

## ACADEMIC ITEM APPROVAL MEMORANDUM

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Compiled here are academic items approved since the September Board of Regents Meeting. This memorandum from August and September 2021 contains items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. The items before you have been approved and are now being shared with you for your notification.

- August 2021 Academic Item Memorandum
- September 2021 Academic Item Memorandum

## ACADEMIC ITEMS MEMORANDUM

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**DATE:** September 9, 2021

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

**FROM:** Brock Tessman, Deputy Commissioner for Academic, Research, and Student Affairs

**RE:** August 2021 Academic Items

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Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in August 2021. These proposals include items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. These Level I items are being sent to you for your review. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, raise them at the Chief Academic Officer's conference call on September 21<sup>st</sup>. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, September 24<sup>th</sup>. You will be notified of approved proposals by Tuesday, September 28<sup>th</sup>. The Board of Regents will be notified of the approved proposals at the November meeting of the Board.

### LEVEL II ITEMS:

#### Montana State University Bozeman:

- Request for authorization to establish a Master of Music with an option in Music Education  
[Item #2012-LI0821](#) | [Curriculum Form](#) | [Fiscal Form](#) | [Request to Plan](#)

Montana Board of Regents  
ACADEMIC PROPOSAL REQUEST FORM

SUBMISSION August/2021

ITEM 2012-LI0821

**ITEM TITLE:** Request authorization for Montana State University to establish a Master of Music with an option in Music Education

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Institution: Montana State University

CIP Code: 13.1312

Program/Center/Institute Title: Master of Music (M.M.)

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Includes (please specify below): Face-to-face Offering:  Online Offering:  Blended Offering:

Options: Music Education

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**Proposal Summary** [360 words maximum]

**What:** The Montana State University School of Music is requesting approval for a new academic program, The Master of Music with an Option in Music Education (MMME). The Master of Music with an Option in Music Education (MMME) is for practicing music educators and can be completed 100% online. This format benefits teachers with geographical constraints preventing them from accessing regional universities. We seek to slightly adjust MSU's M.Ed. in Curriculum and Instruction, Emphasis in Music option: three credits will move to a required music course, three credits will move to a required music education course, and research credits are specific to music education. The Music Education option under the M.Ed. will be eliminated. The MSU Department of Education supports this proposal.

**Why:** Among the reasons that practicing music teachers in Montana seek advanced degrees are recertification, licensure, moving up the pay scale, improving their musical skills, and directly impacting their students' achievement. Current and prospective graduate students have expressed a strong desire for a master's degree that is delivered by the School of Music. The MMME places music as the teachers' primary area of study, allowing music to hold a prominent position in their advanced degree. Music-specific master's degrees are the industry standard for students who wish to pursue doctorate degrees. Additionally, teachers desire an online graduate program that will allow them to earn their degree regardless of proximity to campus. The MMME indirectly addresses Montana's severe music teacher shortage by focusing on teacher retention - enhancing teachers' skills/knowledge, fostering a sense of community, and increasing salaries.

**Resources:** To meet the anticipated need for fiscal resources, the college will reallocate necessary faculty and staff time internally to support this program. At this time, no additional institutional support has been identified or budgeted for the program.

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**ATTACHMENTS**

Curriculum Proposal Form  
Fiscal Analysis document  
Request to Plan

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Please mark the appropriate type of request and submit with 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 <http://mus.edu/che/arsa/academicproposals.asp>.

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

       **A. Level I:**

**Campus Approvals**

       **1a. Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)

       **1b. Withdrawing a postsecondary educational program from moratorium**

       **2. Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**

       **3. Establishing a B.A.S./A.A./A.S. area of study**

       **4. Offering an existing postsecondary educational program via distance or online delivery**

**OCHE Approvals**

       **5. Re-titling an existing postsecondary educational program**

       **6. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

       **7. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

       **8. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

       **9. Revising a postsecondary educational program** (Curriculum Proposal Form)

       **10. Establishing a temporary C.A.S. or A.A.S. degree program** *Approval limited to 2 years*

**X**        **B. Level II:**

       **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Request to Plan Form)

       **2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request to Plan Form)

       **3. Exceeding the 120-credit maximum for baccalaureate degrees** *Exception to policy 301.11*

       **4. Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

       **5. Re-titling an academic, administrative, or research unit**

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### CURRICULUM PROPOSAL FORM

- 1. Overview of the request and resulting changes.** Provide a one-paragraph description of the proposed program. Will this program be related or tied to other programs on campus? Describe any changes to existing program(s) that this program will replace or modify. *[100 words]*

The Master of Music with an Option in Music Education (MMME) is for practicing music educators and can be completed 100% online. This format benefits teachers with geographical constraints preventing them from accessing regional universities. We seek to slightly adjust MSU's M.Ed. in Curriculum and Instruction, Emphasis in Music option: three credits will move to a required music course, three credits will move to a required music education course, and research credits are specific to music education. The Music Education option under the M.Ed. will be eliminated. The MSU Department of Education supports this proposal.

- 2. Relation to institutional strategic goals.** Describe the nature and purpose of the new program in the context of the institution's mission and core themes. *[200 words]*

The proposed MMME degree program advances all of MSU's Intentional Focus areas. Access to MSU will be available to practicing music teachers throughout the state and beyond, helping to address Goals 1.1 and 1.2 to "broaden access for underrepresented populations" and to "expand high-quality graduate education." This proposed MMME involves helping practicing music teachers become better educators, aligning with Goal 1.3 to "develop informed professionals." MMME students will disseminate their learning and research with conference presentations, community outreach, and scholarly writing, aligning with Goal 2.1 to "enhance the significance and impact of scholarship." Additionally, the M.M. degree is the necessary program of study if a student plans to eventually pursue a Ph.D. or D.M.A. in Music Education. This supports Goal 2.3 related to strengthening MSU's "institutional reputation in scholarship." Finally, the MMME will respond to the needs of music teachers who have expressed a desire for a program that offers opportunities to deepen content and pedagogical knowledge specific to music education, addressing MSU Intentional Focus 3 to "enhance the well-being of individuals, organizations, and communities" and "improve the lives and livelihoods of Montanans."

- 3. Process leading to submission.** Briefly detail the planning, development, and approval process of the program at the institution. *[100 words]*

The development of this proposal has included involvement of and consideration from a wide range of stakeholders, including but not limited to School of Music faculty, School of Music Director (current and previous), faculty and department head from MSU's Department of Education, faculty in the MSU English department, music education faculty at other institutions, members of the professional organization of music teachers in the state of Montana (MMEA), prospective graduate students, current students in the M.Ed. program, graduates of the M.Ed. program, and graduates of the undergraduate BME music education program who are currently teaching music in Montana.

- 4. Program description.** Please include a complete listing of the proposed new curriculum in Appendix A of this document.

- a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	24
Credits in required courses offered by other departments	3
Credits in institutional general education curriculum	0
Credits of free electives	3
Total credits required to complete the program	30

- b. List the program learning outcomes for the proposed program. Use learner-centered statements that indicate what students will know, be able to do, and/or value or appreciate as a result of completing the program.
- Students will engage in scholarly inquiry/action research related to music education that is grounded in relevant scholarship in the field.
  - Students will apply current research in music education to develop and implement pedagogical practices in their local teaching contexts.

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- Students will develop their knowledge and skills related to historical issues and current trends related to K-12 music education.
- Students will advance the music education profession through contributions to local, regional, and/or national conferences, presentations, and/or publications.

5. **Need for the program.** To what specific student, regional, and statewide needs is the institution responding to with the proposed program? How will the proposed program meet those needs? Consider workforce, student, economic, societal, and transfer needs in your response as appropriate. [250 words]

Among the reasons that practicing music teachers in Montana seek advanced degrees are recertification, licensure, moving up the pay scale, improving their musical skills, and directly impacting their students' achievement. Current and prospective graduate students have expressed a strong desire for a master's degree that is delivered by the School of Music. The MMME places music as the teachers' primary area of study, allowing music to hold a prominent position in their advanced degree. Music-specific master's degrees are the industry standard for students who wish to pursue doctorate degrees. Additionally, teachers desire an online graduate program that will allow them to earn their degree regardless of proximity to campus. The MMME indirectly addresses Montana's severe music teacher shortage by focusing on teacher retention - enhancing teachers' skills/knowledge, fostering a sense of community, and increasing salaries. As the degree targets currently licensed and employed music teachers, the degree will not impact their employment after graduation; however, teachers who hold master's degrees will see a salary bump in most Montana districts. For example, a fourth-year teacher in Bozeman with a bachelor's degree makes \$46,448. A fourth-year teacher in Bozeman with a master's degree makes \$54,125. The MMME program also aids another aspect of the music teacher shortage in the state, the lack of placements for undergraduate music education practicum students and student teachers. The MMME addresses this need and raises practicing teachers' comfort level and expertise for supervising undergraduates and providing support to newly hired teachers.

6. **Similar programs.** Use the table below to identify and describe the relationship between any similar programs within the Montana University System.

Institution Name	Degree	Program Title
Montana State University	M.Ed.	Curriculum and Instruction (C&I) – Emphasis in Music Education
University of Montana	M.M.	Master of Music in Music Education

- a. If the proposed program substantially duplicates another program offered in the Montana University System, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. [200 words]

MSU currently offers a M.Ed. in Curriculum and Instruction (C&I) – Emphasis in Music Education. We propose a shift of the current M.Ed. program, to include discipline specific curricular changes, to the School of Music - MMME. This structure aligns with the current organization of discipline-specific education graduate programs at MSU, including the M.A. in English Education, M.S. in Mathematics Education, M.S. in Science Education, and M.S. in Agricultural Education. The Music Education option under the M.Ed. will be eliminated. The MSU Department of Education supports this proposal. See a side-by-side comparison of the two programs in Appendix B below.

While the title of MSU's proposed degree (M.M.) is duplicated within the Montana University System, the content of the proposed degree program does not duplicate any existing MUS programs. Typically, M.M. - Music Education curricula are either focused on musical performance/theory/musicology or are more pedagogy/music education research-based. This is the case within the Montana University System: The University of Montana M.M. degree requires more credits in music/music performance and our proposed M.M. requires more credits in music education and music education research. Therefore, the content of the two programs is different and does not represent substantial duplication. See a side-by-side comparison of the two programs in Appendix C below.

