

## REQUEST TO PLAN MEMORANDUM

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**DATE:** October 22, 2021

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

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

**RE:** November 2021 Request to Plan Proposals

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The campuses of the Montana University System have proposed new academic programs or changes under the Request to Plan process authorized by the Montana Board of Regents. The proposals are being sent to you for your review and approval. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, raise them at the Chief Academic Officer's conference call Wednesday, 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>. If no concerns are received, OCHE will assume that the proposals have your approval.

### Requests to Plan

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

- Request to Plan an Associates of Applied Science Degree in Office Management and Supervision  
[Item #197-2901-R1121](#)
- Request to Plan a Certificate in Applied Science in Office Support  
[Item #197-2902-R1121](#)

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

- Request to Plan a Bachelors Degree in Cybersecurity  
[Item #197-1001-R1121](#)
- Request to Plan a Masters Degree in Native American Studies  
[Item #197-1003-R1121](#)
- Request to Plan an Institute for Early Childhood Education  
[Item #197-1002-R1121](#)

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

- Request to Plan an Associates of Applied Science Degree in Business with an Option in Farm and Ranch  
[Item #197-1604-R1121](#)
- Request to Plan an Associates of Applied Science Degree in Business with an Option in Outdoor Industry  
[Item #197-1605-R1121](#)
- Request to Plan a Certificate in Professional Horsemanship  
[Item #197-1602-R1121](#)
- Request to Plan a Masters Program in Professional Horsemanship  
[Item #197-1601-R1121](#)

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

**ITEM 197-2901-R1121**

**Meeting Date: November 2021**

**Request for authorization to plan an Associate of Applied Science in Office Management and Supervision**

Program/Center/Institute Title: **Associate of Applied Science in Office Management and Supervision**

Planned 6-digit CIP code: **52.0204**

Campus, School/Department: **Great Falls College Montana State University**

Expected Final Submission Date: **Dec 2021**

Contact Name/Info: **Dr. Leanne Frost, Executive Director of Instruction**

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.**

As noted in the AY 2021-22 Academic Priorities and Planning Statement, Great Falls College Montana State University plans to offer more programs in the business discipline based on student demand and community need.

The business field provides myriad opportunities for students at all levels of higher education from the certificate to the graduate level. Students prepared with business-specific coursework are able to work in all industries supporting the accounting, finance, management, and marketing functions of an organization.

The Associate of Applied Science (AAS) in Office Management and Supervision will provide students with a general background in business designed to prepare graduates for a wide range of entry-level jobs in the public and private sector. The program will consist of a combination of general education and technical coursework in communication, computer application skills, business, human resources, and accounting. Graduates from this program will have the necessary skills to obtain work in a professional workplace setting.

This degree is designed to place students directly in the workforce after graduation. It is a complementary and stackable credential with the Office Support CAS credential that is also being proposed under a separate request to plan. While not specifically designed as a stackable credential for bachelor's-level business degrees, much of the coursework in this proposed AAS degree would transfer to a bachelor's degree in several business programs across 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).**

The AAS Office Supervision and Management degree will prepare students for a variety of specific occupations in a variety of industries in the business finance, management, and administrative support fields. Sample job titles may include, but are not limited to, Administrative Supervisor, Customer Service Manager, Office

**Montana University System**  
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Coordinator, Office Manager, Office Supervisor, Office Clerk, Administrative Assistant, Executive Administrative Assistant, Customer Service Representative, Claim Processor, and New Account Clerk.

Table 1. Projected Annual Openings in Montana for 2018 -2028

| <b>Job Title</b>   | <b>Projected Annual Openings<br/>2018 - 2028</b> |
|--|--|
| First-line Supervisor of Office and Administrative Support Workers (43-1011) * | 450  |
| Administrative Services Managers (11-3012) *                                   | 20   |
| Office Clerk (43-9061) *   | 1,600  |
| Customer Service Representative (43-4051) *                                    | 730  |
| Administrative Assistants (43-6014) *  | 650  |
| Executive Administrative Assistant (43-6011)                                   | 70   |
| Claim Processor (43-9041)  | 60   |
| New Account Clerk (43-4141)  | 20   |

Job titles designated with a \* in Table 1 are noted as jobs with a “Bright Outlook” in the O\*Net database. Even though the U.S. Bureau of Labor Statistics (BLS, 2021) projects a 3% decline in this sector due to technology, the decline is offset by those leaving the workforce through retirement or normal attrition. There are expected to be a large number of job openings in the next few years.

The BLS notes that employment in business, financial, and management occupations are projected to grow faster than the average of all occupations from 2019 to 2029. Additionally, the U.S is currently experiencing a labor shortage, with the U.S. Chamber of Commerce (2021) reporting more jobs than workers available in the professional and business services industry.

The above-mentioned job titles typically require some college, work experience, or a combination of both education and experience. A frequent issue in the current labor shortage is that job applicants do not have the appropriate skills (SHRM, 2019). The curriculum for this proposed degree will include the relevant courses in business, human resources, accounting, communication, and technology that will allow students to upskill and enter the job market in the business sector as competitive applicants.

**Resources**

National Center for O\*NET Development. *O\*NET OnLine*. <https://www.onetonline.org>

SHRM. (2019). The Skills Gap. <https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/documents/shrm%20skills%20gap%202019.pdf>

U.S. Bureau of Labor Statistics. (2021, April 9). Occupational Outlook Handbook. <https://www.bls.gov/ooh/>

U.S. Chamber of Commerce. (2021, June 1). The America Works Report: Quantifying the Nation’s Workforce Crisis. <https://www.uschamber.com/report/the-america-works-report-quantifying-the-nations-workforce-crisis>

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

This program would be developed and offered with existing faculty in place at the college as part of the current Accounting/Business and General Studies departments. Additional adjunct instructors may be necessary as the enrollments increase. No additional resources for building space, equipment, or classroom materials are anticipated.

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**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).**

This proposed AAS degree is designed as a stackable credential on top of the proposed CAS in Office Support that is also currently being proposed under a separate Request to Plan. Offering these two programs at Great Falls College provides students with multiple opportunities to enter the workforce.

Great Falls College has articulation agreements in place for bachelor's degrees in business disciplines with MSU Billings, MSU Bozeman, MSU Northern, and Montana Tech. This proposed AAS program is not designed to transfer directly to a bachelor's program; however, the coursework could be applied toward a separate associate's transfer degree or transferred as articulated coursework to another institution.

