pre-Health Certificate to Health Occupations

THAT

FVCC notifies the Board of Regents of Higher Education that Pre-Health Certificate is now called Health Occupations.

EXPLANATION

This name change was suggested by the program advisory board.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-306-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **FVCC**   CIP Code: **51.3999**

Program Title: **Pre-Health Certificate**

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.

X   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)

X   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. Revising a program (Curriculum Proposal Form)

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

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

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. 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)**

___ **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, except when eliminating or consolidating)

___ **5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request: Notification that the 22-credit Pre-Health Certificate is now called Health Occupations.

May 21-22, 2015

ITEM   167-308-R0515
Notification of Two New Certificates in Welding and Fabrication

THAT

FVCC notifies the Board of Regents of Higher Education of two new certificates in the Welding and Fabrication Program: Tier I Professional Certificate (18-credits) and Tier II Professional Certificate (17 credits).

EXPLANATION

Flathead Valley Community College is requesting authorization to add a 65- credit Welding and Fabrication Associate of Applied Science degree program beginning fall 2015. This AAS includes two stackable credential certificates leading either to placement in the workforce or continuation on to a CAS or AAS degree.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-308-R0516** Meeting Date: **May 21-22, 2015**

Institution: **FVCC** CIP Code: 48.0508

Program Title: **Welding and Fabrication: Tiers I and II Professional Certificates**

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.

X 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)

X **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. Revising a program (Curriculum Proposal Form)

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

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

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. 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)**

___ **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, except when eliminating or consolidating)

___ **5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request: Flathead Valley Community College is requesting authorization to add a 65- credit Welding and Fabrication Associate of Applied Science degree program beginning fall 2015. This AAS includes two stackable credential certificates leading either to placement in the workforce or continuation on to a CAS or AAS degree.

Welding and Fabrication Technology

Professional Certificates (CTS), CAS, AAS

The Welding and Fabrication curriculum is designed to provide students training and experience in welding and fabrication as it pertains to assembly, manufacturing, energy, robotics, and structural construction. The programs provides education and training in common cutting and welding processes, CNC plasma cutting, OXYFUEL, SMAW, GMAW, GTAW, and FCAW processes, structural and pipe and plate welding, blueprint reading, communications, and quantitative problem solving. Upon successful completion of the program, the student will:

- Describe and demonstrate safe use of each type of welding equipment;
- Select and demonstrate various joining processes;
- Read and interpret welding blueprints;
- Estimate type, quantity, cost, and weight of a welded fabrication from blueprint information;
- Demonstrate proper transport, setup, adjustment, and use of all cutting and welding equipment;
- Demonstrate proficiency in OXYFUEL, SMAW, GMAW, GTAW, and FCAW processes;
- Recognize, inspect, and document proper applications of welding processes;
- Demonstrate techniques and devices for controlling heat effects during welding;
- Apply advanced fabrication techniques including design, layout, and production of a metal cutout and welding project employing robotically controlled torches;
- Develop and schedule the sequence to complete an advanced fabrication project;
- Demonstrate required skills in joint fitting that are necessary to reduce distortion during final assembly.

Welding and Fabrication Technology Tier I
Professional Certificate

Fall Semester

	Course	No.	Title	Credits
ECP	104	Workplace Safety	1
M	114*	Extended Technical Mathematics	3
WLDG	100	Introduction to Welding Fundamentals	4
WLDG	111*	Welding Theory I Practical	4
WLDG	117	Blueprint Reading and Welding Symbols	3
WLDG	145	Fabrication Basics I	3
			Semester Total	**18**

Welding and Fabrication Technology Tier II
Professional Certificate

Spring Semester

	Course	No.	Title	Credits
CAPP	106	Short Courses: Computer Applications	1
BMGT	205C	Professional Business Communication	3
WLDG	122*	Welding Theory III Practical	4
WLDG	146	Fabrication Basics II	3
WLDG	185*	Welding Qualification Test Preparation	2
WLD	112*	Introduction to Pipe Welding	4
			Semester Total	**17**

Note: Upon completion of Tiers I and II, a student has met the requirements for a Welding and Fabrication Technology CAS, but may not receive both a Tier II Certificate and a CAS.

Fall Semester

	Course	No.	Title	Credits
COMX	111C	Introduction to Public Speaking	
or				
COMX	115C	Introduction to Interpersonal Comm.	3
DDSN	114*	Introduction to CAD	3
MCH	132	Introduction to Engine Lathes	4
WLD	121*	Welding Certification II	2
WLDG	220*	Welding Fabrication I	4
			Semester Total	**16**

Spring Semester

	Course	No.	Title	Credits
ELCT	105	Electrical Circuitry	2
WLD	135*	GMAW/GTAW Welding and Certification	4
WLDG	222*	Welding Fabrication II	4
WLDG	280*	Weld Testing Certification	4
			Semester Total	**14**

Total Credits   **65**

May 21-22, 2015

ITEM 167-2701-R0515

Notification of the Establishment of a Certificate Program in Addiction Counseling Education

THAT

The Montana Board of Regents recognizes the establishment of a Certificate Program in Addiction Counseling Education at Montana State University Billings. The program involves a 28-credit curriculum that will allow students to add a certificate to their credentials upon graduation.

EXPLANATION

The Certificate for Addiction Counseling Education is documentation that the student has completed courses that can be counted toward the educational component of the Montana Licensed Addiction Counseling (LAC) credential.

For students who are completing the required classes for the B.S in Rehabilitation, B.S Human Service, or other academic majors at MSU Billings (who may also be completing a B.S or B.A. degree), the following are additional courses that can be counted toward the educational requirements for the LAC (based on changes in educational requirements by the State Legislature in 2013):

HS 335 Introduction to Counseling
HS 345 Legal, Ethical and Professional Issues in the Human Services
HS 385 Behavioral Pharmacology and Human Services
HS 483 Introduction to Addiction Counseling
HTH 411 Alcohol, Tobacco and Other Drug Prevention
REHA 301 Principles of Counseling and Group Theory
REHA 406 Assessment in Human Service and Addiction Programs
REHA 425 Psychiatric Rehabilitation and Co-Occurring Disorders
REHA 494 Seminar: Gambling Assessment and Treatment
REHA 499 Capstone: Addiction Treatment Planning and Documentation

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-2701-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Montana State University Billings**   CIP Code: **51.1501**

Program Title: **Certificate in Addiction Counseling 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.

X   **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)

X   **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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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 Department of Rehabilitation and Human Services at Montana State University Billings does hereby report the establishment of a 28-credit Certificate for Addiction Counseling Education and requests that it be listed on the Montana University System's official degree and program inventory.   This certificate is documentation that the student has completed courses that can be counted toward the educational component of the Montana Licensed Addiction Counseling (LAC) credential.

May 21-22, 2015

ITEM 167-2702-R0515

Notification of the Establishment of a Certificate in Teaching English to Speakers of Other Languages (TESOL)

THAT

The Montana Board of Regents recognizes the establishment of a Certificate in Teaching English to Speakers of Other Languages (TESOL) at Montana State University Billings. The program involves a 12-credit curriculum that will allow MSUB to certify teachers to provide English language education to non-English speaking students.

EXPLANATION

Increasingly, educators are faced with students whose first language is not English. They can better meet the educational needs of these students with skills for teaching them English. The certificate will provide professional development for educators and improved educational opportunity for Montana's elementary and secondary students.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-2702-R0515** Meeting Date: **May 21-22, 2015**

Institution: **Montana State University Billings** CIP Code: **32.0109**

Program Title: **Certificate in Teaching English to Speakers of Other Languages (TESOL)**

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.

X 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)

X 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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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:

Montana State University Billings College of Education is requesting to offer a 12-credit Certificate in TESOL-Teaching English to Speakers of Other Languages. Increasingly, educators are faced with students whose first language is not English. They can better meet the educational needs of these students with skills for teaching them English. The certificate will provide professional development for educators and improved educational opportunity for Montana's elementary and secondary students.

May 21-22, 2015

ITEM 167-2703-R0515

Notification of the Establishment of a Certificate in Teaching Creative and Expository Writing

THAT

The Montana Board of Regents recognizes the establishment of a Certificate in Teaching Creative and Expository Writing at Montana State University Billings. The program involves a 9-credit graduate-level curriculum designed to provide secondary teachers throughout Montana the content-credits necessary to teach Dual Credit Writing courses.

EXPLANATION

The Department of English, Philosophy, and Modern Languages is proposing this certificate program as part of Montana State University Billings' effort to expand dual credit/dual enrollment opportunities. The certificate program will provide opportunities for secondary teachers with the appropriate qualifications to gain the graduate-level course credits that the Montana Board of Regents has required for participation in the dual credit/dual enrollment program.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-2703-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Montana State University Billings**   CIP Code: **23.1302**

Program Title: **Certificate in Teaching Creative and Expository Writing**

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.

X   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)

X   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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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 Department of English, Philosophy, and Modern Languages is proposing this certificate program as part of Montana State University Billings' effort to expand dual credit/dual enrollment opportunities. The certificate program will provide opportunities for secondary teachers with the appropriate qualifications to gain the graduate-level course credits that the Montana Board of Regents has required for participation in the dual credit/dual enrollment program.

May 21-22, 2015

ITEM   167-2901-R0515

Notification of the Re-titling of the Sustainable Energy Technician Associate of Applied Science

THAT

Great Falls College MSU notifies the Montana Board of Regents of the Re-titling of the Sustainable Energy Technician Associate of Applied Science (AAS) to the Renewable Energy Technician Associate of Applied Science (AAS).

EXPLANATION

The Sustainable Energy Technician Associate of Applied Science (AAS) has been retitled the Renewable Energy Technician Associate of Applied Science. The new name is the result of input from the Program Advisory Board. Further curriculum changes are underway.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-2901-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Great Falls College MSU**   CIP Code: **41.105**

Program Title: **Sustainable Energy Technician Associate of Applied Science (AAS)**

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.

X   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)

X   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. Revising a program (Curriculum Proposal Form)

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

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

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)

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)

   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, except when eliminating or consolidating)

   5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

Great Falls College MSU notifies the Montana Board of Regents of the Re-titling of the Sustainable Energy Technician Associate of Applied Science (AAS) to the Renewable Energy Technician Associate of Applied Science (AAS). The new name is the result of input from the Program Advisory Board. Further curriculum changes are underway.

May 21-22, 2015

ITEM 167-1005-R0515

Notification of the Establishment of a Certificate in African-American Studies – University of Montana-Missoula

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THAT

The University of Montana notifies the Board of Regents of Higher Education of the establishment of a 15-credit certificate in African-American Studies.

EXPLANATION

African-American Studies currently offers a stand-alone 24-credit minor. We are adding a 15-credit certificate in African-American Studies. The certificate will focus on our three core courses and open up options for elective credit.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment #1 – Required Courses

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-1005-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **University of Montana**   CIP Code: **05.0201**

Program Title: **African-American Studies Certificate**

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.

X   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)

X   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)

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:

A certificate in African-American Studies will ground students in our three core courses (Black: Africa to Hip-Hop and Beyond, An Introduction; African-American History to 1865; African-American History since 1865) and introduce them to two additional selections from a broad array of electives in history, anthropology, English, sociology, geography, and political science. Students will gain a strong foundation in African-American history, increase their ability to respond to one of this country's most intractable social and political fault lines, and be equipped for any career that requires facility and sophistication in analyzing racial dynamics.

Although the number of students in the AAS minor has more than quadrupled in the last five years, students in our classes have consistently reported that they would like an additional pathway into our program that would allow them to gain recognition for their study in situations where they are not able to complete the full minor. Since a vast majority of our students develop an interest in African-American Studies after they have been at UM for a year or two, a certificate option would encourage students to take more of the classes that we offer.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. **Overview**

   African-American Studies currently offers a standalone 24-credit minor. We would like to offer a 15-credit certificate in African-American Studies. The certificate will focus on our three core courses and open up options for elective credit.

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

   A certificate in African-American Studies will ground students in our three core courses – Black: Africa to Hip-Hop and Beyond, An Introduction; African-American History to 1865; African-American History since 1865 – and introduce them to two additional selections from a broad array of electives in history, anthropology, English, sociology, geography, and political science. Students will gain a strong foundation in African-American history, increase their ability to respond to one of this country's most intractable social and political fault lines, and be equipped for any career that requires facility and sophistication in analyzing racial dynamics.

3. **Need**

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

   Although we have more than quadrupled the number of students in the AAS minor in the space of the last five years (there are approximately 20 currently), students in our classes have consistently reported that they would like an additional pathway into our program that would allow them to gain recognition for their study in situations where they are not able to complete the full minor. Since a vast majority of our students develop an interest in African-American Studies after they have been at UM for a year or two, a certificate option would encourage students to take more of the classes that we offer.

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

   Students will have an additional reason to complete their undergraduate degree and will receive recognition for their work in African-American Studies. We also have mounting anecdotal evidence that graduates are receiving employment opportunities due to having minored in African-American Studies. Their resumes stand out from the crowd. We anticipate a similar dynamic with a certificate option.

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

   As noted above, students in our classes have repeatedly informed us that they would like another pathway to the minor. We are responding to their interest with this request for an AAS certificate. Initially we could expect at least 10 certificate students based on inquiries by students, and this number likely would continue to grow modestly.

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 certificate program will be offered in addition to the African-American Studies minor. They are the two curricular offerings of the African-American Studies program at UM.

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

None are necessary.

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

At 15 credits, the certificate simply makes it more possible for additional students to gain recognition for the African-American Studies classes. We will continue to offer and promote our 24-credit minor and overtime we would expect an increase in the number of students in the minor as the certificate helps to make the opportunities in African-American Studies more known on campus.

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

Diversity is one of UM's four underlying values. This certificate program, as has been the case in AAS since its inception in 1968, serves the university's interest in both "recognizing and embracing" racial differences and, by focusing so carefully on race, welcomes and includes "members of those groups who have historically been subject to discrimination and are still underrepresented in the campus community" (UM Diversity Strategic Plan, 2009). Our award-winning faculty are skilled and adept at pursuing challenging topics like race both in the classroom and without. A certificate program would leverage our already successful program and bring more students into our classes.

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.

We offer the only African-American Studies program in the MUS.

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.

   To earn a Certificate in African-American Studies, students must either complete or have completed an undergraduate degree and complete a minimum of fifteen semester credit hours of course work including 9 required credits and 6 elective credits totaling a minimum of 15 credits as described

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below. The certificate will be awarded upon the successful completion of all of the requirements of the certificate and the undergraduate degree.

9 credits required from the following African-American Studies Core Courses

AAS/HSTA 141HX Black: Africa to Hip-Hop and Beyond, An introduction (formerly Introduction to African-American Studies)

AAS/HSTA 342H African-American History to 1865

AAS/HSTA 343H African-American History Since 1865

6 credits required from the following electives

African-American Studies

AAS 208H Discovering Africa

AAS 260 African Americans and Native Americans

AAS/HSTA 262 Abolitionism: The First Civil Rights Movement

AAS 372 African-American Identity

AAS/HSTA 347 Voodoo, Muslim, Church: Black Religion

AAS/HSTA 415 The Black Radical Tradition

AAS/HSTA 417 Prayer and Civil Rights

Anthropology

ANTY 122S Race and Minorities

English

LIT 343 (ENLT 337) African-American Literature

Geography

GPHY 243X (GEOG 207S) Africa

History

HSTA 344 (HIST 362) African-American Struggle for Equality

HSTA 361 (HIST 361H) The American South: From Slavery to Civil Rights

HSTR 388 (HIST 388H) Africa to 1880

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HSTR 409 (HIST 409) History of Southern Africa

HSTA 418 (HIST 470) Women and Slavery

HSTA 419 (HIST 471) Southern Women in Black and White

Modern Languages

FRCH 339 Survey of African Cinema

Political Science

PSCI 326H (PSC 326H) Politics of Africa

Sociology

SOCI 220S (SOC 220S) Race, Gender and Class

SOCI 325 (SOC 325) Social Stratification

SOCI 443 (SOC 322) Sociology of Poverty

Exit Interview. All certificate candidates must meet with the AAS director to discuss their experience and primary learning from the program prior to graduation.

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

Pending approval from the Board of Regents, we would announce and implement the certificate in the fall of 2014. We anticipate that up to a dozen students would pick up the certificate in the first year, a number that we would hope to double in the following year. As the certificate draws on existing curricular offerings, we would be able to implement the program in the fall with no new hiring or classes 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.**

None will be needed. All courses for the certificate are already offered regularly.

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.**

Montana Board of Regents
CURRICULUM PROPOSAL FORM

None are required.

7. **Assessment**
   How will the success of the program be measured?

   We will count the program successful if a minimum of a dozen students sign up for the certificate in the first two years and that number complete it in the following two. We assess individual student performance at the classroom level and we will institute a programmatic assessment focused on learning outcomes.

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.

   Discussions within and among African-American Studies faculty and students have been held periodically over the last two years. As we have stabilized our enrollment rates and developed effective recruitment methods for the minor, we have begun to look for additional ways to respond to student interest. We have talked about the development of the minor each semester during our biannual soup and pie nights. Alums of the African-American Studies program have also expressed their interest in seeing the program grow and develop at the 40th and 45th anniversary celebrations held here in Missoula in the fall of 2008 and the fall of 2013 respectively.

African-American Studies Certificate Requirements

To earn a Certificate in African-American Studies, students must either complete or have completed an undergraduate degree and complete a minimum of fifteen semester credit hours of course work including 9 required credits and 6 elective credits totaling a minimum of 15 credits as described below. The certificate will be awarded upon the successful completion of all of the requirements of the certificate and the undergraduate degree.

9 credits required from the following African-American Studies Core Courses:
AAS/HSTA 141HX Black: Africa to Hip-Hop and Beyond, An introduction (formerly Introduction to African-American Studies)
AAS/HSTA 342H African-American History to 1865
AAS/HSTA 343H African-American History Since 1865

6 credits required from the following electives:
African-American Studies
AAS 208H Discovering Africa
AAS 260 African Americans and Native Americans
AAS/HSTA 262 Abolitionism: The First Civil Rights Movement
AAS 372 African-American Identity
AAS/HSTA 347 Voodoo, Muslim, Church: Black Religion
AAS/HSTA 415 The Black Radical Tradition
AAS/HSTA 417 Prayer and Civil Rights
Anthropology
ANTY 122S Race and Minorities
English
LIT 343 (ENLT 337) African-American Literature
Geography
GPHY 243X (GEOG 207S) Africa
History
HSTA 344 (HIST 362) African-American Struggle for Equality
HSTA 361 (HIST 361H) The American South: From Slavery to Civil Rights
HSTR 388 (HIST 388H) Africa to 1880
HSTR 409 (HIST 409) History of Southern Africa
HSTA 418 (HIST 470) Women and Slavery
HSTA 419 (HIST 471) Southern Women in Black and White
Modern Languages
FRCH 339 Survey of African Cinema
Political Science
PSCI 326H (PSC 326H) Politics of Africa
Sociology
SOCI 220S (SOC 220S) Race, Gender and Class
SOCI 325 (SOC 325) Social Stratification
SOCI 443 (SOC 322) Sociology of Poverty

Exit Interview. All certificate candidates must meet with the AAS director to discuss their experience and primary learning from the program prior to graduation.

