

## ACADEMIC ITEM APPROVAL MEMORANDUM

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Compiled here are academic items approved since the September Board of Regents Meeting. This memorandum from September, October, and November 2022, contains items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner Higher Education. The items before you have been approved and are now being shared with you for your notification.

- September 2022 Academic Items
- October 2022 Academic Items

## ACADEMIC ITEMS MEMORANDUM

**DATE:** November 8, 2022

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

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

**RE:** October 2022 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in October 2022. 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 26th. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, October 28<sup>th</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

**Montana State University**

- Request for authorization to place Health Information Coding CAS in moratorium  
[Item #2010-LI0922](#) | [Moratorium Form](#)

**University of Montana Western**

Request for authorization to establish a Graduate Certificate in Teacher Education Item  
#1601-LI1022 | [Proposal Form](#) | [Fiscal Analysis](#)

**LEVEL II ITEMS:**

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- Request for authorization to  
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Montana Board of Regents  
ACADEMIC PROPOSAL REQUEST FORM

Sept, 2022

ITEM 2010-LI0922

**ITEM TITLE** Request for authorization to place Health Information Coding CAS into Moratorium

Institution: Gallatin College, Montana State University

CIP Code: 510713

Program/Center/Institute Title: Health Information Coding Certificate of Applied Science

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

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

**Proposal Summary** [360 words maximum]

**What:** Request to place Health Information Coding Certificate of Applied Science into moratorium. This 35 hours of coursework has prepared students for positions in healthcare coding and billing. This program has been offered by Gallatin College, MSU since 2012.

**Why:** The HIC CAS has slowly decreased in enrollment despite the growing jobs in healthcare (Montana Department of Labor and Industry projects the following annual southwest Montana job openings through 2030: 139 Medical Secretaries, 48 Medical Health Service Managers, 495 General Office Clerks, and 273 Bookkeepers). Gallatin College, MSU is responding to the changing needs within healthcare offices to better train healthcare business staff to perform a variety of tasks beyond the specialized medical coding and billing to now including insurance verification, accounting, management, human resources, and compliance. For this reason, Gallatin College, MSU has requested a temporary CAS in Healthcare Administration Professional in place of the Health Information Coding CAS.

**Resources:** Gallatin College, MSU received substantial American Rescue Plan Act grant funding from Gallatin County to strengthen our local economy and workforce. This will fund the creation this program including curriculum development, faculty wages, and equipment needs through 2024. Classroom and lab instructional spaces already exist at Gallatin College. MSU.

**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**

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

  X   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*

       **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 University System**  
**PROGRAM TERMINATION/MORATORIUM FORM**

Please complete the following questionnaire prior to submission of a program for termination or placement into moratorium. Please add additional comments beneath each question where applicable.

Program Title: **CAS in Health Information Coding (HIC-CAS)**

Program is being   X   Placed into moratorium        Terminated

1. Are there currently students enrolled in the program? (If yes, please answer questions a - c below.) Y:        N:   X  

a.) Have all students currently enrolled in the program been met with and informed of the impending termination/moratorium? Y:        N:       

b.) What is the expected graduation date of all students from the program?

c.) Have course offerings been planned to allow for students in the program to complete the degree in a reasonable fashion? Y:        N:       

2. Will any faculty layoffs or changes in working conditions occur because of the termination/moratorium? (If yes, please answer questions a - b below.) Y:        N:   X  

a.) Have the faculty affected by the program termination/moratorium been notified? Y:        N:       

b.) Please describe any layoffs that will occur including the date expected?

**Montana University System**  
**PROGRAM TERMINATION/MORATORIUM FORM**

**3. The following parties, where applicable, have been notified of the impending program termination/moratorium. (Please mark X for completed, NA for not applicable):**

a.) Internal Curriculum Committees                          X    

b.) Faculty Senate                        

c.) Program Public Advisory Committee                                          

d.) Articulation Partners                        

**4. Has there been any negative feedback received from students, faculty, or other constituents regarding the impending termination/moratorium? (If yes, please explain below.)**      Y:                 N:     X    

Based on feedback from industry partners from hospitals, medical offices and services across SW Montana, we have decided to adjust our existing Health Information Coding CAS to include more general healthcare office support as medical billing is often done by less specialized medical office staff. For this reason, we are requesting that our existing Health Information Coding CAS be put into moratorium and are designing a "Healthcare Administration Professional" CAS to be submitted for review soon. This new program will be more comprehensive, including HR, billing, general clerical, and medical coding. The new certificate provides students with more opportunities to work on an administrative team in a wide variety of healthcare settings.

Montana Board of Regents  
ACADEMIC PROPOSAL REQUEST FORM

October/2022

ITEM 1601-LI1022

**ITEM TITLE: Request for authorization to establish Graduate Certificate in Teacher Education**

Institution: **University of Montana Western**

CIP Code: \_\_\_\_\_

Program/Center/Institute Title: **Graduate Certificate in Teacher Education**

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

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

**Proposal Summary** [360 words maximum]

**What:** The proposed graduate certificate would be offered at the graduate level to better align to the fact that post-baccalaureate students are positioned to pursue graduate coursework. This proposal would replace the six courses currently offered at the 400-level within the Secondary Education certificate and include one new course.

**Why:** The proposed certificate directly aligns with our strategic plan, specifically the identified Value of COMMUNITY RELATIONS AND PARTNERSHIPS: Share resources and partner with the community to serve community needs and offer distinctive and relevant programs. Montana is facing a well-documented teacher shortage, and the Division of Education at UMW is making every effort possible to prepare skilled educators to meet the demands of the field today and stick with the profession into the future.

**Resources:** No additional resources are required. Courses are already in the catalog, in rotation, and currently taught.

**ATTACHMENTS**

Attachments:

Item #1601-LI1022\_Curr

Item #1601-LI1022\_Fisc

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)

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

\_\_\_\_\_ 1b. Withdrawing a postsecondary educational program from moratorium

  X   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)

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\_\_\_\_\_ 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



## Montana Board of Regents 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 proposed graduate certificate would be offered at the graduate level to better align to the fact that post-baccalaureate students are positioned to pursue graduate coursework. This proposal would replace the six courses currently offered at the 400-level within the Secondary Education certificate and include one new course.

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 certificate directly aligns with our strategic plan, specifically the identified Value of COMMUNITY RELATIONS AND PARTNERSHIPS: Share resources and partner with the community to serve community needs and offer distinctive and relevant programs. Montana is facing a well-documented teacher shortage, and the Division of Education at UMW is making every effort possible to prepare skilled educators to meet the demands of the field today and stick with the profession into the future.

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

- Graduate Programs Committee was convened in the fall of 2021
- Request to plan was submitted and approved by OCHE during fall semester 2021
- Information about the proposal provided both on campus and to the other Educator Preparation Programs in the state in January 2022
- A townhall was held at Western on February 2, 2022, to address faculty concerns with this and other possible graduate programs
- Questions and concerns raised by faculty and staff continue to be addressed by the Graduate Programs Committee
- Faculty Senate is currently reviewing the curriculum proposal (CP)
- Final decision about approval of CP on Monday, May 2, 2022

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 | 25+     |
| Credits in required courses offered by other departments                   | 0-8     |
| Credits in institutional general education curriculum                      | 0       |
| Credits of free electives  | 0       |
| Total credits required to complete the program                             | 29+     |

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

- 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.