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**CURRICULUM PROPOSAL FORM**

- b. Describe any efforts that were made to collaborate with similar programs at other institutions. If no efforts were made, please explain why. [200 words]

We welcome the opportunity to work with other institutions across Montana and have had conversations with faculty and administrators from UM. Graduate students enrolled in programs outside MSU may take our courses to transfer back to their home schools, and MSU graduate students are allowed to transfer in up to nine graduate credits from other institutions. Additionally, it is possible for individual courses within the MMME program to be taken by students outside of any degree program for recertification or licensure, and credits will allow teachers to progress on their district’s salary scale (Montana Office of Public Instruction).

- 7. **Implementation of the program.** When will the program be first offered? If implementation will occur in phases, please describe the phased implementation plans. [100 words]

We anticipate advertising our program starting Spring 2022; students may begin the program Summer 2022, when the cycle of required music and music education courses will commence. Advertising outlets include the Montana Music Educators Association *Cadenza* Journal, MEA/MFT, newsletters and publications of Montana music teachers, and various social media platforms and listservs. Our immediate focus is on Montana and regional teachers; however, we plan to take advantage of the current online graduate tuition schedule that allows out-of-state online graduate students to pay 135% of in-state tuition, which would be attractive to students from other states and territories.

- a. Complete the following table indicating the projected enrollments in and graduates from the proposed program.

Fall Headcount Enrollment					Graduates				
AY 22-23	AY 23-24	AY 24-25	AY 25-26	AY 26-27	AY 22-23	AY 23-24	AY 24-25	AY 25-26	AY 26-27
8	9	10	10	10	0	4	4	5	5

- b. Describe the methodology and sources for determining the enrollment and graduation projections above. [200 words]

The initial class of 8 students will include new students and C&I change of majors; 1 student will join each subsequent year. Students taking 3 credits/semester (Fall/Spring/Summer) will graduate in 10 semesters; students taking 6 credits/semester (Fall/Spring/Summer) will graduate in 5 semesters.

The current M.Ed. C&I music education emphasis maintains healthy enrollment (8 students enrolled Sp21). We anticipate in-state demand will increase. The latest data available from Montana’s Office of Public Instruction (2017-2018) shows that 52% of Montana teachers (all specializations) hold post-baccalaureate degrees; MMEA reports that Montana employed 464 music teachers in 2020-2021, indicating that there are likely 200+ Montana music teachers without masters’ degrees.

We also anticipate out-of-state demand: in the 14 WICHE states, there are only six NASM accredited distance learning master’s degree programs in music education. Nine states (AK/AZ/CA/ID/OR/NV/UT/WA/WY) offer none. This is a large potential market: the total non-resident cost to complete the MMME degree (\$13,061) is less than many other schools’ in-state program costs (Eastern Washington University, \$18,022; California State University Long Beach, \$20,700; University of Oregon, \$21,081). Following analysis of current enrollment, state statistics, and first-hand evidence from prospective students, current students, and graduates, we expect the program to easily sustain the projected enrollment.

- c. What is the initial capacity for the program?

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The MSU School of Music currently has capacity for the full projected annual enrollment of 10 students in the MMME program, along with room for additional growth. Montana State University and the School of Music will not impose new degree or program requirements on continuing students: students enrolled in the music option of the M.Ed. will have the option to complete the M.Ed. program requirements in effect at the time of their admission to graduate studies at MSU or to declare the M.M. with an Option in Music Education as their major.

- 8. Program assessment.** How will success of the program be determined? What action would result if this definition of success is not met? *[150 words]*

Each academic year, the School of Music will assess how well students are meeting program learning outcomes (see description of assessment process below). The success of the MMME program will be determined by the degree to which all MMME program learning outcomes are achieved. Following a review of data, the School of Music faculty will make decisions about how to respond. Possible responses include gathering additional data the following year to verify or refute results; adapting the curriculum to address identified problems; adapting acceptable performance thresholds; or working to maintain positive results. A summary of each year's assessment activities and faculty decisions is reported to the MSU Provost's Office in the School of Music's Annual Assessment Activities report.

- a. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program. When will assessment activities occur and at what frequency? *[150 words]*

Each academic year, the School of Music will assess how well students are meeting program learning outcomes. This assessment will include the following: a) an evaluation of students' professional papers/projects from MUSE 575 (program learning outcome 1); b) an evaluation of samples of student work (program learning outcomes 2 and 3); c) the examination of student involvement in professional opportunities such as conference presentations, publications, awards, and honors (program learning outcome 4); d) an annual survey of MMME students regarding their experiences in the program (all program learning outcomes); and e) collecting data regarding student recruitment, application to the program, retention, and graduation. This review will take place in conjunction with the annual School of Music undergraduate degree program evaluations.

- b. What direct and indirect measures will be used to assess student learning? *[100 words]*

Syllabi will relate required levels of achievement, including course overviews, learning objectives, and descriptions of assessment (see also Appendix D: Sample Rubrics). Evaluation will occur at regular intervals during each graduate course. Progress toward degree completion will be evaluated each semester during individual academic advising. Professional competence in music education will be demonstrated before peers and faculty during required and elective coursework, and through the completion of a final project/comprehensive review. All courses listed on a Program of Study must receive a grade of "C" or better. Additionally, MMME students must maintain a program GPA of 3.00 or higher.

- c. How will you ensure that the assessment findings will be used to ensure the quality of the program? *[100 words]*

The School of Music is committed to providing access to high-quality, graduate-level study in music education in order to increase graduate students' knowledge and skills related to the pedagogy of music teaching, practitioner research, and musical understandings. If upon review of the program, specific areas of weakness or deficiency are identified, the School of Music Director and faculty will create and implement a plan to address the concerns. A record of these decisions and actions will be maintained and reviewed each academic year.

- d. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation. *[100 words]*

As an institution currently accredited by the National Association of Schools of Music (NASM), we are required to submit a Plan Approval for the Master of Music with an Option in Music Education degree program. We have



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followed all published NASM guidelines and degree requirements in designing the MMME program and are seeking NASM approval for the degree.

#### 9. Physical resources.

- a. Describe the existing facilities, equipment, space, laboratory instruments, computer(s), or other physical equipment available to support the successful implementation of the program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated? *[200 words]*

The MMME is designed to be delivered 100% online. No in-person residency is required for the MMME. Electives such as applied music and graduate conducting will be offered virtually, however, some students may elect to travel to campus to meet with faculty in person. Faculty studios, as well as other spaces in the building, existing technology, and existing resources are sufficient to deliver the MMME through distance learning.

- b. List needed facilities, equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. (Enter the costs of those physical resources into the budget sheet.) How will the need for these additional resources be met? *[150 words]*

While we do not anticipate requiring facilities or equipment specific to the MMME, funding for the general acquisition, maintenance, and replacement of equipment and technology for the School of Music come from student fees, both general fees levied on all undergraduate and graduate students, and program/course-specific fees. School of Music budget plans and provisions related to the physical plant occur in consultation with the Office of Facilities Services, the College Dean, School of Music Director, and the faculty.

#### 10. Personnel resources.

- a. Describe the existing instructional, support, and administrative resources available to support the successful implementation of the program. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained? *[200 words]*

The MSU Graduate School, Financial Aid Office, and Registrar's Office have available capacity to meet the needs of our projected MMME enrollment. All courses in the MMME will be taught by faculty currently employed by the MSU School of Music. Currently, the School of Music offers 1-2 graduate-level music education courses taught by tenured faculty members each summer. Additionally, one graduate-level music education course per academic year is included in the tenured music education faculty member's load, and one graduate-level conducting course is being offered every academic year by a tenured school of music faculty member. Courses such as graduate-level applied music, composition, and conducting will be assigned to studio faculty on a per student basis. Faculty members assigned to those courses have flexibility in their current loads for these additions. Additional elective courses will be offered on demand. The MSU School of Music currently employs faculty and staff whose aggregate individual qualifications enable the school, including the proposed MMME program, to accomplish their purposes. The quality and productivity of existing programs will not be impacted.

- b. Identify new personnel that must be hired to support the proposed program. (Enter the costs of those personnel resources into the budget sheet.) What are the anticipated sources or plans to secure the needed qualified faculty and staff? *[150 words]*

The MMME curriculum will require the addition of three 3-credit courses to be delivered by School of Music faculty each academic year. 0.3 FTE instruction will be distributed among currently employed NTT faculty, covering three lower-division non-music undergraduate courses, to allow tenure-track load to shift to new graduate courses. After the program meets the enrollment goal of 10 students, an additional 0.1 FTE instruction will be requested to meet the needs of the growing student population. The administration of the MMME will require an additional 0.2 FTE to be added to the workload of

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part-time School of Music office staff currently employed at MSU. If the MMME grows beyond anticipated enrollment of 10 students, the School of Music will require additional FTE for NTT Faculty, Staff, and Operations to support this growth.

#### 11. Other resources.

- a. Are the available library and information resources adequate for the proposed program? If not, how will adequate resources be obtained? *[100 words]*

The MSU Library collections and resources are sufficient to support the curricular needs of the MMME, including the needs of graduate music students and faculty. Through worldwide interlibrary loan, the library provides access to information beyond its owned collections, free of charge. The library subscribes to music-specific databases including Music Online, Oxford Music Online, LibraryMusicSource, and IPA Source. The Library is a member of many national organizations and collaborates with other institutions to provide access to a wide variety of information resources. Many of the library's general databases contain content related to music, music education, music technology, and film music.

- b. Do existing student services have the capacity to accommodate the proposed program? What are the implications of the new program on services for the rest of the student body? *[150 words]*

While the MMME program will be delivered via distance learning, students in the MMME program will still be eligible for MSU's available student services. These include access to the Dean of Students; Office of Financial Education; Career, Internship, and Student Employment Services; Disabled Student Services; Veteran Support Center; Women's Center; Diversity Awareness Office; Audio Video Listening and Viewing; and Testing Services. MSU Student Services has available capacity to meet the needs of our projected MMME enrollment.

#### 12. Revenues and expenditures. Describe the implications of the new program on the financial situation of the institution. *[100 words]*

MSU's College of Arts and Architecture and the School of Music are committed to financially supporting the MMME degree program. The college will reallocate necessary faculty and staff time internally to support this program.