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ITEM 167-1006-R0515

Notification of the Establishment of an Entrepreneurship-Business Start-up Certificate – Missoula College University of Montana

THAT

Missoula College-UM notifies the Board of Regents of Higher Education of the establishment of a 13-credit certificate in Entrepreneurship- Business Start-up.

EXPLANATION

The entrepreneurship certificate provides students with the tools and resources necessary to successfully start a business venture. Areas of study will include accounting, sales strategy, advertising and marketing issues. The certificate is designed for students who want short term training to help them start a business or advance in a current sales/marketing position. Two catalysts for the development of this certificate are the demand for short-term education for the workforce and the TAACCCT III grant. This certificate can serve as an important add-on for students in other programs such as CDL, welding, diesel technology, machining, or anyone interested in starting or advancing their own business.

ATTACHMENTS

Academic Proposal Request Form
Attachment #1 – Required Courses

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-1006-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Missoula College-UM**   CIP Code: **52.0701**

Program Title: **Entrepreneurship/Business Start-up Certificate**

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.

X   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)

    X   **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. Revising a program (Curriculum Proposal Form)

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

    5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

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)

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)**

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, except when eliminating or consolidating)

5. **Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

The Entrepreneurship/Business Start-up certificate provides students with the tools and resources necessary to successfully start a business venture. Areas of study will include accounting, sales strategy, advertising and marketing. The certificate is designed for students who want short-term training to help them start a business or advance in a current sales/marketing position. Two catalysts for the development of this certificate are the demand for short-term education for the workforce and the TAACCCT III grant. This certificate can serve as an important add-on for students in other programs such as CDL, welding, diesel technology, machining, or anyone interested in starting or advancing their own business.

Professional Certificate: Business Technology/Management - Entrepreneurship Quick Start

Missoula College

Catalog Year: 2015-2016

Certificate Specific Credits: 13

Required Cumulative GPA: 2.0

Note: See Program Director for scope and sequence advising. Please refer to online schedule for online course availability.

Core Certificate Courses

Rule: All courses are required

Course	Credits
BMGT 299 - Entrepreneurship	3 Credits
BMKT 114 – Psychology of Selling	3 Credits
BMKT 240 – Advertising	3 Credits
ACTG 101 – Accounting Procedures I	4 Credits
Minimum Required Grade: C-	13 Total Credits Required

May 21-22, 2015

ITEM 167-1009-R0515

Notification of the Establishment of a Certificate in Hospitality Management – Missoula College University of Montana

THAT

Missoula College notifies the Board of Regents of Higher Education of the establishment of a certificate in Hospitality Management.

EXPLANATION

The Certificate of Applied Science in Hospitality Management develops the skills students will use in the hospitality and tourism industry and provides students with the knowledge and practical experience in the major areas of management and operation: accounting, customer service, marketing/sales, and hotel management/operation. Graduates prepare for entry-level, professional careers involving business support for restaurants, hotels, resorts, casinos, and other hospitality and tourism organizations. The certificate option is two semesters with a third semester dedicated to a hospitality geared internship to allow extensive hands-on learning in the industry. If students wish to expand their education beyond the certificate, it is designed for seamless transition into the AAS in Food Service Management.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment #1 – Required Courses

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-1009-R0515**   Meeting Date: **May 21-22,-2015**

Institution: **Missoula College-UM**   CIP Code: **52.0901**

Program Title: **Hospitality Management Certificate**

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.

X   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)

X **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)

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 Hospitality Management Certificate develops the skills students will use in the hospitality and tourism industry and provides students with the knowledge and practical experience in the major areas of management and operation: accounting, customer service, marketing/sales, and hotel management/operation. Graduates prepare for entry-level, professional careers involving business support for restaurants, hotels, resorts, casinos, and other hospitality and tourism organizations. The certificate option is two semesters with a third semester dedicated to a hospitality geared internship to allow extensive hands-on learning in the industry. If students wish to expand their education beyond the certificate, it is designed for seamless transition into the AAS in Food Service Management.

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CURRICULUM PROPOSAL FORM

1. Overview

The Certificate of Technical Studies (CTS) in Hospitality Management develops the skills students will use in the hospitality and tourism industry and provides students with the knowledge and practical experience in the major areas of management and operation: accounting, customer service, marketing/sales, and hotel management/operation. Graduates prepare for entry-level, professional careers involving business support for restaurants, hotels, resorts, casinos, and other hospitality and tourism organizations. The certificate option is two semesters with a third semester dedicated to a hospitality geared internship to allow extensive hands-on learning in the industry. If students wish to expand their education beyond a CTS, the program also allows seamless transition into the AAS in Food Service Management.

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

The Certificate of Technical Studies in Hospitality Management develops the skills students will use in the hospitality and tourism industry and provides students with the knowledge and practical experience in the major areas of management and operation: accounting, customer service, marketing/sales, and hotel management/operation. Graduates prepare for entry-level, professional careers involving business support for restaurants, hotels, resorts, casinos, and other hospitality and tourism organizations. The certificate option is two semesters with a third semester dedicated to a hospitality geared internship to allow extensive hands-on learning in the industry. If students wish to expand their education beyond a CTS, the program also allows seamless transition into the AAS in Food Service Management.

3. Need

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

In the 2010 Economic Review of the Travel Industry in Montana, researched by the Institute of Tourism and Economic Research at the University of Montana, the tourism industry accounts for 2.33 billion dollars in total economic impact for the State of Montana for 2009. This number has risen by one billion dollars in three years, bringing in 4.4 billion dollars for the State in 2013 and producing over 44,000 jobs for industry professionals throughout Montana (Montana Office of Tourism 2014). These totals bring in over 305 million dollars in revenue for the State of Montana, making the tourism industry one of the leading industries for the State.

Economic trends indicate that this increase in non-residential tourism will not slow down and has grown by 2.3 percent in the last year (ITRR 2013). The increase is attributed to an increase in domestic vacation and travel due to the current economic situation of the nation, safety concerns abroad, as well as the economic distress of areas once popular for vacationing, such as Europe.

In 2013, revenue gained through non-residential tourism accounted for 18 percent in total sales from restaurants and bars and 10 percent of total sales from hotels and lodging (Montana Office of Tourism 2014). These two sections alone account for over one billion dollars of new money for Montana each year.

Currently, there are no programs in Montana that provide specialized training for professionals within the hospitality industry, with the exception of specialized culinary education at both Missoula College and Flathead Valley Community College. Individuals wishing to receive specified training in hospitality management must go to out-of-state schools, with the closest being at Washington State University and

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CURRICULUM PROPOSAL FORM

multiple schools throughout Colorado. Consequently, local businesses recruit out-of-state for managers and professionals hired within their establishments.

It has been brought to the attention of our academic board that there is a need for hospitality professionals in areas beyond food service by the industry. This certificate would respond to the labor-force trends of the area.

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

Our program will benefit students by providing professional training for well-paying management positions in the hospitality field. According to the Bureau of Labor Statistics, the average pay for Food Service Managers is $22.41/hour, Lodging Managers $19.86/hour, and Chefs $18.30/hour. Entry-level positions within these fields range from minimum wage, plus tips, to $11.67/hour for institutional cooks.

Other constituencies served by the proposed program include students from the Food Service Management Program at Missoula College, the College of Forestry and Conservation at The University of Montana, as well as other programs within the Montana University System providing higher education in business and entrepreneurship.

The Hospitality CTS Program would be a stepping stone to an Associate of Applied Science in Food Service Management at Missoula College. The proposed curriculum would coincide with required courses for the AAS in Food Service Management bringing the total academic time for both the certificate as well as the degree, to three years. In regards to the College of Forestry and Conservation, the Hospitality CTS would create a relationship with the Parks, Recreation, and Tourism Program offered through that college and allow for degree options at a baccalaureate level for those who wish to pursue a higher degree. There also could be a relationship developed with the Entertainment Management program that offers a minor for any student on campus, as well as other programs of the School of Business Administration. Likewise, it would be advantageous for students already enrolled in higher degrees with the University System to enroll in the certificate program to receive training specific to the hospitality field.

Overall, the courses offered through the Hospitality CTS have broad-based interest and benefit to a variety of students interested in hospitality, tourism, business, and entrepreneurship by boosting professional and educational opportunities in a myriad of academic disciplines.

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

Student interest in the proposed program is expected to be strong, and continue to gain in popularity as the program becomes vested within the community. Currently, there are no specific programs geared to the hospitality industry offered at a secondary education level, although there are current expressed needs for pathways being asked for by Family and Consumer Science teachers across the state and potential funding to design these programs in the works. Tourism is one of Montana's major industries and it is growing. Statistics from the Institute for Tourism and Recreation Research indicate that the industry is growing at 2-3% per year and this growth demands more employees to service these tourists. This proposed program would help to meet this need for well trained employees.

That being said, the majority of Montana high schools provide education in Family and Consumer Sciences and having a hospitality program would help bring students to Missoula College as well as keep students in Montana by offering curricula that are only offered out-of-state at the time.

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CURRICULUM PROPOSAL FORM

According to the Missoula College Advisory Board, it is also expected that a significant amount of interest will be from non-traditional students who already have experience within the industry and are looking for education to bolster their resume and provide more opportunity to succeed and move-up within the industry.

The Food Service Management AAS Degree attracts an average of fifty students each Fall, with an additional thirty on a waiting-list to enter the program. Upon surveying the current students, approximately 50 percent said they would be interested in pursuing the Hospitality CTS, especially if it were to culminate in an advanced degree.

The retention of students in the Food Service Management Program is roughly 50 percent due to the physical requirements involved with the field of study. It is predicted that the retention for the Hospitality and Tourism Program would be close to 75 percent due to the lesser physical requirements, as well as the shorter, more intense length of the program.

4. **Institutional and System Fit**

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

      The majority of the coursework needed for the Hospitality CTS is already in place at Missoula College. This certificate would partner with the Food Service Management courses, as well as other Business Technology courses in Accounting, Marketing and Sales, and Customer Service.

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

      No changes are required.

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

      The Food Service Management Program is closely related to the certificate program, in that it is one of the specific career options within the hospitality field. The Hospitality CTSS will offer education in the fields of hotel and lodging management, tourism sales and marketing, and a business management stance rather than the Food Service Management Program. That being said, the Hospitality CTS is designed to parallel the Food Service Management Program and provide an option for academic advancement with an AAS Degree.

      This hospitality program also would complement the Parks, Recreation and Tourism degree and the Entertainment Management certificate at UM. For some students it would be a precursor to these other programs as they decide to pursue higher degrees and certificates. In other ways it would provide a pool of potential employees for those in these other fields to hire when they enter their professions.

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

      As the two-year college of The University of Montana, Missoula College has been charged with establishing and maintaining programs for workforce development. The proposed program attempts to establish new opportunities to enhance the economy of Montana through workforce development. The future goal with the Hospitality CTS is to design an AAS Degree within this field of study.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Within the development of the program, there have also been relationships formed to start developing dual credit and pathways options between Missoula College and secondary education in the State of Montana. The Food Service Management program already offers dual credit options for Food Service Sanitation, which is part of the required coursework for the proposed AAS in Hospitality. There would be options for dual credit in the introductory classes in accordance with the Big Sky Pathways and the hospitality cluster.

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 stated above, the Hospitality CTS would have a direct relationship with the Food Service Management Program at Missoula College. As a result, this program would also start a relationship with the Culinary Arts Department at Flathead Valley Community College and could benefit their program with students looking to further their education with higher degree options in the culinary field.

There has been no communication as of right now with Flathead Valley Community College because this program, although related in industry, does not directly relate nor coincides with the education they are providing at that institution. Missoula College's food service program is accredited by the American Culinary Federation and is governed by different standards than FVCC.

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.**

   Program Description:

   The Certificate of Technical Studies in Hospitality Management develops the skills students will use in the hospitality and tourism industry and provides students with the knowledge and practical experience in the major areas of management and operation: accounting, customer service, marketing/sales, and hotel management/operation. Graduates prepare for entry-level, professional careers involving business support for restaurants, hotels, resorts, casinos, and other hospitality and tourism organizations.

   The certificate option is two semesters with a third semester dedicated to a hospitality geared internship to allow extensive hands-on learning in the industry. If students wish to expand their education beyond a CTS, the program also allows seamless transition into the AAS in Food Service Management.

   Student Outcomes:

   Upon completion of the program, students will be able to:
   - Understand basic accounting principles in business.
   - Have a historical and current knowledge-base in the hospitality industry to include hotel/lodging, food and beverage, and recreation management.
   - Discuss different techniques for customer service, marketing and sales strategies within the hospitality and tourism field.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- Demonstrate clarity, style, force of ideas, and structure in writing.
- Solve technical problems involving mathematics at the level of college algebra
- Describe business organization, management, economics, financing, labor, and management strategies.

Program Requirements and Sequencing:

Courses	Autumn	Spring
HTR 107 Introduction to Hospitality and Tourism	3	
ACTG 101 Accounting Procedures I	4	
WRIT 101 College Writing I	3	
General Education Course (Group VII: Social Sciences Recommended)	3	
Total	13	
ACTG 102 Accounting Procedures II		4
HTR 201 Hotel Management and Operation		3
BMGT 245 Customer Service Management		4
General Education Course (Group II: Mathematics recommended)		3
Total		13
CTS Total	26	

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

Upon approval, we plan to implement the program Autumn Term 2015. We anticipate capacity to support 15 new students. We expect to graduate 50% of the cohort by the end of our first year and admit 25% of the cohort into the Food Service Management AAS by the end of the first year. Graduation rates at two year institutions range from 25%-40% nationally. Our program seeks to perform at a higher than average rate as a result of the many retention efforts taking place at Missoula College.

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.**

Montana Board of Regents
CURRICULUM PROPOSAL FORM

A Perkins workforce development grant has been used to fund tenure-track faculty and faculty affiliates for the development and a first-time "run" of new course offerings. The program will seek to fill a limited number of empty seats in current course offerings. Additional sections of existing and new courses will be staffed using the adjunct faculty model. The Perkins workforce grant will be used to continue the funding of additional course development and assist in staffing additional sections of courses for the first year of the program.

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

Computer-aided design software is a required element for this program. The program will seek to provide Point-of-Sales software and hardware for demonstration and professional preparation, as well as other software for accounting and inventory management. These resources will be funded by Perkins grant monies.

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

Multiple indicators will be used to measure the success of the program. General interest will be measured by the number of incoming students entering the program. Curriculum programming and delivery success will be measured through student matriculation and graduation. Overall program effectiveness will be assessed through graduate employment and employer satisfaction. Graduate surveys and employer surveys will be used to measure effectiveness.

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.

Work on this program was initiated by faculty members with interest and background in the hospitality and tourism industry. It was further received by staff members and administrators at Missoula College who saw the benefit and potential pathways that could be formed with secondary education within the State. Upon proposal to the advisory board for Food Service Management and the Culinary Arts, there was heavy support from community leaders and professionals, as well as support from the Provost and Vice President of Academic Affairs at the University of Montana. When expressed to the students, there was much interest, especially in regards to taking the certificate program and expanding to higher degrees.

The program was researched and designed by tenure-track faculty within the Food Service Management Program in hopes to respond to the need that is present within the State for more professionals within the industry and by giving the students the ability to pursue degree fields within the industry that go beyond an Associates in Applied Sciences.

The program has been discussed with administrators, Deans, and faculty in multiple programs within the University of Montana and Montana State University and has all been well received, as well as with industry professionals throughout the State.

As a result of discussions with faculty members from Missoula College, the Parks, Recreation, and Tourism program, Business, and UM's award winning Dining Services Program, an AAS in Hospitality Management is in the process of being designed.

Hospitality Management Certificate

Courses	Fall	Spring
HTR 107 Introduction to Hospitality and Tourism	3	
ACTG 101 Accounting Procedures I	4	
WRIT 101 College Writing I	3	
General Education Course (Group VII: Social Sciences Recommended)	3	
Total	**13**	
ACTG 102 Accounting Procedures II		4
HTR 201 Hotel Management and Operation		3
BMGT 245 Customer Service Management		4
General Education Course (Group II: Mathematics recommended)		3
Total		**13**
CAS Total	**26**	

May 21-22, 2015

ITEM 167-1902-R0515

Notification of the Establishment of the Hybrid Vehicle Service Technology Certificate of Technical Studies – Helena College University of Montana

THAT

Helena College University of Montana Trades Division notifies the Montana Board of Regents of Higher Education of the addition of a 28-credit Hybrid Vehicle Service Technology Certificate of Technical Studies.

EXPLANATION

This Helena College certificate of technical studies will utilize one new course and four existing program courses. The Hybrid Vehicle Service Technology Certificate of Technical Studies is an industry-recognized stackable credential leading to placement in the work force. Planned for Summer 2015.

ATTACHMENTS

Academic Proposal Request Form
Attachment #1 – Degree Requirements

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-1902-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Helena College**   CIP Code: **47.0604**

Program Title: **Hybrid Vehicle Service Technology Certificate of Technical Studies**

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.

X   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)

X   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:

Helena College University of Montana Trades Division notifies the Montana Board of Regents of Higher Education of the addition of a 28-credit Hybrid Vehicle Service Technology Certificate of Technical Studies. This Helena College certificate of technical studies will utilize one new course and four existing program courses. The Hybrid Vehicle Service Technology Certificate of Technical Studies is an industry-recognized stackable credential leading to placement in the work force. Planned for Summer 2015.

Certificate of Technical Studies
Hybrid Vehicle Service Technology

AST 130	Introduction of Automotive Electronics	7
AST 160	Automotive Engine Repair	6
AST 230	Electric/Electronics Systems II	4
AST 262	Engine Performance I	8
AST 274	Introduction to Hybrid Vehicle Technology	3
	Total Credits	**28**

May 21-22, 2015

ITEM 167-1004-R0515

Request for Authorization to Terminate Options in Psychology B.A. – Step 2 – University of Montana-Missoula

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THAT

The Board of Regents of Higher Education authorizes the University of Montana to terminate the options in the Psychology B.A.