Program outcomes are aligned to the Danielson Framework, as are all programs in the Division of Education.

**Domain 1: Planning and Preparation**

- Component 1A: Candidate Demonstrates Knowledge of Content and Pedagogy
- Component 1B: Candidate Demonstrates Knowledge of Students
- Component 1C: Candidate Sets Instructional Outcomes
- Component 1D: Candidate Demonstrates Knowledge of Resources
- Component 1E: Candidate Designs Coherent Instruction
- Component 1F: Candidate Designs Student Assessments

**Domain 2: The Classroom Environment**

- Component 2A: Candidate Creates an Environment of Respect and Rapport
- Component 2B: Candidate Establishes a Culture for Learning
- Component 2C: Candidate Manages Classroom Procedures
- Component 2D: Candidate Manages Student Behavior
- Component 2E: Candidate Organizes Physical Space

**Domain 3: Instruction**

- Component 3A: Candidate Communicates with Students
- Component 3B: Candidate Uses Questioning and Discussion Techniques
- Component 3C: Candidate Engages Students in Learning
- Component 3D: Candidate Uses Assessment in Instruction
- Component 3E: Candidate Demonstrates Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

- Component 4A: Candidate Reflects on Teaching
- Component 4B: Candidate Maintains Accurate Records
- Component 4C: Candidate Communicates with Families
- Component 4D: Candidate Participates in the Professional Community
- Component 4E: Candidate Grows and Develops Professionally
- Component 4F: Candidate Shows Professionalism

- a. 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]*

None.

**5. 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]*

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

Because we currently offer a six-course certificate that the proposed certificate program would replace, our current instructional, support, and/or administrative resources would continue to be utilized as they are now.

- 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]*

None.

**6. 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]*

Yes, current resources are adequate.

- 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]*

Yes. We currently serve approximately 50 new post-baccalaureate students per year with no implications for the rest of the student body. We anticipate that continuing.

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

Since this program will simply replace an existing program, it will require no new resources. We anticipate the enrollments in the new program to be similar to those in the existing 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                                  | \$233,835 | \$233,835 | \$233,835 |
| Expenses                                  | \$115,000 | \$115,000 | \$115,000 |
| Net Income/Deficit<br>(revenues-expenses) | \$118,835 | \$118,835 | \$118,835 |

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

None.

- 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]*

None.

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

- 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.

N/A

- 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]*

N/A

- 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]*

N/A

- 8. 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.


The program would charge a \$200 course fee to cover all associated program costs, including necessary software subscriptions, DoJ background check, and field supervision expenses.

- 9.** Complete the fiscal analysis form.

Signature/Date

**College or School Dean:**

**Chief Academic Officer:**

 / October 25, 2022

**Chief Executive Officer:**



**Flagship Provost\*:**

**Flagship President\*:**

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

\*Not applicable to the Community Colleges.

Montana Board of Regents  
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

**EDU 582 (previously 482): Theory and Practice in Education**—This course is designed to provide foundational knowledge of history, philosophy, theory, and practice in education. In addition to broad theory and practice, students will be introduced to classroom management, diversity, and foundational instructional strategies, including the use of technology. *Summer and Fall.*

**EDU 583 (previously 483): Applied Pedagogy I**—This course is designed to provide essential skills in assessment and instructional planning as the first of a two-course, teaching-cycle sequence. Students will select, design, and interpret formative and summative assessments. Using assessment data, students will plan disciplinary lessons/units that include standards, learning outcomes, instructional sequences, and assessment tools. ***This course requires 45 hours of field experience.*** *Fall. Prerequisite(s):* EDU 582

**EDU 585 (previously 485): Applied Pedagogy II**—This course is designed to provide essential skills in planning and instruction as the second of a two-course, teaching-cycle sequence. The focus in this class is to design and implement instruction using high-leverage and evidence-based practices. Strategies for working with diverse learners will be explored as well as targeted practices, like the use of graphic organizers and brain-based strategies. ***This course requires 45 hours of field experience.*** *Spring. Prerequisite(s):* EDU 583

**EDU 586 (previously 486): School and Classroom Cultures**—This course is designed to provide a theoretical and practical foundation in areas related to maintaining a positive school and classroom culture. Students will explore the legal and ethical foundations of schooling, as well as legal principals needed to protect educators, students (including students with disabilities), and parents/families. Interpersonal, social, economic, racial, and cultural factors relating to school/classroom climate will be examined. Additionally, the course provides content related to positive strategies used to motivate and manage classrooms, as well as legal and practical issues related to physical and mental health. *Spring and Summer.*

**EDU 587 (previously 487): Literacy in the Content Areas**—This course is designed to provide educators with methods of enhancing students' abilities to access discipline-specific reading material and to communicate successfully about the discipline through writing. Reading and writing frameworks that support students at-risk, with disabilities, and acquiring English as a second language will be examined. Additionally, this course provides targeted strategies of instruction, such as metacognition, use of technology, vocabulary building, visualization, and critical thinking. ***This course requires 45 hours of field experience.*** *Fall. Prerequisite(s):* EDU 585.

**Content-Specific Methods Course(s)**—at least 4 credits

**EDU 59X: Supervised Teaching and Teacher Work Sample**— This culminating practicum experience requires students to complete a supervised teaching experience (student teaching or internship) and to fulfill the expectations of the Teacher Work Sample, which requires students to conceive, implement, and analyze key elements of the teaching-learning cycle. Students will design and implement a teaching plan and then reflect upon and respond to their students' progress.

Per Administrative Rule of Montana (ARM) 10.57.104, "Persons seeking initial licensure must successfully complete a supervised teaching experience in an accredited school. Supervised teaching is student teaching under an appropriate student teaching program and/or supervised practice as a class 5 alternative license holder."

Per ARM 10.58.306, "The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn."

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

Students will also engage in monthly, online workshops targeted at TWS-support, professionalism, and licensure. ***This course requires 6-16 weeks of field experience, based on credits. Fall and Spring. c/dfe (5-12 credits)***

# Academic Degree Program Proposal - Fiscal Analysis Form

**CAMPUS:** University of Montana Western  
**AWARD LEVEL:** Graduate  
**PROGRAM NAME:** Graduate Certificate in Teacher Education  
**PROGRAM CODE:**

| ENROLLMENT PROJECTIONS  |  | Year 0      | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
|---|--|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Headcount</b>  |  |             |             |             |             |             |             |
| annual unduplicated headcount of students with declared major or minor within the program |  | 113         | 113         | 113         | 113         | 113         | 113         |
| <b>Credit Hours</b>   |  |             |             |             |             |             |             |
| annual avg. credits hours earned per student in program related curriculum                |  | 16          | 16          | 16          | 16          | 16          | 16          |
| <b>Student FTE</b>  |  |             |             |             |             |             |             |
| Undergrad: (Headcount x CH)/30<br>Graduate: (Headcount x CH)/24                           |  | 75.33333333 | 75.33333333 | 75.33333333 | 75.33333333 | 75.33333333 | 75.33333333 |
| <b>Completions</b>  |  |             |             |             |             |             |             |
| Annual number of program completers   |  | 20          | 25          | 25          | 25          | 25          | 25          |

