

REQUEST TO PLAN MEMORANDUM

DATE: October 26, 2022

TO: Chief Academic Officers, Montana University System

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

RE: November 2022 Request to Plan Proposals

The campuses of the Montana University System have proposed new academic programs or changes under the Request to Plan process authorized by the Montana Board of Regents. The proposals are being sent to you for your review and approval. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, raise them at the Chief Academic Officer's conference call Wednesday, October 26, 2022. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, October 28, 2022. If no concerns are received, OCHE will assume that the proposals have your approval.

Requests to Plan

Montana State University Bozeman:

- Request to plan to reorganize the Department of Health and Human Development under the College of Education, Health and Human Development
[Item # 203-2011-R1122](#)
- Request to plan a Bachelor of Science in Economics: Option in Environmental Economics and Policy
[Item # 203-2012-R1122](#)

Great Falls College Montana State University:

- Request to plan an Associate of Applied Science in Early Childhood Education
[Item # 203-2901-R1122](#)
- Request to plan a Certificate of Applied Science in Early Childhood Education
[Item # 203-2902-R1122](#)
- Request to plan an Associate of Applied Science in Technical Studies
[Item # 203-2903-R1122](#)

The University of Montana Missoula:

- Request to plan a Bachelor of Arts in Criminology
[Item # 203-1001-R1122](#)
- Request to plan a Bachelor of Music in Composition: Popular and Commercial Music
[Item # 203-1002-R1122](#)
- Request to plan a Minor in Sport Psychology
[Item # 203-1003-R1122](#)
- Request to plan the Center for Cybersecurity Workforce, Innovation and Rural Policy
[Item #203-1004-R1122](#)
- Request to plan a Multi-Disciplinary Bachelor of Arts in Entrepreneurial Arts, Media and Design
[Item # 203-1005-R1122](#)
- Request for Authorization to Plan a Health Enhancement Program
[Item # 203-1012-R1122](#)

REQUEST TO PLAN MEMORANDUM

The University of Montana-Western:

- Request to plan a Bachelors of Science in Natural Resource Science
[Item # 203-1601-R1122](#)

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ITEM 2011-LI0922**Meeting Date: September, 2022**

Item Name: Request to plan to reorganize the Department of Health and Human Development under the College of Education, Health and Human Development

Program/Center/Institute Title: **Department of Food Systems, Nutrition & Kinesiology; Department of Human Development & Community Health; Department of Counseling** Planned 6-digit CIP code:

Campus, School/Department: **Montana State University – College of Education, Health & Human Development** Expected Final Submission Date: **Spring 2022**

Contact Name/Info: **Rebecca Koltz, Dept. Head HHD**

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

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

The Department of Health and Human Development in the College of Education, Health and Human Development will be reorganized into the following three departments:

A. Department of Food Systems, Nutrition & Kinesiology

The Department of Food Systems, Nutrition & Kinesiology would oversee 5 bachelor's degrees: Kinesiology, Health Enhancement K-12, Food & Nutrition, Sustainable Food and Bioenergy Systems, Hospitality Management and 1 minor in coaching; 3 master's degrees in Exercise & Nutrition Sciences, Sustainable Food Systems, Dietetic Systems Leadership and 1 doctoral degree in Exercise & Nutrition Sciences. The nutrition and dietetics programs, both undergraduate and masters, are accredited through the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The health enhancement program is a teacher education program and is accredited through the Council for the Accreditation of Educator Preparation (CAEP) accreditation. The proposed department conducts outreach through the Food Product Development Lab, Team Nutrition, Towne's Harvest Garden, Buffalo Nations Food Systems Initiative, Food & Family Extension, and several kinesiology labs. The proposed department would include 15 tenure track faculty, 3 full time non-tenure track, 4 part-time non-tenure tracks, 3 outreach program directors. This department will be supported by a .5 FTE Department. Head, a team of 3 administrative assistants shared with the other 2 units and Advising Commons support.

B. Department of Human Development and Community Health

The Department of Human Development and Community Health would manage 3 bachelor's degrees in Community Health, Human Development and Family Sciences, Early Childhood P-3; 3 master's degrees in Community Health, Family & Consumer Sciences (FCS), and Family & Financial Planning, 1 doctorate degree in Indigenous & Rural Health, and 3 minors in FCS Teaching, Human Development, and Personal & Consumer Science, and 3 certificates: Gerontology, Life Scholars, and FCS Education.