EXPLANATION

There are currently two options in the Psychology BA (general and research). The two options are outdated and not helpful to students. Eliminating the options will allow for better advising of students toward their particular career interests.

ATTACHMENTS

Academic Proposal Request Form
Program Termination Checklist

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-1004-R0515**   Meeting Date: **May 21-22, 2015**

Institution: **University of Montana-Missoula**   CIP Code: **42.0101**

Program Title: **Psychology B.A. options terminated**

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

X 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. Revising a program (Curriculum Proposal Form)

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

X 5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

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)

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)**

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, except when eliminating or consolidating)

5. **Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:
There are currently two options in the Psychology BA (general and research). The two options are outdated and not helpful to students. Eliminating the options will allow for better advising of students toward their particular career interests.

Montana University System
PROGRAM TERMINATION CHECKLIST

Phase I- Complete with Step I of the Program Termination Process

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

Comments: Nothing will change for our students so no one needs warning or deadline for degree completion. We are taking away options within our program that will make it simpler and apply more clearly to all students in the major. For now we plan to allow students who entered when there was a choice of options to choose the old or new format.

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

Comments: No one will be affected by this change. There are no changes in class offerings as a result of this removal of options. We are streamlining for clarity for students.

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

Comments: Does Not Apply

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

Comments: We are not closing a program.

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

Comments: NOT relevant

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

Comments: Not relevant

X **7.** **File Notice of Intent to Terminate with the Board of Regents to ensure adequate public notice.**

Comments: Again we aren't terminating a major, we are removing the changing options within a major which were not meaningful and accordingly have no impact.

Montana University System
PROGRAM TERMINATION CHECKLIST

Phase II- Complete with Step 2 of the Program Termination Process

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

   Comments:

X   9.   **Revise hardcopy and electronic catalog to remove the program or indicate planned program closure. Work with current students to ensure they will be able to complete their program within a reasonable deadline.**

   Comments: Options will be removed from the next year's catalog upon approval of this proposal.

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

   Comments:

May 21-22, 2015

ITEM 167-301+R0515
Request for Authorization to Offer an AAS Degree in Welding and Fabrication

THAT
The Board of Regents of Higher Education authorizes Flathead Valley Community College to offer an AAS in Welding and Fabrication.

EXPLANATION
Flathead Valley Community College proposes a 65-credit Welding and Fabrication Associate of Applied Science degree program beginning fall 2015. This AAS is a stackable credential leading either to placement in the workforce.

ATTACHMENTS
Academic Proposal Request Form
Curriculum Proposal Form
Attachment #1-Catalog Page

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-301+R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Flathead Valley Community College**   CIP Code: **48.0508**

Program Title: **Welding and Fabrication Technology AAS**

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. Revising a program (Curriculum Proposal Form)

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

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

X   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)

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)

    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, except when eliminating or consolidating)

    5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

Flathead Valley Community College proposes a 65-credit Welding and Fabrication Associate of Applied Science degree program beginning fall 2015. This AAS is a stackable credential leading either to placement in the workforce. Please see curriculum proposal form.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. **Overview**

   At present, Flathead Valley Community College offers a program in Welding Technology, with a Fabrication Option and also an Inspection Option, that leads to an AAS degree. FVCC is requesting authorization to split this degree into two separate degrees, rather than one degree with two options. This proposal is for one of those degrees: Welding and Fabrication Technology.

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

   The Welding and Fabrication Technology curriculum is designed to provide students training in welding skills that lead to certification and training in fabrication and structural assembly.

3. **Need**

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

   This program was first offered at FVCC in fall of 2014 as part of the SWAMMEI initiative. We had received industry input prior to the grant application that fabrication skills were definitely lacking in our graduates, even though their welding skills were satisfactory. Company representatives indicated they would much prefer to hire people who have both welding and fabrication skills and knowledge.

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

   See 3A.

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

   In fall, 2014 there were five students enrolled in the program. In the spring, there were eight students enrolled in the program. Also see 3A.

4. **Institutional and System Fit**

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

   This program has been in existence as an option of the Welding Technology program.   Instead of being an option, FVCC would like to offer it as its own degree program.

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

   Since the program already exists as an option, no changes are required.

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

   The main difference between this program and the similarly proposed Welding and Inspection program is that it contains 20 credits (6 courses) in fabrication, machining, and electrical circuitry which do not appear in the Inspection program.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

One of FVCC's four core themes is workforce preparation. Successful completion of this program prepares a student to enter the workforce as a welder with fabrication skills.

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.**

Although there are several welding programs in the state, there is no other program that includes significant fabrication training.

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 draft catalog page. (Attachment A1)

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

The program has been in existence since 2014. There were five students enrolled in fall 2014 and eight in spring 2015. FVCC expects at least 10-12 students by 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 are needed.

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

No additional resources are needed.

7. **Assessment**
   How will the success of the program be measured?

Number of students enrolled, and number of graduates.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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 program went through campus program review, faculty senate and curriculum committee review processes before being approved the Board of Trustees. Prior to that, the program was developed and reviewed by FVCC's welding advisory committee.

Welding and Fabrication Technology

Professional Certificates (CTS), CAS, AAS

The Welding and Fabrication curriculum is designed to provide students training and experience in welding and fabrication as it pertains to assembly, manufacturing, energy, robotics, and structural construction. The programs provides education and training in common cutting and welding processes, CNC plasma cutting, OXYFUEL, SMAW, GMAW, GTAW, and FCAW processes, structural and pipe and plate welding, blueprint reading, communications, and quantitative problem solving. Upon successful completion of the program, the student will:

- Describe and demonstrate safe use of each type of welding equipment;
- Select and demonstrate various joining processes;
- Read and interpret welding blueprints;
- Estimate type, quantity, cost, and weight of a welded fabrication from blueprint information;
- Demonstrate proper transport, setup, adjustment, and use of all cutting and welding equipment;
- Demonstrate proficiency in OXYFUEL, SMAW, GMAW, GTAW, and FCAW processes;
- Recognize, inspect, and document proper applications of welding processes;
- Demonstrate techniques and devices for controlling heat effects during welding;
- Apply advanced fabrication techniques including design, layout, and production of a metal cutout and welding project employing robotically controlled torches;
- Develop and schedule the sequence to complete an advanced fabrication project;
- Demonstrate required skills in joint fitting that are necessary to reduce distortion during final assembly.

Welding and Fabrication Technology Tier I
Professional Certificate

Fall Semester

	Course	No.	Title	Credits
ECP	104	Workplace Safety	1
M	114*	Extended Technical Mathematics	3
WLDG	100	Introduction to Welding Fundamentals	4
WLDG	111*	Welding Theory I Practical	4
WLDG	117	Blueprint Reading and Welding Symbols	3
WLDG	145	Fabrication Basics I	3
		Semester Total	**18**

Welding and Fabrication Technology Tier II
Professional Certificate

Spring Semester

	Course	No.	Title	Credits
CAPP	106	Short Courses: Computer Applications	1
BMGT	205C	Professional Business Communication	3
WLDG	122*	Welding Theory III Practical	4
WLDG	146	Fabrication Basics II	3
WLDG	185*	Welding Qualification Test Preparation	2
WLD	112*	Introduction to Pipe Welding	4
		Semester Total	**17**

Note: Upon completion of Tiers I and II, a student has met the requirements for a Welding and Fabrication Technology CAS, but may not receive both a Tier II Certificate and a CAS.

Fall Semester

	Course	No.	Title	Credits
COMX	111C	Introduction to Public Speaking	
or				
COMX	115C	Introduction to Interpersonal Comm.	3
DDSN	114*	Introduction to CAD	3
MCH	132	Introduction to Engine Lathes	4
WLD	121*	Welding Certification II	2
WLDG	220*	Welding Fabrication I	4
		Semester Total	**16**

Spring Semester

	Course	No.	Title	Credits
ELCT	105	Electrical Circuitry	2
WLD	135*	GMAW/GTAW Welding and Certification	4
WLDG	222*	Welding Fabrication II	4
WLDG	280*	Weld Testing Certification	4
		Semester Total	**14**

| | | **Total Credits** | **65** |

4/29/15

May 21-22, 2015

ITEM 167-302+R0515
Request for Authorization to Offer an AAS in Welding and Inspection Technology – Flathead Valley Community College

THAT

The Board of Regents of Higher Education authorizes FVCC to offer an AAS degree in Welding and Inspection Technology.

EXPLANATION

Flathead Valley Community College proposes a 69 credit Welding and Inspection Technology Associate of Applied Science degree program beginning Fall 2015. This AAS is a credential leading to placement in the workforce. Please see curriculum proposal form.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment #1-Catalog Page

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-302+R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Flathead Valley Community College**   CIP Code: **48.0511**

Program Title: **Welding and Inspection Technology AAS**

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. Revising a program (Curriculum Proposal Form)

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

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

X   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)

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)

    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, except when eliminating or consolidating)

    5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

Flathead Valley Community College proposes a 69 credit Welding and Inspection Technology Associate of Applied Science degree program beginning Fall 2015. This AAS is a credential leading to placement in the workforce. Please see curriculum proposal form.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. **Overview**

   At present, Flathead Valley Community College offers a program in Welding Technology, with an Inspection Option and also a Fabrication Option, that leads to an AAS degree. FVCC is requesting authorization to split this degree into two separate degrees, rather than one degree with two options. This proposal is for one of those degrees: Welding and Inspection Technology.

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

   The Welding and Inspection Technology curriculum is designed to provide students training in welding skills that leads to certification, and training in nondestructive inspection of a material or welded object that will not impair its future usefulness.

3. **Need**

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

   After the development of FVCC's Welding Technology program as part of the SWAMMEI initiative, industry response indicated that graduates needed more fabrication skills. In response, FVCC has removed the fabrication elements of this program and created a program specifically focused on fabrication. This program, which has always had strong enrollment, will continue to focus on inspection for those student not interested in fabrication.

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

   See 3A.

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

   See 3A.

4. **Institutional and System Fit**

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

   This program has been in existence as an option of the Welding Technology program. Instead of being an option, FVCC would like to offer it as its own degree program.

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

   Since the program already exists as an option, no changes are required.

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

   The main difference between this program and the similarly proposed Welding and Fabrication program is that it does not contain fabrication courses, instead focusing on nondestructive testing and inspection.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

One of FVCC's four core themes is workforce preparation. Successful completion of this program prepares a student to enter the workforce either as a welder or as an inspector.

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.

Although there are several welding programs in the state, there is no other program that includes nondestructive testing.

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 draft catalog page (Attachment A1)

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

The program has been in existence since 2010.

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 are needed.

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

No additional resources are needed.

7. **Assessment**
   How will the success of the program be measured?

Number of students enrolled, and number of graduates.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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 program went through campus program review, faculty senate and curriculum committee review processes before being approved the Board of Trustees. Prior to that, the program was developed and reviewed by FVCC's welding advisory committee.

Welding and Inspection Technology
Associate of Applied Science Degree

The Welding and Inspection Technology AAS degree program is designed to provide students training and experience in welding and inspection as it pertains to assembly, manufacturing, and nondestructive testing. Nondestructive testing involves the inspection of material or a welded object in a manner that will not impair its future usefulness using one of the NDT test methods: visual, liquid penetrant, magnetic particle, ultrasonic, and radiographic. The welding portion includes AWS standards, OXYFUEL, SMAW, GMAW, GTAW, and FCAW processes, pipe and plate welding, and blueprint reading. Communication and math competencies are included. Upon successful completion of the program, students will:

- Describe and demonstrate safe use of welding and NDT equipment;
- Select and demonstrate various joining processes;
- Read and interpret welding blueprints;
- Demonstrate proper transport, setup, adjustment, and use of all cutting and welding equipment;
- Use current industry technology to test and repair welding related equipment;
- Demonstrate proficiency in OXYFUEL, SMAW, GMAW, GTAW, and FCAW;
- Recognize, inspect, and document proper applications of welding processes;
- Demonstrate proficiency in the use of NDT equipment and processes;
- Use current AWS, ASME, and ASNT codes, procedures, and recommended practices.

Fall Semester

Course	No.	Title	Credits
CAPP	106	Short Courses: Computer Applications	1
M	114*	Extended Tech. Mathematics	3
NDTE	110*	Introduction to Nondestructive Testing	3
WLDG	100	Introduction to Welding Fundamentals	4
WLDG	111*	Welding Theory I Practical	4
WLDG	117	Blueprint Reading and Welding Symbols	3
		Semester Total	**18**

Spring Semester

Course	No.	Title	Credits
DDSN	114	Introduction to CAD	3
ECP	104	Workplace Safety	1
NDTE	111*	Liquid Penetrant and Magnetic Particle Testing	3
WLDG	122*	Welding Theory III Practical	4
WLDG	185*	Welding Qualification Test Preparation	2
WLDG	145	Fabrication Basics I	3
		Second Semester Total	**16**

Fall Semester

Course	No.	Title	Credits
COMX	111C	Introduction to Public Speaking	
or			
COMX	115C	Intro. to Interpersonal Communication	3
NDTE	112*	Ultrasonic Testing	5
NDTE	115*	Eddy Current Testing	3
WLD	112*	Introduction to Pipe Welding	4
WLD	121*	Welding Certification II	2
		Second Semester Total	**17**

Spring Semester

Course	No.	Title	Credits
BMGT	205C	Professional Business Communication	3
NDTE	120	Radiographic Testing/Film Interpretation	5
NDTE	125*	AWS D1.1 Code Book	2
WLD	135*	GMAW/GTAW Welding and Cert.	4
WLDG	280*	Weld Testing Certification	4
		Second Semester Total	**18**

	Total Credits	**69**

Optional Course Offerings

Course	No.	Title	Credits
DDSN	135	Solidworks	2
MCH	122	Introduction to MASTERCAM	3
WLD	121*	Welding Certification II: Alternate Position	2
WLDG	280*	Weld Testing Certification: Alternate Position	4

May 2015

167-303+R0515
ITEM
Request for Authorization to Offer an AAS Degree in Brewing Science and Brewery Operations

THAT
The Board of Regents of Higher Education authorizes Flathead Valley Community College to offer an AAS degree in Brewing Science and Brewery Operations

EXPLANATION
FVCC would like to offer a 66-credit AAS degree program in Brewing Science and Brewing Operations.

ATTACHMENTS
Academic Proposal Request Form
Curriculum Proposal Form
Attachment #1- Catalog Page

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-303+R0515**   Meeting Date: **May 21-22, 2015**

Institution: **FVCC**   CIP Code: **01.1002**

Program Title: **Brewing Science and Brewery Operations AAS**

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. Revising a program (Curriculum Proposal Form)

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

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

X   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. 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)**

   ___ **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, except when eliminating or consolidating)

   ___ **5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

FVCC would like to offer a 66-credit AAS degree program in Brewing Science and Brewing Operations.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. **Overview**

   The craft brewing industry is experiencing nationwide rapid growth, with 1.7 new breweries opening each day across the nation. With only a handful of college-affiliated brewing programs available in the US, and none in Montana, opportunities exist for Flathead Valley Community College to fill the need for brewing-related educational programming.

   In Fall 2014, members of the FVCC Administration and Faculty were alerted to the popularity of brewing education programs in Michigan, California, and North Carolina, and a group of local brewing industry leaders suggested that FVCC look into starting a Brewing program in Montana. In a subsequent meeting with a larger group of Montana's brewing industry representatives, the demand for trained brewing professionals was established. The statewide and regional demand for brewing professionals, the novel aspect of this program, and the potential for cross-program collaboration with FVCC's Agriculture program helped form the College's decision to begin the process of developing a Brewing Science and Brewery Operations curriculum.

   Working with regional brewing professionals, the College has developed a two-year Associate of Applied Science program in Brewing Science and Brewery Operations. The program provides students with a combination of academic and practical brewing experience, and is designed to prepare graduates for a range of entry-level careers in the brewing industry.

   The Brewing Science and Brewery Operations program and curriculum have been vetted through the program review process and have been approved by all required FVCC committees, including the Faculty Senate and Curriculum Committee. It will be presented to the Board of Trustees on April 27, 2015.

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

   The proposed Brewing Science and Brewery Operations program is an Associate of Applied Science degree program. The program prepares individuals for careers in the brewing industry through coursework and hands-on training in brewing science, technology, and brewery operations. While enrolled in the 66-credit program, students will complete coursework in microbiology, chemistry, brewing science, sensory evaluation, agronomy, facilities and operations, and a variety of business applications. This degree prepares students for entry-level brewing industry positions such as assistant brewer, laboratory technician, quality assurance technician, and equipment operator. Combined with practical brewing experience, an associate's degree in brewing is preferred by today's brewing employers.

3. **Need**

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

      Flathead Valley Community College is responding to local and national workforce needs in developing the proposed Brewing Science and Brewery Operations program. The craft beer industry is currently experiencing rapid growth (~17% annually) and now represents 46% of the market share in the brewing industry. Regional craft breweries create a range of economic opportunities, and in a recent State of the Industry report, it was estimated that over 115,000 craft brewing industry jobs were created across the nation in 2014. Montana ranks among the top five states in craft breweries per capita, and has strengths in allied industries such as agriculture, hospitality, and tourism.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Education and training opportunities have not kept up with the industry growth in the brewing sector, and trained individuals are increasingly sought after by employers. Additionally, many existing college-affiliated programs designed to meet the needs of large brewing companies do not necessarily prepare students for success in the craft brewing industry. There are currently no educational institutions that offer brewing science education in Montana, and there are only a few that exist regionally (e.g., OSU, WSU).

With growing student and consumer interest in craft brewing and its products, Flathead Valley Community College has the opportunity to fill an educational gap in Montana with an AAS degree program in Brewing Science and Brewery Operations.

As craft brewing is a relatively new concept, employment projections for craft brewers are not available. However, it is projected that the manufacturing occupation under which "Brewer" is categorized (Bureau of Labor Statistics 51-9012 Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders) will experience 21% growth in Montana over the next 5 years. A local committee of brewery owners in western Montana have confirmed that there is a demand for trained workers in the brewing industry. Specifically, the committee indicated a need for workers with an understanding of practical brewing methods and brewing science, combined with work experience in a brewery setting.