- a. Please complete the following table of budget projections using the corresponding information from the fiscal analysis form for the first three years of operation of the new program.

	Year 1	Year 2	Year 3
Revenues	\$27,139	\$30,532	\$35,111
Expenses	\$27,311	\$28,811	\$34,642
Net Income/Deficit (revenues-expenses)	(\$172)	\$1,721	\$469

- b. Describe any expenses anticipated with the implementation of the new program. How will these expenses be met? *[200 words]*

As reflected above and in the Fiscal Analysis document, we anticipated expenses related to faculty/course delivery and ongoing operations. The college will reallocate necessary faculty and staff time internally to support this program.

- i. If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs? *[150 words]*

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The college will reallocate necessary faculty and staff time internally to support this program. At this time, no additional institutional support has been identified or budgeted for the program and no new or additional faculty lines, NTT or GTA support are available from central sources to support this program. Depending on enrollment, the college will repurpose faculty instructors to meet the program objectives.

- ii. If an increase in base funding is required to fund the program, indicate the amount of additional base funding and the fiscal year when the institution plans to include the base funding in the department’s budget.

We do not require an increase in base funding.

- iii. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution’s plans for sustaining the program when that funding ends? [150 words]

We do not anticipate receiving funding from any one-time sources.

- iv. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? [150 words]

We do not anticipate receiving funding from any grants, special fee arrangements, or contracts.

**13. Student fees.** If the proposed program intends to impose new course, class, lab, or program fees, please list the type and amount of the fee.

We do not anticipate imposing any fees beyond the general fees levied on all undergraduate and graduate students by MSU. We also do not anticipate imposing any program specific fees. The only course (required or elective) that has associated course fees is MUSI 595: Applied Music, \$94 (individual/private applied lessons). These fees are identical to those levied for undergraduate applied music.

**14. Complete the fiscal analysis form. .**

Signature/Date

College or School Dean:  DocuSigned by: Royce Smith  
E769FBECE2954C2... 8/8/2021 | 8:05 AM MDT

Chief Academic Officer:  DocuSigned by: Robert Mokwa  
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Chief Executive Officer:  DocuSigned by: ...  
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Flagship Provost\*:  DocuSigned by: Robert Mokwa  
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Flagship President\*: \*Not applicable to the Community Colleges.

August 2021  DocuSigned by: ... 7D6A4CE96C3F415... Academic Item Memorandum 8/8/2021 | 8:05 AM MDT 10 of 23

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**CURRICULUM PROPOSAL FORM**

**Appendix A – Proposed New Curriculum****Curricular table:** Master of Music with an Option in Music Education

Music Education and Music Education Electives	Music and Music Electives	Education	Free Electives	Total Units for Degree Completion
Credits = 15-18	Credits = 9-12	Credits = 3	Credits = 0-3	Credits = 30

Music Education and Music Education Electives

MUSE 530: Foundations of Music Education	3
MUSE 531: Contemporary Issues in Music Education	3
MUSE 532: Music Education Research and Practice	3
MUSE 575: Professional Paper and Project in Music Education	6
<u>Music Education Electives (choose 0-3 units)</u>	<u>0-3</u>
Total	15-18 credits

Music and Music Electives

MUSI 501: Analytical Techniques	3
MUSI 502: Musicology	3
<u>Music Electives (choose 3-6 units)</u>	<u>3-6</u>
Total	9-12 credits

Education

<u>EDCI 514: Mentoring New Teachers</u>	<u>3</u>
Total	3 credits

Free Electives

<u>Free Elective Course (choose 0-3 credits)</u>	<u>0-3</u>
Total	0-3 credits

**Course Descriptions and List of Electives:****Required Music Education Courses**

- MUSE 530. Music, Society, Education. 3 Credits. (3 Lec) Su alternate years, to be offered odd years. PREREQUISITE: EDEL 410, EDSD 410 Philosophical, historical, psychological and social foundations of music education. Music in public education, music curricula, aesthetics, and music learning theory.
- MUSE 531. Contemp. Issues in Music Ed. 3 Credits. (3 Lec) Su alternate years, to be offered even years. PREREQUISITE: EDEL 410, EDSD 410 Exploration of contemporary issues and problems in music education including curricular developments, teaching methodology, innovations, and multidisciplinary concepts within K-12 music education.
- MUSE 532. Music Ed: Res and Practice. 3 Credits. (3 Lec) PREREQUISITE: EDEL 410, EDSD 410 Examination and close study of research in music education and its implications for practice.
- MUSE 575. Professional Paper and Project. 1-4 Credits. (1-4 Ind. Study) PREREQUISITES: Graduate Standing. Max 6 cr. A research or professional paper or project dealing with a topic in the field. The topic must have been mutually agreed upon by the student and his or her major advisor and graduate committee.

**Required Music Courses**

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- MUSI 501. Analytical Techniques. 3 Credits. (3 Lec) F alternate years, to be offered even years.  
PREREQUISITE: MUSI 206, MUSI 301, MUSI 302. Review and practice of analytical and theoretical procedures and concepts in a variety of musical genres and styles. (Examining trends, cultural traditions, attitudes, and practices; rethinking and re-grounding aesthetic and stylistic positions.
- MUSI 502. Musicology 3 Credits. (3 Lec) F alternate years, to be offered odd years.  
PREREQUISITE: MUSI 206, MUSI 301, MUSI 302. Review and study of the scope, bibliography, and methodologies of musicology, with an emphasis on specific works and current trends. An in-depth analysis of repertoire through multiple theoretical techniques. Exploring the relationship between analysis and performance decisions drawing on performance practice and contemporaneous sources. A major analysis of an approved work is required.

**Required Education Course**

- EDCI 514. Mentoring New Teachers. 3 Credits. (3 Lec) F PREREQUISITE: Graduate Standing. This course examines research relevant to the process of mentoring new teachers and supporting their professional development. Course content explores skills necessary for successful mentoring, the professional development needs of new teachers, and development of tools for monitoring and evaluation.

**Music Education Electives**

- MUSE 542. Graduate Vocal Pedagogy. 3 Credits. (3 Sem) On Demand 3 cr. SEM 3 PREREQUISITE: MUSI 442.  
COREQUISITE: Must be an active music educator. Online/Seminar delivery centers around classroom application of vocal methodologies in the studio and classroom. Course content will include the study of vocal physiology and acoustics.
- MUSE 588. Professional Development. 1-3 Credits. (1-3 Lec; 3 cr max) On Demand PREREQUISITE: Graduate standing, teaching experience and/or current employment in a school organization, consent of instructor and Dean of Graduate Studies. Courses offered on a one-time basis to fulfill professional development needs of in service educators. A specific focus is given to each course which is appropriately subtitled. May be repeated.
- MUSE 591. Special Topics. 2 Credits. (2 Sem) Su PREREQUISITE: Bachelor's degree in Music, Music Education, or related field. This intensive course presented by music professionals and music educator session presenters will allow the student/teacher total immersion with experts in all areas of music teaching and performance to include woodwinds, brass, percussion, small and large ensembles. Woodwind, brass and percussion instruments will be studied regarding proper technique, pedagogical and physical problems, and the teaching of music through each individual performance area and the full instrumental ensemble. Selected concert band and ensemble literature will be studied and analyzed relating to the teaching of national standards for music through the instrumental ensemble medium and individual teaching techniques and effectiveness.
- MUSE 594. Seminar. 1 Credit. (1 Sem; 4 cr max) On Demand Max 4 cr. PREREQUISITE: Graduate standing or seniors by petition. Course prerequisites as determined for each offering. Topics offered at the graduate level which are not covered in regular courses. Students participate in preparing and presenting discussion material.
- MUSE 598. Internship. 2-12 Credits. (2-12 Ind; 12 cr max) On Demand Max credits unlimited PREREQUISITE: Graduate standing, consent of instructor and Director. An individualized assignment arranged with an agency, business or other organization to provide guided experience in the field.

**Music Electives**

- MUSI 485. Acoustic Composition. 1-3 Credits. (1-3 Studio; 12 cr max) F,S PREREQUISITE: MUSI 106. Max 12cr. Individual study of compositional practices for acoustic/orchestral instruments, compositional processes and techniques, standard notation and part-writing, and aesthetic concepts. Students meet minimum weekly progress standards and a total requirement for minutes of music written, adjustable for the complexity of the medium. May be repeated.
- MUSI 519. World Music. 2 Credits. (2 Lec) On demand PREREQUISITE: MUSI 302. Approaches to and use of music in world cultures. The influence of world musics on Western music.
- MUSI 540. Advanced Conducting. 1-3 Credits. (1-3 Rct) F,S,Su PREREQUISITE: MUSI 335 or MUSI 336. Conducting techniques, score study and rehearsal procedures for direction of instrumental and choral groups in the public schools. Online readings, research, and discussions with on-campus and off-site conducting of ensembles. May be repeated for credit.

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

- MUSI 550. Graduate Recital. 1 Credit. (1 Ind) F,S,Su PREREQUISITE: MUED 560. Formal recital to include works from different eras.
- MUSI 595. Applied Music. 1-2 Credits. (1-2 Stu)F,S,Su PREREQUISITE: MUSI 495 or demonstrated proficiency and consent of instructor. Advanced studies of techniques of performance and interpretation to develop musical ability, expression, accuracy and stylistic awareness in student's performance area. May be repeated.
- MUST 544. Computer Applications in Music Education. 3 Credits. (3 Lec) Su PREREQUISITE: Admission to the Master of Education with emphasis in Music program. Other graduate programs and non-degree-seeking graduate students by permission of instructor. An introduction to computer applications in music, including music notation, audio recording, and basic composition with audio and MIDI. This course is particularly geared toward music educators.

**Free Electives**

Students may elect, upon approval, to enroll in graduate courses outside the School of Music. Typical rubrics include EDCI (Education Curriculum and Instruction), EDEC (Early Childhood Education), EDEL (Elementary Education), EDLD (Education Leadership), EDSD (Secondary Education), EDSP (Special Education), EDU (Education), and NASX (Native American Studies).