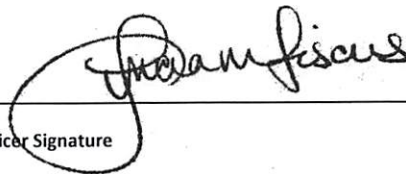
  

| REVENUE                                   |  | Year 0           | Year 1           | Year 2           | Year 3           | Year 4           | Year 5           |
|---|--|------------------|------------------|------------------|------------------|------------------|------------------|
| Tuition Revenue (net of waivers)          |  | \$116,917        | \$116,917        | \$116,917        | \$116,917        | \$116,917        | \$116,917        |
| Institutional Support                     |  | \$116,917        | \$116,917        | \$116,917        | \$116,917        | \$116,917        | \$116,917        |
| Other Outside Funds (grants, gifts, etc.) |  | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              |
| Program Tuition/Fees                      |  | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              |
| <b>Total Revenue</b>                      |  | <b>\$233,835</b> | <b>\$233,835</b> | <b>\$233,835</b> | <b>\$233,835</b> | <b>\$233,835</b> | <b>\$233,835</b> |
| <b>Total Revenue per Student FTE</b>      |  | <b>\$3,104</b>   | <b>\$3,104</b>   | <b>\$3,104</b>   | <b>\$3,104</b>   | <b>\$3,104</b>   | <b>\$3,104</b>   |

| EXPENDITURES   |                          | Year 0           | Year 1           | Year 2           | Year 3           | Year 4           | Year 5           |
|--|--------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Tenure Track Faculty   | FTE                      | 1.0              | 1.0              | 1.0              | 1.0              | 1.0              | 1.0              |
|  | Salary + Benefits        | \$65,000         | \$65,000         | \$65,000         | \$65,000         | \$65,000         | \$65,000         |
| Non-tenure Track Faculty<br><small>*Includes Adjunct Instructors</small> | FTE                      | 1.0              | 1.0              | 1.0              | 1.0              | 1.0              | 1.0              |
|  | Salary + Benefits        | \$50,000         | \$50,000         | \$50,000         | \$50,000         | \$50,000         | \$50,000         |
| Graduate Teaching Assistants   | FTE                      | 0.0              | 0.0              | 0.0              | 0.0              | 0.0              | 0.0              |
|  | Salary + Benefits        | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              |
| Staff  | FTE                      | 1.0              | 1.0              | 1.0              | 1.0              | 1.0              | 1.0              |
|  | Salary + Benefits        | \$40,000         | \$40,000         | \$40,000         | \$40,000         | \$40,000         | \$40,000         |
| <b>Total Faculty &amp; Staff</b>   | <b>FTE</b>               | <b>2.0</b>       | <b>2.0</b>       | <b>2.0</b>       | <b>2.0</b>       | <b>2.0</b>       | <b>2.0</b>       |
|  | <b>Salary + Benefits</b> | <b>\$115,000</b> | <b>\$115,000</b> | <b>\$115,000</b> | <b>\$115,000</b> | <b>\$115,000</b> | <b>\$115,000</b> |
| Operations (supplies, travel, rent, etc)                                 |                          |                  |                  |                  |                  |                  |                  |
| Start-up Expenses (OTO)  |                          |                  |                  |                  |                  |                  |                  |
| <b>Total Expenses</b>  |                          | <b>\$115,000</b> | <b>\$115,000</b> | <b>\$115,000</b> | <b>\$115,000</b> | <b>\$115,000</b> | <b>\$115,000</b> |
| <b>Student FTE to Faculty (TT + NTI) Ratio</b>                           |                          | <b>37.7</b>      | <b>37.7</b>      | <b>37.7</b>      | <b>37.7</b>      | <b>37.7</b>      | <b>37.7</b>      |
| <b>Net Income/Deficit (Revenue - Expenses)</b>                           |                          | <b>\$118,835</b> | <b>\$118,835</b> | <b>\$118,835</b> | <b>\$118,835</b> | <b>\$118,835</b> | <b>\$118,835</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.

  
 Campus Chief Financial Officer Signature

Chief Financial Officer Comments



Montana Board of Regents  
ACADEMIC PROPOSAL REQUEST FORM

October/2022

ITEM 1603-LII1022

**ITEM TITLE: Request for authorization to establish Outdoor Industry Option Area in A.A.S. Business Degree**

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Institution: **University of Montana Western**

CIP Code: \_\_\_\_\_

Program/Center/Institute Title: **Outdoor Industry Option Area in A.A.S. Business Degree**

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

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

**Proposal Summary** [360 words maximum]

**What:** The University of Montana Western's Business & Technology Department is proposing a new twenty-four credit option area for its current Associate of Applied Science degree in Business. The option area is called Outdoor Industry Specialist. This minor will be available to students pursuing the Business degree and will be a collaboration between the faculty in the Business and Technology, Health and Human Performance, Equine Studies, Biology, and Environmental Science departments. There will be no changes to the core of the Business Associate of Applied Science Degree as this will be an option area to that degree.

**Why:** As a part of the Business Administration Associate of Applied Science Degree, this proposal expands the program's support of the mission statement to "achieve academic excellence by sustaining a culture of concentrated experiential education" and supports core theme one: "Continuously improve undergraduate education and experiential learning." It is the intent of this minor to enhance Montana Western's experiential learning niche to support this important and growing workforce sector of Montana's economy. This niche provides a unique opportunity to give students on the ground experience in both business and outdoor industry practices.

**Resources:** No additional resources are necessary.

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**ATTACHMENTS**

Attachments:

Item #1603-LII1022\_Curr

Item #1603-LII1022\_Fisc

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

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**

**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:**

**X 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*

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

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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**  
**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 University of Montana Western's Business & Technology Department is proposing a new twenty-four credit option area for its current Associate of Applied Science degree in Business. The option area is called Outdoor Industry Specialist. This minor will be available to students pursuing the Business degree and will be a collaboration between the faculty in the Business and Technology, Health and Human Performance, Equine Studies, Biology, and Environmental Science departments. There will be no changes to the core of the Business Associate of Applied Science Degree as this will be an option area to that degree.

- 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]*

As a part of the Business Administration Associate of Applied Science Degree, this proposal expands the program's support of the mission statement to "achieve academic excellence by sustaining a culture of concentrated experiential education" and supports core theme one: "Continuously improve undergraduate education and experiential learning." It is the intent of this minor to enhance Montana Western's experiential learning niche to support this important and growing workforce sector of Montana's economy. This niche provides a unique opportunity to give students on the ground experience in both business and outdoor industry practices.

In addition, this proposal supports core theme three: "Foster responsible campus efficiency and stewards of resources." This minor is a collaboration of the Business and Technology, Health and Human Performance, Equine Studies, Biology, and Environmental Studies department and utilizes existing courses across each program to create the minor. All courses currently exist in the curriculum. Utilizing existing courses makes strategic use of instructional resources and helps increase enrollment in courses. The University of Montana Western is also located in a primary position to take advantage of local geographic resources to support the minor

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

During the 2020-2021 academic year, the curriculum proposal advanced through the campus approval process including: an approval by the department; initial approval by the Provost for resource consideration and need of program; a review by the campus department chairs; approval by faculty senate; concluding with a final approval from the Provost and the Chancellor.

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

This thirty-four credits minor is structured around the University of Montana Western's block system which typically required each course to be four credits each. Students will be able to choose their credits from a list of offered courses.