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

The two-year Brewing Science and Brewery Operations program offers students the scientific background, technical skills, and business education required to be successful as a brewing entrepreneur or as an employee at an existing brewing business. The program's internship requirement will give graduates the on-site work experience that employers value, and local businesses will have increased access to skilled workers. Because the program addresses technical, legal, and managerial aspects of the brewing industry, graduates will be more attractive to potential employers and will promote the expansion of the local/regional brewing sector.

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

It is anticipated that the demand for brewing science education at Flathead Valley Community College is significant. The eight brewing industry representatives on FVCC's Brewing Program Advisory Committee have indicated that the substantial growth in the brewing industry is creating a need for workers with brewing training and experience. Currently, many job applicants have home brewing experience and an interest in beer, but they lack the skills and training to jump right into the brewery operation. According to Karl Ockert, an expert brewer and brewing consultant based in Portland, OR, many small brewing operations are so busy keeping up with their production demands that they cannot afford the time to train inexperienced employees, which puts graduates of brewing programs at a distinct advantage on the job market. The program at FVCC also offers present brewers an opportunity to increase their technical understanding and skills, improving their product and strengthening the craft brewing industry overall.

Many existing brewing programs across the nation have waiting lists of one to two years (e.g., Central Michigan University, UC Davis, Siebel Institute), prompting several colleges and universities to consider offering such programming. Flathead Valley Community College is well-positioned to be the first program in

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CURRICULUM PROPOSAL FORM

Montana, and one of the few comprehensive brewing degree programs regionally, attracting students from across the state and the Pacific Northwest.

4. **Institutional and System Fit**

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

While the Brewing Science and Brewery Operations program is unique, it will be a part of the Agriculture Department at FVCC. Courses offered within the program are connected with Agriculture, Biology, and Chemistry. Such courses include Malting and Barley Production, Hop Selection and Production, Introduction to Food and Beverage Fermentation, Applied Brewing Microbiology, and Applied Brewing Chemistry. The FVCC Campus Farm offers an additional opportunity for Brewing students to gain an understanding of barley and hop production in northwestern Montana.

The College does not have immediate plans to integrate the Brewing program with other programs, but future collaborations could evolve with FVCC's Culinary Arts program and some of the Occupational Trades such as Welding Technology and Electrical Technology.

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

No. The approval of the proposed AAS degree in Brewing Science and Brewery Operations will not require changes to any existing programs at FVCC

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

There are no other Brewing or closely-related programs at FVCC.

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

This program aligns well with the overall Mission of FVCC, especially in the area of workforce preparation.

The development of the Brewing program was initiated by local brewers in the Flathead Valley, and by offering training in this area, it is anticipated that graduates will find employment within the local, state, and regional brewing community. Representatives of the brewing industry in the Flathead Valley and in the Missoula area contributed to the creation of the curriculum, thus the skills and proficiencies emphasized in this training program are aligned with current industry needs. The internship requirement of   this program will allow local employers to hire from a pool of skilled workers prior to their graduation, helping local businesses meet the increasing need for skilled labor in the brewing industry.

The program offers a blend of classroom instruction and practical coursework within a brewery setting. This combination is essential for preparing students for employment in the brewing industry. In addition to their formal classroom education, Brewery Science and Brewery Operations AAS students will be required to complete laboratory coursework (~8h/week) at a brewery, and are required to complete an internship in the community. This will provide graduates with a set of practical skills that complement concepts learned in the classroom, and will better prepare them for career evaluation and success in the workforce. Graduates will

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CURRICULUM PROPOSAL FORM

be well-positioned to find employment within an existing brewery or to start their own brewing enterprise, contributing to economic growth in the community.

The presence of a Brewing program at FVCC will create many opportunities for community members to learn more about fermentation science, hop production, and the sensory evaluation of beer through credit course offerings. It is also anticipated that several complementary non-credit courses could be offered through Continuing Education (e.g., home-brewing, specialized training for brewers in the region).

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 other closely-related programs within the Montana University System.

5. Program Details

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

Please see the attached Catalog Page.

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

The Brewing Science and Brewery Operations program will begin in Fall 2015 with an estimated enrollment of 10-12 students. Students will be required to go through an admission process, which will ensure adequate math and science skills, and proof of age (21 or older). Prior to Fall 2015, the College's Agriculture Program Director, Dr. Heather Estrada, will assist the College with the recruitment and admission of Brewing students, and curriculum and brewing facility development. The College is expected to hire a full-time Brewing faculty position to start August 2015. Beginning Fall 2015, Dr. Estrada will oversee the Brewing program and the new faculty member will instruct courses, advise students, and help develop and maintain campus brewing equipment and facilities. During the first few years of operation, faculty will evaluate the merits and success of the program and make changes as necessary.

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.

It is anticipated that the College will hire a full-time Brewing faculty position to instruct courses and advise students in this program. There are 23 classes included in the program, five of which are already offered at FVCC. The remaining 18 new courses will be taught by faculty in the Agriculture, Biology, and Chemistry departments, the new Brewing faculty member, and, if required, by adjunct brewing faculty. The College has already received word from interested adjunct faculty but will need to advertise the full-time faculty position

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CURRICULUM PROPOSAL FORM

as soon as possible. Since October 2014, Dr. Heather Estrada has been working with industry to develop and implement this program, and she will continue to direct the program as needed.

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

Within the AAS in Brewing Science and Brewery Operations program, there is a significant emphasis on giving students as much practical brewing experience as possible. The College has been advised that an on-campus brewing facility with a minimum 2 barrel (bbl) system would be a respectable entry into brewing education. The College is currently looking into short and long-term options for brewing equipment and facilities, and will be consulting with advisory committee members and a regional brewing consultant for expert advice.

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

The success of the Brewing Science and Brewery Operations program will be evaluated according to the metrics listed below. The College's Institutional Researcher, Brewing Program Director and Brewing Faculty will assist in data collection. College Administrators, Faculty and the Brewing Advisory Committee (comprised of local brewmasters, brewery owners, and brewing industry professionals) will review the assessment measures on an annual basis.

Academic Program

• Student enrollment in individual classes and the Brewing Science program

• Program completion rates

• Academic success of Brewing Science students

Student Engagement and Satisfaction

• Overall satisfaction with the program and components

• Satisfaction with the content and relevance of course work

• Skill development at campus brewing facility and internship site

• Student perception of labor expectations

• Student perception of employability

Internships

• Skill level and knowledge of student interns

• Student intern commitment and work ethic

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• Clarity of job description and job duties

• Degree and quality of skill development at the internship site

• Quality of supervision and instruction at the internship site

• Value of internship to the brewing operation

• Employability of student interns

Workforce Alignment

• Placement in the field

• Wages: student debt ratio

• Employer satisfaction

Program Sustainability

• Long-term vision and goals for the program

• Program's viability as a provider of skilled brewing industry workers

• Job market for brewing industry workers; industry surpluses and voids

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.

In October 2014, the College was approached by local brewing industry professionals about the possibility of creating a brewing program at FVCC. An initial meeting was held to discuss the idea. Two important products came out of that meeting: 1) the creation of an outline for a two-year AAS Degree in Brewing Science and Brewery Operations, and 2) the formation of an Advisory Committee made up of a wider group of local brewing representatives.

The first formal advisory committee meeting was held January 21, 2015. At the meeting, the need for local brewing education was confirmed by all in attendance. Representatives from the largest brewery in Montana, as well as other larger-sized operations, stated that they are most interested in hiring brewery workers with a combination of practical experience and education. Thus, the proposed Brewing Science and Brewery Operations program was developed.

The details of the proposed program were submitted to the FVCC Brewing Advisory Committee and the Higher Education Committee of the Master Brewer's Association of America in late February 2015. After working with the feedback provided, the Brewing Science and Brewery Operations program was proposed through FVCC's program review. Per the program review process, the proposal was submitted to and has received approval from

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CURRICULUM PROPOSAL FORM

the Program Review Committee, Faculty Senate, Executive Staff, the Math and Science Division, and Curriculum Committee, and will be presented to the Board of Trustees on April 27, 2015. Upon approval from the Board of Trustees and the Board of Regents, Brewing Science and Brewery Operations students will be permitted to enroll in classes for the Fall 2015 semester.

Brewing Science and Brewery Operations
Associate of Applied Science Degree

The Brewing Science and Brewery Operations program prepares individuals for careers in the brewing industry through coursework and hands-on training in brewing science, technology, and brewery operations. While enrolled in the program, students will complete coursework in microbiology, chemistry, brewing science, agronomy, facilities and operations, and a variety of business applications. Upon completion of this program, students will be able to:

- Demonstrate the fundamental techniques of brewing beer.
- Demonstrate knowledge of the microbiology and biochemistry concepts of fermentation pertaining to the brewing of beer.
- Discuss the production, selection, and analysis of brewing materials including malt and hops.
- Evaluate quality of beer, and identify beer style and characteristics.
- Identify, select, and safely utilize technology in brewery operations, packaging, and handling.
- Demonstrate an understanding of the practical aspects of the brewing process.
- Describe and apply business principles related to brewing, including compliance and licensing.

First Year - Fall Semester

	Course	#	Title	Credits
___	BIOM	108	Introduction to Food and Beverage Fermentation	3
___	BREW	101	Brewing Methods I	4
___	BREW	121	Brewing Safety and Sanitation	2
___	BREW	131	Beer Styles and Sensory Evaluation	3
___	CHMY	121NL*	Introduction to General Chemistry	4
___	ECP	104	Workplace Safety	1
			First Semester Total	**17**

Spring Semester

___	BIOM	208	Applied Brewing Microbiology	3
___	BREW	102	Brewing Methods II	4
___	BREW	151	Finishing Processes	3
___	BREW	152	Beer Packaging	2
___	CHMY	170*	Applied Brewing Chemistry	4
			Second Semester Total	**16**

Second Year - Fall Semester

	Course	#	Title	Credits
___	BMGT	205C*	Professional Business Communication	3
___	BREW	201	Brewing Methods III	4
___	BREW	221	Brewery Equipment and Maintenance	3
___	BREW	222	Environmental Sustainability in Brewing	2
___	IAFS	105	Malting and Barley Production	2
___	IAFS	106	Hop Selection and Production	2
			First Semester Total	**16**

Spring Semester

___	ACTG	122	Accounting and Business Decisions	2
___	BREW	141	The Business of Brewing	2
___	BREW	202	Brewing Methods IV	4
___	BREW	298	Professional Brewing Internship	4
___	HVC	120	Boiler Operator Certification	2
___	COMX	115C	Introduction to Interpersonal Communication	3
			Second Semester Total	**17**
			Total Credits	**66**

*Indicates prerequisite and/or corequisite needed. Check course description.

Program Information
An internship is required for this program. Students must apply for internship placements for this program the prior semester. See page 39 for more information and application deadlines.

Admission Guidelines
- Due to limited classroom and lab availability, the AAS in Brewing Science and Brewery Operations requires an admissions process.
- Students must be 21 years of age at the start of the program.
- See Brewing Science and Brewery Operations Admissions Packet for detailed information.

Additional Costs
There are lab fees associated with some of the classes in this program. They are listed in the semester schedule.

Opportunities after Graduation
This degree prepares students for entry-level brewing industry positions. Graduates may work as assistant brewers, laboratory technicians, quality assurance technicians, and equipment operators. Combined with practical brewing experience, an associate's degree in brewing is preferred by today's brewing employers.

Advisor:
Heather Estrada
RH 108
(406) 756-4182
hestrada@fvcc.edu

For general information, contact the Admissions Office:
(406) 756-3847

May 21-22, 2015

ITEM 167-307+R0515
Request for Authorization to Offer a CAS Degree in Welding and Fabrication

THAT
The Board of Regents of Higher Education authorizes Flathead Valley Community College to offer a CAS in Welding and Fabrication.

EXPLANATION
Flathead Valley Community College proposes a 35-credit Welding and Fabrication Certificate of Applied Science degree program beginning fall 2015. This CAS is a stackable credential leading either to placement in the workforce.

ATTACHMENTS
Academic Proposal Request Form
Curriculum Proposal Form
Attachment #1-Catalog Page

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-307+R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Flathead Valley Community College**   CIP Code: **48.0508**

Program Title: **Welding and Fabrication Technology CAS**

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. Revising a program (Curriculum Proposal Form)

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

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

X   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)

___ **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)**

___ **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, except when eliminating or consolidating)

___ **5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

Flathead Valley Community College proposes a 35-credit Welding and Fabrication Certificate of Applied Science degree program beginning fall 2015. This CAS is a stackable credential leading either to placement in the workforce. Please see curriculum proposal form.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. **Overview**

   At present, Flathead Valley Community College offers a program in Welding Technology, with a Fabrication Option and also an Inspection Option, that leads to an AAS degree. FVCC is requesting authorization to split this degree into two separate degrees, rather than one degree with two options. Within of those split degrees, Welding and Fabrication, this proposal is to request to offer a 35-credit, embedded CAS degree.

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

   The Welding and Fabrication Technology curriculum is designed to provide students training in welding skills that lead to certification and training in fabrication and structural assembly.

3. **Need**

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

   This program was first offered at FVCC in fall of 2014 as part of the SWAMMEI initiative. We had received industry input prior to the grant application that fabrication skills were definitely lacking in our graduates, even though their welding skills were satisfactory. Company representatives indicated they would much prefer to hire people who have both welding and fabrication skills and knowledge.

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

   See 3A.

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

   In fall, 2014 there were five students enrolled in the program. In the spring, there were eight students enrolled in the program. Also see 3A.

4. **Institutional and System Fit**

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

   This program has been in existence as an option of the Welding Technology program.   Instead of being an option, FVCC would like to offer it as its own degree program, to include the option of earning a CAS.

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

   Since the program already exists as an option, no changes are required.

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

   This program provides a CAS-level option for welding students who are not interested or are unable to complete the full AAS program.

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

One of FVCC's four core themes is workforce preparation. Successful completion of this program prepares a student to enter the workforce as a welder with fabrication skills.

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.

Although there are several welding programs in the state, there is no other program that includes significant fabrication training.

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 draft catalog page. (Attachment A1)

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

The program has been in existence since 2014. There were five students enrolled in fall 2014 and eight in spring 2015. FVCC expects at least 10-12 students by 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 are needed.

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

No additional resources are needed.

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

Number of students enrolled, and number of graduates.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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 program went through campus program review, faculty senate and curriculum committee review processes before being approved the Board of Trustees. Prior to that, the program was developed and reviewed by FVCC's welding advisory committee.

Welding and Fabrication Technology

Professional Certificates (CTS), CAS, AAS

The Welding and Fabrication curriculum is designed to provide students training and experience in welding and fabrication as it pertains to assembly, manufacturing, energy, robotics, and structural construction. The programs provides education and training in common cutting and welding processes, CNC plasma cutting, OXYFUEL, SMAW, GMAW, GTAW, and FCAW processes, structural and pipe and plate welding, blueprint reading, communications, and quantitative problem solving. Upon successful completion of the program, the student will:

- Describe and demonstrate safe use of each type of welding equipment;
- Select and demonstrate various joining processes;
- Read and interpret welding blueprints;
- Estimate type, quantity, cost, and weight of a welded fabrication from blueprint information;
- Demonstrate proper transport, setup, adjustment, and use of all cutting and welding equipment;
- Demonstrate proficiency in OXYFUEL, SMAW, GMAW, GTAW, and FCAW processes;
- Recognize, inspect, and document proper applications of welding processes;
- Demonstrate techniques and devices for controlling heat effects during welding;
- Apply advanced fabrication techniques including design, layout, and production of a metal cutout and welding project employing robotically controlled torches;
- Develop and schedule the sequence to complete an advanced fabrication project;
- Demonstrate required skills in joint fitting that are necessary to reduce distortion during final assembly.

Welding and Fabrication Technology Tier I
Professional Certificate

Fall Semester

	Course	No.	Title	Credits
ECP	104	Workplace Safety	1
M	114*	Extended Technical Mathematics	3
WLDG	100	Introduction to Welding Fundamentals	4
WLDG	111*	Welding Theory I Practical	4
WLDG	117	Blueprint Reading and Welding Symbols	3
WLDG	145	Fabrication Basics I	3
		Semester Total	**18**

Welding and Fabrication Technology Tier II
Professional Certificate

Spring Semester

	Course	No.	Title	Credits
CAPP	106	Short Courses: Computer Applications	1
BMGT	205C	Professional Business Communication	3
WLDG	122*	Welding Theory III Practical	4
WLDG	146	Fabrication Basics II	3
WLDG	185*	Welding Qualification Test Preparation	2
WLD	112*	Introduction to Pipe Welding	4
		Semester Total	**17**

Note: Upon completion of Tiers I and II, a student has met the requirements for a Welding and Fabrication Technology CAS, but may not receive both a Tier II Certificate and a CAS.

Fall Semester

	Course	No.	Title	Credits
COMX	111C	Introduction to Public Speaking	
or				
COMX	115C	Introduction to Interpersonal Comm.	3
DDSN	114*	Introduction to CAD	3
MCH	132	Introduction to Engine Lathes	4
WLD	121*	Welding Certification II	2
WLDG	220*	Welding Fabrication I	4
		Semester Total	**16**

Spring Semester

	Course	No.	Title	Credits
ELCT	105	Electrical Circuitry	2
WLD	135*	GMAW/GTAW Welding and Certification	4
WLDG	222*	Welding Fabrication II	4
WLDG	280*	Weld Testing Certification	4
		Semester Total	**14**

Total Credits   **65**

4/29/15

May 21-22, 2015

ITEM 167-2710+R0515
Request for Authorization to Realign Academic Departments at City College; Montana State University Billings

THAT
The Montana Board of Regents recognizes the realignment of academic programs at City College of Montana State University Billings.

EXPLANATION
As a result of decisions driven by recent budget cuts, and informed by the Academic Prioritization process, a new department structure within City College at Montana State University Billings has been implemented. This new department organization results in this request that the Board of Regents recognize the need to realign departments within City College at Montana State University Billings.

ATTACHMENTS
Academic Proposal Request Form
Attachment #1-City College Program CIP Codes

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-2710+R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Montana State University Billings**   CIP Code: **See attached**

Program Title: **Realignment of Academic Programs at City College**

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**

X 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)

X 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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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:

As a result of decisions driven by recent budget cuts, and informed by the Academic Prioritization process, a new department structure within City College at Montana State University Billings has been implemented. This new department organization results in this request that the Board of Regents recognize the need to realign departments within City College at Montana State University Billings.