**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 2021-2022 Academic Priorities and Planning Statement outlines GFC's focus on providing quality education to improve students' lives and fill the workforce needs of the local community, region, and state. This proposed program will provide training for traditional students and retraining for non-traditional students to move people from physically demanding jobs that require shiftwork into a professional atmosphere that often includes benefits and more favorable working conditions. Additional business-related credentials were identified in the Academic Priorities and Planning Statement as an area that would benefit the students at GFC who, like many two-year college students, tend to be older and place bound by families and jobs. Offering this credential at GFC would enhance the current academic offerings and provide new opportunities for the students served by GFC.

| <u>Signature/Date</u>  |            |
|--|------------|
| Chief Academic Officer:   | 09/16/2021 |
| Chief Research Officer*:   |            |
| Chief Executive Officer:  | 09/16/2021 |
| Flagship Provost**:  |            |
| Flagship President**:  |            |

\*Center/Institute Proposal only  
\*\*Not applicable to the Community Colleges.

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**ITEM 197-2902-R1121**

**Meeting Date: November 2021**

**Request for authorization to plan a Certificate of Applied Science in Office Support**

Program/Center/Institute Title: **Certificate of Applied Science in Office Support**

Planned 6-digit CIP code: **52.0408**

Campus, School/Department: **Great Falls College Montana State University**

Expected Final Submission Date: **Dec 2021**

Contact Name/Info: **Dr. Leanne Frost, Executive Director of Instruction**

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.**

As noted in the AY 2021-22 Academic Priorities and Planning Statement, Great Falls College Montana State University plans to offer more programs in the business discipline based on student demand and community need.

The business field provides myriad opportunities for students at all levels of higher education from the certificate to the graduate level. Students prepared with business-specific coursework are able to work in all industries supporting the accounting, finance, management, and marketing functions of an organization.

The Certificate of Applied Science (CAS) in Office Support will provide students with a general background in business designed to prepare graduates for a wide range of entry-level jobs in the public and private sector. The program will consist of a combination of general education and technical coursework in communication, computer application skills, and general business. Students obtaining this certificate will obtain the skills to allow them the opportunity to move into a professional office environment.

This certificate is designed to quickly place students directly in the workforce but could also be used as a stackable credential. Students could easily apply the coursework from this degree to an associate's or bachelor's degree within the business discipline.

**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).**

This degree will prepare students for many occupations in a variety of industries in the business, finance, management, and administrative support fields. Sample job titles may include, but are not limited to, Office Clerks, Administrative Assistants, Receptionists, Schedulers, File Clerks, Patient Representatives, Tellers, and Information Clerks.

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Table 1. Projected Annual Openings in Montana for 2018 - 2028

| Job Title   | Projected Annual Openings 2018 - 2028 |
|---|---------------------------------------|
| Office Clerk (43-9061) *                          | 1,600                                 |
| Patient Representatives (29-2099) *               | 730                                   |
| Administrative Assistants (43-6014) *             | 650                                   |
| Receptionists and Information Clerks (43-4171) *  | 310                                   |
| File Clerks (43-4071)                             | 50                                    |
| Other Office and Administrative Support (43-9199) | 50                                    |

Job titles designated with a \* in Table 1 are noted as jobs with a “Bright Outlook” in the O\*Net database. Bright Outlook occupations are expected to experience rapid growth or have a large number of job openings in the next few years.

The U.S. Bureau of Labor Statistics (2021) notes that employment in business, financial, and management occupations are projected to grow faster than the average for all occupations from 2019 to 2029. While the employment in office and administrative support sectors is projected to decline by five percent over the same period as a result of increased technology, openings are still expected to replace those leaving the workforce through retirements or normal attrition. This certificate curriculum will include the relevant courses in business, communication, and technology that will allow students to upskill and enter the job market in the business sector as competitive applicants.

The education requirements for the job titles identified in Table 1 include a wide variety of desired education, experience, and skills. This proposed certificate is designed to quickly provide students with the necessary skills that could be substituted for the relevant work experience that employers may desire. This creates a path for people who otherwise might not qualify for office-based positions to enter the professional work environment. The median salaries for some of positions are modest, but these positions typically offer favorable working conditions (i.e. full-time work, day shifts, access to benefits packages) not frequently found in the retail and food-service sectors where potential students for this certificate program might be otherwise employed.

**Resources**

National Center for O\*NET Development. *O\*NET OnLine*. <https://www.onetonline.org>

U.S. Bureau of Labor Statistics. (2021, April 9). Occupational Outlook Handbook. <https://www.bls.gov/ooh/>

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

This program would be developed and offered with existing faculty in place at the college as part of the current Accounting/Business and General Studies departments. Additional adjunct instructors may be necessary as the enrollments increase. No additional resources for building space, equipment, or classroom materials are anticipated.

**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).**



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Great Falls College has articulation agreements in place for bachelor's degrees in business disciplines with MSU Billings, MSU Bozeman, MSU Northern, and Montana Tech. While this proposed certificate program is not designed to transfer directly to a bachelor's program, the certificate is a stackable credential. The coursework completed within the certificate could be directly applied to either the proposed associate of applied arts degree in Office Management and Supervision (included as a separate Request to Plan submission) or as one of the articulated associate of arts transfer degrees offered at GFC.

**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 2021-2022 Academic Priorities and Planning Statement outlines GFC's focus on providing quality education to improve students' lives and fill the workforce needs of the local community, region, and state. This proposed certificate program will provide training for traditional students and retraining for non-traditional students to move people from physically-demanding jobs that require shiftwork into a professional atmosphere that often includes benefits and more favorable working conditions. Additional business-related credentials were identified in the Academic Priorities and Planning Statement as an area that would benefit the students at GFC who, like many two-year college students, tend to be older and place bound by families and jobs. Offering this credential at GFC would enhance the current academic offerings and provide new opportunities for the students served by GFC.