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

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

|  | Credits                                   |
|--|---|
| Credits in required courses offered by the department offering the program | 1-4 credit courses and 1-2 credit courses |
| Credits in required courses offered by other departments                   | Four to five 4-credit courses             |
| Credits in institutional general education curriculum                      | 0   |
| Credits of free electives  | 0   |
| Total credits required to complete the program                             | 24 credits                                |

- 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 gain a better understanding of the Outdoor Industry.
- Students will identify current issues that affect the Outdoor Industry.
- Students will develop an understanding of what type of education and skill sets are needed to have a successful career in this industry.
- Students will understand the challenges and opportunities in managing businesses in the outdoor industry including finances, marketing, operations, customer service and other business functions

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]*

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 |
|------------------|--------|---------------|
| N/A              |        |               |
|                  |        |               |
|                  |        |               |
|                  |        |               |
|                  |        |               |

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

- 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]*

While other universities in Montana have programs based in outdoor recreation, hospitality, and tourism, we have not been able to identify one that specifically focuses on managing a business in the Outdoor Industry.

- 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]*

There are no similar currently existing programs in the MUS.

- 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]*

This minor will be available in the Fall 2019 semester.

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

| Fall Headcount Enrollment |      |       |      |      | Graduates |      |      |      |      |
|---------------------------|------|-------|------|------|-----------|------|------|------|------|
| AY20_                     | AY21 | AY 22 | AY23 | AY24 | AY23      | AY24 | AY25 | AY26 | AY27 |
| 6                         | 8    | 12    | 15   | 15   | 4         | 5    | 6    | 8    | 8    |

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

This headcount calculation is based on the average new enrollment in the Business Administration program each year, their choices of minors and options within the program, and the graduation headcount each year of the program with the various minors and options.

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

Because of the variety of course options and the fact an Outdoor Industry Minor for the BS in Business Administration already exist, this option area could have a larger capacity, but for now it is projected at 20 students.

- 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]*

Success will be determined by having an adequate number of students enrolled in the option area. If the student headcount is adequate to cover the costs associated with offering the classes in the option area

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

then it will be considered a success. If enrollment is low in the option area, the option area would be placed on moratorium and ultimately the option area would not be offered anymore.

- 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]*

The assessment process to evaluate how well students are achieving the intended learning outcomes will follow the same assessment process that is currently used to evaluate our current business program. The students are currently evaluated using both direct and indirect measures at various points as the students progress through their degree.

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

Some of the direct measures currently used are oral/written assessment through standard, department-developed rubrics. Some of the indirect measures to be used are an internship supervisor review and an exit survey. The exit survey is conducted at the conclusion of every internship and/or thesis presentation.

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

At a minimum of once a year, after all of the assessment data is collected, the faculty in the Business department meet to review the data collected from the direct and indirect measures and make changes to the curriculum to ensure that the student learning outcomes are being met.

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

While there is no specialized accreditation for the option area, this option area will be reviewed and the learning outcomes will be assessed within the parameters set by the university and OCHE.

**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]*

In order to implement the option area, existing facilities, equipment and space that are currently used by the affected departments will be used. It is not anticipated that there will be any adverse impact on the current physical resources nor is it anticipated that new facilities, equipment and space will be needed as there are currently adequate facilities, equipment and space for the increased utilization of physical resources used by this Minor. There is adequate capacity to successfully implement the option area.

- 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]*

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

No new facilities, equipment or space are needed to successfully implement this option area.

**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 affected departments will use their existing instructional resources to successfully implement the Minor. It is anticipated that through more efficient course scheduling there will be little impact on the current program and the current quality of the other programs will not be affected.

- 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]

No new personnel are needed to implement this option area. All classes are currently offered.

**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]

Resources from the library are more than adequate to meet the needs of this program. The requests for this program will be submitted as part of the varying departments regular requests for library and information resources.

- 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]

There are no implications as the addition will not place any additional strain on existing student services.

**12. Revenues and expenditures.** Describe the implications of the new program on the financial situation of the institution. [100 words] *Liane has been contact to help with section A. Please look at section B, I,ii, iii*

- 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 | 0      | 0      | 0      |
| Expenses | 0      | 0      | 0      |



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

|   |   |   |   |
|---|---|---|---|
| Net Income/Deficit<br>(revenues-expenses) | 0 | 0 | 0 |
|---|---|---|---|

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

There will be no additional expenses to implement 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]*

There will be no reallocations of existing state appropriated funds.

- 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.

No additional base funding will be needed.

- 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]*

The funding will not come from a one-time source.

- 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]*

No federal grants, other grant(s), special fee arrangements, or contract(s) will be valid to fund the program

- 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.

Any fees for courses have been processed as part of existing courses in the 22-23 biennium.


- 14.** Complete the fiscal analysis form.

Signature/Date

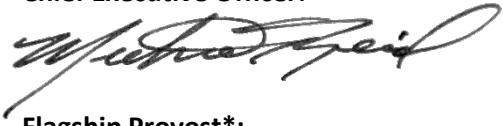
**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

**College or School Dean:**

**Chief Academic Officer:**

 / October 25, 2022

**Chief Executive Officer:**



**Flagship Provost\*:**

**Flagship President\*:**

\*Not applicable to the Community Colleges.

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

**Appendix A – Proposed New Curriculum**

**Associate in Business with an Outdoor Industry Specialist Option Area:**

**General Education: 16 Credits**

Written & Oral Communication 4 Credit(s)  
Mathematics 4 Credit(s)  
Natural Sciences 4 Credit(s)  
Economics (meets Behavioral and Social Science Requirement) 4 Credit(s)

**Business Core: 29 Credits**

ACTG 201 - Principles of Financial Accounting 4 Credit(s)  
ACTG 202 - Principles of Managerial Accounting 4 Credit(s)  
BGEN 235 - Business Law 4 Credit(s)  
BGEN 253 - Business Statistics & Research 4 Credit(s)  
BGEN 217 - Business & Electronic Communications 4 Credit(s)  
CAPP 131 - Basic Microsoft Office 4 Credit(s)  
BGEN 291A - Co-Op / Job Shadow 1 Credit(s)  
Select 1 course/4 credits from any Business-related rubric 4 Credit(s)

**New Option Area: Outdoor Industry Specialist (24 Credits)**

Students take the following courses:

- BMGT 343 - Managing a Business in the Outdoor Industry 2 Credit(s)
- BMGT 210 - Small Business Entrepreneurship 4 Credit(s)

Then students select 18 credits from the following:

- ACT 114 – Beginning Rock Climbing 1 Credit(s)
- ACT 120- Beginning Alpine Skiing 1 Credit(s)
- ACT 121- Beginning Snowboarding 1 Credit(s)
- ACT 173 – Beginning Fly Fishing / Fly Tying 1 Credit(s)
- BIOE 250 - Conservation Biology 4 Credit(s)
- BIOO 210 - Natural History of the Aquatic Vertebrates 4 Credit(s)
- GDSN 145 - Introduction to Web Design 4 Credit(s)
- EQUUS 120 - Farrier Science: Theory of Trimming 1 Credit(s)
- EQUUS 113 - Animal Behavior, Safety & Handling 4 Credit(s)
- ENSC 269 - Map, Compass, & GPS 2 Credit(s)
- ENSC 291D - Geographic Information Systems 2 Credit(s)
- ENST 274 - Sustaining Water Resources 4 Credit(s)
- ENST 275 - Environmental Interpretation I 4 Credit(s)
- EQUUS 201 - Basic Horse Care & Nutrition 4 Credit(s)
- GEO 210 - Weather and Climate 4 Credit(s)
- NRSRM 213 - Natural Resources Conflict Resolution 4 Credit(s)