ATTACHMENT:

Programs as they align in revised City College Structure, with CIP Codes

Computer Technology Department	**CIP Code**
Computer Programming & Application Development	11.0201
Computer Desktop/Network Support	11.0901
Computer Systems Technology	11.0901
Networking Technology	11.0901
Drafting and Design Technology	15.1301

Transportation, Welding, and Metal Fabrication Department	
Automotive Technology	47.0604
Auto Body Repair and Refinishing Technology	47.0603
Diesel Technology	47.0605
Welding and Metal Fabrication	48.0508
Welding for Energy Technology	48.0508

Business, Construction and Energy Technology Department	
Accounting Technology	52.0302
Administrative Assistant	52.0401
Business Administration	52.0204
Human Resources	52.1001
Construction Technology – Carpentry	46.0201
Process Plant Technology	15.0499
Power Plant Technology	15.0503
Sustainable Energy Technician	15.0503

Nursing, Health and Public Safety Department	
Medical Coding and Insurance Billing	51.0713
Medical Administrative Assistant	51.0716
Radiologic Technology	51.0911
Surgical Technology	51.0909
Criminal Justice	43.0104
Fire Science	43.0201
Paramedic	51.0904
Nursing (Practical Nurse and Registered Nurse)	51.3901

General Education, Transfer and Learner Support Department	
AS option in General Studies-Self Design	24.0102
AA option in General Studies – Self Design	24.0102

Developmental Education Department	
Developmental Education Curriculum and Courses	32.0101

May 21-22, 2015

ITEM 167-2018+R0515
Request for Authorization to Establish a Certificate in Business; Montana State University

THAT
Montana State University sees authorization to establish an 18-credit Business Certificate to be offered by the Jake Jabs College of Business & Entrepreneurship (JJCBE).

EXPLANATION
The proposed Business Certificate will be available only to students at MSU who are pursuing a 4-year degree in a discipline other than business. The certificate consists of 18 credits (5 required courses plus an elective) and is intended to provide non-business majors with an overview of basic business concepts. The JJCBE also offers a B.S. in Business, five minors, and a Master of Professional Accountancy.

ATTACHMENTS
Academic Proposal Request Form
Curriculum Proposal Form
Attachment #1-Letter of Support
Attachment #2-Assessment Plan

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-2018+R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Montana State University**   CIP Code: **52.0201**

Program Title: **Certificate in Business**

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

X   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

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

3. Revising a program (Curriculum Proposal Form)

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

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

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)

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)

    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, except when eliminating or consolidating)

    5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

The proposed Business Certificate will be available only to students at MSU who are pursuing a 4-year degree in a discipline other than business. The certificate consists of 18 credits (5 required courses plus an elective) and is intended to provide non-business majors with an overview of basic business concepts. The JJCBE also offers a B.S. in Business, five minors, and a Master of Professional Accountancy.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

The Jake Jabs College of Business & Entrepreneurship seeks authorization to offer a new Business Certificate for non-business majors who want an overview of business concepts in order to enhance their future career success, but do not want to pursue a full 30-credit business minor. The goal of the certificate is to enable non-business students to learn how to apply fundamental concepts in economics, accounting, finance, management and marketing to solve basic business problems. The certificate consists of a total of 18 credits (5 required courses and 1 elective) plus an assessment test. It is not available to business majors or to students pursuing a business administration minor.

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

The proposed Business Certificate consists of 18 credits (5 required courses plus an elective) and is intended to provide non-business majors with an overview of basic business concepts. The certificate will be available only to students at MSU-Bozeman who are pursuing a 4-year degree in a discipline other than business.

3. Need

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

There are many students at MSU-Bozeman pursuing a major in a discipline other than business who wish also to have some familiarity with business concepts in order to make them more employable and enable greater success in their careers. While the Jake Jabs College of Business & Entrepreneurship already offers a minor in business administration for non-business students, that minor requires 30 credits of which more than half are in quantitative courses.

Therefore, the proposed Business Certificate, which is common at other schools of business around the nation, enables students who do not have room in their curricula for the full 30-credit minor, or who do not have strong quantitative skills, to document to employers that they have an interest in and some knowledge of business. Examples include graphic design students who want to pursue a career in advertising, film and photography students intending to open their own shops, engineering students seeking to fit some business courses into their very full class schedules, and many humanities and social science majors who have many free electives in their curricula.

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

The proposed certificate will enable non-business students to have a designation on their transcripts showing potential employers that they have some knowledge of business concepts.

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

The Director of University Studies and the Advising Center at MSU-Bozeman estimates that approximately 25 students will enroll in the certificate in the first year of offering, with perhaps as many as 100 enrolling each year thereafter, with 25-50 students graduating per year with the certificate. Please see her attached letter of support.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

4. Institutional and System Fit

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

The proposed Business Certificate will provide non-business majors who want an overview of business concepts with an alternative to the business-related programs currently available to undergraduate students at MSU-Bozeman.

The proposed Business Certificate differs from the other business programs offered by the Jake Jabs College of Business & Entrepreneurship at MSU-Bozeman in terms of both the number of credits and types of courses required. The B.S. in Business is for students majoring in business and requires 120 credits, of which over 60 credits are in business-related courses with a strong emphasis on quantitative skills. The Business Administration minor is for non-business majors who want a substantive overview of business without pursuing the business major and requires 30 credits, including multiple quantitative courses (three economics courses, two accounting courses, one statistics course, one finance course). The other minors in the College of Business (Finance, Accounting, International Business, Entrepreneurship & Small Business Management) also require 30 credits and have a much more specific focus than the general business focus of the proposed certificate.

The proposed Business Certificate, on the other hand, requires only 18 credits and is intended to serve non-business majors who do not have strong quantitative skills and/or who seek some knowledge of business without having to take the 10 courses required for the Business Administration or other minors offer by the College.

Other programs offered at MSU-Bozeman with business content, all offered by the College of Agriculture, are the B.S. in Agricultural Business, B.S. in Financial Engineering, and a minor in Agricultural Business. The two B.S. degrees are majors rather than certificates and thus require significantly more credits than the proposed certificate. They also have a very different emphases than the proposed certificate, which has a general business focus. The minor in Agricultural Business requires 40 credits compared to the proposed certificate's 18 credits, and focuses on agribusiness rather than on general business.

Gallatin College offers a Professional Certificate in Business Management, which is a stand-alone 25-credit workforce development certificate and as such is not intended for undergraduates at MSU-Bozeman seeking a 4-year degree. It also requires only 100- and 200-level courses and requires no math or finance.

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 only closely-related programs at MSU-Bozeman are the B.S. in Business and the minor in Business Administration, both offered by the Jake Jabs College of Business & Entrepreneurship. As noted above, both require significantly more credits than the proposed certificate.

Programs at MSU-Bozeman and Gallatin College that have business content but are not closely-related to the proposed certificate include:

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Program	Differentiation
B.S. Agricultural Business, concentrations in Agribusiness Management and Farm & Ranch Management	Full-fledged major with focus on agricultural business rather than general business
B.S., Financial Engineering	Full-fledged major with a focus on the creation of new financial instruments rather than general business, with very strong quantitative content
Minor, Agricultural Business	Requires 40 credits compared to the Business Certificate's 18 credits; focus on agricultural business rather than general business
Professional Certificate, Business Management, Gallatin College	Stand-alone certificate through Gallatin College not intended for undergraduates at MSU-Bozeman seeking a 4-year degree. All courses in the Gallatin College program are offered at 100- and 200-level and program requires no math or finance.

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

The proposed Business Certificate serves the "Learning" goal of the MSU-Bozeman strategic plan by enhancing the opportunity of non-business students to develop some knowledge of business that will make them more attractive and effective employees and thus improve MSU-Bozeman's job placement rate.

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.

Only Montana Tech offers a program similar to the proposed Business Certificate. While most other 4-year MUS institutions do offer some sort of general business minor, all except Montana Tech's require 30 credits. Montana Tech offers an 18 credit Business Administration minor, but it is available only to Montana Tech students. Therefore, the proposed Business Certificate, which will be available only to MSU-Bozeman students pursuing a non-business major, does not duplicate any other program in the Montana University System.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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 Business Certificate consists of five required courses that introduce students to basic concepts in economics, business, accounting, finance, management and marketing, plus one elective.

ECNS 101IS	Economic Way of Thinking	3
BGEN 204	Business & Entrepreneurship Fundamentals	3
or BGEN 194US	Seminar: Business & Entrepreneurship Fundamentals	
BGEN 210	Accounting & Finance Basics	3
or BFIN 322	Business Finance	
or EGEN 325	Engineering Economic Analysis	
BMGT 335	Management and Organization	3
BMKT 325	Principles of Marketing	3
Select one (1) course from the following:		3
ACTG 201	Principles of Financial Acct	
BGEN 242D	Intro to Int'l Business	
BGEN 361	Principles of Business Law	
BMGT 406	Negotiation/Dispute Resolution	
BMGT 410	Sustainable Business Practices	
BMGT 420	Leadership and Motivation	
BMGT 448	Entrepreneurship	
BMGT 461	Small Business Management	
BMGT 469	Community Entrepreneurship & Nonprofit Management	
BMKT 337	Consumer Behavior	
BMKT 420	Integrated Online Marketing	
BMKT 436	Sales and Sales Management	
BMKT 444	Retail Management	
BMKT 446	Marketing for Entrepreneurs	
AGBE 345	Ag Finance and Credit Analysis	
EGEN 325	Engineering Economic Analysis	
EIND 300	Engineering Management & Ethics	
EIND 373	Production Inventory Cost Analysis	
EIND 425	Technology Entrepreneurship	
GDSN 378	Guerrilla Advertising	
SFBS 429	Small Business and Entrepreneurship in Food and Health	
Total Credits		18

Montana Board of Regents
CURRICULUM PROPOSAL FORM

In accordance with the Board of Regents' policy, students must earn a *C-* or better in all courses applied toward the certificate.

It will be easy for students pursuing the certificate to take all prerequisites for courses in the certificate. The prerequisites for all <u>required</u> courses are either already included in the certificate (i.e. ECNS 101) or are easily obtained by non-business students (M 121Q or M 145Q). Seventeen of the <u>elective </u>courses have prerequisites that are either already contained in the certificate (e.g. ECNS 101, BMGT 335, BMKT 325) or easily obtained by non-business students (e.g. WRIT 101, junior or senior standing). Several electives with more stringent prerequisites are included to accommodate students majoring in those disciplines who will most likely already have taken the prerequisite courses for their major (e.g. AGBE 345, EGEN 325, EIND 373, GDSN 378).

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

It is estimated that approximately 25 students would be interested in the Business Certificate in its first year, with approximately 100 students per year enrolling by the fourth year of offering with approximately 25-50 students graduating per year with the certificate

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 College will use Foundation funds to compensate the instructor to teach the proposed new course, BGEN 210, Accounting and Finance Basics. In addition, while all of the other required courses listed already exist, current growth in the number of majors, along with increased demand generated by this program, may generate the need for new sections of BGEN 204, BMGT 335 and BMKT 325 if we outgrow capacity in our existing sections. It is not expected that an additional section of ECNS 101 will be required because there is currently enough capacity in that course to accommodate another 25 students per year, although an additional section may be required in the future if enrollment in the certificate exceeds expectations. If additional sections are required, we will apply for "extra section" funding as appropriate. It is not expected that additional sections of the elective courses will be needed because students will disperse across these courses.

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?

Students graduating with the Business Certificate will be able to:
1. Demonstrate understanding of basic business terminology and
2. Apply fundamental concepts in economics, accounting, finance, management and marketing to solve basic business problems.

Because students will not declare the certificate until they file their graduation application a year before they graduate, it is very likely that most students pursuing the certificate will have completed most of the courses for

Montana Board of Regents
CURRICULUM PROPOSAL FORM

the certificate before the College is aware of who they are. Therefore, it will be very difficult to collect course-embedded assessments while these students are taking the courses for the certificate.

Therefore, the College intends to require all students who have declared the certificate to take an online assessment test that will be designed to measure both learning objectives of the program. Completion of this test will be a requirement for earning the certificate and will be included in DegreeWorks as a requirement of the certificate.

Assuming that the certificate will be in place starting in fall 2015 and that it will take several semesters for the first cohort of students to complete the courses and apply for the certificate, the first assessment will be conducted in 2016-17. The assessment will occur every other year thereafter.

Please see attachment for more complete Assessment Plan.

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 administrative team of the Jake Jabs College of Business & Entrepreneurship was approached by MSU-Bozeman's Director of University Studies in fall 2014 about the possibility of creating a Business Certificate. After further consultation with the Director of University Studies, the Associate Dean of the College of Engineering, and the department head of Economics & Agricultural Economics, the College's Associate Dean for Academic Affairs proposed the certificate to the College's Academic Programs Committee, which approved the proposal. The proposal was then voted upon and approved by the full faculty of the College and the Dean of the College. It was subsequently approved by MSU-Bozeman's Faculty Senate, Deans Council and Associate Provost.

MONTANA STATE UNIVERSITY

December 5, 2014

To Whom It May Concern

RE: Proposed Business Certificate

I am extremely supportive of the Jake Jabs College of Business and Entrepreneurship's proposal to offer a Business Certificate for non-business majors at Montana State University.   I have worked in academic advising at MSU for 20 years and students have always desired a way to incorporate viable business knowledge and skills into their non-business majors. Whether students are majoring in Engineering or the Arts, Social Sciences or the Humanities, their field always has a connection to the business world, and students recognize they will be better prepared for a future career if they have this applicable knowledge. While the JJCBE does offer several minors, these all require 30 credits, and for many students, more than 30 credits would be necessary due to required pre-requisites. This certificate was designed to provide non-business majors with general knowledge in fundamental business areas and courses that all students would be qualified to take. Access to this Business Certificate for MSU students, regardless of their major, provides a wonderful opportunity for students to add real value to their education without adding significant time and expense to their degree.

Based on my years of experience advising students, I know this certificate will provide a basis in business that many students are looking for. I am confident it will be very popular for Engineering students, and 18 credits is a realistic addition to their degree program. Many of the majors in the Humanities and Social Sciences, as well as some areas of Art, have 18 or more credits of "free elective" courses, so this certificate could fit into their degree programs without adding any time to degree completion. And finally, so many students who have graduated from MSU in non-business majors tell me they wish they had taken some business classes because they now find they are managing people, marketing ideas, keeping track of budgets and negotiating agreements as significant parts of their jobs!

I wholeheartedly support the proposed Business Certificate and applaud the JJCBE for their willingness to support the needs of MSU's students outside their college. I hope it will be approved and students can start to benefit from this opportunity as soon as possible.

Sincerely,
Diane Donnelly

Diane Donnelly, M.Ed.
Director, University Studies/Academic Advising Center

Mountains & Minds

Assessment Plan: Business Certificate
Jake Jabs College of Business & Entrepreneurship

December 17, 2014
Author: Susan Dana, Associate Dean for Academic Affairs

Introduction

The Jake Jabs College of Business & Entrepreneurship is proposing a new Business Certificate for non-business students who wish to have some familiarity with business concepts in order to make the students more employable and enable greater success in their careers. The certificate will be available only to students at Montana State University who are pursuing a 4-year degree in a discipline other than business. The certificate consists of 18 credits (5 required courses plus an elective) and is intended to provide non-business majors with an overview of basic business concepts.

Program Learning Outcomes

Students graduating with the Business Certificate will be able to:
1. Demonstrate understanding of basic business terminology and
2. Apply fundamental concepts in economics, accounting, finance, management and marketing to solve basic business problems.

Curriculum Map

I = Introduce   D = Develop

	Learning Outcome #1	Learning Outcome #2			
		Econ	Actg/Fin	Mgmt	Mktg
ECNS 101	I	I			
BGEN 204 or BGEN 194	I		I	I	I
BGEN 210 or BFIN 322 or EGEN 325	I/D		I/D		
BMGT 335	I/D			I/D	
BMKT 325	I/D				I/D
Elective	D	Depends on elective taken			

Because the certificate is intended only to enable students to learn basic business concepts, mastery is not expected of students graduating with the certificate.

Student Performance: Data Sources

Because students will not declare the certificate until they file their graduation application a year before they graduate, it is very likely that most students pursuing the certificate will have completed most of the courses for the certificate before the College is aware of who they are. Therefore, it will be very difficult to collect course-embedded assessments while these students are taking the courses for the certificate.

Therefore, the College intends to require all students who have declared the certificate to take an online assessment test that will be designed to measure both learning objectives of the program. Completion of this test will be a requirement for earning the certificate and will be included in DegreeWorks as a requirement of the certificate.

Response Threshold

At least 75% of students will be rated "Satisfactory" or higher on every category of the scoring rubric.

Schedule and Process

Assuming that the certificate will be in place starting in fall 2015 and that it will take several semesters for the first cohort of students to complete the courses and apply for the certificate, the first assessment will be conducted in 2016-17. The assessment will occur every other year thereafter.

If there are 10 or fewer tests to score, two faculty members will score all of the tests using a rubric created for that purpose. If there are more than 10, an appropriate and random sample of tests will be scored. The College's Assessment of Learning Committee will review the results, noting where the response threshold has not been met. The AoL Committee will present the results to the College's Academic Programs Committee (APC) and the faculty. The APC will recommend action to the faculty if needed. The faculty will approve an appropriate action.

Results of the assessment will be reported in the College's annual assessment report and any changes to the process will be included in the College's Assessment Plan.

May 21-22, 2015

ITEM 167-2902+R0515

**Request for Authorization to Modify the Renewable Energy Technician Associate of Applied
Science (AAS)**

THAT

Great Falls College MSU requests authorization from the Board of Regents to modify the now re-titled
Renewable Energy Technician Associate of Applied Science to provide an additional specialty track in
Industrial Technology to the final semester of that credential.

EXPLANATION

Item 167-2901+R0515 of this May 2015 meeting notified the Board of the retitling of the SET Associate of
Applied Science (AAS) to the Renewable Energy Technician Associate of Applied Science. GFC-MSU now
requests temporary approval to provide an additional specialty track in Industrial Technology to the final
semester of the now re-titled Renewable Energy Technician Associate of Applied Science credential. This
specialty stacks upon the common curriculum of the CAS – Industrial Technology approved by the BOR in
May 2015.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-2902+R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Great Falls College MSU**   CIP Code: **47.0303**

Program Title: **Industrial Technician Associate of Applied Science (AAS)**

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. Revising a program (Curriculum Proposal Form)

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

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

X   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)

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)

    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, except when eliminating or consolidating)

    5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

Item 167-2901+RO515 of this May 2015 meeting notified the Board of the retitling of the SET Associate of Applied Science (AAS) to the Renewable Energy Technician Associate of Applied Science. GFC-MSU now requests temporary approval to provide an additional specialty track in Industrial Technology to the final semester of the now re-titled Renewable Energy Technician Associate of Applied Science credential. This specialty stacks upon the common curriculum of the CAS – Industrial Technology approved by the BOR in May 2015.