DRAFT

| <u>Signature/Date</u>   |            |
|---|------------|
| Chief Academic Officer:   | 09/16/2021 |
| Chief Research Officer*:  |            |
| Chief Executive Officer:  | 09/16/2021 |
| Flagship Provost**:   |            |
| Flagship President**:   |            |
| *Center/Institute Proposal only<br>**Not applicable to the Community Colleges.                                |            |

Montana University System  
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ITEM 197-1001-R1121

November 2021

**Request for authorization to plan a Cybersecurity BS**

Program/Center/Institute Title: **Cybersecurity BS**

Planned 6-digit CIP code: **11.1003**

Campus, School/Department: **University of Montana – Missoula, College of  
Business / Management Information Systems,  
Computer Science**

Expected Final Submission Date: **March 2022**

Contact Name/Info: **Klaus Uhlenbruck, [Klaus.Uhlenbruck@umontana.edu](mailto:Klaus.Uhlenbruck@umontana.edu)**

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.**

We are requesting to plan for a new bachelor's degree in Cybersecurity. COB currently offers a certificate in Cybersecurity Management and MC offers a Certificate of Technical Skills (CTS) in Cybersecurity and the Associate of Applied Science (AAS) degree in Information Technology with a concentration in Network Administration & Security. Cybersecurity has become a core concern across multiple curricular areas. Thus a need for such a degree at UM has become evident.

The curriculum will likely build on the current curriculum in UM's Computer Science degree, the COB's degree in Management Information Systems (MIS), and coursework available through Missoula College's NSA/DHS recognized Center of Academic Excellence in Cyber Defense. Additional courses for this program will need to be developed at the 300 and 400 level. The degree will be aligned with the Knowledge Units prescribed by National Security Agency (NSA) and Department of Homeland Security (DHS). Based on the Association for Computing Machinery's "Cybersecurity Curricula 2017" guidelines for degree programs, the curriculum will also include courses from psychology, communications, management, leadership, ethics and the sciences.

Students will gain skills in programming; networking technology & protocols; databases & analytics; probability & statistics; policy, legal, ethics, and compliance; cybersecurity fundamentals & practices, and cybersecurity management & planning. Students who earn the Cybersecurity degree will work for companies as consultants, Chief Information Officers, or Chief Security Officers focusing on the organization issues around cybersecurity.

**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).**

Enrollment of the cybersecurity management at COB and technical skills courses at MC is typically 20-30 undergraduates (plus some graduate students). This indicates significant interest in the topic on the part of students. Also, the MIS program has about 135 students enrolled. There are 190 undergraduate students in the CS majors.



## Montana University System REQUEST TO PLAN FORM

Workforce demand for cyber security professionals is driven by financial considerations. For example, it is estimated that cyber crime costs the US economy more than 3.5 billion dollars in 2019. During a meeting with leaders of the largest IT firms, President Biden announced that about ½ million cybersecurity jobs are unfilled in the U.S. (<https://www.wsj.com/articles/biden-to-hold-cybersecurity-summit-with-tech-giants-topbanks-energy-firms-11629882002>). In the State of Montana over 700 cyber workforce positions remain unfilled (<https://www.cyberseek.org/heatmap.html>). Higher education consulting firms promised significant investments in cybersecurity, which can only lead to more demand. This demand is also reflected in related research studies, e.g. by Hanover Research.

The Cybersecurity degree addresses critical industry needs. MIS Advisory Board members, including representatives from KPMG, Microsoft, Washington Corporation, PwC, ATG, LumenAd, and LMG Security, stressed that finding employees with skills in the cybersecurity area is one of their top priorities. Organizations have immediate openings for undergraduate students with skills in cybersecurity. Currently, graduates of the MIS program are placed at a 94% rate, with some of the highest starting salaries across campus (offers exceeding \$60,000 to \$85,000 are not unusual). The proposed bachelor's degree will help graduates be even more competitive in this high-demand market

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

Cybersecurity is an interdisciplinary subject area. Many curriculum components already exist in Computer Science, MIS, and Missoula College IT Network Administration & Security. Classroom and computing facilities are in place on the UM Mountain and River Campuses. We will be requesting at least one TT faculty position. Some existing curriculum will need to be revised and additional curriculum will need to be created.

**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).**

A collaboration would exist between the existing MC AAS degree program, Computer Science, and MIS. We seek to partner with other NSA/DHS CAE programs across our State and Region through articulations and course-sharing. MSU-Great Falls College is a designated CAE. We have identified Montana Tech as a potential collaborator as they have recently developed a BS degree in Cybersecurity and Network Administration.

In addition to the interdisciplinary collaboration taking place on the UM campus, we seek to collaborate with the National Security Agency (NSA) and Department of Homeland Security (DHS) in crafting a program of study which embraces the curriculum blueprint for National Centers of Excellence (CAE) in Cyber Defense. Missoula College (MC) is a Nationally recognized NSA/DHS Cyber Defense Center.

Local career opportunities will drive collaboration with the booming technology businesses in Missoula and across our State. For instance, the leading provider of cybersecurity in the Northwest, LMG Security, is located in Missoula. LMG's founders have served as instructors for related courses at COB. Technology careers have higher than average starting salaries and align with Governor Gianforte's Pro-Jobs, Pro-Growth plan to bring 10,000 jobs with annual salaries of \$50,000-plus to Montana. The proposed program will create the human resource pool of talent needed to continue expansion of Montana's technology industry.

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**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 proposed degree fits with PFA 2, Drive Excellent and Innovation in Teaching, Learning and Research, Objective 1, Foster and support innovation and improvement in teaching and learning, Strategy 1, Support Strategic Enrollment Plan through curricular innovations and new program development. The degree would also fit with PFA 4, Partner with Place, Objective 2, Cultivate and steward partnerships locally, statewide and globally to advance talent, innovation and prosperity, Strategy 3, Develop stronger ties with local, statewide and international government and industry partners, such as the firms listed above, local government agencies, etc.

| <u>Signature/Date</u>  |  |
|--|--|
| <b>Chief Academic Officer:</b>   |  |
| <b>Chief Research Officer*:</b>  |  |
| <b>Chief Executive Officer:</b>  |  |
| <b>Flagship Provost**:</b>   |  |
| <b>DRAFT</b>   |  |
| Provost (Chief Academic Officer) <span style="float: right;">Status: <i>Approved</i></span>    |  |
| Deadline: <i>No deadline</i>   |  |
| <b>Flagship President**:</b>   |  |
| President (Chief Executive Officer) <span style="float: right;">Status: <i>Approved</i></span> |  |
| Deadline: <i>No deadline</i>   |  |
| *Center/Institute Proposal only  |  |
| **Not applicable to the Community Colleges.  |  |

**Montana University System**  
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**ITEM 197-1003-R1121**

**November 2021**

**Request for authorization to plan a Native American Studies MA**

Program/Center/Institute Title: **Native American Studies MA**

Planned 6-digit CIP code: **05.0202**

Campus, School/Department: **University of Montana – Missoula, College of Humanities and Sciences / Native American Studies**

Expected Final Submission Date: **March 2022**

Contact Name/Info: **Kathryn Shanley, [kathryn.shanley@umontana.edu](mailto:kathryn.shanley@umontana.edu)**

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.**

Inherently interdisciplinary and comparative, Native American Studies draws students from throughout the campus into its major, minor, and two certificates; Our coursework serves campus through: the History Department's minor in Public Education; a module in the College of Humanities and Science's Multi-disciplinary BA; a Social Justice Certificate; and the Global Studies Program's Certificate in International Development. Our courses are required in other majors, such as in Education. We are home to the Elouise Cobell Land and Culture Institute and the American Indian Governance and Policy Institute, also serving UM diversity goals.