Montana Board of Regents  
CURRICULUM PROPOSAL FORM

~~Minor: Outdoor Guide and Wildlife Outfitters Ventures (34 credits)~~

Required Courses

- ~~BMGT 448: Entrepreneurship~~
- ~~BMGT 343: Managing a Guide and Outfitting Business (2 credits) (New class)~~

Select 28 credits from the following classes:

- ~~BIOE 205: Conservation Biology 4 credits~~
- ~~BIOO 210: Natural History of Aquatic Vertebrates 4 credits~~
- ~~BIOO 435: Plant Systematics 4 credits~~
- ~~COMS 212: Introduction to Web Design 4 credits~~
- ~~EQUUS 120: Farrier Science: Theory of Trimming 1 credit~~
- ~~EQUUS 113: Animal Behavior, Safety and Handling 4 credits~~
- ~~EQUUS 201: Basic Care and Nutrition 4 credits~~
- ~~ECNS 334: Economics of Tourism and Recreation 3 credits~~
- ~~ECNS 332: Economics of Natural Resources 4 credits~~
- ~~ENSC 269: Map, Compass and GPS 2 credits~~
- ~~ENSC 284: Geographic Information Systems 2 credits~~
- ~~ENST 291: Sustaining Water Resources 4 credits~~
- ~~ENST 275: Environmental Interpretation I 4 credits~~
- ~~GEO 110: Weather and Climate 4 credits~~
- ~~NRSM 2291: Natural Resource Conflict Resolution 4 credits~~
- ~~NRSM 441: Sustainable Resource Management 4 credits~~
- ~~WILD 471: Wildlife Ecology and Management 4 credits~~
- ~~WILD 473: Fisheries Ecology and Management 4 credits~~

# Academic Degree Program Proposal - Fiscal Analysis Form

**CAMPUS:** University of Montana Western  
**AWARD LEVEL:** A.A.S.  
**PROGRAM NAME:** Outdoor Industry Option Area in A.A.S. Business Degree  
**PROGRAM CODE:**

| ENROLLMENT PROJECTIONS  |  | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|--|--------|--------|--------|--------|--------|--------|
| <b>Headcount</b>  |  |        |        |        |        |        |        |
| annual unduplicated headcount of students with declared major or minor within the program |  | -      | 6      | 8      | 12     | 15     | 15     |
| <b>Credit Hours</b>   |  |        |        |        |        |        |        |
| annual avg. credits hours earned per student in program related curriculum                |  | 12     | 12     | 12     | 12     | 12     | 12     |
| <b>Student FTE</b>  |  |        |        |        |        |        |        |
| Undergrad: (Headcount x CH)/30<br>Graduate: (Headcount x CH)/24                           |  | -      | 3      | 4      | 6      | 7.5    | 7.5    |
| <b>Completions</b>  |  |        |        |        |        |        |        |
| Annual number of program completers   |  | -      | 4      | 5      | 6      | 8      | 8      |

| REVENUE                                   |  | Year 0  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
|---|--|---------|----------|----------|----------|----------|----------|
| Tuition Revenue (net of waivers)          |  |         | \$11,408 | \$15,211 | \$22,816 | \$28,520 | \$28,520 |
| Institutional Support                     |  |         |          |          |          |          |          |
| Other Outside Funds (grants, gifts, etc.) |  |         |          |          |          |          |          |
| Program Tuition/Fees                      |  |         |          |          |          |          |          |
| <b>Total Revenue</b>                      |  | \$0     | \$11,408 | \$15,211 | \$22,816 | \$28,520 | \$28,520 |
| <b>Total Revenue per Student FTE</b>      |  | #VALUE! | \$3,803  | \$3,803  | \$3,803  | \$3,803  | \$3,803  |

| EXPENDITURES   |                   | Year 0  | Year 1    | Year 2    | Year 3   | Year 4   | Year 5   |
|--|-------------------|---------|-----------|-----------|----------|----------|----------|
| Tenure Track Faculty   | FTE               |         | 0.25      | 0.25      | 0.25     | 0.25     | 0.25     |
|  | Salary + Benefits |         | \$16,250  | \$16,250  | \$16,250 | \$16,250 | \$16,250 |
| Non-tenure Track Faculty<br><small>*Includes Adjunct Instructors</small> | FTE               |         |           |           |          |          |          |
|  | Salary + Benefits |         |           |           |          |          |          |
| Graduate Teaching Assistants   | FTE               |         |           |           |          |          |          |
|  | Salary + Benefits |         |           |           |          |          |          |
| Staff  | FTE               |         | 0.25      | 0.25      | 0.25     | 0.25     | 0.25     |
|  | Salary + Benefits |         | \$10,000  | \$10,000  | \$10,000 | \$10,000 | \$10,000 |
| <b>Total Faculty &amp; Staff</b>   | FTE               |         | 0.5       | 0.5       | 0.5      | 0.5      | 0.5      |
|  | Salary + Benefits |         | \$26,250  | \$26,250  | \$26,250 | \$26,250 | \$26,250 |
| Operations (supplies, travel, rent, etc)                                 |                   |         |           |           |          |          |          |
| Start-up Expenses (OTO)  |                   |         |           |           |          |          |          |
| <b>Total Expenses</b>  |                   | \$0     | \$26,250  | \$26,250  | \$26,250 | \$26,250 | \$26,250 |
| <b>Student FTE to Faculty (TT + NTT) Ratio</b>                           |                   | #VALUE! | 12.0      | 16.0      | 24.0     | 30.0     | 30.0     |
| <b>Net Income/Deficit (Revenue - Expenses)</b>                           |                   | \$0     | -\$14,842 | -\$11,039 | -\$3,434 | \$2,270  | \$2,270  |

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.

  
 Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana Board of Regents  
ACADEMIC PROPOSAL REQUEST FORM

October/2022

ITEM 1602-LII1022

**ITEM TITLE: Request for authorization to establish Farm and Ranch Option Area in A.A.S. Business Degree**

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Institution: **University of Montana Western**

CIP Code: \_\_\_\_\_

Program/Center/Institute Title: **Farm and Ranch Option Area in A.A.S. Business Degree**

---

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

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

**Proposal Summary** [360 words maximum]

**What:** The University of Montana Western's Business & Technology Department is proposing a new twenty-four credit Farm and Ranch Specialist option area for its Associate of Applied Science in Business. This option area will be available to students pursuing the Associate of Applied Science in Business degree and will be a collaboration between the faculty in the Business and Technology Department. There will be no changes to the core of the Associate of Applied Science in Business program as this will be an option area.

**Why:** As a part of the Associate of Applied Science Business degree, this proposal expands the program's support of the mission statement to "achieve academic excellence by sustaining a culture of concentrated experiential education" and supports core theme one: "Continuously improve undergraduate education and experiential learning." Students taking the business core learn important business content areas such as accounting, marketing, management, human resources, and finance while incorporating a "hands-on" approach to farm and ranch operations including animal science, animal reproduction and nutrition, soils, technology and other areas related to farm and ranch operations to promote positive sustainable use of resources for generations to come.

**Resources:** No additional resources are necessary.

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**ATTACHMENTS**

Attachments:

Item #1602-LII1022\_Curr

Item #1602-LII1022\_Fisc

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

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>.