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CURRICULUM PROPOSAL FORM

1. Overview

Item 167-2901+RO515 of this May 2015 meeting notified the Board of the retitling of the SET Associate of Applied Science (AAS) to the Renewable Energy Technician Associate of Applied Science. GFC-MSU now requests temporary approval to provide an additional specialty track in Industrial Technology to the final semester of the now re-titled Renewable Energy Technician Associate of Applied Science credential. This specialty stacks upon the common curriculum of the CAS – Industrial Technology approved by the BOR in May 2015.

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

To meet the needs of local industry, and upon the recommendations of the program advisory board, Great Falls College MSU has created a common credential with two specialty tracks: Renewable Energy Technician and Industrial Technician. The two credentials have a common first year CAS and first semester of the AAS. The final semester of the AAS allows for students to specialize in either Renewable Energy Technology or Industrial Technology. This Level I with Level II documentation is a notification to the Board of the modification to the final semester to accommodate both specialties.

3. Need

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

Great Falls College MSU currently supports trades programming in welding and carpentry. And, in the past, the Sustainable Energy Technician (SET) program, developed through the Wind Montana grant, rounded out the college's offerings. Currently, the community of Great Falls is experiencing growth in the manufacturing trades which drives supportive services and the local economy as well as specialty credentials to address that growth. Industrial Technicians support industry by installing, maintaining, and repairing equipment, which keeps manufacturing-based industry going strong. Adding a specialty semester to a common CAS and first semester or an existing program creates a well-rounded worker for the needs of our local community.

The Industrial Technician program crosses a number of SOC Codes: 49-9041, 49-9043, and 49-9044. The final specialized semester will provide skilled workers for jobs such as electricians and electrical technicians; general maintenance and repair workers; machinists and tool and die makers; and also supports the welding profession.

The field of Industrial Technician is a growing field with competitive wages. According to the U.S. Bureau of Labor Statistics (BLS) the median annual wage for Industrial Technicians ranges from $38,460 to $45,420. In Montana the median annual wage range is $35,805 to $51,533. The anticipated growth rate nationally is 19-22% and in Montana the rate is 16-26.7% according to the Montana Job Projections 2012-2022.

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

The students will benefit from learning a wider range of industry-recognized skills that will increase their employability. Industry will benefit by having a highly skilled workforce. Emerging local

Montana Board of Regents
CURRICULUM PROPOSAL FORM

industries are seeking a workforce that already has the necessary skills to do the job. This final semester specialization is a way to meet local industry need and support living wage jobs in the Great Falls community.

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

There is a growth in manufacturing and technology industries throughout Montana and specifically the Great Falls area. This demand was determined through discussion with industry partners and advisory boards. As mentioned previously, the final specialized semester stacks nicely with the existing credential and allows graduates to advance in their fields.

4. Institutional and System Fit

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

The Industrial Technician AAS is closely aligned with the program formerly known as the Sustainable Energy Technician AAS (re-titled in this May meeting, item 167-2901+RO515) and is an extension of the Industrial Technician CAS currently offered by the college. This creates stackability for students and addresses local industry needs. It also allows student to specialize the AAS in the final semester.

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

This modification will not require any changes to any other programs at the institution.

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

This modification allows for a specialty final semester and creates stackability. It encourages students to earn a CAS and then proceed to the AAS with specialty to address local industry needs.

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

Great Falls College MSU's vision is: *In the next decade, Great Falls College MSU will play a leading role in transforming the lives of our students, their communities and the economic prosperity of Montana by responding to learner and community needs through the use of partnerships, innovation, outreach and technology.*

At Great Falls College MSU we live the community college experience through an open-access admissions policy, a comprehensive educational program, a focus on teaching and learning, and a philosophy of student-centeredness. We strive to attain our Mission through the Core themes and Goals of:

1. **Workforce Development:** Through applied programming our students successfully attain a credential leading to life sustaining careers.

2. **Transfer Preparation**: Our students complete transfer programming and successfully transfer toward a four-year degree.

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3. **Academic Preparation**: We prepare individuals for success in college coursework through developmental (remedial) education and adult basic education.

4. **Community Development**: As the community's college, we support social and economic development through outreach, lifelong learning, and active partnership.

This modification to an existing credential will advance community and workforce development (GFC MSU's Core Themes 1 and 4) and support an emerging need for workers with highly specialized skills as they enter the work force:

Core Theme 1 – Workforce Development: The Industrial Technician AAS will be programmed so that students can successfully earn credentials leading to a life sustaining degree.

Core Theme 4 – Community Development: The Industrial Technician AAS supports the college's goal to support this community's social and economic development through building active industry partnerships in order to build a strong local workforce and productive local industry.

E. **Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at 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 designed, the proposed modification is unique to GFC MSU and is designed to meet local industry needs in the Great Falls community and northcentral Montana.

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.**

ASSOCIATE OF APPLIED SCIENCE DEGREE

Program Director: Cody Strunk

The Industrial Technician Associate of Applied Science degree program prepares graduates for technician jobs in industry related fields. Program graduates have general skills in industrial safety, electrical troubleshooting, hydraulic and pneumatic system operation, and mechanical system repair. They also have specialized skills in programmable logic controls, digital electronics, automatic process controls, metals technology and industrial robots. These specialized skills are built on a strong educational foundation in math, writing, communications, and computing.

OUTCOMES: GRADUATES ARE PREPARED TO:

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- Identify and practice safe workplace habits.
- Demonstrate familiarity with basic electrical tools and the ability to troubleshoot a basic electrical system.
- Demonstrate familiarity with basic mechanical tools and the ability to repair a basic mechanical system.
- Demonstrate a basic understanding of hydraulic and pneumatic systems.
- Demonstrate an understanding of both conventional and renewable energy sources.
- Demonstrate the ability to use personal computers and common operating systems and applications software.
- Develop and practice professional standards of workplace communication and interpersonal skills.
- Demonstrate wind industry safety skills including climbing, rescue, and confined space procedures.
- Demonstrate a basic understanding of AC & DC variable speed motor drives.
- Demonstrate a basic understanding of programmable logic controllers.
- Demonstrate a basic understanding of digital electronics.
- Demonstrate an understanding of wind turbine operations and maintenance procedures.
- Demonstrate an understanding of college-level algebra
- Demonstrate an understanding of motor control circuits and how they operate
- Demonstrate a basic understanding of how industrial process controls are used.
- Demonstrate familiarity with industrial robotic control and programming.
- Identify and use specific tooling used in machining processes.
- Demonstrate basic welding procedures using SMAW and GMAW techniques.

ESTIMATED RESIDENT PROGRAM COST*:

Tuition and Fees	$	6179
Application Fee	$	30
Program Fee	$	1000
Books/Supplies	$	1887
TOTAL	**$**	**9,097**

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of $21 per credit for online/hybrid courses.

GFC MSU ADDITONAL GRADUATION REQUIREMENT

COURSE	NO.	TITLE	CREDITS	GRADE/SEM
COLS	103	Becoming a Successful Student	1†	_____

FALL SEMESTER

COURSE	NO.	TITLE	CREDITS	GRADE/SEM
ETEC	101**	AC/DC Electronics I	3†	_____
M	095**	Intermediate Algebra **OR**		
M	121**	College Algebra **OR**		
M	152**	Precalculus Algebra **OR**		
M	171**	Calculus	3-4†	_____
ELCT	120**	Basic Industrial Controls	3†	_____
NRGY	120**	Industrial Safety and Rigging	3+	_____
NRGY	130**	Fundamentals of Mechanical Systems	<u>3+</u>	_____
		Subtotal	15-16	

SPRING SEMESTER

COURSE	NO.	TITLE	CREDITS	GRADE/SEM
CAPP	120	Introduction to Computers	3+	_____

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COURSE	NO.	TITLE	CREDITS	GRADE/SEM
COMX	115	Intro to Interpersonal Communication	3†	_____
ETEC	103*	AC/DC Electronics II	3†	_____
ELCT	130*	Electric Motors and Generators	3†	_____
NRGY	110*	Fundamentals of Hydraulic/Pneumatic Sys	3†	_____
WRIT	104	Workplace Communication	2+	_____
		Subtotal	17	

*Upon completion of the 1st and 2nd semesters, students are eligible to apply for the Industrial Technician Certificate of Applied Science.

FALL SEMESTER

COURSE	NO.	TITLE	CREDITS	GRADE/SEM
CAPP	156*	MS Excel	3+	_____
ETEC	220*	Electrical Power and Distribution I	3†	_____
ELCT	250*	Programmable Electronic Controllers	3†	_____
ETEC	245*	Digital Electronics	4†	_____
ELEC	231*	Electric Drive Systems	3+	_____
		Subtotal	16	

SPRING SEMESTER (NOTE: THIS IS THE SPECIALIZED FINAL SEMESTER MODIFICATION: INDUSTRIAL TECHNICIAN)

COURSE	NO.	TITLE	CREDITS	GRADE/SEM
ETEC	234*	Automatic Controls	4†	_____
ETEC	236*	Intro to Industrial Robotics	3†	_____
WLDG	111*	Welding Practical I	3†	_____
MCH	130*	Machine Shop	3+	_____
		Subtotal	13	

TOTAL PROGRAM CREDITS – 61/62~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

New courses to Great Falls College MSU AAS Industrial Technician degree;

ELCT 120 Basic Industrial Controls – 3 credits
- Demonstrate safe practices when handling electrical circuits and equipment.
- Use Digital Multimeters to analyze and evaluate basic control circuits.
- Interpret technical drawings.
- Demonstrate aptitude in basic motor starter and control circuits.
- Demonstrate aptitude in jogging and braking circuits.
- Demonstrate aptitude in soft starters and time delay relays.

ETEC 236 Introduction to Industrial Robots – 3 credits
- Understand how robotic motors and servos operate.
- Name and describe components that are associated with robotic systems.
- Successfully program a robot using different techniques.
- Perform preventive maintenance on robots.

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- Demonstrate robotic motion control.

ETEC 234 Automatic Controls – 3 credits
- Describe the fundamentals of the methods of analysis and design of automatic control of industrial machines and processes.
- Describe concepts of measurement, manipulation, and control of automatic controls in the industrial setting.
- Describe the controller operation
- Describe the elements of motion control
- Describe the fundamentals of servomechanism
- Describe process control methods
- Describe control systems with different controlled variables, such as temperature, pressure, flow, level, and etc.
- Demonstrate the ability to design, implement, test and troubleshoot a basic and complete automatic control system

MCH 130 Machine Shop – 3 credits
- Identify and properly use hand and measuring tools in a safe manner.
- Use proper set-up and operation of drill presses.
- Properly sharpen, care for and use cutting tools such as drills, taps, dies, reamers and basic hand tools.
- Measure properly using tapes, rules, and verniers.
- Use proper procedures in set-up and operation of the pedestal grinders.
- Employ proper procedures in the use of layout equipment such as vernier height gage, surface gage, scribes, and assorted layout blocks.
- Demonstrate safe and proper use of hand tools such as files, hacksaws, chisels, scribes, punches, etc.
- Demonstrate proper use of taps, dies, helicoils, and threaded inserts.
- Given various jobs, students will set-up and use precision layout tools such as surface gage, layout table, height gage, etc.
- Demonstrate how to properly sharpen drill bits, lathe tools, chisels, screwdrivers, punches, etc.
- Explain and demonstrate proper care, safety, and maintenance of bench and pedestal grinders.
- Set-up and properly use the mill press and radial arm drill press in accordance with operation manuals.
- Identify and demonstrate proper procedures in using a center drill, countersink, counter bore, and reamers.

WLDG 111 Welding Theory – 3 credits
- Welding safety
- Oxy-fuel cutting (OFC)
    - A. Shielded Metal Arc Welding (SMAW)
    - Gas Metal Arc Welding (GMAW)

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- o   Flux Core Arc Welding (FCAW)
- o   Gas Tungsten Arc Welding (GTAW)
- Joint-fit up and alignment
- Welding position
- Power source selection
- Use of measuring instruments

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

The planned implementation of the proposed Industrial Technician AAS will be Summer 2015; however, the first cohort of students would begin Fall 2015. The chart below lines out minimum numbers of students from each cohort from entry to graduation.

Year	2015 – 16		2016 – 17		2017 - 18	
Semester	Fall	Spring	Fall	Spring	Fall	Spring
Year 1 (Students)	10	10	16	16	16	16
Year 2 (Students)	3	3	10	10	16	16

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.

Facility: Currently the program is located in the Great Falls College MSU's former auto body collision repair facility. As a result of a US Economic Development Administration (EDA) grant, the current space will be renovated so the program will have a specifically designed and renovated location. This space will be divided into two classrooms and labs - one for the carpentry program and one for the Industrial Technician and Renewable Energy programs. This remodel will be completed by the beginning of fall semester 2015.

Faculty: Currently the Industrial Technician program has one lead faculty member. That faculty member will focus on moving the current CAS graduates through to the AAS, beginning fall 2015. In the fall of 2016, a new cohort will begin. As the program grows, resources will be created to add an additional faculty to the program. Part-time instructors with industry expertise will be an important component of the program as well.

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.

The specialty modification requires additional equipment needs such as: metal lathes, mills, drill presses, robotic arms, and a process control trainer. Currently this equipment is slated to be funded with grant funds. Local industry support also helps the college to expand its offerings. Industry support for this program is strong and we expect that there will be great support for equipment and industry credentialed adjunct faculty expertise.

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

Enrollment: The required "break-even" intake for the combined specialty areas is a minimum of 16 students. Each year the college will evaluate whether that milestone has been reached, maintained, or exceeded.

Completion: This measure will determine the retention and completion number of students within the program specialty areas. The minimum percentage for this indicator will be 75%. If that is not reached the continuation of the course will be revaluated.

Placement: This measure will be based upon number of graduates who are hired within one year by industry and their retention.

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.

All programs at GFC MSU are reviewed and approved by the Curriculum Committee prior to submission to the Montana Board of Regents. In this case, prior to the modification moving forward to the Curriculum Committee, the Program Advisory Board, along with a number of our industry partners, identified that specialty final semester as a means to provide industry with a skilled workforce for a high demand occupation. As mentioned above, one industry partner noted that currently they are training their own industrial technicians internally because of the lack of a skilled workforce. With the growth of industry in the Cascade County area, the demand for a skilled workforce will only grow. The specialty has the potential as a feeder to other industry recognized credentials, such as welding and machining as well as engineering and engineering technician programs at the four-year campuses offering those programs.

January 6, 2015

ITEM 166-1002+R0115

Request for authorization to establish an Early Childhood Education (Initial) option in the existing M.Ed in Curriculum and Instruction

THAT

In Accordance with Montana University System Policy, the Board of Regents of Higher Education grants approval for the University of Montana-Missoula to create an Early Childhood Education (Initial) option in the existing M.Ed in Curriculum and Instruction in the Department of Curriculum and Instruction of the Phyllis J. Washington College of Education and Human Sciences.

EXPLANATION

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. A new Early Childhood Education (Initial) degree option in the existing M.Ed in Curriculum and Instruction at the University of Montana-Missoula will be administered in the Department of Curriculum and Instruction of the Phyllis J. Washington College of Education and Human Sciences. Designed specifically for professionals who do not have an educational background in early childhood but are interested in or currently established in early childhood careers, the M.Ed option effectively organizes existing course offerings supplemented by four new courses to meet national standards for the initial preparation of early childhood professionals. Moreover, the proposed program provides professionals with an accessible on-line degree option that will prepare them for emerging needs in the early childhood workforce. Currently, there are no active early childhood master's degree options in Montana.

ATTACHMENTS

Level I Request Form

Curriculum Proposal

Attachment #1-C I Department Summary

Montana Board of Regents

LEVEL I REQUEST FORM

Item Number: **166-1002+R0115**   Meeting Date: **January 6, 2015**

Institution: **University of Montana**   CIP Code: **13.1210**

Program Title: **Early Childhood Education Initial option in M.Ed. Curriculum & Instruction**

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

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

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

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

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

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

4. **Departmental mergers and name changes**

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

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

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

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

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

Montana Board of Regents
LEVEL I REQUEST FORM

X   B. Level I with Level II documentation:

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

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

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

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

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

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

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

D. Campus Certificates

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

Specify Request:

This proposal constitutes a request for approval of a new Early Childhood Education Initial degree option in the existing M.Ed in Curriculum and Instruction. The Early Childhood Education Initial degree option is designed to provide graduate level preparation for professionals who do not have an educational background in early childhood but are interested in or currently established in early childhood careers. At the time of this proposal, there are no other active early childhood master's degree programs in the state. The curriculum is designed to meet national and state early childhood education standards and will be delivered in an online format to create a readily accessible master's degree option for current teachers and other human service professionals to prepare them for emerging needs in the workforce.

Montana Board of Regents
CURRICULUM PROPOSAL

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 Early Childhood Education Initial option in the existing M.Ed in Curriculum and Instruction. The Early Childhood Education Initial degree option is designed to provide graduate level preparation for professionals who do not have an educational background in early childhood but are interested in or currently established in early childhood careers. At the time of this proposal, there are no other active early childhood master's degree programs in the state. The curriculum is designed to meet national and state early childhood education standards and will be delivered in an online format to create a readily accessible master's degree option for current teachers and other human service professionals to prepare them for emerging needs in the 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 Early Childhood Education Initial option is designed to provide graduate level preparation for professionals who do not have an educational background in early childhood but are interested in or currently established in early childhood careers. The 36-credit online degree includes 15 core credits in Curriculum and Instruction and 21 early childhood credits. When added to any bachelor's degree, the Early Childhood Education Initial option meets requirements for employment in existing Head Start and Early Head Start programs and meets the Montana Early Childhood Practitioner Registry guidelines for working in community-based early childhood programs. Additionally, licensed elementary education teachers can complete the program to work toward certification in the newly proposed PK-3 teaching credential. Course rotation is designed to support students in completing the degree in a two-year period.

This proposal is moving forward concurrently with a proposal for an undergraduate minor in early childhood that will serve UM-Missoula elementary education candidates as well as an Early Childhood Education Advanced degree option that will serve the needs of students who have earned an undergraduate degree in early childhood education.