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The department would house the 2 CAEP-accredited teacher education programs – Family Consumer Science and Early Childhood P-3. The department would conduct outreach through the Early Childhood Project, Child Development Center, and Extension (Health, Wellness and Gerontology.) This proposed department would include 14 tenure track faculty, 5 part-time non-tenure track, and 3 program directors. This department will be supported with a .4 FTE Department Head and 3 administrative assistants and Advising Commons support.

C. Department of Counseling

The Department of Counseling would offer 3 master's degrees including an MS in Marriage, Couples & Family Counseling (60 credits), MS in Mental Health Counseling, (60 Credits), MEd in School Counseling (60 credits), along with 2 graduate certificate programs in Addictions Counseling (30 credits) and Mental Health Support (15 credits). The master's degree programs are all accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). This department would conduct outreach in Rural Mental Health Preparation, Practice Pathway (RMHP3), Human Development Clinic and the Big Sky Human Development Clinic. The proposed department would include 5 tenure track faculty, 2 full time NTT's (who act as program directors) and 4 part-time NTT's. This department will be supported by a .3 FTE Department. Head and a team of 3 administrative assistants shared with the other 2 units.

- 2) **Describe the need for the program/center/institute. Specifically, how the program/center/institute meets current student, state, and workforce demands. (Please cite sources).** This request does not require the creation of new degree programs, rather it is a reorganization of the programs currently managed under the Department of Health and Human Development. The reorganization supports a more manageable workload for unit leaders contributing to a sustainable leadership model and improved curricular oversight. The new organizational structure will facilitate improved curriculum management and increase the visibility of all affected programs for student recruitment purposes. The reorganization will also contribute to greater name recognition and identification for each new unit and enhance both student and faculty recruitment and community partnerships and engagement. Because each proposed unit has unique accreditation requirements, the reorganization contributes to greater support from the unit leader to accommodate increasing accreditation demands. Finally, this change would benefit students by creating an organizational structure that increases clarity for advising and academic support.
- 3) **Describe any significant new resources (financial, staff, facility, new curricula) needed to launch and sustain the program/center/institute.** One-time only funds will be allocated to assist with the transition from one to three departments, including support to update materials, for each new unit (website, letterhead, creating listservs, etc.). The only continuing funding necessary will include a 1.0 FTE for administrative staff salary. The cost of moving from 1 to 3 Department Heads will be cost neutral by combining current allocations for the existing Department Head and 4 Academic Coordinator positions. Any other costs associated with this re-structuring will be covered through budget reallocations.
- 4) **Describe any efforts or opportunities you have identified for collaboration either within the institution or between MUS institutions (i.e. articulation, course-sharing, research collaboration).** Not applicable. Collaborations will be strengthened through this proposed reorganization. More streamlined departments will make it easier to identify areas for curriculum sharing and community/research collaborations.

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

This reorganization aligns with several priorities identified in the MSU Academic Priority and Planning Statement: Intentional Focus 1: The reorganization into 3 units will support “increased access for underrepresented populations” (Goal 1.1) through greater visibility of the available academic programs within MSU. Additionally, curricular alignment within these units will increase the likelihood of increased “high impact teaching and learning practices” (Goal 1.3).

Intentional Focus 2: The reorganization will support MSU to reach its goal of enhancing “the significance and impact of scholarship.” Greater alignment and clarity of each unit’s goals and offerings allows for greater and more beneficial interdisciplinary scholarship. Smaller, more aligned curricular units will enhance interdisciplinary scholarship by creating more streamlined units.

Intentional Focus 3: This reorganization will support MSU to “Expand mutually beneficial and responsive engagement for the advancement of Montana” by improving the visibility of the programs through greater name recognition embedded in the title of each new department. We hope that this will increase collaborations through greater visibility.