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

**Appendix B: Comparison chart of MSU M.Ed. in C&I and MSU Proposed M.M.**

	<b>MSU M.Ed. in Curriculum &amp; Instruction with an Emphasis in Music (30 credits)</b>	<b>MSU Proposed Master of Music in Music Education (30 credits)</b>
<b>Required Music Courses*</b>	3 cr. Music History and Analysis	3 cr. Analytical Techniques
*does not include music education		3 cr. Musicology
	<b>3 credits</b>	<b>6 credits</b>
<b>Required Music Education Courses</b>	3 cr. Foundations of Music Education	3 cr. Foundations of Music Education
		3 cr. Contemporary Issues in Music Education
	<b>3 credits</b>	<b>6 credits</b>
<b>Required Research Courses</b>	3 cr. Music Education Research & Practice	3 cr. Music Education Research & Practice
	3 cr. Applied Research	6 cr. Professional Paper and Project in Music Education
	3 cr. Professional Paper and Project	
	<b>9 credits</b>	<b>9 credits</b>
<b>Electives</b>	6 cr. Music Education Electives	3-6 cr. Music or Music Education Electives
		0-3 cr. Non-music Electives
	<b>6 credits</b>	<b>6 credits</b>
<b>Required Education Courses</b>	3 cr. Mentoring New Teachers	3 cr. Mentoring New Teachers
	3 cr. Assessment	
	3 cr. Contemporary Issues	
	<b>9 credits</b>	<b>3 credits</b>

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

**Appendix C: Comparison chart of UM M.M. and MSU Proposed M.M.**

(based on most up-to-date information publicly available in the current University of Montana online catalog; accessed 4/17/21)

	<b>UM Master of Music with an Emphasis in Music Education Thesis option: 33-39 credits</b>	<b>MSU Proposed Master of Music in Music Education 30 credits</b>
<b>Required Music Courses*</b>	2 cr. Performance Study	
*does not include music education	3 cr. Analytical Techniques I	3 cr. Analytical Techniques
	3 cr. Analytical Techniques II	
	3 cr. Music History / Literature	3 cr. Musicology
	3 cr. Ensemble Participation	
	2 cr. Advanced Conducting	
	<b>16 credits</b>	<b>6 credits</b>
<b>Required Music Education Courses</b>	2 cr. Psychology of Music	3 cr. Foundations of Music Education
	2 cr. Philosophy of Music	3 cr. Contemporary Issues in Music Education
	<b>4 credits</b>	<b>6 credits</b>
<b>Required Research Courses</b>	2 cr. Research in Music	3 cr. Music Education Research & Practice
	4 cr. Thesis (OR 0 cr. Professional Project & Performance Study + 10 electives)	6 cr. Professional Paper and Project in Music Education
	<b>2-6 credits</b>	<b>9 credits</b>
<b>Electives</b>	5-7 cr. Music Electives	3-6 cr. Music or Music Education Electives
	0-2 cr. Non-music Elective	0-3 cr. Non-music Electives
	<b>7 credits</b>	<b>6 credits</b>
<b>Required Education Courses</b>		3 cr. Mentoring New Teachers
	<b>0 credits</b>	<b>3 credits</b>



**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

**Appendix D: Sample Rubrics for Online Course Discussions and Assignments**

<b>MUSE 532 Discussion Rubric</b>	A range 90-100	B range 80-89	C – D range 79 or below
Insightfulness/ Completeness	Student's posts demonstrate significant engagement with the course readings/lecture and address the relevant question(s) fully.	some engagement	lack of engagement
Originality/Personal perspective	An individual perspective that is not dependent on previous posts or responses of peers (e.g., relates material to personal experiences).	somewhat dependent	dependent
Leadership/Timeliness	Student's posts provide leadership in the discussion thread by suggesting new ideas, solutions, asking questions, etc. Posts are on time.	adequate	inadequate
Responses to Posts	Responds to two or more other original posts. Provides interesting additional information or questions to consider in these responses. Provides thoughtful follow up on classmates' questions and comments.	minimal effort	does not reply
Professional, Academic Writing	Correct grammar, spelling, and punctuation; clear, articulate ideas; respect toward ideas of peers.	inconsistencies	inadequate

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

<b>MUSE 532 Assignment Rubric</b>	A range  90-100	B range  80-89	C – D range  79 or below
Critical Reflection and Analysis	Student's assignment is written coherently and shows clear evidence of critical reflection about the issue(s) at hand (e.g., accurate, clear and concise summary of article; connections to course readings, etc.).	some engagement	lack of engagement
Independent Thought	Student's assignment suggests an individual perspective by relating ideas to concrete examples from personal teaching, past learning or performance experience, course readings, etc.	somewhat lacking	lacking
Research Background	Student's assignment uses an appropriate number of peer reviewed sources from music education and/or related fields.	somewhat lacking	lacking
Professional, Academic Writing	Correct grammar, spelling, and punctuation; clear, articulate ideas; proper citation format and reference list.	inconsistencies	inadequate

### Academic Degree Program Proposal - Fiscal Analysis Form

<b>CAMPUS:</b>	Bozeman
<b>AWARD LEVEL: Grad</b>	Grad
<b>PROGRAM NAME:</b>	Masters in Music, Option in Music Education
<b>PROGRAM CODE:</b>	

	FY2023	FY2024	FY2025	FY2026	FY2027
<b>ENROLLMENT PROJECTIONS</b>					
<b>Headcount</b>					
annual unduplicated headcount of students with declared major or minor within the program	8	9	10	10	10
<b>Credit Hours</b>					
annual avg. credits hours earned per student in program related curriculum	12	12	12	12	12
<b>Student FTE</b>					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	4	4.5	5	5	5
<b>Completions</b>					
Annual number of program completers		4	4	5	5

<b>REVENUE</b>					
Tuition Revenue (net of waivers)	\$27,139	\$30,532	\$35,111	\$35,111	\$35,111
Institutional Support					
Other Outside Funds (grants, gifts, etc.)					
Program Tuition/Fees					
<b>Total Revenue</b>	<b>\$27,139</b>	<b>\$30,532</b>	<b>\$35,111</b>	<b>\$35,111</b>	<b>\$35,111</b>
<b>Total Revenue per Student FTE</b>	<b>\$6,785</b>	<b>\$6,785</b>	<b>\$7,022</b>	<b>\$7,022</b>	<b>\$7,022</b>

<b>EXPENDITURES</b>					
Tenure Track Faculty	FTE				
	Salary + Benefits				
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE	0.3	0.3	0.4	0.4
	Salary + Benefits	\$17,493	\$17,493	\$23,324	\$23,324
Graduate Teaching Assistants	FTE				
	Salary + Benefits				
Staff	FTE	0.2	0.2	0.2	0.2
	Salary + Benefits	\$7,818	\$7,818	\$7,818	\$7,818
<b>Total Faculty &amp; Staff</b>	FTE				
	Salary + Benefits	<b>\$25,311</b>	<b>\$25,311</b>	<b>\$31,142</b>	<b>\$31,142</b>
Operations (supplies, travel, rent, etc)		\$2,000	\$3,500	\$3,500	\$3,500
Start-up Expenses (OTO)					
<b>Total Expenses</b>		<b>\$27,311</b>	<b>\$28,811</b>	<b>\$34,642</b>	<b>\$34,642</b>
<b>Student FTE to Faculty (TT + NTT) Ratio</b>		<b>13.3</b>	<b>15.0</b>	<b>12.5</b>	<b>12.5</b>
<b>Net Income/Deficit (Revenue - Expenses)</b>		<b>-\$172</b>	<b>\$1,721</b>	<b>\$469</b>	<b>\$469</b>

The signature of the campus Chief Financial Officer signifies that he/she has reviewed and assessed the fiscal soundness of the proposal and provided his/her recommendations to the Chief Academic Officer as necessary.

DocuSigned by:  
  
 550280502017400... 8/9/2021 | 3:47 PM MDT

**Campus Chief Financial Officer Signature**

**Chief Financial Officer Comments**

Approval of the fiscal form by the CFO does not guarantee funding for the expenditures described in the form or the proposal. The expectation is that funding for the program will be acquired from donors, external grants and by reallocation of internal funding within the unit or college. If these sources of funding are not sufficient to cover the estimated cost of the new program, then a request for additional institutional funding would need to be included in the normal campus processes for acquiring institutional investments.

**ITEM XXX-2016-R0321****Meeting Date: March 2021****Item Name**

Program/Center/Institute **Master of Music (M.M.) with an Option in Music**  
 Title: **Education**

Planned 6-digit CIP code: **13.1312**

Campus, **Montana State University, Bozeman, School of**  
 School/Department: **Music**

Expected Final Submission  
Date: **Spring 2021**

Contact Name/Info: **Kristin Harney, Associate Professor of Music, [kristin.harney@montana.edu](mailto:kristin.harney@montana.edu), 406-994-5771**  
**Jason Bolte, Interim Director, School of Music, [jason.bolte@montana.edu](mailto:jason.bolte@montana.edu), 406-994-3562**

This form is meant to increase communication, collaboration, and problem-solving opportunities throughout the MUS in the program/center/institute development process. The completed form should not be more than 2-3 pages. For more information regarding the program/center/institute approval process, please visit <http://mus.edu/che/arsa/academicproposals.asp>.

**1) Provide a description of the program/center/institute.**

The Master of Music with an Option in Music Education (MMME) degree is designed for practicing ("in-service") music educators. This degree program can be completed 100% online, allowing currently licensed music educators to pursue advanced training and academic study without interrupting their existing professional lives. The online format has positive implications for music teachers who work in rural and remote schools throughout the state and often have geographical constraints preventing them from accessing regional universities. The proposed curriculum for the Master of Music with an Option in Music Education (MMME) will emphasize music education research, along with the practical application of knowledge. The participants in this program will typically enroll in one to two 3-credit courses each fall, spring, and summer semester, allowing them to complete the program in two to three years. Initially, students in the program will primarily be music teachers in Montana. Over time, we expect that this program could reach a larger audience outside of the state.