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

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**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)

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

**B. Level II:**

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**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*

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

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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 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 proposed graduate certificate would be offered at the graduate level to better align to the fact that post-baccalaureate students are positioned to pursue graduate coursework. This proposal would replace the six courses currently offered at the 400-level within the Secondary Education certificate and include one new course.

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 certificate directly aligns with our strategic plan, specifically the identified Value of COMMUNITY RELATIONS AND PARTNERSHIPS: Share resources and partner with the community to serve community needs and offer distinctive and relevant programs. Montana is facing a well-documented teacher shortage, and the Division of Education at UMW is making every effort possible to prepare skilled educators to meet the demands of the field today and stick with the profession into the future.

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

- Graduate Programs Committee was convened in the fall of 2021
- Request to plan was submitted and approved by OCHE during fall semester 2021
- Information about the proposal provided both on campus and to the other Educator Preparation Programs in the state in January 2022
- A townhall was held at Western on February 2, 2022, to address faculty concerns with this and other possible graduate programs
- Questions and concerns raised by faculty and staff continue to be addressed by the Graduate Programs Committee
- Faculty Senate is currently reviewing the curriculum proposal (CP)
- Final decision about approval of CP on Monday, May 2, 2022

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 | 25+     |
| Credits in required courses offered by other departments                   | 0-8     |
| Credits in institutional general education curriculum                      | 0       |
| Credits of free electives  | 0       |
| Total credits required to complete the program                             | 29+     |

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**CURRICULUM PROPOSAL FORM**

- 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.

Program outcomes are aligned to the Danielson Framework, as are all programs in the Division of Education.

**Domain 1: Planning and Preparation**

- Component 1A: Candidate Demonstrates Knowledge of Content and Pedagogy
- Component 1B: Candidate Demonstrates Knowledge of Students
- Component 1C: Candidate Sets Instructional Outcomes
- Component 1D: Candidate Demonstrates Knowledge of Resources
- Component 1E: Candidate Designs Coherent Instruction
- Component 1F: Candidate Designs Student Assessments

**Domain 2: The Classroom Environment**

- Component 2A: Candidate Creates an Environment of Respect and Rapport
- Component 2B: Candidate Establishes a Culture for Learning
- Component 2C: Candidate Manages Classroom Procedures
- Component 2D: Candidate Manages Student Behavior
- Component 2E: Candidate Organizes Physical Space

**Domain 3: Instruction**

- Component 3A: Candidate Communicates with Students
- Component 3B: Candidate Uses Questioning and Discussion Techniques
- Component 3C: Candidate Engages Students in Learning
- Component 3D: Candidate Uses Assessment in Instruction
- Component 3E: Candidate Demonstrates Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

- Component 4A: Candidate Reflects on Teaching
- Component 4B: Candidate Maintains Accurate Records
- Component 4C: Candidate Communicates with Families
- Component 4D: Candidate Participates in the Professional Community
- Component 4E: Candidate Grows and Develops Professionally
- Component 4F: Candidate Shows Professionalism

- a. 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]*

None.

**5. 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]*

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Because we currently offer a six-course certificate that the proposed certificate program would replace, our current instructional, support, and/or administrative resources would continue to be utilized as they are now.

- 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]*

None.

**6. 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]*

Yes, current resources are adequate.

- 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]*

Yes. We currently serve approximately 50 new post-baccalaureate students per year with no implications for the rest of the student body. We anticipate that continuing.

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

Since this program will simply replace an existing program, it will require no new resources. We anticipate the enrollments in the new program to be similar to those in the existing 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                                  | \$233,835 | \$233,835 | \$233,835 |
| Expenses                                  | \$115,000 | \$115,000 | \$115,000 |
| Net Income/Deficit<br>(revenues-expenses) | \$118,835 | \$118,835 | \$118,835 |

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

None.

- 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]*

None.

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- 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.

N/A

- 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]*

N/A

- 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]*

N/A

- 8. 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.


The program would charge a \$200 course fee to cover all associated program costs, including necessary software subscriptions, DoJ background check, and field supervision expenses.

- 9.** Complete the fiscal analysis form.

Signature/Date

**College or School Dean:**

**Chief Academic Officer:**

 / October 25, 2022

**Chief Executive Officer:**



**Flagship Provost\*:**

**Flagship President\*:**

**Montana Board of Regents**  
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\*Not applicable to the Community Colleges.

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CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

**EDU 582 (previously 482): Theory and Practice in Education**—This course is designed to provide foundational knowledge of history, philosophy, theory, and practice in education. In addition to broad theory and practice, students will be introduced to classroom management, diversity, and foundational instructional strategies, including the use of technology. *Summer and Fall.*

**EDU 583 (previously 483): Applied Pedagogy I**—This course is designed to provide essential skills in assessment and instructional planning as the first of a two-course, teaching-cycle sequence. Students will select, design, and interpret formative and summative assessments. Using assessment data, students will plan disciplinary lessons/units that include standards, learning outcomes, instructional sequences, and assessment tools. ***This course requires 45 hours of field experience.*** *Fall. Prerequisite(s):* EDU 582

**EDU 585 (previously 485): Applied Pedagogy II**—This course is designed to provide essential skills in planning and instruction as the second of a two-course, teaching-cycle sequence. The focus in this class is to design and implement instruction using high-leverage and evidence-based practices. Strategies for working with diverse learners will be explored as well as targeted practices, like the use of graphic organizers and brain-based strategies. ***This course requires 45 hours of field experience.*** *Spring. Prerequisite(s):* EDU 583

**EDU 586 (previously 486): School and Classroom Cultures**—This course is designed to provide a theoretical and practical foundation in areas related to maintaining a positive school and classroom culture. Students will explore the legal and ethical foundations of schooling, as well as legal principals needed to protect educators, students (including students with disabilities), and parents/families. Interpersonal, social, economic, racial, and cultural factors relating to school/classroom climate will be examined. Additionally, the course provides content related to positive strategies used to motivate and manage classrooms, as well as legal and practical issues related to physical and mental health. *Spring and Summer.*

**EDU 587 (previously 487): Literacy in the Content Areas**—This course is designed to provide educators with methods of enhancing students' abilities to access discipline-specific reading material and to communicate successfully about the discipline through writing. Reading and writing frameworks that support students at-risk, with disabilities, and acquiring English as a second language will be examined. Additionally, this course provides targeted strategies of instruction, such as metacognition, use of technology, vocabulary building, visualization, and critical thinking. ***This course requires 45 hours of field experience.*** *Fall. Prerequisite(s):* EDU 585.

**Content-Specific Methods Course(s)**—at least 4 credits

**EDU 59X: Supervised Teaching and Teacher Work Sample**— This culminating practicum experience requires students to complete a supervised teaching experience (student teaching or internship) and to fulfill the expectations of the Teacher Work Sample, which requires students to conceive, implement, and analyze key elements of the teaching-learning cycle. Students will design and implement a teaching plan and then reflect upon and respond to their students' progress.

Per Administrative Rule of Montana (ARM) 10.57.104, "Persons seeking initial licensure must successfully complete a supervised teaching experience in an accredited school. Supervised teaching is student teaching under an appropriate student teaching program and/or supervised practice as a class 5 alternative license holder."

Per ARM 10.58.306, "The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn."