References:

Montana State University Office of Planning and Analysis, KPI’s <https://www.montana.edu/opa/kpi/index.html>

<u>Signature/Date</u>	
Chief Academic Officer:  <small>DocuSigned by: 9EDD74A82C3A419...</small>	9/30/2022 9:52 AM PDT
Chief Research Officer*:	
Chief Executive Officer:  <small>DocuSigned by: 7D6A4CE96C3F415...</small>	9/30/2022 9:52 AM PDT
Flagship Provost**:  <small>DocuSigned by: 9EDD74A82C3A419...</small>	9/30/2022 9:52 AM PDT
Flagship President**:  <small>DocuSigned by: 7D6A4CE96C3F415...</small>	9/30/2022 9:52 AM PDT
<small>*Center/Institute Proposal only **Not applicable to the Community Colleges.</small>	

Montana University System
REQUEST TO PLAN FORM**ITEM 2012-LI0922****Meeting Date: September, 2022**

Item Name: Request to Plan for a Bachelor of Science in Economics: Option in Environmental Economics and Policy

Program/Center/Institute Title:	B.S in Economics: Option in Environmental Economics and Policy	Planned 6-digit CIP code:	45.0601
Campus, School/Department:	Montana State, Bozeman, Department of Economics and Agricultural Economics	Expected Final Submission Date:	May 1st 2023
Contact Name/Info:	Brock Smith, brock.smith1@montana.edu		

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

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

The proposal is to create a new option within the Economics major, titled "Environmental Economics and Policy". This option within the economics major would give students a solid foundation in economics and would train them to apply economic theory and principles to the analysis of environmental and natural resource policy issues.

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

Given national, state, and local priorities of environmental sustainability, a rapid ongoing transition of our energy system, and increased regulatory attention paid to environmental issues including climate change, we expect job opportunities for graduates from the proposed option will be strong and will grow both nationally and within Montana.

We have contacted program coordinators for Environmental Economics programs at several peer institutions, and asked about job placements. Those coordinators report that job placement has been strong, with the most common placements being

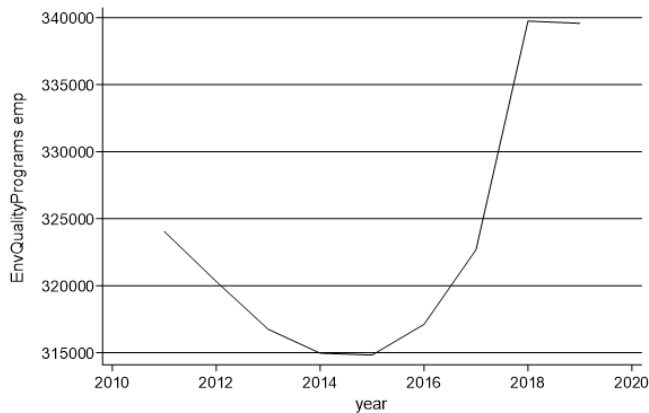
- Graduate school (most commonly graduate programs in Economics and Law School)
- Consulting firms
- Energy firms, both extractive and renewable
- Environmental non-governmental organizations (NGOs)
- State regulatory agencies
- Local government, for example land use planning departments

Employers need people who have the analytical skills necessary to evaluate the social and economic consequences of different actions as well as the natural science skills necessary to understand the biological, physical and ecological linkages involved.

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National employment in environmental quality programs grew rapidly from 2015 to 2018, from approximately 315,000 to 340,000 jobs (see figure 1).

Figure 1. National Employment Growth in Environmental Quality Programs



Data Source: Analysis of the Bureau of Labor Statistics, Quarterly Census of Employment and Wages

And job growth for students trained in Environmental Management is expected to continue. The U.S. Department of Labor projects that annual jobs in the field of Environmental Scientists and Specialists will grow 8% over the period 2020-2030 (source: <https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm>).

Many of the projected jobs will be related to the transition that is occurring in the energy sector. Energy and mining account for 20% of Montana's economy (source: <http://www.bber.umt.edu/energy/default.asp>). According to the *2020 U.S. Energy and Employment Report* by the National Association of State Energy Officials and the Energy Futures Initiative, energy sectors added 120,300 new jobs in 2019, which was 7% of all new jobs nationwide, with the fastest growing sectors being advanced (low emissions) natural gas, wind energy and solar energy. These employment figures are representative of a national shift from a more extractive resource management philosophy to a prioritization of sustainable environmental practices and resource management. With their combination of analytical and natural science skills, graduates of the EEP option in Economics will be attractive hires for both extractive and renewable energy firms.