**2) Describe the need for the program/center/institute. Specifically, how the program/center/institute meets current student, state, and workforce demands. (Please cite sources).**

- There are many music teachers throughout the state of Montana who, due to their geography, cannot access on-campus graduate education in music education. The 100% online format of the proposed MSU Master of Music in Music Education responds directly to this specific audience and need.
- Current and prospective graduate students have expressed a strong desire for a master's degree that is delivered by the School of Music. The MMME places music as the teachers' primary area of study, allowing music to hold a prominent position in their advanced degree. A music specific masters is best for those students who wish to pursue doctorate degrees and is the industry standard, reflecting the discipline in which practicing music teachers wish to teach and study (National Association for Music Education; Montana Music Educators Association).
- There is a severe shortage of music teachers in the state of Montana. Our proposed degree targets currently licensed and employed music teachers and indirectly helps with the teacher shortage by focusing on teacher retention - enhancing teachers' skills and knowledge for their daily teaching, fostering a sense of community, and allowing them to advance on their pay scales. Typically, music teachers in rural Montana contexts are the sole music teacher for their entire district. Even in larger communities, music teachers often lack colleagues within their building and struggle to find professional development specific to their discipline. This program will create the opportunity for music teachers across Montana to build connections and develop professional networks. Additionally, teachers who hold masters degrees will see a salary bump in most Montana districts. For example, a fourth year teacher in Bozeman with a BA makes \$44,211. A fourth year teacher in Bozeman with a master's degree makes \$51,519. Our degree proposal also addresses another aspect of the music teacher shortage in the state, the lack of placements for undergraduate music education practicum students and student teachers.

**3) Describe any significant new resources (financial, staff, facility, new curricula) needed to launch and sustain the program/center/institute.**

- This proposed MMME represents a re-purposing of MSU's currently offered M.Ed. music option, and our initial target audience is comprised of students that are already enrolled at MSU. We anticipate that once the MMME program is approved, approximately 6-8 new students will enroll in the program annually. Once the program is fully operational in three to four years, we anticipate total program enrollment to sustain at 15-18 students. The numbers were determined by extrapolating current enrollment in the M.Ed. in C&I with an Emphasis in Music (approximately 4-5 students currently enroll in that program each year or begin as non-degree seeking graduate students) along with ongoing first-hand evidence from prospective students, current students, and graduates. It is likely that the Music Education option under the M.Ed. in Curriculum and Instruction will no longer be offered. The MSU Department of Education supports this MMME proposal.
- The School of Music has been offering 1-2 graduate-level music education courses each summer session and enrollment in these summer courses covers the associated salary requirements. Additionally, two graduate-level music education courses are currently included in our tenured music education faculty member's load and one graduate-level conducting course is being offered every academic year by a tenured school of music faculty member. The MMME curriculum will require the addition of two 3-credit courses, but only one new course will need to be offered each academic year (one course in odd years and the other in even years). The School of Music can cover the cost of this teaching assignment through added enrollment or by re-assigning the music education faculty member's load. Ideally, faculty load time and associated budget will be allocated for graduate coordinator duties; however, the current music education program coordinator is already serving as the academic advisor for music students in the M.Ed. program, so at least initially, this cost could be covered without any adjustments.

**4) Describe any efforts or opportunities you have identified for collaboration either within the institution or between MUS institutions (i.e. articulation, course-sharing, research collaboration).**

- Our proposal already largely exists under the rubric of another department at MSU. We are seeking to move administration of this existing program to Music, and to modify it slightly. At MSU, the graduate degree option currently available to practicing music teachers is a Master of Education in Curriculum and Instruction. The MSU School of Music faculty, School of Music Director, MSU College of Arts and Architecture Dean, MSU Department of Education, and MSU University Graduate Council support this proposal.
- We welcome the opportunity to work with other institutions across Montana. Graduate students enrolled in programs outside MSU may take our courses to transfer back to their home schools, and MSU graduate students are allowed to transfer in up to nine graduate credits from other institutions. Additionally, it is possible for individual courses within the MMME program to be taken by students outside of any degree program for recertification or licensure, and credits will allow teachers to progress on their district's salary scale (Montana Office of Public Instruction).
- While the *title* of this new degree (M.M.) is duplicated within the Montana University System, the content of the proposed degree program does not duplicate any existing MUS programs. The University of Montana currently offers a Master of Music (M.M.) in Music Education degree. Typically in the United States, some M.M. degrees are more focused on the development of musical performance skills, music theory, and musicology, while other M.M. degree programs are more pedagogy and music education research based. This is the case within the Montana University System: The University of Montana M.M. degree places more emphasis on music/music performance skills and our proposed Montana State University M.M. degree places more emphasis on music education and music education research. [Outside of elective credits, UM requires 16 credits in the area of music/music performance, 4 credits in music education, and 2-6 credits in research (depending on option chosen). Outside required education credits and electives, this MMME proposal requires 6 credits in music, 6 credits in music education, and 9 credits in research.] Therefore, the content of the two programs is significantly different and does not represent substantial duplication.

**5) Describe how the program/center/institute fits with the institutional mission, strategic plan, existing institutional program array, and academic priorities as described in the most recent Academic Priorities and Planning Statement.**

- The MMME program will fill a gap left by existing programs at MSU, particularly the current M.Ed. in Curriculum & Instruction through the Department of Education. The current M.Ed. in C&I offers graduate students three separate tracks: a) Technology Education; b) Educational Researcher; and c) Professional Educator. Within the Professional Educator track, there are four specializations available: 1) Elementary Teachers; 2) Secondary Teachers; 3) K-12 Music Teachers; and 4) Library Media Certificate Core. While it appears that K-12 music teachers have an appropriate option for graduate studies through the Professional

Educator track within the C&I degree, only 50% of the coursework in that program is designated as music or music education. In contrast, the MMME is designed with a primary focus on disciplinary coursework (75-90% music/music education, depending on electives). This unique focus of the MMME responds directly to the needs of music teachers throughout the state. The program also complements the current C&I graduate degree. The MMME includes a required education course (EDCI 514), and students may choose to take their six online elective credits through Education (EDCI, EDLD) and Native American Studies (NASX) as a part of their MMME program. In this way, the MMME taps into additional existing programs at the university, while responding to the needs of the music teachers in Montana who have expressed a desire to have a program that offers opportunities to deepen content and pedagogical knowledge specific to music education.

- The proposed M.M. degree program also advances all three of Montana State University's Intentional Focus areas. Because of the online format, access to MSU will be available to practicing music teachers throughout the state and beyond, helping to address Goals 1.1 and 1.2 to "broaden access for underrepresented populations" and to "expand high-quality graduate education." This proposal aligns with Goal 1.3 to "develop informed professionals." A major aspect of the proposed M.M. involves helping practicing music teachers to become better educators. M.M. students will be encouraged to disseminate their learning and research with conference presentations, community outreach, and scholarly writing, aligning with Goal 2.1 to "enhance the significance and impact of scholarship." This dissemination is already occurring, as practicing music teachers enrolled at MSU have presented and published at peer reviewed at state, regional, and national levels. Additionally, the M.M. degree is the necessary program of study if a student plans to eventually pursue a Ph.D. in Music Education, a potential future degree program for MSU. This supports Goal 2.3 related to strengthening MSU's "institutional reputation in scholarship." Finally, the MMME will respond to the needs of music teachers who have expressed a desire for a program that offers opportunities to deepen content and pedagogical knowledge specific to music education, addressing MSU Intentional Focus 3 to "enhance the well-being of individuals, organizations, and communities" and "improve the lives and livelihoods of Montanans."

<b>Signature/Date</b>	
<b>Chief Academic Officer:</b>	<p>DocuSigned by: <i>Robert Mokwa</i> 212A28411AC04BD... 12/15/2020   4:18 PM MST</p>
<b>Chief Research Officer*:</b>	
<b>Chief Executive Officer:</b>	<p>DocuSigned by: <i>abb</i> 7D6A4CE98C3F415... 12/15/2020   4:18 PM MST</p>
<b>Flagship Provost**:</b>	<p>DocuSigned by: <i>Robert Mokwa</i> 212A28411AC04BD... 12/15/2020   4:18 PM MST</p>
<b>Flagship President**:</b>	<p>DocuSigned by: <i>abb</i> 7D6A4CE98C3F415... 12/15/2020   4:18 PM MST</p>
<p>*Center/Institute Proposal only **Not applicable to the Community Colleges.</p>	

<b>FOR OCHE USE</b>	
<b>Labor market outlook</b>	
<b>Related programs / centers / institutes</b>	
<b>CAO discussion and follow-up</b>	
<b>ARSA/BOR comment and direction for Level II proposal</b>	

**ITEM 193-2016-R0321**

**ITEM NAME:** Master of Music (M.M.) with an option in Music Education – Montana State University-Bozeman

<b>OCHE ANALYSIS</b>						
<b>Labor market outlook</b>	Music education has been identified as a teacher shortage area in analyses by the Regional Education Laboratory at Education Northwest and by Montana’s recruitment and retention task force. Montana DLI forecasts ~8 openings for music, art, and drama educators per year in Montana. The median wage for these teachers is \$56,000.					
<b>Related programs / centers / institutes</b>	Both the University of Montana and Montana State University offer masters-level programs targeted towards K-12 teachers. At the University of Montana, this program is an M.M. in Music Education (UM also has an M.M. in Music Technology/Composition). MSU’s existing program is an option within the Master of Education (this proposal is a reconfiguration of this existing program).					
<b>Budget Impact</b>	<input type="checkbox"/>	<b>LOW</b>	<input checked="" type="checkbox"/>	<b>MEDIUM</b>	<input type="checkbox"/>	<b>HIGH</b>
<b>CAO discussion and follow-up</b>	CAOs were supportive of the proposal.					
<b>ARSA/BOR comment and direction for Level II proposal</b>	Regents were supportive of the proposal. UM expressed support for the proposal and suggested conversation/collaboration between UM & MSU faculty as the planning progresses.					



## ACADEMIC ITEMS MEMORANDUM

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**DATE:** October 18, 2021

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

**FROM:** Brock Tessman, Deputy Commissioner for Academic, Research, and Student Affairs

**RE:** September 2021 Academic Items

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Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in September 2021. These proposals include items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. These Level I items are being sent to you for your review. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, raise them at the Chief Academic Officer's conference call on October 27<sup>th</sup>. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, October 29<sup>th</sup>. You will be notified of approved proposals by November 2<sup>nd</sup>. The Board of Regents will be notified of the approved proposals at the November meeting of the Board.