NAS is needed on all MUS campuses. A recent report indicates that 72% of Americans rarely encounter or receive information about Native Americans and 87% of state history standards do not mention Native American history after 1900; 27 states make no mention of a single Native American in their K-12 curriculum (NCAI 2019). Indian Ed for All must extend through graduate school.

Plan: 1) To serve UM students' needs through offering an identifiable graduate degree option with dedicated NAS content, thereby better preparing them for work in rural, tribal, and urban communities and for jobs in not-for-profit and governmental employment. 2) To build a better pipeline for TCU students to the UM, to an MA as a terminal degree or as a step toward Ph.D. study. UM's NAS Master's would work well with SKC's twelve Bachelor's degrees. 3) To create a flexible, yet focused Master's option for students who want to pursue PhDs in Native American Studies.

The proposed degree will offer four core courses (AI Policy, Federal Indian Law, Indigenous World Views, and NAS Research Methods and Sources). Electives draw from NAS and from other key departments, as well as optionally from 400-level courses of Salish Kootenai College's Native American Studies Department Students will complete 30-36 credits, depending on the degree options they choose.

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**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).**

A survey of Native American undergraduate and graduate students at UM found that 58.25% of the respondents said they would be extremely likely to take NAS courses if they were offered on the Master's level; 20.83% said they were somewhat likely to take such courses. That means that more than 70% of students surveyed would like to see more NAS courses at the graduate level. In answer to whether they would actually pursue a Master's degree in NAS, if it were offered, 31.9% were extremely likely to do so; 32% said somewhat likely, for a total of 64% interested in the NAS Master's degree. (Graduate students made up 61% of the overall respondents.) The rough estimate of such a survey of student interest suggests that between 30–40 students would want to take such a degree. Other graduate courses generated from the increased interest would draw twice that many students and would be of use in other graduate degree programs.

Such an MA would offer some students more breadth in their work, while it would provide more structure to those students' degree programs who now choose to take degrees in the Interdisciplinary Graduate Program at UM, rather than traditional fields of study. A dedicated NAS Master's degree would enhance opportunities for students to enter a carefully designed degree program with a cohort, and would provide greater visibility and career impact for those who complete the degree.

This proposed Master's degree provides an educational pipeline to the PhD that begins in the tribal college system, made possible through a partnership with Salish Kootenai College. Tribal college presidents have expressed a need for more NAS MAs to teach in the TCU system. Future PhD degree planning in collaboration with MSU would be served by this degree option at UM.

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

The required courses are already being taught as part of curricula in UM NAS, SKC NAS, and the UM School of Law. Electives will be drawn from Environmental Studies, Geography, History, Forestry, and elsewhere. A one-credit seminar would be required in the first semester of the program, designed to build a cohort of students who collaborate and exchange ideas with one another; that will be overseen by the chair initially. The cohort model would be fostered throughout the plan of study each student develops, so staff would expend a small amount of their time with coordinating students, working with admission applications, and promoting the degree option-- estimate 10-20%. Our hope is to build program staff support through projects and grants, like the current NEH grant.

The existing NAS faculty will be adequate to meeting the needs of the degree program; a current faculty search for a Cobell Institute director will enhance the environmental science aspects of the degree. Our hope is that growth in numbers may eventually warrant increasing our instructional faculty to cover our general education courses and allow the development of focused graduate seminars and deep-content courses as well as collaborative courses with SKC. The graduate students who enter the degree program will also serve as teaching assistants in our intro course, as graduate students do at MSU, a structure which will help us to increase our undergraduate student credit hours (SCH) in a high-demand course and draw more majors at the same time as graduate students learn pedagogy and NAS content. Graduate students in a field such as Native American studies provide role models for many Native and non-Native undergraduates to help with retention and to inspire advanced degree achievement ultimately.

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**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).**

This MA degree will include a cross-listed law course as core and will draw on courses in many UM departments for electives. Students will be able to shape their educational plans in a variety of directions. For example, NAS currently offers an online course on "Rurality, Disability, and American Indians" that could be useful for students preparing to work for social service agencies, health providers, or educational institutions. That course could be taken along with Environmental Studies 508, Environmental Health of Indigenous Peoples. NAS's course on "Indigenous World View and Education" could help students develop a study path in International Indigenous community development or public administration.

Internship credits would also be available for students wanting to do research in the American Indian Governance and Policy Institute. A current NAS collaboration with SKC seeks to build university / TCU collaboration by developing team-taught courses and affiliate appointments. A possible degree design allows a "graduate increment" for TCU undergraduates, so that students can apply up to nine credits to their UM MA degree. This 4+1 option would facilitate the matriculation of SKC students to UM to complete an accelerated Master's degree where appropriate (i.e., the students would meet existing UM application standards, commit to summer internships, etc.).

Walter Fleming, the MSU's NAS chair, is in agreement with the UM NAS chair that having Master's degrees on each campus does not represent a duplication. We each serve our campuses as fundamental fields of study, such as English, History, or Biology. As UM seeks to increase interdisciplinary options for our students, NAS provides a tried-and-true model.

**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.**

This proposal works in tandem with UM's Priority for Action in "partnering in place and placing students at the center of all that we do." Student demand for this has been longstanding (evidence as above) and anecdotally tribal college presidents and educators have also been asking for meaningful and efficient connections to be made in the pipeline from TCUs to UM. The proposal also reflects "innovation and excellence" in our dynamic pulling together of excellent courses from disciplines on UM campus to make a cohesive whole that fits students' needs and desires for graduate-level NAS content in their education. By focusing on developing a graduate cohort around NAS as a subject, we build synergism from interdisciplinary and comparative study and provide a support network that will serve them further in their careers. The degree program will build on the vision begun with the Payne Family Native American Center and the two institutes in NAS, as NAS moves beyond a service unit to realize its potential as a professional degree that prepares people to work and live in Indian Country.