An EEP option within Economics will also ensure that MSU is competitive with other universities that offer degrees in environmental economics and policy. For example, some form of Environmental Economics degree is available from the following western universities:

- Colorado State University (standalone major)
- Utah State University (standalone major)
- Washington State University (option within Economics)
- Oregon State University (standalone major)
- University of California – Berkeley (standalone major)
- University of California – Davis (option within Economics)

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- University of Arizona (standalone major)

Further, based on data from the Integrated Postsecondary Education Data System (IPEDS), the number of bachelor degrees awarded nationwide in “natural resources management and policy” has approximately doubled between 2009-21, suggesting substantial student interest.

Providing this option to students at MSU is a proactive step in training the future industry leaders, policymakers, and community representatives who will lead MSU, the state of Montana, and the nation in innovative practices that are more sustainable, both environmentally and economically.

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

The proposed major option would require two more course offerings per academic year. First, ECNS 132, Economics and the Environment, is listed in the university catalog but has not been offered in recent years. This course would be of interest to students in a wide range of majors and could serve as an attractor to the major. Second, an upper-level class in Environmental Economics to complement the currently offered ECNS 332, Economics of Natural Resources would be needed. Such a class is a standard part of the Environmental Economics and Policy curriculum at universities that offer the major. The department currently assesses that no new resources will be needed to offer these courses.

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

At this time we do not have concrete plans for collaboration, though we will explore possibilities for course-sharing with relevant departments within MSU (e.g. Land Resources and Environmental Sciences (LRES), Environmental Science (ENSC), Environmental Engineering, and Liberal Studies (LS), which offers an Environmental Studies option).

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

The proposed Environmental Economics and Policy (EEP) concentration within the Economic B.S. degree track aligns with the Intentional Foci and Goals described in Montana State University’s *Choosing Promise* Strategic Plan. As the flagship land grant university for the state of Montana, Montana State University (MSU) holds a leadership role in providing students with a transformational learning experience (Intentional Focus 1). Despite the pressing environmental challenges facing Montana and the surrounding region, there are currently no undergraduate degree programs in environmental/natural resource economics offered in the state of Montana. Several public universities in nearby states, including Washington State University, Colorado State University, Oregon State University, and the University of Nebraska, offer successful EEP-related undergraduate degree

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programs, which puts MSU at a comparative disadvantage in attracting students interested in pursuing this type of program. As evidence of the potential success of this option, the department of Land Resources and Environmental Sciences recently experienced a surge in enrollment in its undergraduate environmental science program.

The EEP option curriculum will require many (though not all) of the foundational economics courses required across all DAEE majors (i.e. principles of microeconomics and macroeconomics, intermediate microeconomics). It will mainly differ from the existing economics major by removing the intermediate macroeconomics requirement, requiring students to take specific 300 and 400 level Economics courses (including the 2 courses that we are requesting to add to the DAEE course offerings) in place of some of the Economics elective credits, and requiring students to take directed electives in other departments, including Land Resources and Environmental Sciences, Environmental Science, Ecology, Political Science, and Geography. The EEP option is intended to provide a more curated curriculum for students specifically interested in careers in environmental policy and management. This is consistent with similar programs at several peer institutions.

The EEP option will offer a complementary learning track to other natural and environmental sciences majors for students specifically interested in the social science aspects of environmental and natural resource issues, including, but not limited to, water scarcity, land use, wildfire risk, and energy development. In addition, with several TT faculty whose scholarship expertise overlaps with EEP-related topics, the EEP degree option will allow the DAEE to further integrate scholarship and teaching, which will promote discovery and engagement to meet the evolving, diverse needs of prospective students, their future employers, and industry leaders and policymakers within the state of Montana.

MSU stakeholders have a vested interest in promoting economic growth while conserving the state's abundance of natural resources (Intentional Focus 3). Examples include municipalities confronting water shortages; agricultural producers coping with drought and climate change; wildfire risk to local populations and ecosystems; and urban land-use planners balancing the preservation of natural ecosystems with unprecedented levels of population growth. In addition, the economic viability of the Montana's Tribal nations is inextricably linked with the health of the natural environment, as evidenced by the recent state water compact with the Confederated Salish and Kootenai Tribes. The EEP degree option will fill a clear gap by centering an undergraduate degree track around policy-focused economic analysis of these and other related environmental issues.