### LEVEL I ITEMS:

#### 1. Campus Approvals

##### **The University of Montana Western:**

- Notification establishing education stie at Little Big Horn College in Crow Agency, MT  
[Item #1601-LI0921](#)
- Notification establishing education stie at Blackfeet Community College in Browning, MT  
[Item #1602-LI0921](#)

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

- Notification of establishment of a named associate of arts degree in pre-criminal justice  
[Item #1904-LI0921](#)

### LEVEL II ITEMS:

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

- Request for authorization to establish the Center for Teaching and Learning  
[Item #197-2701-R1121](#) | [Center Form](#) | [Request to Plan](#)

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

**April 2021**

**ITEM XXX-1600-LI0521**

**ITEM TITLE**

Institution: **The University of Montana Western** CIP Code: **n/a**

Program/Center/Institute Title: **Distance Education Site at Little Big Horn College in Crow Agency, MT**

Includes (please specify below): Face-to-face Offering:  X  Online Offering:   Blended Offering:

Options:  n/a

**Proposal Summary [360 words maximum]**

**What: The University of Montana Western is establishing a distance education site at Little Big Horn College in Crow Agency, MT**

**Why:** For the last year UMW has partnered with Little Big Horn College in co-delivering degrees, endorsements, and certification related to education, early childhood, PreK3, and post baccalaureate special education and secondary education through Montana Western's extension programs. This request is to officially establish Little Big Horn College as a distance education site in order to support and continue to maintain this relationship. In addition UMW is in the process of transitioning some of these extension programs to state side FTE. Establishing a distance education site will further support this transition.

**Resources:** Resources are already established through grants.

**ATTACHMENTS**

Attachments

Please mark the appropriate type of request and submit with 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 <http://mus.edu/che/arsa/academicproposals.asp>.

**A. Level I:**

**Campus Approvals**

**1a. Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)

**1b. Withdrawing a postsecondary educational program from moratorium**

**2. Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

\_\_\_\_\_ 3. Establishing a B.A.S./A.A./A.S. area of study

X  
\_\_\_\_\_

4. Offering an existing postsecondary educational program via distance or online delivery

**OCHE Approvals**

\_\_\_\_\_ 5. Re-titling an existing postsecondary educational program

\_\_\_\_\_ 6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

\_\_\_\_\_ 7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

\_\_\_\_\_ 8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

\_\_\_\_\_ 9. Revising a postsecondary educational program (Curriculum Proposal Form)

\_\_\_\_\_ 10. Establishing a temporary C.A.S. or A.A.S. degree program *Approval limited to 2 years*

\_\_\_\_\_ **B. Level II:**

\_\_\_\_\_ 1. Establishing a new postsecondary educational program (Curriculum Proposal and Completed Request to Plan Form)

\_\_\_\_\_ 2. Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)

\_\_\_\_\_ 3. Exceeding the 120-credit maximum for baccalaureate degrees *Exception to policy 301.11*

\_\_\_\_\_ 4. Forming, eliminating or consolidating an academic, administrative, or research unit (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

\_\_\_\_\_ 5. Re-titling an academic, administrative, or research unit

Montana Board of Regents  
ACADEMIC PROPOSAL REQUEST FORM

April 2021

ITEM XXX-1600-LI0521

ITEM TITLE

Institution: The University of Montana Western

CIP Code: n/a

Program/Center/Institute Title: Distance Education Site at Blackfeet Community College in Browning, MT

Includes (please specify below): Face-to-face Offering: X Online Offering: \_\_\_\_\_ Blended Offering: \_\_\_\_\_

Options: n/a

**Proposal Summary** [360 words maximum]

**What:** The University of Montana Western is establishing a distance education site at Blackfeet Community College in Browning, MT.

**Why:** For several years UMW has partnered with Blackfeet Community College in co-delivering degrees, endorsements, and certification related to education, early childhood and PreK3, and post baccalaureate special education and secondary education through Montana Western's extension programs. This request is to officially establish Blackfeet Community college as a distance education site in order to support and continue to maintain this relationship. In addition UMW is in the process of transitioning some of these extension programs to state side FTE. Establishing a distance education site will further support this transition.

**Resources:** Resources are already established through grants.

**ATTACHMENTS**

Attachments

Please mark the appropriate type of request and submit with 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 <http://mus.edu/che/arsa/academicproposals.asp>.

     **A. Level I:**

**Campus Approvals**

     **1a. Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)

     **1b. Withdrawing a postsecondary educational program from moratorium**

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

\_\_\_\_\_ 2. Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less

\_\_\_\_\_ 3. Establishing a B.A.S./A.A./A.S. area of study

X

\_\_\_\_\_ 4. Offering an existing postsecondary educational program via distance or online delivery

**OCHE Approvals**

\_\_\_\_\_ 5. Re-titling an existing postsecondary educational program

\_\_\_\_\_ 6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

\_\_\_\_\_ 7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

\_\_\_\_\_ 8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

\_\_\_\_\_ 9. Revising a postsecondary educational program (Curriculum Proposal Form)

\_\_\_\_\_ 10. Establishing a temporary C.A.S. or A.A.S. degree program *Approval limited to 2 years*

\_\_\_\_\_ **B. Level II:**

\_\_\_\_\_ 1. Establishing a new postsecondary educational program (Curriculum Proposal and Completed Request to Plan Form)

\_\_\_\_\_ 2. Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)

\_\_\_\_\_ 3. Exceeding the 120-credit maximum for baccalaureate degrees *Exception to policy 301.11*

\_\_\_\_\_ 4. Forming, eliminating or consolidating an academic, administrative, or research unit (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

\_\_\_\_\_ 5. Re-titling an academic, administrative, or research unit

Montana Board of Regents  
ACADEMIC PROPOSAL REQUEST FORM

SUBMISSION 09/2021

ITEM 1904-LI 0921

**ITEM TITLE: Request for Authorization to Request a Named Associate of Arts Degree in Pre-Criminal Justice**

Institution: Helena College

CIP Code: 43.0100

Program/Center/Institute Title: Associate of Arts Pre-Criminal Justice

Includes (please specify below): Face-to-face Offering:      Online Offering:   X   Blended Offering:   X  

Options: \_\_\_\_\_

**Proposal Summary [360 words maximum]**

**What:** Helena College is submitting a request for a named Associate of Arts degree in Pre-Criminal Justice. The AA in Pre-Criminal Justice recognizes the completion of the 60 credits required to complete the AA degree and will be specific to a criminal justice pathway. The AA is intended to transfer into existing MUS criminal justice baccalaureate program.

Helena College currently offers AA and AS criminal justice degree pathways articulated with MSU Northern. The named AA in Pre-Criminal Justice will build upon existing curricula with employer input to meet the needs of both students and employers.

**Why:** The Montana Department of Corrections (DOC) approached Helena College in 2020 to discuss the possibility of new or increased educational pathways for Montanans interested in pursuing a career in the criminal justice field. The Montana DOC employs hundreds of Montanans throughout the state and many existing employees would benefit from increased educational opportunities that aid them in career advancement. The named AA is a high-value stackable milestone credential for both students and employers.

Helena College currently offers an AA and an AS pathway for transfer into a BS in Criminal Justice at MSU Northern and the option was approved as a fully online option in AY 2020-2021. The existing AA degree pathway will be updated based on employer feedback, so students are prepared for both employment and transfer.

Helena College worked with an advisory council that included the Montana DOC and the Helena Police Department to determine how to best meet their needs in the following areas: 1.) provide educational opportunities for existing DOC employees that allow for career growth and advancement, both within the DOC and externally with other employers in the field, 2.) Provide a milestone for students as they work towards completion of a baccalaureate degree, and 3.) Provide educational opportunities for students wanting to enter the field and obtain employment with DOC and other employers in the field. The named AA in Pre-Criminal Justice meets all three needs.

**Resources:** Minimal resources are needed for this new degree as the academic pathway already exists and will be updated to meet the dual objectives of career and transfer. Helena College faculty are working to update the curricula based on the recommendations from employers and to ensure seamless transfer within the MUS. Two new courses are expected to be added: SOCI 201 Social Problems and SOCI 221 Criminal Justice Systems, both of which can be taught by the full time Sociology faculty. There may be minimal resources needed for future promotion of the program, however, those resources will fall within the normal budget for promotion of academic programs.

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

**ATTACHMENTS**

Attachments

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Please mark the appropriate type of request and submit with 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 <http://mus.edu/che/arsa/academicproposals.asp>.

     **A. Level I:**

**Campus Approvals**

     1a. **Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)

     1b. **Withdrawing a postsecondary educational program from moratorium**

     2. **Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**

  X 3. **Establishing a B.A.S./A.A./A.S. area of study**

     4. **Offering an existing postsecondary educational program via distance or online delivery**

**OCHE Approvals**

     5. **Re-titling an existing postsecondary educational program**

     6. **Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

     7. **Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

     8. **Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

     9. **Revising a postsecondary educational program** (Curriculum Proposal Form)

     10. **Establishing a temporary C.A.S. or A.A.S. degree program** *Approval limited to 2 years*

     **B. Level II:**

     1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Request to Plan Form)

     2. **Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request to Plan Form)

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

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**3. Exceeding the 120-credit maximum for baccalaureate degrees** *Exception to policy 301.11*

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**4. Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

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**5. Re-titling an academic, administrative, or research unit**

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Montana Board of Regents  
ACADEMIC PROPOSAL REQUEST FORM

SUBMISSION 11/2021

ITEM 197 -2701-R 1121

**ITEM TITLE Request for authorization to establish the Center for Teaching and Learning**

Institution: Montana State University Billings

CIP Code: n/a

Program/Center/Institute Title: Center for Teaching and Learning

Includes (please specify below): Face-to-face Offering: \_\_\_\_\_ Online Offering: \_\_\_\_\_ Blended Offering: \_\_\_\_\_

Options: \_\_\_\_\_

**Proposal Summary [360 words maximum]**

**What:** Request for authorization to create a Center for Teaching and Learning at MSU Billings.

**Why:** The mission of the Center for Teaching and Learning (CTL) is to foster a culture of learning to promote equity in the classroom and enhance pedagogical perspectives through collaboration, mentorship, knowledge sharing, and course design for both physical and virtual space. Creating the CTL will allow MSU Billings to provide a central resource for all aspects of faculty support.