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

**Signature/Date**

**Chief Academic Officer:**

**Chief Research Officer\*:**

**Chief Executive Officer:**

**Flagship Provost\*\*:**

Provost (Chief Academic Officer)

Status: *Approved*

Deadline: *No deadline*

**Flagship President\*\*:**

President (Chief Executive Officer)

Status: *Approved*

Deadline: *No deadline*

\*Center/Institute Proposal only

\*\*Not applicable to the Community Colleges.

DRAFT

Montana University System  
REQUEST TO PLAN FORM

ITEM 197-1002-R1121

November 2021

**Request for authorization to plan an Institute for Early Childhood Education**

Program/Center/Institute Title: **Institute for Early Childhood Education**

Planned 6-digit CIP code: **13.1210**

Campus, School/Department: **University of Montana – Missoula, Phyllis J. Washington College of Education / Teaching and Learning**

Expected Final Submission Date: **March 2022**

Contact Name/Info: **Adrea Lawrence, [adrea.lawrence@umontana.edu](mailto:adrea.lawrence@umontana.edu)**

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 Phyllis J. Washington College of Education is proposing to establish an Institute for Early Childhood Education with a focus on P-2 education. The Institute for Early Childhood Education would uniquely position the College of Education at the forefront of innovative early childhood research, educator training, and student learning. Through an integrated approach to research, demonstration, and training, the Institute for Early Childhood Education would offer a model for high-quality practices that advances the field of early childhood education in the state and region. The college currently offers a BS in early childhood education and is adding initial P-3 licensure to its M.Ed. in early childhood education.

At present, the Learning and Belonging Preschool is housed in the Phyllis J. Washington College of Education to provide early childhood field experiences for our early childhood and elementary education candidates in their first semester in the Teacher Education Program. The preschool would become part of the Institute with long-term plans to increase the preschool's offerings to children through second grade. The expanded Learning and Belonging School (P-2) offers a platform for research and demonstration of evidence-based strategies leading to improved educational outcomes for young children and teacher candidates.

Beyond applied research and demonstration of model practices, the Institute for Early Childhood Education will provide training for educational leaders and professionals through workshops, presentations, and conferences. The integrated approach of research, demonstration, and training supports a model of research to practice throughout Montana and our region.

**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 medium and long-term educational and social outcomes for children who attend robust early childhood education programs is well established and continues to grow. Children who attend high-quality early childhood programs not only have greater dexterity in math and literacy; they also exhibit higher executive functioning and complete high school at greater rates than their peers who did not attend a high-quality early childhood program

## Montana University System REQUEST TO PLAN FORM

(see Barnett et al., 2018 and McCoy et al. 2017). The Institute would make it possible to expand possibilities for grant funding for research in early childhood (P-3) education.

Moreover, the Institute could provide outreach across our state and region with a particular focus on exemplary early childhood teaching practices and systems to sustain new and emerging early childhood leaders by partnering with governmental, philanthropic, and communitybased organizations. The Institute provides the opportunity to contribute new knowledge about the impact of leadership in early care and education, and its potential as a powerful lever for social change, through original research. This proposal has the potential to positively affect UM's academic program as well as influence early childhood practice and policy regionally.

### Citations

Barnett, W. S., Jung, K., Friedman-Krauss, A., Frede, E. C., Nores, M., Hustedt, J. T., & DanielEchols, M. (2018). State prekindergarten effects on early learning at kindergarten entry: An analysis of eight state programs. *AERA Open*, 4(2), 2332858418766291. McCoy, D. C., Yoshikawa, H., Ziol-Guest, K. M., Duncan, G. J., Schindler, H. S., Magnuson, K., & Shonkoff, J. P. (2017). Impacts of early childhood education on medium-and long-term educational outcomes. *Educational Researcher*, 46(8), 474-48

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

This proposal works from the resources the College of Education already has. We anticipate being able to bring in additional resources through external funding opportunities focused on research.

### **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).**

Early Childhood Faculty in the College of Education are active members of the Montana Early Childhood Higher Education Consortium. Faculty at UM, UM Western, and MSU have established a partnership to research high-quality field experiences and coaching of early childhood teacher candidates. UM and MSU early childhood faculty are also currently collaborating to explore the integration of preschool in public elementary schools throughout Montana. Furthermore, UM Early Childhood Faculty have an active partnership with the Center for Children, Families and Workforce Development. Members of the College are already working with the Zero to Five Initiative in Missoula to create a networked, evidence-based approach to early learning in the Missoula Valley.

Work is underway to convene a growing network of early learning leaders working with and on behalf of families and their young children, birth—age eight. This work is intentionally focused on ensuring all children arrive at kindergarten with equal opportunities to learn and thrive with sustained opportunities throughout early school years. The networked approach envisions collective action among educators, health care professionals, business owners, public school leaders, and informal learning professionals, such as librarians and afterschool coordinators. These partnerships will support initial and sustained opportunities to promote positive outcomes for young children, families, and those who work on their behalf through the creation of the Institute for Early Childhood Education.



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

**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 Institute for Early Childhood Education in the Phyllis J. Washington College of education manifests the University of Montana’s Design Principles of Impact, Interdisciplinarity, Inclusivity, Inquiry, and Innovation through the multipronged study of effective practices in early childhood education and human development. Not only will we work to exemplify UM’s vision to “foster inclusive prosperity . . . and create new knowledge and ways of learning,” will also amplify and live the College’s vision of “improving educational realities and changing lives.” We recognize that robust early childhood education improves the life chances of those who have access to it in ways that also encourage social stability and economic growth.