Signature/Date

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Chief Research Officer*:		
Chief Executive Officer:	DocuSigned by: <i>Waded Cruzado</i> 7D6A4CE96C3F415...	9/27/2022 2:57 PM P
Flagship Provost**:	DocuSigned by: <i>Robert Mokwa</i> 9EDD74A82C3A419...	9/27/2022 2:57 PM P
Flagship President**:	DocuSigned by: <i>Waded Cruzado</i> 7D6A4CE96C3F415...	9/27/2022 2:57 PM PD
*Center/Institute Proposal only **Not applicable to the Community Colleges.		

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ITEM 203-2901-R1122**Meeting Date** November 2022**Item Name** Request for authorization to plan an Associate of Applied Science in Early Childhood Education

Program/Center/Institute Title:	Associate of Applied Science in Early Childhood Education	Planned 6-digit CIP code: 13.1210
Campus, School/Department:	Great Falls College Montana State University	Expected Final Submission Date: January 2023
Contact Name/Info:	Dr. Leanne Frost, leanne.frost@gfcmsu.edu	

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

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

As noted in the AY 2022-23 Academic Priorities and Planning Statement, Great Falls College Montana State University plans to offer programs in early childhood education due to community need and student demand.

The region currently lacks a face-to-face option for individuals to earn credentials in the field of early childhood education. Great Falls College is prepared to fill that need.

The proposed program includes stackable credentials beginning with a Certificate of Technical Studies in Early Childhood Education, leading to a Certificate of Applied Science in Early Childhood Education, and then the proposed Associate of Applied Science in Early Childhood Education. The curriculum is designed to also articulate to the Bachelor of Science in Teaching and Learning in Early Childhood from the University of Montana Western.

The Associate of Applied Science in Early Childhood Education prepares individuals for employment in childcare centers and other early childhood education locations. The degree includes coursework required by the Department of Health and Human Services. The curriculum enables childcare workers to move up the Montana Career Path as established by the Montana Early Childhood Project (www.mtecp.org).

The coursework also aligns with the national Childhood Development Associate (CDA) credential.

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

Northcentral Montana has a need for early childhood care providers. Access to quality childcare was identified as one of the top two concerns of Cascade County in a recent community survey conducted by the United Way of Cascade County and its community partners. As a result, a community stakeholders group was formed to specifically focus on providing quality childcare. One step to achieving that goal is to educate individuals in early childhood education to fill the employment need. Great Falls College was asked to create an in-person program to offer the necessary education and training. Although the University of Montana Western previously offered an in-person option in Great Falls, the

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university shifted its focus to online instruction several years ago and does not plan to re-establish an in-person option in the area. Great Falls College is situated locally and can provide the in-person program more readily and at less expense than the University of Montana Western. In addition, Great Falls College would be partnering with the regional childcare resource center, Family Connections, to provide the coursework and credentials for childcare providers.

According to O*Net data, early childhood education is a “Bright Outlook” occupation, meaning it has a higher than average projected growth. The field is expected to grow 18% nationally from 2020-2030 and 6% in Montana from 2018-2028 (<https://www.onetonline.org/link/summary/25-2011.00>). See table 1 below.

Additionally, as a result of the COVID-19 pandemic, a higher than expected shortage of preschool teachers exists. Emsi predicts the number of jobs in Montana for this sector to increase from 1,569 in 2022 to 1,998 in 2032, a 27.3% increase (*Occupational Overview, Preschool Teachers, Except Special Education in Montana*, www.economicmodeling.com).