3. Need

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

The Early Childhood Education Initial degree option addresses an early childhood work-force 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. Recognizing that Montana currently does not have an active Master's degree available in Early Childhood, the Montana Early Childhood Higher Education Consortium has been an active advocate for the proposed graduate degree program. Additionally, representatives from OPI and MEA/MFT have spoken directly with the Phyllis J. Washington College of Education and Human Sciences, seeking support for work-force preparation to meet the growing demand for highly qualified early childhood teachers for our state and nation. Further, the Early Childhood Education Initial degree option 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. Currently, many students with Bachelor degrees have found fulfilling employment in early childhood settings, yet they lack the credentials needed to maintain or advance in their positions. Currently, these students are taking associate degree courses to meet this need or seeking expensive and frequently unaccredited online programs that are offered across the country.

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

Currently, there are no Master's programs in early childhood education available to professionals in the Montana University System. Through this option, teachers and other human service professionals in Montana as well as across the region will gain access to a high-quality graduate degree program. The option is developed to meet both state and national accreditation standards for the preparation of education professionals and will be housed in UM's nationally accredited educator preparation program. Design of the Early Childhood Education Initial degree option makes it readily accessible to individuals working in the field through online delivery and clinical experience requirements that can be implemented in the student's current early childhood settings. While it is anticipated that a majority of students accepted into the program will be currently working in an early childhood setting (PK- 3), the program will provide support for identifying alternative clinical settings as needed. Due to the demand for highly qualified early childhood professionals in our state, all Montana students enrolled in the Master's degree program who currently work in a qualifying early childhood program (licensed or registered child care, Head Start or Tribal Head Start, or a Child Care Resources agency) for at least 15 hours per week are eligible for financial support administered through the Montana Early Childhood Project. The Early Professional Development Incentive Award-Higher Education awards $400 for the completion of 2-5 credits per semester and $1,000 for the completion of a minimum of 6 credits per semester.

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, graduate student interest in early childhood education is high. Through facilitated discussions, members of the Montana Early Childhood Higher Education Consortium reported multiple calls each year from professionals in the Montana who are seeking a high quality master's degree in early childhood education. Unfortunately, many of these students are taking courses at the associate degree level due to the absence of a master's degree program in the MUS. Historically, interest in master's level early

childhood coursework has been strong at the University of Montana. In 2004, UM was awarded a Department of Education Personnel Preparation grant to offer an M.Ed. in Curriculum and Instruction with an emphasis in early childhood and early childhood special education. Over the four-year funding period, the program anticipated serving 24 students but in an attempt to better meet the demand, the program accepted 32 students who completed the program while many more students remained on wait lists hoping to be admitted. At this point, eight Montana students have heard about the possibility of a MUS master's degree in early childhood from enthusiastic faculty members in the MUS system and have contacted UM asking to be placed on a wait list for the program.

4. **Institutional and System Fit**

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

    Graduates of any baccalaureate program at the University of Montana can enroll in the M.Ed. in Early Childhood Education (Initial) degree option and meet requirements for employment in community-based early childhood programs, existing Head Start and Early Head Start programs, and Child Care Resource and Referral Agencies. It will also support graduates of many degree programs across UM who seek a focus on working with young children and their families such as psychology, social work, sociology, anthropology, pre-medical sciences, and nursing. Beyond appealing to a broad array of graduates, there is no formal connection between this program and existing programs on campus.

    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 program is unique at UM.

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

    The development of the Early Childhood Education Initial option includes a focus on advancing strategic issues in the UM 2020 strategic plan. In particular, program design highlights student engagement by embedding clinical experiences within each course to help professionals apply what they are learning to existing practice in their programs or early childhood classrooms. In addition, the program addresses the goals of education for the Global Century by addressing a fundamental social issue in the achievement gap that is evident by age two between children growing up in poverty and those from affluent families. Finally, the program supports UM's initiative for Discovery and Creativity to Serve Montana and the World. Participating students will be actively engaged in research during their program of study to help address key questions regarding best practice in early childhood education.

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

Currently, there are no master's level early childhood programs in operation in Montana. While an early childhood Master's degree was previously available at Montana State University-Bozeman in the Department of Health and Human Development, the Early Childhood Education/Child Development master's program has not been offered for more than seven years. This is also the case for Montana State University – Billings where the Master of Education in Early Childhood is no longer available. The loss of these programs and subsequent absence of an early childhood master's degree program in Montana became an issue for discussion by the Montana Early Childhood Higher Education Consortium more than 5 years ago. While a great deal of discussion ensued, the lack of resources for a master's degree in early childhood made achievement of this goal difficult.

During Spring semester 2014, UM's Department of Curriculum and Instruction made the decision to fill an open .50 FTE tenure-track line with a faculty member in early childhood. At the March 21, 2014 Montana Early Childhood Higher Education Consortium meeting, representatives of both the University of Montana– Missoula and Montana State University – Bozeman announced their intention to initiate a master's degree program focused on early childhood. UM-Missoula announced a focus on early childhood education while MSU–Bozeman announced a focus on child development including family studies and systems theory. The pending proposals were discussed and members indicated support for the proposals. There were no objections or concerns voiced at the meeting. MUS and tribal college representatives attending this meeting included:

Dawson Community College	Brenda Stockert
Montana State University-Billings	Bonnie Graham
Montana State University-Bozeman	Rebecca Croghan, Christine Lux
Salish Kootenai College	Cindy O'Dell, Mary Rudolph
University of Montana-Missoula	Susan Harper Whalen
University of Montana-Western	Julie Bullard

Subsequently, faculty and administrators from both UM and MSU met on May 28, 2014 to discuss planning and identify areas for collaboration. Collectively, the following directions were determined to address the broad scope of content areas needed to build capacity and strengthen early childhood leadership in Montana.

1. UM Missoula will propose master's degree options focused on pedagogy and best practice in early childhood education. These topics align with the focus of the dedicated faculty line in early childhood education, current program strengths, and existing early childhood education expertise in the Department of Curriculum and Instruction (Professors Ann Garfinkle, Matthew Schertz, Trent Atkins, and Kate Brayko).

2. MSU-Bozeman will move forward to revitalize their master's degree in the Department of Health and Human Development with options focused on child development and family systems. These topics align with current program strengths, existing faculty expertise, and their planned recruitment of a faculty member in the Department of Health and Human Development.

3. Each campus will offer master's degrees that require 36 credits.

4. As the proposals are developed, each campus will plan for collaborative ways to maximize student opportunities to work with subject-area experts on either campus to include service on comprehensive exam committees.

The Montana Early Childhood Higher Education Consortium met again on September 19, 2014. (Attendance listed below.) The agenda included review of the Early Childhood Masters Degrees plans for UM and MSU. The completed UM proposal was presented at the meeting and consortium members approved the proposal by decree. Again, no objections or concerns were voiced at the meeting by the MUS and tribal college representatives in attendance. UM then affirmed that it would move forward with the proposal.

Aaniiih Nakoda College	Donna Miller
Blackfoot Community College	Dee Hoyt
Dawson Community College	Brenda Stockert
Montana State University-Billings	Bonnie Graham, Janet Albertson
Montana State University-Bozeman	Rebecca Croghan, Christine Lux
Salish Kootenai College	Cindy O'Dell, Nancy Moreland
Stone Child College	Kadene Drummer
University of Montana-Missoula	Kristin Horejsi
University of Montana-Western	Julie Bullard

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.**

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. The Early Childhood Education Initial degree option is designed to provide graduate level preparation for professionals who do not have an educational background in early childhood but are interested in or currently established in early childhood careers. This is an option within the existing Master of Education Program in the Department of Curriculum and Instruction. The degree will be offered fully online and includes a total of 36-credit (15 core credits in Curriculum and Instruction and 21 early childhood credits). Graduates of any baccalaureate program at the University of Montana can enroll in the M.Ed. in Early Childhood Education Initiale option and meet requirements for employment in community-based early childhood programs, existing Head Start and Early Head Start programs, and Child Care Resource and Referral Agencies. It will also support graduates of many degree programs across UM who seek a focus on working with young children and their families such as psychology, social work, sociology, anthropology, pre-medical sciences, and nursing.

Course Number	Course	Status	Credits
Proposed C&I M.ED Core Courses (15 Credits)			
C&I 50x	Foundations: Select one of the following 510: Advanced Educational Psychology;	Currently taught	3

	595: Moral Development & Education; or 595: Childhood Ethnography		
C&I 514	Education Across Cultures	Currently taught	3
C&I 515	Computer and Other Technological Applications in Education	Currently taught	3
C&I 518	Inclusion and Collaboration (or EDU 411 Implementing IEFA in the K-12 Classroom)	Currently taught	3
C&I 520	Educational Research	Currently taught	3
M.Ed. in Early Childhood Education (Initial) Option Courses (21 Credits)			
EDEC 550	EC Curriculum Analysis, Design, and Assessment	New for M.Ed. (Also Required for M.Ed. at the advanced level)	3
EDEC 510	Families, Community, Cultures (Co-convene with EDEC 410)	EDEC 410 is currently taught as EDEC 310: The Child in the Family. Course revision submitted with UG minor proposal.	3
EDEC 508	Early Childhood Principles and Practices (Co-convene with EDEC 408)	Currently taught as EDEC 330: Early Childhood Education. Course revision submitted with UG minor proposal.	3
EDEC 595	EC Fieldwork/Practicum (Co-convene with EDEC 495)	Currently taught as EDEC 495: EC Fieldwork/Practicum. Course revision submitted with UG minor proposal.	3
EDEC 520	Meeting Standards Through Play-Based Environments (Co-convene with EDEC 420)	New for UG EC minor	3
EDEC 530	Social and Emotional Development in Young Children (Co-convene with EDEC 430)	New for UG EC minor	3
EDEC 540	Neuroscience and its Impact on Child Development	New for M.Ed. (Also Required for M.Ed. at the advanced level)	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 a minimum of 5 graduate students will enroll in the initial master's degree option the first year with a conservative estimate that enrollment will reach 20 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), a dedicated Graduate Coordinator in the Department of Curriculum and Instruction, and other program resources including the affiliated PJWEC early childhood preschool facility and staff, all teaching and managements needs of the degree program will be met.

This proposal is moving forward concurrently with a proposal for a minor in early childhood as well as a proposal for an M.Ed. option in Early Childhood at the 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 M.Ed. in Early Childhood Education (Initial) degree option 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.

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. ("Inclusive" education is now embedded in the state and national 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. Spring semester, 2014, UM's Department of Curriculum and Instruction made the decision to fill an open .50 FTE tenure-track line with a faculty member in early childhood. Subsequently, a draft proposal was developed through the collaborative efforts of professors Ann Garfinkle, Morgen Alwell, Georgia Cobbs, and Kate Brayko to seek a Masters of Education (M.Ed.) in Early Childhood Education (Initial) degree option (as well as an undergraduate minor and an advanced early childhood education M.Ed. option). Ann Garfinkle presented the draft proposal to the faculty at a departmental meeting and the proposal was approved by a majority vote on May 12, 2014.

At the March 21, 2014 Montana Early Childhood Higher Education Consortium meeting, representatives of both the University of Montana– Missoula and Montana State University – Bozeman announced their intention to initiate master's degree programs in early childhood. Subsequently faculty and administrators from both campuses met UM and MSU met on May 28, 2014 to discuss planning and identify areas for collaboration.

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 Masters of Education (M.Ed.) in Early Childhood Education (Initial) degree 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.

Department Summary
September 25, 2014

The Department of Curriculum and Instruction in the Phyllis J. Washington College of Education and Human Sciences is submitting three proposals focused on early childhood education. Collectively, these three proposals require just six new courses to provide both undergraduate and graduate options that will prepare professionals to meet increasing workforce demands in early childhood education. The Department of Curriculum and Instruction has approved the transition of an open faculty line for a .50FTE faculty member in the field of early childhood education, so additional resources are not required to offer these degree options.

1. **Minor in Early Childhood Education**: This Level II 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 will be housed in the Department of Curriculum and Instruction (C&I) of the PJW College of Education and Human Sciences. The program effectively reorganizes 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.

2. **Masters of Education (M.Ed.) in Early Childhood Education (Initial)**: This Level I proposal constitutes a request for approval of a new Early Childhood Education (Initial) degree option in the existing M.Ed in Curriculum and Instruction. The Masters of Education (M.Ed.) in Early Childhood Education (Initial) degree option is designed to provide graduate level preparation for professionals who do not have an educational background in early childhood but are interested in or currently established in early childhood careers. At the time of this proposal, there are no other active early childhood master's degree programs in the state. The degree program will be housed in the Department of Curriculum and Instruction of the PJW College of Education and Human Sciences. The curriculum is designed to meet national and state early childhood education standards and will be delivered in an on-line format to create a readily accessible master's degree option for current teachers and other human service professionals to prepare them for emerging needs in the workforce.

3. **Masters of Education (M.Ed.) in Early Childhood Education (Advanced)**: This Level 1 proposal constitutes a request for approval of a new Early Childhood Education (Advanced) degree option in the existing M.Ed in Curriculum and Instruction master's program. The M.Ed. in Early Childhood Education (Advanced) degree option is designed to provide graduate level preparation for professionals who have an academic degree in early childhood. At the time of this proposal, there are no other active early childhood master's degree programs in the state. The degree program will be housed in the Department of Curriculum and Instruction of the Phyllis J. Washington College of Education and Human Sciences. The curriculum is designed to meet national standards for advanced early childhood education degrees and will be delivered in an on-line format to create a readily accessible master's degree option for early childhood professionals.

January 6, 2015

ITEM 166-1003+R0115
Request for authorization to establish an Early Childhood Education Advanced option in the M.Ed in Curriculum and Instruction

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THAT

The Board of Regents of Higher Education grants approval for the University of Montana to create an Early Childhood Education Advanced option in the M.Ed in Curriculum and Instruction.

EXPLANATION

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 - demanding new leaders and researchers in the field of early education. Designed specifically for professionals who have a baccalaureate degree (Major or minor) in early childhood, the advanced Early Childhood Education M.Ed option effectively organizes existing course offerings supplemented by four new courses to meet national standards for the advanced preparation of early childhood professionals. Moreover, the proposed program provides professionals with an accessible online degree option that will prepare them for emerging needs in the early childhood workforce. Currently, there are no active early childhood master's degree options in Montana.

ATTACHMENTS

Level I Request Form

Curriculum Proposal

Attachment #1-C I Department Summary

Montana Board of Regents

LEVEL I REQUEST FORM

Item Number: **166-1003+R0115**   Meeting Date: **January 6, 2015**

Institution: **University of Montana**   CIP Code: **13.1210**

Program Title: **Early Childhood Education Advanced option in M.Ed Curriculum & Instruction**

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

A. Level I *(place an X for <u>all</u> that apply)*:

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

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

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

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

4. **Departmental mergers and name changes**

5. **Program revisions** (<u>Submit with completed Curriculum Proposals Form</u>)

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

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

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

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

Montana Board of Regents
LEVEL I REQUEST FORM

X   B.   Level I with Level II documentation:

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

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

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

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

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

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

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

D.   Campus Certificates

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

Specify Request:

This proposal constitutes a request for approval of a new Early Childhood Education Advanced degree option in the existing M.Ed in Curriculum and Instruction. The Masters of Education (M.Ed.) in Early Childhood Education Advanced degree option is designed to provide graduate level preparation for professionals who have completed an undergraduate degree with an emphasis in early childhood. At the time of this proposal, there are no other active early childhood master's degree programs in the state. The degree program will be housed in the Department of Curriculum and Instruction of the PJW College of Education and Human Sciences. The curriculum is designed to meet national and state early childhood education standards and will be delivered in an on-line format to create a readily accessible master's degree option for current teachers and other human service professionals to prepare them for emerging leadership needs in the workforce.

Montana Board of Regents
CURRICULUM PROPOSAL

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 - demanding new leaders and researchers in the field of early education. This proposal constitutes a request for approval of a new Early Childhood Education Advanced degree option in the existing M.Ed in Curriculum and Instruction master's program. The M.Ed. in Early Childhood Education Advanced degree option is designed to provide graduate level preparation for professionals who have an academic degree in early childhood. At the time of this proposal, there are no other active early childhood master's degree programs in the state. The curriculum is designed to meet national standards for advanced early childhood education degrees and will be delivered in an online format to create a readily accessible master's degree option for early childhood professionals. 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 Masters of Education (M.Ed.) in Early Childhood Education Advanced degree option is designed to provide graduate level preparation for early childhood professionals who have completed baccalaureate degrees in early childhood education and addresses the challenges of developing capable future leaders in the field of early childhood. The 36-credit online degree includes 15 core credits in Curriculum and Instruction and 21 early childhood credits, with a focus on the education of children from preschool through third grade. The Early Childhood Education Advanced option course rotation is designed to support students in completing the degree in a two-year period. Courses align with the social justice focus of the C&I program and provide students with advanced knowledge that will prepare them to effectively support diverse populations including promoting enhanced outcomes for at-risk children and their families. The program prepares early childhood professionals in becoming master teachers, curriculum specialists, preschool directors and administrators, professional development specialists, and policy advocates as well as preparing students to move into doctoral degree programs to help address the shortage of terminally qualified faculty in the early childhood field.

This proposal is moving forward concurrently with a proposal for an undergraduate minor in early childhood that will serve UM-Missoula elementary education candidates as well as an Early Childhood Education Initial degree option that will serve the needs of students who do not have an educational background in early childhood but are interested in or currently established in early childhood careers.

3. Need

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

Currently, there are no Master's programs available to early childhood professionals in the Montana University System at a time when the need for leaders in the field is increasing. This degree program

targets the advancement of early childhood professionals to become master teachers, curriculum specialists, preschool directors and administrators, professional development specialists, and policy advocates as well as preparing students to move into doctoral degree programs to help address the shortage of terminally qualified faculty in the early childhood field. Through the Early Childhood Education Advanced degree option, early childhood professionals in Montana as well as across the region will gain access to a high-quality advanced graduate degree program that is developed to meet both state and national accreditation standards for the advanced preparation of education professionals. The degree will be housed in UM's nationally accredited educator preparation program. Design of the Early Childhood Education Advanced degree option makes it readily accessible to individuals working in the field through on-line delivery and clinical experience requirements that can be implemented in the professional's current early childhood settings. A ready pool of Montana candidates for the program exists. The University of Montana – Western and Salish Kootenai College offer bachelor's degree in Early Childhood. Graduates of these programs along with others who have completed minors or associate degrees in early childhood as a component of their baccalaureate degree do not have options in Montana for advancing in the field of early childhood education. Currently, their only option is to enroll in out-of-state programs – frequently in expensive for-profit programs. Additionally, there are few graduate degree programs in early childhood in the region, so the program will have broad appeal across the northwest.