|   |                                     |                                  |                                     |                                     |
|---|-------------------------------------|----------------------------------|-------------------------------------|-------------------------------------|
| <b>Signature/Date</b>   |                                     |                                  |                                     |                                     |
| <b>Chief Academic Officer:</b>  | <h1>DRAFT</h1>                      |                                  |                                     |                                     |
| <b>Chief Research Officer*:</b>   |                                     |                                  |                                     |                                     |
| <b>Chief Executive Officer:</b>   |                                     |                                  |                                     |                                     |
| <b>Flagship Provost**:</b>  |                                     |                                  |                                     |                                     |
| <table border="1" style="width: 100%;"><tr><td style="background-color: #e0e0e0;">Provost (Chief Academic Officer)</td><td style="text-align: right; color: green;">Status: <i>Approved</i></td></tr><tr><td colspan="2"><b>Deadline:</b> <i>No deadline</i></td></tr></table>    |                                     | Provost (Chief Academic Officer) | Status: <i>Approved</i>             | <b>Deadline:</b> <i>No deadline</i> |
| Provost (Chief Academic Officer)  | Status: <i>Approved</i>             |                                  |                                     |                                     |
| <b>Deadline:</b> <i>No deadline</i>   |                                     |                                  |                                     |                                     |
| <b>Flagship President**:</b>  |                                     |                                  |                                     |                                     |
| <table border="1" style="width: 100%;"><tr><td style="background-color: #e0e0e0;">President (Chief Executive Officer)</td><td style="text-align: right; color: green;">Status: <i>Approved</i></td></tr><tr><td colspan="2"><b>Deadline:</b> <i>No deadline</i></td></tr></table> | President (Chief Executive Officer) | Status: <i>Approved</i>          | <b>Deadline:</b> <i>No deadline</i> |                                     |
| President (Chief Executive Officer)   | Status: <i>Approved</i>             |                                  |                                     |                                     |
| <b>Deadline:</b> <i>No deadline</i>   |                                     |                                  |                                     |                                     |
| <small>*Center/Institute Proposal only<br/>**Not applicable to the Community Colleges.</small>  |                                     |                                  |                                     |                                     |

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

**ITEM XXX-1604-R1121** Item Name

**Meeting Date November 2021**

Program/Center/Institute Title: **Business with an Option in Farm and Ranch Specialist, AAS**

Planned 6-digit CIP code: **01.0104**

Campus, School/Department: **University of Montana Western**

Expected Final Submission Date: **September 2021**

Contact Name/Info: **Kurt Steadman, Faculty Business and Technology Department**

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 University of Montana Western's Business Department is proposing to create a new option area for Farm and Ranch Specialist to the already existing for the Associate of Applied Science Business major. The new option area will be a total of twenty-four credits. Combined with the existing requirement of sixteen credits of general education and twenty-nine credits of business major core, the total program will remain at the existing total of sixty-nine credits.

**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).**

It is the intent of this new option area to take advantage of the important Agriculture sector of Montana's economy. The University of Montana Western is perfectly situated, not only geographically but institutionally to provide this option through the AAS Business degree.

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

No new resources are needed as we currently offer a minor through the BS in Business Administration in this same area. The staff and curriculum are already in place.

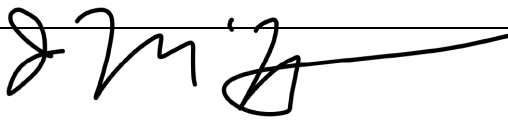

**4) Describe any efforts or opportunities you have identified for collaboration either within the institution or between MUS institutions (i.e. articulation, course-sharing, research collaboration).**

The Business Department has worked with the Equine Sciences Department in implementing this Minor.

**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.**

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

The Business Department was approved in 2019 to offer a Farm and Ranch Operations Minor in conjunction with its existing Bachelor's in Business Administration Degree. This option to the Associates degree will provide an additional opportunity for students seeking an Associate's degree.

| <u>Signature/Date</u>    |  |
|--------------------------|--|
| Chief Academic Officer:  |  4/22/2021  |
| Chief Research Officer*: |  |
| Chief Executive Officer: |  4/22/2021 |
| Flagship Provost**:      |  |
| Flagship President**:    |  |

\*Center/Institute Proposal only  
\*\*Not applicable to the Community Colleges.

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

**ITEM XXX-1605-R1121** Item Name

**Meeting Date November 2021**

Program/Center/Institute **Business with an Option in Outdoor Industry**  
Title: **Specialist, AAS**

Planned 6-digit CIP code: **520701**

Campus,  
School/Department: **University of Montana Western**

Expected Final Submission Date: **September 2021**

Contact Name/Info: **Kurt Steadman, Faculty Business and Technology Department**

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 University of Montana Western's Business Department is proposing to create a new option area for Outdoor Industry Specialist to the already existing for the Associate of Applied Science Business major. The new option area will be a total of twenty-four credits. Combined with the existing requirement of sixteen credits of general education and twenty-nine credits of business major core, the total program will remain at the existing total of sixty-nine credits.

**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).**

It is the intent of this new option area to take advantage of the important Outdoor Industry sector of Montana's economy. The University of Montana Western is perfectly situated, not only geographically but institutionally to provide this option area.

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

No new resources are needed as we currently offer a minor through the BS in Business Administration in this same area. The staff and curriculum are already in place.



**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).**

This option will be available to students pursuing an Associates in Business Administration and will be a collaboration between the faculty in the Business and Technology and Equine Studies, Biology, Health, Health and Human Performance, and Environmental Science departments.

**Montana University System**  
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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 Business Department was approved in 2019 to offer an Outdoor Guide and Wildlife Outfitter Enterprise Management Minor (we are currently in the process of renaming this Minor to Outdoor Industry Business Management) in conjunction with its existing Bachelor's in Business Administration Degree. This option to the Associates degree will provide an additional opportunity for students seeking an Associate's degree.

| <u>Signature/Date</u>  |  |
|--|--|
| Chief Academic Officer:  |  4/22/2021 |
| Chief Research Officer*:   |  |
| Chief Executive Officer:   |  4/22/21  |
| Flagship Provost**:  |  |
| Flagship President**:  |  |
| *Center/Institute Proposal only<br>**Not applicable to the Community Colleges. |  |

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

**ITEM 197-1602-R1121**

**Meeting Date: November 2021**

**Item Name: Certification Program in Professional Horsemanship**

Program/Center/Institute Title: **UM Western**

Planned 6-digit CIP code: **01.0507**

Campus, School/Department: **UMW Equine Studies**

Expected Final Submission Date: **May 2022**

Contact Name/Info: **Denise Holland- [denise.holland@umwestern.edu](mailto:denise.holland@umwestern.edu), Iola Else- [iola.else@umwestern.edu](mailto:iola.else@umwestern.edu)**

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 mission of the Certification Program: Professional Horsemanship program is to provide students with an education in horsemanship methodology and techniques, business, and research knowledge to become a “trained professional” in the real-world equine industry. Horsemanship skills taught in the practical classes are heavily based on the principles of equine behavior along with horse training methods of experts in horsemanship and similar disciplines. Academic aspects of the program are designed to increase students’ knowledge in management and awareness of the modern world equine industry. The collaboration of the University of Montana Western and the Montana Center for Horsemanship’s (MCH) experiential learning and curriculum allows the graduate to pursue a career in equine-related education.