**Resources:** No additional resources are needed for this center; existing staff in e-Learning will form the nucleus of the CTL. The CTL will be led of two faculty co-directors who will receive a stipend for their work.

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**ATTACHMENTS**

Attachments Academic Request form  
Center Proposal Form  
Intent to Plan

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Please mark the appropriate type of request and submit with 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 <http://mus.edu/che/arsa/academicproposals.asp>.

**A. Level I:**

**Campus Approvals**

**1a. Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)

**1b. Withdrawing a postsecondary educational program from moratorium**

**Montana Board of Regents**  
**ACADEMIC PROPOSAL REQUEST FORM**

2. Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less

3. Establishing a B.A.S./A.A./A.S. area of study

4. Offering an existing postsecondary educational program via distance or online delivery

**OCHE Approvals**

5. Re-titling an existing postsecondary educational program

6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

9. Revising a postsecondary educational program (Curriculum Proposal Form)

10. Establishing a temporary C.A.S. or A.A.S. degree program *Approval limited to 2 years*

**B. Level II:**

1. Establishing a new postsecondary educational program (Curriculum Proposal and Completed Request to Plan Form)

2. Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)

3. Exceeding the 120-credit maximum for baccalaureate degrees *Exception to policy 301.11*

X 4. Forming, eliminating or consolidating an academic, administrative, or research unit (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

5. Re-titling an academic, administrative, or research unit

**Montana Board of Regents**  
**RESEARCH CENTER AND INSTITUTE PROPOSAL FORM**

Research Centers and Institutes differ from one another in focus, scope, and staffing, but each contributes in unique ways to the common goals of expanding knowledge, generating new discoveries and/or having a positive impact on society through informing policy and systemic change. Communities of researchers and staff in Research Centers and Institutes provide a stimulating environment that encourages early researchers and challenges experienced researchers. Research Centers and Institutes also contribute to the education and training of the researchers of the future by serving as learning environments for students. Interdisciplinary collaboration is promoted by Research Centers and Institutes both within the Institution and among MUS Institutions. Research Centers and Institutes do not provide didactic coursework, confer academic degrees or academic certificates or require accreditation by external accrediting bodies. Research Centers and Institutes frequently provide a portal for obtaining external funding in response to federal and/or state research priorities. As such, apparent duplication of mission between MUS research centers and institutes is not generally problematic as with academic programs due to the different sources of funding.

**1. State the proposed Institute/Center's name and purpose.**

The Center for Teaching and Learning (CTL) at Montana State University Billings (MSUB) will foster innovation in teaching, research, service and create collaborative efforts across multiple colleges and departments. The CTL will cultivate a mindset towards teaching and learning that is innovative, evidence-based, inclusive and diverse. Faculty across disciplines, colleges, and career stages will be empowered to create high quality learning experiences that improve equitable teaching practices to reduce system injustices in higher education.

**2. A comprehensive statement of the Institute/Center's mission and its relationship to the University mission.**

**A. State the Institute/Center's mission.**

It is the Center for Teaching and Learning's mission to foster a culture of learning to promote equity in the classroom and enhance pedagogical perspectives through collaboration, mentorship, knowledge sharing, and course design for both physical and virtual space.

**B. Identify the Institute/Center's goals and objectives.**

The primary focus of the CTL will be faculty development for the purpose of student learning. It is crucial that educators engage in effective teaching and develop evidence-based methods for assessing student learning. These teaching and learning tools will ensure that students gain the skills and knowledge necessary to succeed in their academic and professional lives. In addition, colleges, universities and accrediting bodies increasingly require these kinds of assessment data; the 2020 NWCCU standards for accreditation have a significant focus on student learning outcomes (<https://nwccu.org/accreditation/standards-policies/standards/>).

**Montana Board of Regents**  
**RESEARCH CENTER AND INSTITUTE PROPOSAL FORM**

**C. What specific need is being responded to in developing the proposed Institute/Center?**

Faculty at MSUB carry heavy teaching, advising, research and service loads that demand skillful negotiation of the significant time demands each imposes. The Center for Teaching and Learning will serve as a resource for all aspects of faculty success, it will provide support for course design, instruction in different course modalities, diversity, equity and inclusion in the classroom and across the university, and technology skills. Workshops will be provided in collaboration with existing institutional programs and departments, including assessment and accreditation, institutional research, the academic support center and instructional technology.

**D. Describe how the Institute/Center benefits the department, college, or institution.**

MSU Billings' mission is to deliver a transformative education that empowers students from diverse backgrounds to succeed. At the core of this mission is excellent teaching. As a regional comprehensive university with open access, MSUB is dedicated to meeting students where they are and helping these students achieve dreams they may not even know they have. The Center for Teaching and Learning's primary focus on innovative pedagogy is integral to creating instructional environments that focus on student success.

**E. Describe the Institute/Center's relationship to the University mission.**

The Center for Teaching and Learning sits at the heart of the 2019 Strategic Plan.

(<http://www.msubillings.edu/chancellor/pdf/MSUB-Strategic-Plan.pdf>)

Theme 1: Build Educational Programs to Support Student Needs includes objectives to help build support for faculty. The CTL will strengthen relationships throughout the university and engage faculty across disciplines to develop and implement best practice teaching techniques. Additionally, the Center will impact other strategic plan objectives including strengthening general education, student retention and graduation, and building community partnerships. While the primary focus of the Center for Teaching and Learning is on faculty development, a strong faculty is the lynchpin of student success and community outreach and student input will be crucial in developing CTL programming

**3. Briefly describe the Institute/Center's anticipated activities.**

The Center for Teaching and Learning will serve as a central hub for faculty development. In addition to spearheading new faculty orientations, it will provide workshops, training and collaborative working groups on a wide range of topics relevant to faculty and student success. Individual support will be available for instructional design, as well as peer mentorship.

**A. Identify faculty expertise available for participation in the Institute/Center's activities.**

In addition to the two faculty co-directors, the Center for Teaching and Learning will leverage faculty expertise in its workshop and mentorship programs.

**B. Which departments on campus will be involved and how will the Institute/Center contribute to the academic programs of the institution?**

**Montana Board of Regents**  
**RESEARCH CENTER AND INSTITUTE PROPOSAL FORM**

The Center for Teaching and Learning will partner with other units to offer workshops on relevant topics in support of faculty and student success. Partners will include Advising, Grants and Sponsored Programs, Assessment and Accreditation, Institutional Research, Library, Information Technology, and Student Health Services (on well-being and mental health concerns for students and faculty).

**4. Identify the organizational structure of the Institute/Center within the institution.**

The Center for Teaching and Learning reports to the Vice Chancellor for Academic Affairs.

**A. Identify all agencies, organizations and/or institutions that will be involved.**

n/a

**B. Identify advisory council information.**

Faculty across campus will serve as an informal advisory council and programming will be based on faculty input. Additionally, there is a vibrant state community including similar centers at Montana State University, the University of Montana, and Montana Tech that can serve as advisory resources. Finally, there are national organizations that provide resources for faculty development including Association of College and University Educators (ACUE), WCET, the Professional and Organizational Development network, and Educause Learning Initiative. Finally, students will be involved in helping to identify the programming needs of the Center.

**5. Identify first year and continuing finances necessary to support the Center/Institute, including the sources of funding.**

Primary finances will come from a reorganization of e-Learning and from funds dedicated at the MSUB Foundation that are specifically given for faculty excellence. The only new staffing for the shift from e-Learning to the Center for Teaching and Learning are the two faculty co-directors, who receive a stipend and one course reassigned time. The funding for these new expenses is covered by eliminating the e-Learning faculty fellows.

**A. Will additional faculty and other resources be required to implement this Center/Institute? If yes, please describe the need and indicate the plan for meeting this need.**

There are no new hires that are needed to staff the Center for Teaching and Learning. The two faculty co-directors, who will rotate every 2-3 years, will be current MSUB and City College faculty. Funding for programming may be necessary; this money is currently earmarked in the MSUB Foundation and programming expenses can be adjusted based on need and available resources.

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

**Montana Board of Regents**  
**RESEARCH CENTER AND INSTITUTE PROPOSAL FORM**

No other resources are required.

**6. Describe other similar Centers/Institutes or research capacities in the state and surrounding region.**

Centers for Teaching and Learning exist on three other campuses: Montana State University, the University of Montana and Montana Tech. Centers for Teaching and Learning are campus specific; programming and support is mission specific.

**A. Describe the relationship between the proposed Center/Institute and any similar Centers/Institutes, programs, or research capacities within the Montana University System.**

Conversations have already begun with Dean Adams, Director of the Center for Faculty Excellence at MSU. Although the campus cultures and needs of MSU and MSUB are distinct, there are possibilities for sharing some programming.

The MUS teaching scholars program also has the potential for being a strong partner with MSU Billings's Center for Teaching and Learning.

**B. In cases of substantial duplication, explain the rationale for the proposed Center/Institute.**

There is no substantial duplication; each Center for Teaching and Learning serves its own campus clientele. There is potential for collaborative activities such as system-wide workshops and trainings.

**7. Assessment: How will the success of the center/institute be measured?**

There are multiple measures that will be used to evaluate the success of the Center for Teaching and Learning. In the early stages of the Center, attendance in programming will be a key metric, followed by a participant feedback form. As the Center develops, it will be possible to measure impact; how many faculty adopt new teaching approaches (including modality changes, high impact practices, student centric approaches, etc.) Faculty self-reflection on impact is also a possible assessment tool. Participation in CTL programming could also be included as evidence of teaching excellence in faculty evaluations. Other measures of success may be impact of targeted programming on student success in courses with high rates of DFWI grades.

**8. State the internal campus review and approval process which has occurred prior to submission to the Commissioner's Office. Indicate, where appropriate, involvement by faculty, students, community members, professional constituencies, etc.**

Conversations about a Center for Teaching and Learning have been bubbling on MSU Billings' campus since 2015, however it wasn't until the 2019 strategic plan that the CTL found significant momentum (Theme 1: Build Educational Programs to Support Student Needs includes objectives to help build support for faculty). In January of 2021, the Interim Provost conducted a survey of faculty, academic directors, and deans to determine what the most important priorities for the campus should be. The Center for Teaching and Learning rose to the top of these surveys from all constituents. The results of these surveys were presented to the Academic Senate on April 8, 2021. The Vice Chancellors and Chancellor also strongly supported development of the Center for Teaching and Learning.