Table 1. Wages and Job Projections per O*Net

Area	Bright Outlook	Average Wage	Potential Earnings	Projected Growth
Montana	Bright Outlook	\$29,370	10% of workers earn \$39,460 or more	6% 2018-2028
United States	Bright Outlook	\$30,210	10% of workers earn \$58,530 or more	18% 2020-2030

Per the Bureau of Labor Statistics, the entry level degree in early childhood is an associate degree. The proposed program aligns with the Montana Career Path as established by the Montana Early Childhood Project. An associate degree is needed to move from Level 4, which requires a certificate, to Level 5 (www.mtecp.org). The proposed program also creates a pathway for individuals to become a childcare center director. The average salary for childcare center administrators in Montana is \$48,050. [Montana Wages: 11-9031.00 - Education and Childcare Administrators, Preschool and Daycare](#)

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

The program would be developed and offered with existing faculty and staff who are appropriately credentialed and licensed. It will be necessary to hire additional adjunct instructors to teach in the program. General Studies coursework to support the program is currently offered at the college. There are adequate practicum sites in the community to meet student need. Great Falls Public Schools, Malmstrom Air Force Base, and the college’s TLC Daycare Center have volunteered to be lab sites for the students.




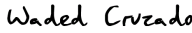
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4) Describe any efforts or opportunities you have identified for collaboration either within the institution or between MUS institutions (i.e. articulation, course-sharing, research collaboration).

Great Falls College engaged in conversations with the University of Montana Western concerning the development of this program and the creation of a future articulation leading to their Bachelor of Science in Teaching and Learning in Early Childhood. Great Falls College also reviewed the curriculum in Dawson Community College’s Certificate of Applied Science and Associate of Applied Science in Early Childhood Education as well as Flathead Valley Community College’s Associate of Applied Science in Early Childhood Education. Efforts were made to align curriculum where possible, with a concerted effort to articulate with the University of Montana Western’s Bachelor of Science in Teaching and Learning in Early Childhood. The community demand is for in-person instruction at the certificate and associate degree levels, which Great Falls College can provide. Individuals can then complete the University of Montana Western’s bachelor degree online and still remain in the community.

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

Great Falls College’s mission is to provide high quality educational experiences supporting student success and meeting the needs of our community. This credential provides access to training and development leading to jobs in our region. As cited above, this program provides individuals with the opportunity to work and advance in the field of early childhood education while remaining in the local community.

<u>Signature/Date</u>	
Chief Academic Officer:	
	9/16/22
Chief Research Officer*:	N/A
Chief Executive Officer:	
	9/16/22
Flagship Provost**:	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> DocuSigned by:  <small>9EDD74A82C3A419...</small> </div> 9/27/2022 2:57 PM PDT
Flagship President**:	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> DocuSigned by:  <small>7D6A4CE96C3F415...</small> </div> 9/27/2022 2:57 PM PDT
<small>*Center/Institute Proposal only **Not applicable to the Community Colleges.</small>	

Montana University System
REQUEST TO PLAN FORM**ITEM 203-2902-R1122****Meeting Date** November 2022**Item Name** Request for authorization to plan a Certificate of Applied Science in Early Childhood EducationProgram/Center/Institute Title: **Certificate of Applied Science in Early
Childhood Education**Planned 6-digit CIP code: **13.1210**Campus, School/Department: **Great Falls College Montana State University**Expected Final Submission Date: **January 2023**Contact Name/Info: **Dr. Leanne Frost, leanne.frost@gfcmu.edu**

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

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

As noted in the AY 2022-23 Academic Priorities and Planning Statement, Great Falls College Montana State University plans to offer programs in early childhood education due to community need and student demand.

The region currently lacks a face-to-face option for individuals to earn credentials in the field of early childhood education. Great Falls College is prepared to fill that need.

The proposed program includes stackable credentials beginning with a Certificate of Technical Studies in Early Childhood Education, leading to the proposed Certificate of Applied Science in Early Childhood Education, and then a proposed Associate of Applied Science in Early Childhood Education. The curriculum throughout the credentials is designed to also articulate to the Bachelor of Science in Teaching and Learning in Early Childhood from the University of Montana Western.

The Certificate of Applied Science in Early Childhood Education prepares individuals for immediate employment in childcare centers and other early childhood education locations. The degree includes coursework required by the Department of Health and Human Services. The curriculum enables childcare workers to move up the Montana Career Path as established by the Montana Early Childhood Project (www.mtecp.org). It is a step towards the Associate of Applied Science in Early Childhood Education.

The coursework also aligns with the national Childhood Development Associate (CDA) credential.