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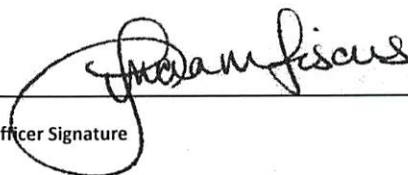
Students will also engage in monthly, online workshops targeted at TWS-support, professionalism, and licensure. ***This course requires 6-16 weeks of field experience, based on credits. Fall and Spring. c/dfe (5-12 credits)***

# Academic Degree Program Proposal - Fiscal Analysis Form

**CAMPUS:** University of Montana Western  
**AWARD LEVEL:** A.A.S.  
**PROGRAM NAME:** Farm and Ranch Option Area in A.A.S. Business Degree  
**PROGRAM CODE:**

|   | Year 0            | Year 1    | Year 2   | Year 3   | Year 4   | Year 5   |
|---|-------------------|-----------|----------|----------|----------|----------|
| <b>ENROLLMENT PROJECTIONS</b>   |                   |           |          |          |          |          |
| <b>Headcount</b>  |                   |           |          |          |          |          |
| annual unduplicated headcount of students with declared major or minor within the program | 3                 | 6         | 10       | 12       | 15       | 15       |
| <b>Credit Hours</b>   |                   |           |          |          |          |          |
| annual avg. credits hours earned per student in program related curriculum                | 12                | 12        | 12       | 12       | 12       | 12       |
| <b>Student FTE</b>  |                   |           |          |          |          |          |
| Undergrad: (Headcount x CH)/30<br>Graduate: (Headcount x CH)/24                           | -                 | 3         | 5        | 6        | 7.5      | 7.5      |
| <b>Completions</b>  |                   |           |          |          |          |          |
| Annual number of program completers   | -                 | 1         | 3        | 4        | 5        | 5        |
| <b>REVENUE</b>  |                   |           |          |          |          |          |
| Tuition Revenue (net of waivers)  |                   | \$11,408  | \$19,014 | \$22,816 | \$28,520 | \$28,520 |
| Institutional Support   |                   |           |          |          |          |          |
| Other Outside Funds (grants, gifts, etc.)   |                   |           |          |          |          |          |
| Program Tuition/Fees  |                   |           |          |          |          |          |
| <b>Total Revenue</b>  | \$0               | \$11,408  | \$19,014 | \$22,816 | \$28,520 | \$28,520 |
| <b>Total Revenue per Student FTE</b>  | #VALUE!           | \$3,803   | \$3,803  | \$3,803  | \$3,803  | \$3,803  |
| <b>EXPENDITURES</b>   |                   |           |          |          |          |          |
| Tenure Track Faculty  | FTE               | 0.25      | 0.25     | 0.25     | 0.25     | 0.25     |
| Salary + Benefits   |                   | \$16,250  | \$16,250 | \$16,250 | \$16,250 | \$16,250 |
| Non-tenure Track Faculty  | FTE               |           |          |          |          |          |
| *Includes Adjunct Instructors   | Salary + Benefits |           |          |          |          |          |
| Graduate Teaching Assistants  | FTE               |           |          |          |          |          |
| Salary + Benefits   |                   |           |          |          |          |          |
| Staff   | FTE               | 0.25      | 0.25     | 0.25     | 0.25     | 0.25     |
| Salary + Benefits   |                   | \$10,000  | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| <b>Total Faculty &amp; Staff</b>  | FTE               | 0.5       | 0.5      | 0.5      | 0.5      | 0.5      |
| Salary + Benefits   |                   | \$26,250  | \$26,250 | \$26,250 | \$26,250 | \$26,250 |
| Operations (supplies, travel, rent, etc)  |                   |           |          |          |          |          |
| Start-up Expenses (OTO)   |                   |           |          |          |          |          |
| <b>Total Expenses</b>   | \$0               | \$26,250  | \$26,250 | \$26,250 | \$26,250 | \$26,250 |
| <b>Student FTE to Faculty (TT + NTT) Ratio</b>  | #VALUE!           | 12.0      | 20.0     | 24.0     | 30.0     | 30.0     |
| <b>Net Income/Deficit (Revenue - Expenses)</b>  | \$0               | -\$14,842 | -\$7,236 | -\$3,434 | \$2,270  | \$2,270  |

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.

  
 Campus Chief Financial Officer Signature

Chief Financial Officer Comments



Montana Board of Regents  
ACADEMIC PROPOSAL REQUEST FORM

October/2022

ITEM 1604-LII1022

**ITEM TITLE: Request for authorization to establish Center for Experiential Education**

Institution: University of Montana Western

CIP Code: \_\_\_\_\_

Program/Center/Institute Title: Center for Experiential Education

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

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

**Proposal Summary [360 words maximum]**

**What:** The Center for Experiential Education (CEE) at the University of Montana Western would serve as the primary source for faculty professional development and educational support with regard to teaching in UMW's Experience 1 format.

**Why:** The University of Montana Western prides itself on its grounding in experiential learning. However, faculty teaching at Western often have to develop experiential approaches without specific training and/or support. The CEE is an effort to more efficiently and effectively promote experiential approaches to teaching and learning. By better supporting faculty, students will benefit from improved educational experiences.

**Resources:** The CEE will require first-year funding of \$5,000 to set up and equip our campus location, purchase subscription and academic services to meet the needs of anticipated programming, and prepare to begin delivery of workshops and other development opportunities in AY 2023-24. Additional instructional support in the form of one block per semester of course coverage will be needed due for the course release provided to the CEE director. This can be handled through adjunct and/or overload instruction.

**ATTACHMENTS**

Attachments:

Item #1604-LII1022\_RCIP

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)

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

**X**

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

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**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 Experiential Education (CEE) at the University of Montana Western would serve as the primary source for faculty professional development and educational support with regard to teaching in UMW's Experience 1 format.

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

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

The Center for Experiential Education provides quality experiential teaching support for UMW faculty. Experiential education is at the core of what we do at the University of Montana Western, as noted in both the mission and vision, which read as follows:

MISSION: As a leader and innovator in ***experiential education***, the University of Montana Western educates undergraduate students through immersive practices in their field of study, strives for continuous improvement, and achieves evidence- supported student learning and achievement outcomes.

VISION: The University of Montana Western will be recognized as the leader in innovative ***experiential education***.

The CEE would exist to serve in fulfilling the mission and vision of the University of Montana Western.

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

The CEE's primary goals are:

- To assist faculty in developing and implementing experiential education, in alignment with the University's mission and vision.

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**RESEARCH CENTER AND INSTITUTE PROPOSAL FORM**

- To foster continued professional development for faculty and to provide mentorship and support for junior and contingent faculty.
- To connect faculty with other campus groups, such as the Office of Student Success, to assist in providing student support as part of the classroom experience.

In addition to these broad goals, the CEE aims specifically to support Objective One, Strategy Two of UMW's current Strategic Plan: "Increase experiential learning activities and outcomes across campus programs and courses" and its connected objectives:

- Objective One: Promote the use of High Impact Practices (HIPs).
- Objective Two: Support new faculty.
- Objective Three: Showcase current practices.

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

The University of Montana Western prides itself on its grounding in experiential learning. However, faculty teaching at Western often have to develop experiential approaches without specific training and/or support. The CEE is an effort to more efficiently and effectively promote experiential approaches to teaching and learning. By better supporting faculty, students will benefit from improved educational experiences.

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

By honoring that high-quality faculty are key to promoting the campus values of experience and equitable, inclusive student success, CEE serves to foster faculty professional development in an intentional, meaningful way that has not been previously available on the UMW campus.