Montana University System  
REQUEST TO PLAN FORM

ITEM 196-2701-R0921

Meeting Date: September 2021

Item Name:

Program/Center/Institute Title: **Center for Teaching and Learning**

Planned 6-digit CIP code: **N/A**

Campus, School/Department: **MSU Billings and City College**

Expected Final Submission Date: **November 2021**

Contact Name/Info: **Dr. Susan Balter-Reitz, [susan.balterreitz@msubillings.edu](mailto:susan.balterreitz@msubillings.edu) 406-657-2214**  
**Dr. Heather Thompson-Bahm, [heather.thompson14@msubillings.edu](mailto:heather.thompson14@msubillings.edu) 406-247-3065**  
**Dr. Joy Honea, [jhonea@msubillings.edu](mailto:jhonea@msubillings.edu) 406-657-2996**

This form is meant to increase communication, collaboration, and problem-solving opportunities throughout the MUS in the program/center/institute development process. The completed form should not be more than 2-3 pages. For more information regarding the program/center/institute approval process, please visit <http://mus.edu/che/arsa/academicproposals.asp>.

**1) Provide a description of the program/center/institute.**

The Center for Teaching and Learning will be affiliated with Montana State University Billings and City College. With a focus toward pedagogical development, curriculum development, and support for faculty across their professional responsibilities, the CTL will foster innovation in teaching, research and creative activities, and service and create collaborative efforts across multiple colleges and departments. Through this effort, the CTL will provide mentor/mentee relationships, which encourage the exploration of teaching practices, with inclusive learning environments that allow for open conversations (including the difficult ones when necessary). The CTL will cultivate a mindset towards teaching that is innovative, inclusive and diverse. Faculty across disciplines, colleges, and career stage will be empowered to create high quality learning experiences that improve equitable teaching practices to reduce systemic injustices in higher education, creating inclusive and equitable classrooms, leading to equitable outcomes in student learning. It is the Center for Teaching and Learning’s mission to collaborate across campus through shared knowledge and provide effective faculty development, to improve faculty success and satisfaction, and to influence student experience and institutional outcomes.

**2) Describe the need for the program/center/institute. Specifically, how the program/center/institute meets current student, state, and workforce demands. (Please cite sources).**

The COVID-19 pandemic highlighted the need for flexible delivery modes; an approach MSU Billings has been cultivating for more than twenty-five years. Our students are among the most diverse in the state and that diversity necessitates that faculty members are provided with resources that will cultivate pedagogical approaches to ensure

**Montana University System**  
**REQUEST TO PLAN FORM**

student success. MSUB's student population is 60% female, and the average age of our students is 26.1. MSUB supports a large number of first-generation students, returning adults, and students who are supporting their families while they finish their education. These students require access to a quality education that is flexible enough to accommodate their work schedules, while still meeting the rigorous academic and programmatic outcomes necessary for quality learning. Faculty should understand the needs of these populations, adopt equitable pedagogical practices, and utilize multiple modalities and strategies for reaching a variety of learners.

Faculty at MSUB carry heavy teaching, advising, research and service loads that demand skillful negotiation of the significant time demands each impose. The Center for Teaching and Learning will serve as a resource for all aspects of faculty success. The Center for Teaching and Learning will provide support for course design, instruction in different course modalities, diversity, equity and inclusion in the classroom and across the university, and technology skills. Workshops will be provided in collaboration with existing institutional programs and departments, including assessment and accreditation, institutional research, grants and sponsored programs, academic support center, instructional technology, and other areas.

The primary focus of the CTL will be faculty development for the purpose of student learning. It is crucial that educators engage in effective teaching and develop evidence-based methods for assessing student learning. These teaching and learning tools will ensure that students gain the skills and knowledge necessary to succeed in their academic and professional lives. In addition, colleges, universities and accrediting bodies increasingly require these kinds of assessment data; the 2020 NWCCU standards for accreditation have a significant focus on student learning outcomes (<https://nwccu.org/accreditation/standards-policies/standards/>).

The CTL will not only address effective pedagogy and student learning outcomes, it will also offer a broad range of resources to serve MSU Billings faculty. Effective faculty development "is a key strategy to improve faculty success and satisfaction, which in turn influences student experiences and institutional outcomes" (Pifer et al., 2015). Assessment of the impact of faculty development is often at the level of the participants' satisfaction of the intervention, participants' change in knowledge, attitude, behavior, or student learning (Spowart et al., 2017). Centers for Teaching and Learning allow faculty to review new teaching approaches and experiment with formats, strategies, and actively pursue projects to improve classroom experiences for students. A key benefit to a Center for Teaching and Learning is the ability to connect distributed resources as a hub that includes ranges of other offices, helping faculty determine their needs and interests and connecting them with appropriate resources (Wright et al., 2018).

**3) Describe any significant new resources (financial, staff, facility, new curricula) needed to launch and sustain the program/center/institute.**

The Center for Teaching and Learning will be comprised of two rotating Faculty Co-Directors (preferably one from the University campus and one from City College campus), one Instructional Design Manager, one Instructional Designer, one Instructional Technologist and one Graduate Assistant. Faculty Co-Directors will receive a stipend and a one course reassignment for the academic year.

A reorganization of eLearning provides the budget for the Center for Teaching and Learning. Additionally, an endowment in the Foundation, which is specifically targeted for improving teaching at MSUB, will allow the CTL to support ongoing programming. This realignment of institutional resources allows MSUB to provide more intentional and visible support for faculty success.



**Montana University System**  
**REQUEST TO PLAN FORM**

- 4) Describe any efforts or opportunities you have identified for collaboration either within the institution or between MUS institutions (i.e. articulation, course-sharing, research collaboration).

Through the process of collaboration across all faculty at the University, the Center for Teaching and Learning team will develop content including new faculty orientation, professional development for all faculty, emerging pedagogical best practices, technology support for pedagogy, faculty well-care, and other foci as needed. Additionally, outreach will be made to other MUS institutions for expertise on specific topics including Open Education Resources. CTL planning initiated conversations with Academic Affairs divisions, Information Technology (IT), and Library staff and other academic and student success divisions to facilitate workshops for faculty. CTL will coordinate with the Office of Assessment and Accreditation for assessment workshops and, in addition, will work across departments regarding facilitation of orientation for part-time and full-time faculty.

- 5) Describe how the program/center/institute fits with the institutional mission, strategic plan, existing institutional program array, and academic priorities as described in the most recent Academic Priorities and Planning Statement.

The Center for Teaching and Learning sits at the heart of the 2019 Strategic Plan.

<https://www.msubillings.edu/chancellor/pdf/MSUB-Strategic-Plan.pdf> Theme 1: Build Educational Programs to Support Student Needs includes objectives to help build support for faculty. The CTL will strengthen relationships throughout the university and engage faculty across disciplines to develop and implement best practice teaching techniques. Additionally, the center will impact other strategic plan objectives including strengthening general education, student retention and building community partnerships. While the primary focus of the Center for Teaching and Learning is on faculty development, a strong faculty is the lynchpin of student success and community outreach. The Center will serve as the hub of faculty engagement and professional development in support of the vision, mission, values, and core themes of MSU Billings.

**REFERENCES:**

Pifer, M.J., Baker, V.L., & Lunsford, L.G. (2015). Academic departments as networks of informal learning: Faculty development at liberal arts colleges. *International Journal for Academic Development*, 20(2), 178-192.  
<https://doi.org/10.1080/1360144X.2015.1028065>

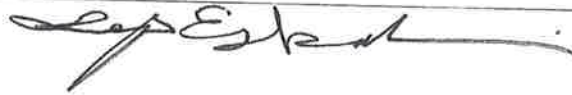
Spowart, L., Winter, J., Turner, R., Muneer, R., McKenna, C., & Kneale, P. (2017). Evidencing the impact of teaching-related CPD: Beyond the 'happy sheets'. *International Journal for Academic Development*, 22(4), 360-372.  
<http://doi.org/10.1080/1360144X.2017.1340294>

Wright, M., Rudder, D.L., & Little, D., (2018) The Role of a Center for Teaching and Learning in a De-Centered Educational World, *Change: The Magazine of Higher Learning*, 50:6, 38-44, DOI: [10.1080/00091383.2018.1540826](https://doi.org/10.1080/00091383.2018.1540826)

Montana University System  
REQUEST TO PLAN FORM

Signature/Date

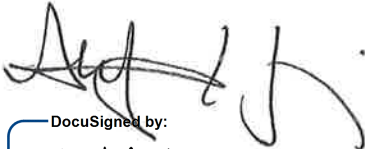
Chief Academic Officer:



7/14/2021

Chief Research Officer\*:

Chief Executive Officer:



Flagship Provost\*\*:

DocuSigned by:

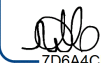
Robert Mokwa

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Flagship President\*\*:

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\*Center/Institute Proposal only

\*\*Not applicable to the Community Colleges.

FOR OCHE USE

Labor market  
outlook

Related programs /  
centers / institutes

CAO discussion and  
follow-up

ARSA/BOR  
comment and  
direction for Level II  
proposal

**Montana University System**  
**REQUEST TO PLAN – OCHE ANALYSIS**

ITEM 196-2701-R0921

**ITEM NAME:** Request for Authorization to Establish a Center for Teaching and Learning**OCHE ANALYSIS**

<b>Labor market outlook</b>	N/A			
<b>Related programs / centers / institutes</b>	Centers for teaching and learning are becoming more common nationwide as a hub to coordinate instructor professional development and teams that support curriculum design and assessment. Montana State University and the University of Montana both have similar centers. Montana Tech recently established its own Center for Academic Innovation.			
<b>Budget Impact</b>	<b>X</b>	<b>LOW</b> <ul style="list-style-type: none"> <li>• Only incidental costs</li> </ul>	<b>MEDIUM</b>	<b>HIGH</b> <ul style="list-style-type: none"> <li>• substantial commitment of resources relative to institutional budget</li> </ul>
<b>CAO discussion and follow-up</b>	The Center will be established through reorganization of existing teams and should not require substantial new resources.			
<b>ARSA/BOR comment and direction for Level II proposal</b>				