The University of Montana Western will provide the certification. The Montana Center for Horsemanship will offer the skills courses during the summer semesters in-person. Certificate students bring their own horse or one will be provided to rent for that particular course. Young horses (yearlings/colts) will be provided by MCH for a fee or included in a program fee similar to the already existing one in the Natural Horsemanship program. Starting this degree/certificate program would initially begin in Fall 2023 with 10-15 students per year and other non-degree seeking students.

**12 credit hours completed in three months**

\*Hands on courses (18crs)

Equine professionals (clinicians, veterinarians, nutritionists, business owners) could be guest speakers for lectures, seminars, and/or educational clinics (in person or online). These professionals could provide an industry connection for the student for the purpose of internship and/or employment. Some of the possible professionals already have UMW NH program connections and connections to the national and international equine industry: American Quarter Horse Association, UMW Colt Sale Corporate Sponsors, Certified Horsemanship Association, United States Equestrian Federation, French Equestrian Federation, and Haras de la Cense (France)

**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).**

## Montana University System REQUEST TO PLAN FORM

The following statistics are from the American Horse Council Foundation's 2017 National Economic Impact Study. The next study for the National Economic Impact will be started in 2022.

*The horse industry contributes approximately \$50 billion in direct economic impact to the U.S. economy, and has a direct employment impact of 988,394 jobs. Additionally, the industry itself contributes \$38 billion in direct wages, salaries, and benefits. From those direct effects, the horse industry's contribution ripples out into other sectors of the economy. Adding these ripple effects results in an estimate of the total contribution of the horse industry to the U.S. economy of \$122 billion, and a total employment impact of 1.7 million jobs. (<https://www.horsecouncil.org/resources/economics/>)*

According to the American Quarter Horse Association, Montana is ranked fifth in the nation for most registries at 86,978. (<https://www.aqha.com/documents/82601/5339815/1+US+Population+Map+Panel.pdf/b7507ee6-45a1-f154-866f-54b6b927e128?version=1.0&t=1599663659513&download=true>). Total registered horses from all breed associations are around 130,000 horse in Montana, not including nonregistered horses. ([https://montanakids.com/agriculture\\_and\\_business/farm\\_animals/Horses.htm](https://montanakids.com/agriculture_and_business/farm_animals/Horses.htm))

Currently the UMW NH program has around 70% nonresident students represented. The program is not just designed to employ graduates in Montana but throughout the United States. By offering this certificate it will help students gain knowledge of horsemanship and qualify for higher positions in the equine industry, for example, further employment promotions, personal knowledge, self-employment, or specialize discipline towards training horses. Undergraduate and non-degree seeking people have showed high interest in learning advance horsemanship skills outside of a traditional academic degree program.

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

A MOU will have to be written between UMW and MCH for the skills courses and instruction. This will include credits being taught, instructor salary, program fees, and timeframe of commitment on both sides. The Montana Center for Horsemanship has been in existence and partners with UMW since 2011 and has been operating in the black. Sustainability and long-term commitment of MCH has been proven and will continue for the long-term future of education and its programs with UMW.

Facilities to house this program for the skills courses already exist and have been in use in the current undergraduate program. The facility is not being used during the 3 summer months at MCH so there is sufficient time to schedule skills courses.

### **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).**

The skills courses would be through a MOU between UMW and MCH that already has an existing contract for the bachelor's degree in Natural Horsemanship. Currently within the Equine Studies department there is one tenure-track faculty member and one non-tenured track member. The Montana Center for Horsemanship currently has one instructor with a master's degree and two other instructors with a bachelor's degree. These individuals would be responsible for teaching the skill courses in this certification program.

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

**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.**

This certification program would be a first of its kind and continue the institution’s innovated plan in experiential learning. It would immerse students in their interest of study and maximize their success to identify and achieve their horsemanship goals. See attached document for mission outline.

|  |   |
|--|---|
| <b>Signature/Date</b>  |   |
| <b>Chief Academic Officer:</b>   | <i>AC</i> Ashley Carlson 9/27/21                  |
| <b>Chief Research Officer*:</b>  |   |
| <b>Chief Executive Officer:</b>  | <i>Michael L. Reid</i><br>Michael L. Reid 9/28/21 |
| <b>Flagship Provost**:</b>   |   |
| <b>Flagship President**:</b>   |   |
| *Center/Institute Proposal only<br>**Not applicable to the Community Colleges. |   |

DRAFT



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

**ITEM 197-1601-R1121**

**Meeting Date: November 2021**

**Item Name: Master of Science Professional Horsemanship**

Program/Center/Institute Title: **UM Western**

Planned 6-digit CIP code: **01.0507**

Campus, School/Department: **UMW Equine Studies**

Expected Final Submission Date: **May 2022**

Contact Name/Info: **Denise Holland- [denise.holland@umwestern.edu](mailto:denise.holland@umwestern.edu), Iola Else- [iola.else@umwestern.edu](mailto:iola.else@umwestern.edu)**

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 mission of the MS: Professional Horsemanship program is to provide graduate students with an education in horsemanship methodology and techniques, business, and research knowledge to become a “trained professional” in the real-world equine industry. Horsemanship skills taught in the practical classes are heavily based on the principles of equine behavior along with horse training methods of experts in horsemanship and similar disciplines. Academic aspects of the program are designed to increase students’ knowledge in management, research, and awareness of the modern world equine industry. The collaboration of the University of Montana Western and the Montana Center for Horsemanship’s (MCH) experiential learning and online curriculum allows the graduate to pursue a career in equine-related education.

The University of Montana Western will provide the online academic courses through the institution and/or potentially partnering with other Montana University System institutions. The Montana Center for Horsemanship will offer the skills courses during the summer semesters in-person. Graduate students bring their own horse or one will be provided to rent for that particular course. Young horses (yearlings/colts) will be provided by MCH for a fee or included in a program fee similar to the already existing one in the Natural Horsemanship program. Starting this degree/certificate program would initially begin in Fall 2023 with 10-15 students per year.