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

Professionals with early childhood baccalaureate degrees from across Montana and the region will be eligible for the Early Childhood Education Advanced degree option. In particular, these candidates will have completed early childhood coursework in child development, curriculum content courses—science, math, early literacy, social studies, curriculum methods, positive child guidance, environmental design, adult learning and mentoring, family involvement and family system theory, professionalism, and a practicum or student teaching. Candidates who have completed some but not all of these requirements through minors or associate degrees will have the option of completing additional post-baccalaureate coursework to meet admission requirements. This may include students who have completed UM's Human and Family Development Minor in early childhood as well as graduates from across the MUS and tribal colleges who completed minors or associate degrees as a component of their baccalaureate degrees. As an outcome of this program, public schools and human service agencies across Montana will have the benefit of a ready pool of early childhood leaders with advanced knowledge and skills to guide current and emerging initiatives for young children and their families.

To meet the demand for early childhood leaders in our state, all Montana professionals enrolled in the Master's degree program who currently work in a qualifying early childhood program (licensed or registered child care, Head Start or Tribal Head Start, or a Child Care Resources agency) for at least 15 hours per week are eligible for financial support administered through the Montana Early Childhood Project. The Early Professional Development Incentive Award-Higher Education awards $400 for the completion of 2-5 credits per semester and $1,000 for the completion of a minimum of 6 credits per semester.

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

Development of this program is driven by the need for leaders in the field of early childhood to address increasing demands for early education services for young children and their families. Through facilitated discussions, members of the Montana Early Childhood Higher Education Consortium reported multiple

calls each year from professionals in the Montana who are seeking an advanced master's degree in early childhood education. Currently, their only option is to enroll in out-of-state programs – often expensive, for-profit programs due to the absence of a master's degree program in the MUS. According to data gathered by the Montana Early Childhood Project for their annual Wall of Honor distinction, nearly 200 students have completed higher education degrees programs in Montana with an early childhood focus over the past four years (associate degrees, minors, and bachelor degrees).

4. **Institutional and System Fit**

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

   The proposed program will be an option for students who have completed UM's Human and Family Development Minor in early childhood as well as elementary education majors who complete the early childhood education minor (proposed to begin fall 2015). These candidates will have completed coursework to meet some of the requirements for admission and will have readily available options for completing additional required coursework to meet admission guidelines. (Eligible professionals will have completed a baccalaureate degree that included early childhood coursework in child development, curriculum content courses—science, math, early literacy, social studies, curriculum methods, positive child guidance, environmental design, adult learning and mentoring, family involvement and family system theory, professionalism, and a practicum or student teaching.)

   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 program is unique at UM.

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

   The development of the Early Childhood Education Advanced degree option includes a focus on advancing strategic issues in the UM 2020 strategic plan. In particular, the program supports the MUS Strategic Plan goal to build high quality graduate and research programs. In addition, the program addresses the goals of education for the Global Century by addressing "Discovery and innovation through graduate education." Finally, the program supports UM's initiative for Discovery and Creativity to Serve Montana and the World. Participating students will be actively engaged in research during their program of study to help address key questions regarding best practice in early childhood education.

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

Currently, there are no master's level early childhood programs in operation in Montana. While an early childhood Master's degree was previously available at Montana State University-Bozeman in the Department of Health and Human Development, the Early Childhood Education/Child Development master's program has not been offered for more than seven years. This is also the case for Montana State University – Billings where the Master of Education in Early Childhood has not been available for more than 5 years. The loss of these programs and subsequent absence of an early childhood master's degree program in Montana became an issue for discussion by the Montana Early Childhood Higher Education Consortium 4 years ago. While a great deal of discussion ensued, the lack of resources for a master's degree in early childhood made achievement of this goal difficult.

During Spring semester 2014, UM's Department of Curriculum and Instruction made the decision to fill an open .50 FTE tenure-track line with a faculty member in early childhood. At the March 21, 2014 Montana Early Childhood Higher Education Consortium meeting, representatives of both the University of Montana– Missoula and Montana State University – Bozeman announced their intention to initiate a master's degree program focused on early childhood. UM-Missoula announced a focus on early childhood education while MSU – Bozeman announced a focus on child development including family studies and systems theory. The pending proposals were discussed and members indicated support for the proposals. There were no objections or concerns voiced at the meeting. MUS and tribal college representatives attending this meeting included:

Dawson Community College	Brenda Stockert
Montana State University-Billings	Bonnie Graham
Montana State University-Bozeman	Rebecca Croghan, Christine Lux
Salish Kootenai College	Cindy O'Dell, Mary Rudolph
University of Montana-Missoula	Susan Harper Whalen
University of Montana-Western	Julie Bullard

Subsequently, faculty and administrators from both UM and MSU met on May 28, 2014 to discuss planning and identify areas for collaboration. Collectively, the following directions were determined to address the broad scope of content areas needed to build capacity and strengthen early childhood leadership in Montana.

1. UM Missoula will propose master's degree options focused on pedagogy and best practice in early childhood education. These topics align with the focus of the dedicated faculty line in early childhood education, current program strengths, and existing early childhood education expertise in the Department of Curriculum and Instruction (Professors Ann Garfinkle, Matthew Schertz, Trent Atkins, and Kate Brayko).

2. MSU-Bozeman will move forward to revitalize their master's degree in the Department of Health and Human Development with options focused on child development and family systems. These topics align with current program strengths, existing faculty expertise, and their planned recruitment of a faculty member in the Department of Health and Human Development.

3. Each campus will offer master's degrees that require 36 credits.

4. As the proposals are developed, each campus will plan for collaborative ways to maximize student opportunities to work with subject-area experts on either campus to include service on comprehensive exam committees. Fundamental to this advanced degree option is the nine-

credit Specialized Area of Focus that can be completed by taking courses from any qualifying campus in the MUS system. As an example, topics for the Specialized Area of Focus could include core courses in MSU-Bozeman's master's program in child development or family studies to allow students to benefit from the expertise of faculty across the state.

The Montana Early Childhood Higher Education Consortium met again on September 19, 2014. (Attendance listed below.) The agenda included a review of the Early Childhood Masters Degrees plans for UM and MSU. The completed UM proposal was presented at the meeting and consortium members approved the proposal by decree. Again, no objections or concerns were voiced at the meeting by the MUS and tribal college representatives in attendance. UM then affirmed that it would move forward with the proposal.

Aaniiih Nakoda College	Donna Miller
Blackfoot Community College	Dee Hoyt
Dawson Community College	Brenda Stockert
Montana State University-Billings	Bonnie Graham, Janet Albertson
Montana State University-Bozeman	Rebecca Croghan, Christine Lux
Salish Kootenai College	Cindy O'Dell, Nancy Moreland
Stone Child College	Kadene Drummer
University of Montana-Missoula	Kristin Horejsi
University of Montana-Western	Julie Bullard

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 Early Childhood Education Advanced option is designed to provide graduate level preparation for professionals who have an academic degree in early childhood. This is an option within the existing Master of Education Program in the Department of Curriculum and Instruction. The degree will be offered fully online and includes a total of 36-credit (15 core credits in Curriculum and Instruction and 21 early childhood credits). Courses align with the social justice focus of the C&I program and provide students with advanced knowledge that will prepare them to effectively support diverse populations including promoting enhanced outcomes for at-risk children and their families.

Course Number	Course	Status	Credits
Proposed C&I M.ED Core Courses (15 Credits)			

C&I 50x	Foundations: Select one of the following
	        510: Advanced Educational Psychology
	        595: Moral Development &Education; or
	        595: Childhood Ethnography
		Currently taught	3

C&I 514	Education Across Cultures	Currently taught	3

C&I 515	Computer and Other Technological Applications in Education	Currently taught	3
C&I 518	Inclusion and Collaboration	Currently taught	3
C&I 520	Educational Research	Currently taught	3
M.Ed. in Early Childhood Education (Advanced) Option Courses			
EDEC 540	Neuroscience and its Impact on Child Development	New for M.Ed. (Also Required for M.Ed. at the initial level)	3
EDEC 550	EC Curriculum Analysis, Design, and Assessment	New for M.Ed. (Also Required for M.Ed. at the initial level)	3
EDEC 515	Early Childhood Professionals Working with Families Experiencing Adversity	New for M.Ed Advanced	3
EDEC 560	Public Policy, Advocacy, and Leadership in ECE	New for M.Ed Advanced	3
400 or 500 level	Specialized area of focus: The National Association for the Education of Young Children (NAEYC) established standards for advanced programs that prepare early childhood professionals. These standards also serve as the national accreditation standards through the Council for Accreditation of Educator Preparation (CAEP) (formerly known as NCATE - National Council for Accreditation of Teacher Education) and establish the requirement for "*areas of specialized focus*" within the degree program to meet the individualized needs and interests of degree candidates. To facilitate collaboration and provide degree candidates the opportunity to benefit from the expertise that exists across the MUS system, students will identify a nine-credit area of focus (to be approved by the advisor) that can include qualifying courses from institutions that offer graduate degrees within the MUS system.		9

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 a minimum of five graduate students will enroll in the advanced master's degree option the first year with a conservative estimate that enrollment will reach 15 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 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 .50FTE line and in conjunction with existing faculty expertise in early childhood (Professors Ann Garfinkle, Matthew Schertz, Trent Atkins and Kate Brayko), a dedicated Graduate Coordinator in the Department of Curriculum and Instruction, and other program resources including the affiliated PJWEC early childhood preschool facility and staff, all teaching and managements needs of the degree program will be met. It is important to note that the proposed option effectively maximizes resources. By utilizing existing courses offered in the Department of Curriculum and Instruction and through collaboration across the MUS system to offer the 9-credit Specialized Area of Focus, this degree program requires the addition of just four courses (12 credits) that will be taught

alternating years. Two of these courses (6 credits) are also required for the M.Ed.) in Early Childhood Education (Initial) degree option.

This proposal is moving forward concurrently with a proposal for a minor in early childhood as well as a proposal for an option in Early Childhood Education (M.Ed.) at the initial level. To create these much needed degree options, a total of 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 Education Advanced option 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.

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 submitted to OCHE. ("Inclusive" education is now embedded in the state and national 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 professionals. Spring semester, 2014, UM's Department of Curriculum and Instruction made the decision to fill an open .50 FTE tenure-track line with a faculty member in early childhood. Subsequently, a draft proposal was developed through the collaborative efforts of professors Ann Garfinkle, Morgen Alwell, Georgia Cobbs, and Kate Brayko to seek a Masters of Education (M.Ed.) in Early Childhood Education (Advanced) degree option (as well as an undergraduate minor and an initial early childhood education M.Ed. option). Ann Garfinkle presented the draft proposal to the faculty at a departmental meeting and the initial proposal was approved by a majority vote on May 12, 2014.

At the March 21, 2014 Montana Early Childhood Higher Education Consortium meeting, representatives of the University of Montana– Missoula announced their plan to propose a master's degree program in early childhood education and Montana State University – Bozeman announced their intention to initiate a

master's degree program in child development including a focus on family studies and systems theory. Faculty and administrators from UM and MSU met on May 28, 2014 to discuss planning and to identify areas for collaboration. In particular, it was agreed that UM's advanced degree option will include a nine-credit specialized area of focus that can be completed at any qualifying campus in the MUS system.

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 Masters of Education (M.Ed.) in Early Childhood Education Advanced degree option curriculum with the mission and vision of the Department as well as with national standards for the advanced preparation of early childhood professionals. 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 unanimous approval.

Department Summary
September 25, 2014

The Department of Curriculum and Instruction in the Phyllis J. Washington College of Education and Human Sciences is submitting three proposals focused on early childhood education. Collectively, these three proposals require just six new courses to provide both undergraduate and graduate options that will prepare professionals to meet increasing workforce demands in early childhood education. The Department of Curriculum and Instruction has approved the transition of an open faculty line for a .50FTE faculty member in the field of early childhood education, so additional resources are not required to offer these degree options.

1. **Minor in Early Childhood Education**: This Level II 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 will be housed in the Department of Curriculum and Instruction (C&I) of the PJW College of Education and Human Sciences. The program effectively reorganizes 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.

2. **Masters of Education (M.Ed.) in Early Childhood Education (Initial)**: This Level I proposal constitutes a request for approval of a new Early Childhood Education (Initial) degree option in the existing M.Ed in Curriculum and Instruction. The Masters of Education (M.Ed.) in Early Childhood Education (Initial) degree option is designed to provide graduate level preparation for professionals who do not have an educational background in early childhood but are interested in or currently established in early childhood careers. At the time of this proposal, there are no other active early childhood master's degree programs in the state. The degree program will be housed in the Department of Curriculum and Instruction of the PJW College of Education and Human Sciences. The curriculum is designed to meet national and state early childhood education standards and will be delivered in an on-line format to create a readily accessible master's degree option for current teachers and other human service professionals to prepare them for emerging needs in the workforce.

3. **Masters of Education (M.Ed.) in Early Childhood Education (Advanced)**: This Level 1 proposal constitutes a request for approval of a new Early Childhood Education (Advanced) degree option in the existing M.Ed in Curriculum and Instruction master's program. The M.Ed. in Early Childhood Education (Advanced) degree option is designed to provide graduate level preparation for professionals who have an academic degree in early childhood. At the time of this proposal, there are no other active early childhood master's degree programs in the state. The degree program will be housed in the Department of Curriculum and Instruction of the Phyllis J. Washington College of Education and Human Sciences. The curriculum is designed to meet national standards for advanced early childhood education degrees and will be delivered in an on-line format to create a readily accessible master's degree option for early childhood professionals.

May 21-22, 2015

ITEM 167-1010+R0515

Request for Authorization to Offer A.A. Degree Online – Missoula College University of Montana

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THAT

The Board of Regents of Higher Education authorizes Missoula College-UM to offer the AA degree online.

EXPLANATION

This request is to deliver the existing Associate of Arts Degree (AA) online. Online delivery will potentially increase enrollment. The Department of Defense will offer scholarships to active military personnel around the globe for an online AA degree. The degree would also be available for all distance students.

The Associate of Arts degree at UM is designed to be a general education transfer degree. It is considered to be the equivalent of the first two years of a baccalaureate degree. Students pursuing an AA degree online will work closely with their advisor in the Academic Advising Center, or take advantage of online advising, to design a program of study tailored to their specific academic and professional goals.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-1010+R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Missoula College-UM**   CIP Code: **24.0102**

Program Title: **Online Associate of Arts degree**

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**

_X_ **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. Revising a program** (Curriculum Proposal Form)

_X_ **4. Distance or online delivery of an existing degree or certificate program**

____ **5. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist)

____ **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)

___ **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)**

___ **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, except when eliminating or consolidating)

___ **5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

This request is to deliver the existing Associate of Arts Degree (AA) online. Online delivery will potentially increase enrollment. The Department of Defense will offer scholarships to active military personnel around the globe for an online AA degree. The degree would also be available for all distance students.

The Associate of Arts degree at UM is designed to be a general education transfer degree. It is considered to be the equivalent of the first two years of a baccalaureate degree. Students pursuing an AA degree online will work closely with their advisor in the Academic Advising Center, or take advantage of online advising, to design a program of study tailored to their specific academic and professional goals.

May 21-22, 2015

ITEM 167-1903+R0515

Request for Authorization to Re-Title the Associate of Applied Science Degree in Welding Technology to Industrial Welding and Metal Fabrication – Helena College University of Montana

THAT

Helena College University of Montana requests Board of Regents authorization to retitle the existing Associate of Applied Science degree in Welding Technology to AAS Degree in Industrial Welding and Metal Fabrication.

EXPLANATION

Helena College UM Trades Division requests authorization to retitle this program to encompass the full nature of the degree. Approval of this proposal will increase understanding of the depth and breadth of the program content and student learning outcomes and will increase industry recognition of the depth and scope of the program requirements.

The welding program advisory committee supports this request and has indicated that, by specifying the nature of welding processes as industrial and including metal fabrication in the title, employer partners immediately recognize the instruction this degree program is intended to offer.

ATTACHMENTS

Academic Proposal Request Form
Attachment #1 – Degree Requirements

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **167-1903+R0515**   Meeting Date: **May 21-22, 2015**

Institution: **Helena College UM**   CIP Code: **48.0508**

Program Title: **Welding Technology Associate of Applied Science**

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**

X **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.

X **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:

Helena College University of Montana requests Board of Regents authorization to retitle the existing Associate of Applied Science degree in Welding Technology to AAS Degree in Industrial Welding and Metal Fabrication.

Helena College UM Trades Division requests authorization to retitle this program to encompass the full nature of the degree. Approval of this proposal will increase understanding of the depth and breadth of the program content and student learning outcomes and will increase industry recognition of the depth and scope of the program requirements.

The welding program advisory committee supports this request and has indicated that, by specifying the nature of welding processes as industrial and including metal fabrication in the title, employer partners immediately recognize the instruction this degree program is intended to offer.

HELENACOLLEGE
University of Montana

AAS Degree
Industrial Welding and Metal Fabrication

First Year: Fall Semester

WLDG 107	Industrial Safety	2
WLDG112	Cutting Processes	3
WLDG135	GMAW Theory and Application	5
WLDG181	SMAW Theory and Application	5
M111T	Technical Mathematics	3
Total Semester Credits		**18**

First Year: Spring Semester

WLDG117	Blueprint Reading and Weld Symbols	3
WLDG131	**Layout, Metal Forming and Fabrication**	6
WLDG140	Intro GAS Tungsten ARC Welding (GTAW) - Integrated Lab	3
WLDG151	Shop Practices	4
Total Semester Credits		**16**

Second Year: Fall Semester

WLDG217	Advanced Blueprint	2
WLDG225	Structural Fabrication	2
WLDG230	Field Welding and Processes	2
WLDG243	Advanced Metal Fabrication I	6
WLDG255	CNC Burn Table Programming and Operation	3
WRIT121T	Introduction to Technical Writing	3
Total Semester Credits		**18**

Second Year: Spring Semester

WLDG213	Pipe Welding Lab I	5
WLDG244	Advanced Metal Fabrication II	4
WLDG245	Metal Fabrication Design and Construction	5
WLDG265	MSHA Safety Training	1
HR100T	Human Relations	2
Total Semester Credits		**16**
TOTAL CREDITS		**68**