Additionally, the CEE will serve to streamline pedagogical responses to student needs, as the director of the CEE will work closely with the Office of Student Success. For example, if Disability Services communicates a noticeable percentage of students identified as needing interventions related to autism, the CEE could respond with appropriate faculty development to address ways to support students with autism. Again, better trained faculty will be better able to meet students' needs.

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

As mentioned above, the CEE will aim specifically to support Objective One, Strategy Two of UMW's current Strategic Plan: "Increase experiential learning activities and outcomes across campus programs and courses." More broadly, the CEE will align with the University of Montana's Mission to "[educate] undergraduate students through immersive practices in their field of study [through] continuous improvement" and assist in meeting the UMW vision to "be recognized as the leader in innovative experiential education" by working with faculty to develop, improve, and share experiential teaching and learning practices.

While the objectives provided in the University's strategic plan target student outcomes, the CEE objectives focus on faculty outcomes. By meeting these objectives, faculty will be better prepared to serve students, enabling students to be more successful and, ultimately, better meeting University objectives.

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**RESEARCH CENTER AND INSTITUTE PROPOSAL FORM**

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

The CEE should provide a minimum of two (2) activities or development opportunities related to experiential education and the Experience One Program per semester, including on- and off-campus workshops or access to development and continuing education as permitted by funding and other resources. Additionally, the following are duties the CEE's director will pursue:

- Outreach on campus to other groups with connections to educational development and delivery, such as the Office of Student Success, eLearning, etc.
- Research into and application for off-campus funding, including grants and professional development support, in consultation with the Office of the Provost and other groups such as Outreach, TRIO, and the UMW Foundation.
- Oversight and development of the Center itself, including physical resources, office and presentation space, Teaching Portfolio Gallery, etc.
- Surveying or otherwise consulting university faculty with regard to needed or desired programming and the effectiveness of programming provided by the CEE.

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

Faculty in all areas potentially have relevant expertise; the CEE director is tasked with surveying faculty for programming interest/needs and identifying appropriate resources, including faculty expertise and experience, for the delivery and support of such programming.

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

The CEE would work with all Divisions on campus, as well as all distance faculty. The CEE would also absorb the Teaching Development Committee, which has served to coordinate professional development for more than a decade. Finally, administrative units with direct ties to education and student support, such as the Office of Student Success, would collaborate with CEE on programming for faculty development as described above.

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

The CEE structure consists of a director and advisory committee, as described in the following:

CEE Advisory Committee

The CEE advisory committee would replace our current Teaching Development Committee. Membership would comprise volunteers from among university faculty, with the committee chaired by the CEE director. Duties of the advisory committee are:

- Provide suggestions for and assistance with CEE programming
- Assist with the planning and delivery of the Faculty Fall Conference
- Participate in New Faculty Orientation as needed

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

- Provide mentoring of junior faculty, in consultation with CEE director, division chairs, and department chairs

CEE Director

The CEE director would serve in the executive role for CEE, focusing on implementation of initiatives and development of the Center's role and resources. The Office of the Provost, in consultation with the advisory committee, appoints the director from faculty applicants. The position is year-to-year, up to three (3) years, with annual review by the Provost and/or advisory committee, with the option for reappointment. To ensure continued alignment with the institution's academic focus and priorities, the director position collaborates with the Office of the Provost as well as the Strategic Planning Committee and any subcommittee specifically tasked with addressing Objective One of the current UMW Strategic Plan.

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

The Office of the Provost and the Director of Student Success are the primary on-campus contacts; additionally, other groups, both on campus and off, will be consulted and/or included as specific programming requires, e.g. TRiO for programming related to first-generation students.

**B. Identify advisory council information.**

See above

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

The CEE will require first-year funding of \$5,000 to set up and equip our campus location, purchase subscription and academic services to meet the needs of anticipated programming, and prepare to begin delivery of workshops and other development opportunities in AY 2023-24. Continuing finances will be variable depending on a given year's programming, faculty needs, and maintenance of the physical location; expected continuing funding is estimated at \$2,000 to \$3,000 per year. Funding will be reallocated from current Provost Office commitments involving the Teaching Development Committee.

**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.**

Yes, additional instructional support in the form of one block per semester of course coverage will be needed due for the course release provided to the CEE director. This can be handled through adjunct and/or overload instruction. UMW's administration has already committed to covering this instructional need.

**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.**

The CEE will require a location on campus for housing physical resources, hosting workshops, providing in-person support to faculty, and storing any necessary physical documents and/or media. The university is currently exploring location options, and pending the assignment of a space, the CEE will begin work with campus facilities in its preparation and furnishing.

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**RESEARCH CENTER AND INSTITUTE PROPOSAL FORM**

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

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

Centers such as MSU's Center for Faculty Excellence and UM's Office of Organizational Learning and Development Programs are focused on faculty scholarship and less on pedagogical training. As UMW's CEE evolves from its focus on teaching, it will consult with Missoula and Bozeman's centers to incorporate workshops to support faculty scholarship. UMW has also spoken briefly with helpful leaders at MSU-Billings about their new Faculty Development Center.

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

There are several teaching and learning centers affiliated with universities and community colleges across the system. Recently, the BOR approved the Teaching and Learning Center at MSU-Billings. The mission statement of the MSU-Billings center is: "to foster a culture of learning to promote equity in the classroom and enhance pedagogical perspective through collaboration, mentorship, knowledge sharing, and course design for both physical and virtual space." While the MSU-Billings center's mission statement is similar to UMW's CEE's mission statement as well as with teaching and learning centers at Great Falls College, Flathead Valley Community College, MSU Northern, and Montana Tech, there are substantial differences between UMW and them. UMW's CEE will focus not only on supporting the pedagogy of experiential education but also teaching in a compressed schedule, the only schedule of its kind in existence in the MUS.

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

The CEE will be assessed based on the UMW Strategic Plan's Objective One, Strategy Two: "Increase experiential learning activities and outcomes across campus programs and courses." Specifically, the CEE will measure success based on the following:

Objective One: Promote the use of High Impact Practices (HIPs).

*Indicators of progress*

1. CEE will provide at least two professional development opportunities focused on improving experiential learning activities, particularly through increased use of HIPs, per semester.
2. 50% of faculty will attend at least one CEE-facilitated professional development opportunity per semester.

Objective Two: Support new faculty.

*Indicators of progress*

1. CEE will facilitate a year-long mentorship program for all new faculty.
2. CEE will provide mentoring of junior faculty, in consultation with CEE director, division chairs, and department chairs

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Objective Three: Showcase current practices.

*Indicators of progress*

1. CEE will create and maintain a Teaching Portfolio Gallery where faculty can showcase what they are doing in their classrooms. This could also be used for tenure and promotion.
2. At least one faculty member from each department will have work featured in the Teaching Portfolio Gallery.

**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.**

The development and approval process has involved faculty from the start: the project itself is faculty led, beginning with initial development during a summer learning community. After a meeting with the provost, development of the proposal documents was moved to UMW's Teaching Development Committee, which created drafts, including the Request to Plan, that went to the Provost's Office, Chancellor, and Faculty Senate for review and approval. After approval of the Request to Plan at both the campus level and the Board of Regents, TDC presented updates on the process to faculty at UMW's Fall Faculty Conference; that feedback, along feedback from another meeting with the provost, has been integrated into the current document.