**30 credit hours completed in two years**

\*60% hands on courses (18crs)

\*40% online business courses (12crs)

Possibility of equine professionals (clinicians, veterinarians, nutritionists, business owners) could be used as guest speakers for lectures, seminars, and/or educational clinics. (in person or online). These professionals could provide an industry connection for the student for the purpose of internship and/or employment. Some of the possible professionals that could be used and have already UMW NH program connections to in the national and international equine industry: American Quarter Horse Association, UMW Colt Sale Corporate Sponsors, Certified Horsemanship Association, United States Equestrian Federation, French Equestrian Federation, and Haras de la Cense (France)

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

**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 following statistics are from the American Horse Council Foundation's 2017 National Economic Impact Study. The next study for the National Economic Impact will be started in 2022.

*The horse industry contributes approximately \$50 billion in direct economic impact to the U.S. economy, and has a direct employment impact of 988,394 jobs. Additionally, the industry itself contributes \$38 billion in direct wages, salaries, and benefits. From those direct effects, the horse industry's contribution ripples out into other sectors of the economy. Adding these ripple effects results in an estimate of the total contribution of the horse industry to the U.S. economy of \$122 billion, and a total employment impact of 1.7 million jobs. (<https://www.horsecouncil.org/resources/economics/>)*

According to the American Quarter Horse Association, Montana is ranked fifth in the nation for most registries at 86,978. (<https://www.aqha.com/documents/82601/5339815/1+US+Population+Map+Panel.pdf/b7507ee6-45a1-f154-866f-54b6b927e128?version=1.0&t=1599663659513&download=true>). Total registered horses from all breed associations are around 130,000 horse in Montana, not including nonregistered horses. ([https://montanakids.com/agriculture\\_and\\_business/farm\\_animals/Horses.htm](https://montanakids.com/agriculture_and_business/farm_animals/Horses.htm))

Currently the UMW NH program has around 70% nonresident students represented. The program not just designed to employ graduates in Montana but throughout the United States. By offering this degree graduates will be qualified for higher positions in the equine industry, for example, equine instructors at a college or university, continue into a doctoral program, self-employment, or specialize discipline towards training horses. In the last two years there has been interest from around 10 current and past graduates in the Natural Horsemanship program at UMW for a graduate program in Natural Horsemanship. Students have expressed having more skills courses that specialize in certain areas of horsemanship and colt starting.

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

A MOU will have to be written between UMW and MCH for the skills courses and instruction. This will include credits being taught, instructor salary, program fees, and timeframe of commitment on both sides. The Montana Center for Horsemanship has been in existence and partners with UMW since 2011 and has been operating in the black. Sustainability and long-term commitment of MCH has been proven and will continue for the long-term future of education and its programs with UMW.

Facilities to house this program for the skills courses already exist and have been in use in the current undergraduate program. The facility is not being used during those 3 months at MCH so there is sufficient time to schedule skills courses.

**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).**



UMW will potentially collaborate with other programs in the MUS to offer master's level courses not available at Montana Western. The skills courses would be through a MOU between UMW and MCH that already has an

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

existing contract for the bachelor's degree in Natural Horsemanship. Currently within the Equine Studies department there is one tenure-track faculty member and one non-tenured track member. The Montana Center for Horsemanship currently has one instructor with a master's degree. This individual would be responsible for teaching the skill courses.

**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.**

This graduate degree program would be a first of its kind and continue the institution's innovated plan in experiential learning. It would immerse students in their field of study and maximize their success to identify and achieve their educational goals. See attached document for mission outline.

| <b>Signature/Date</b>   |
|---|
| <b>Chief Academic Officer:</b>  Ashley Carlson 9/27/2021  |
| <b>Chief Research Officer*:</b>   |
| <b>Chief Executive Officer:</b>  Michael L. Reid 9/28/21 |
| <b>Flagship Provost**:</b>  |
| <b>Flagship President**:</b>  |
| <small>*Center/Institute Proposal only<br/>**Not applicable to the Community Colleges.</small>  |

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

**Online Master of Science (MS) in Professional Horsemanship**

**Program Mission Statement**

The mission of the MS: Professional Horsemanship program is to provide graduate students with an education in horsemanship methodology and industry pedagogy skills with the practical skills to become a trained professional in the equine industry.

**Program Information**

- Potential collaboration with the Montana University System (MUS) to offer graduate level online-business courses to accompany the skills courses.
- MCH offer the skill courses during the summer semesters in-person, graduate students bring their own horse or will be provided a horse to rent. Young horses (yearlings/colts) will be provided by MCH.
- 30 credit hours completed in two years
- Two track paths for students
  - Track 1-students complete all courses to receive the M.S. degree
  - Track 2- students only complete hands-on skills courses to receive certificate
- Equine professionals (clinicians, veterinarians, nutritionists, business owners) will be used as guest speakers for lectures, seminars, and/or educational clinics. (in person or online).
- Possible professionals that could be used and have already UMW NH program connections to in the national and international equine industry: American Quarter Horse Association, UMW Colt Sale Corporate Sponsors, Certified Horsemanship Association, United States Equestrian Federation, French Equestrian Federation, and Haras de la Cense (France)
- Graduate student will present their professional paper, final written exam, and final horsemanship video to graduate committee.

**Graduate Outcomes**

- Be proficient in advanced methods and theories of horsemanship and equine behavior.
- Ability to work with young horses and to develop a training program.
- Understand equestrian program development.
- Will be proficient in business practices such as developing business plans, contracts, liability insurances and management.
- Be proficient in pedagogy theories of instruction and learning.
- Be able to develop equine curriculum.
- Possess the knowledge of developing research and presenting to a graduate committee.
- Work professionally with other equine industry leaders.
- Possess the knowledge of horse's health and well-being.

**MS Instructional Horsemanship Education use in the industry**

- Specialized training in horse industry
- Veterinarian Medicine
- Facility Manager/Supervisor
- Equine Marketing Consultant

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

- Self-employed Business
- Private Barn Horsemanship Instructor
- College/University Equine Instructor

**Other Factors to Consider for Development of the MS Degree**

- Making this open for international students
  - Need to figure out international student qualifications
- Cost of Program
  - UMW Cost
    - Tuition for online classes
    - Program fee
    - Student room and board for summer semester
- MCH Cost
  - Horse rental cost (international and/or U.S. students)
- Scholarships Development
  - From UMW and Equine Industry Leaders
- Long term financial support and sustainability
- Admission and Completion Requirements

DRAFT