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

Northcentral Montana has a need for early childhood care providers. Access to quality childcare was identified as one of the top two concerns of Cascade County in a recent community survey conducted by the United Way of Cascade County and its community partners. As a result, a community stakeholders group was formed to specifically focus on providing

Montana University System

REQUEST TO PLAN FORM

quality childcare. One step to achieving that goal is to educate individuals in early childhood education to fill the employment need. Great Falls College was asked to create an in-person program to offer the necessary education and training. Although the University of Montana Western previously offered an in-person option in Great Falls, the university shifted its focus to online instruction several years ago and does not plan to re-establish an in-person option in the area. Great Falls College is situated locally and can provide the in-person program more readily and at less expense than the University of Montana Western. In addition, Great Falls College would be partnering with the regional childcare resource center, Family Connections, to provide the coursework and credentials for childcare providers.

According to O*Net data, early childhood education is a “Bright Outlook” occupation, meaning it has a higher than average projected growth. The field is expected to grow 18% nationally from 2020-2030 and 6% in Montana from 2018-2028 (<https://www.onetonline.org/link/summary/25-2011.00>). See table 1 below.

Additionally, as a result of the COVID-19 pandemic, a higher than expected shortage of preschool teachers exists. Emsi predicts the number of jobs in Montana for this sector to increase from 1,569 in 2022 to 1,998 in 2032, a 27.3% increase (*Occupational Overview, Preschool Teachers, Except Special Education in Montana*, www.economicmodeling.com).

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Per the Bureau of Labor Statistics, the entry level degree in early childhood education is an associate degree. The proposed Certificate of Applied Science is a step towards that associate degree. The proposed program also aligns with the Montana Career Path as established by the Montana Early Childhood Project which requires a one-year certificate of 30 college credits to advance to Level 4 (www.mtecp.org). An associate degree is required for Level 5.

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

The program would be developed and offered with existing faculty and staff who are appropriately credentialed and licensed. It will be necessary to hire additional adjunct instructors to teach in the program. General Studies coursework to support the program is currently offered at the college. There are adequate practicum sites in the community to meet student need. Great Falls Public Schools, Malmstrom Air Force Base, and the college’s TLC Daycare Center have volunteered to be lab sites for the students.



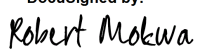

Montana University System
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4) Describe any efforts or opportunities you have identified for collaboration either within the institution or between MUS institutions (i.e. articulation, course-sharing, research collaboration).

Great Falls College engaged in conversations with the University of Montana Western concerning the development of this program and the creation of a future articulation leading to their Bachelor of Science in Teaching and Learning in Early Childhood. Great Falls College also reviewed the curriculum in Dawson Community College’s Certificate of Applied Science and Associate of Applied Science in Early Childhood Education as well as Flathead Valley Community College’s Associate of Applied Science in Early Childhood Education. Efforts were made to align curriculum where possible, with a concerted effort to articulate with the University of Montana Western’s Bachelor of Science in Teaching and Learning in Early Childhood. The community demand is for in-person instruction at the certificate and associate degree levels, which Great Falls College can provide. Individuals can then complete the University of Montana Western’s bachelor degree online and still remain in the community.

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

Great Falls College’s mission is to provide high quality educational experiences supporting student success and meeting the needs of our community. This credential provides access to training and development leading to jobs in our region. As cited above, this program provides individuals with the opportunity to work and advance in the field of early childhood education while remaining in the local community.

<u>Signature/Date</u>	
Chief Academic Officer:	
 9/16/22	
Chief Research Officer*: N/A	
Chief Executive Officer:	
 9/16/22	
Flagship Provost**:	9/27/2022 2:57 PM PDT
DocuSigned by:  9EDD74A82C3A419...	
Flagship President**:	9/27/2022 2:57 PM PDT
DocuSigned by:  7D6A4CE96C3F415...	
*Center/Institute Proposal only **Not applicable to the Community Colleges.	

Montana University System
REQUEST TO PLAN FORM**ITEM 203-2903-R1122****Meeting Date November 2022****Item Name:** Request for authorization to plan an Associate of Applied Science in Technical StudiesProgram/Center/Institute Title: **Associate of Applied Science in Technical Studies**Planned 6-digit CIP code: **30.9999**Campus, School/Department: **Great Falls College Montana State University**Expected Final Submission Date: **January 2023**Contact Name/Info: **Stephanie Erdmann, stephanie.erdmann@gfcmsu.edu**

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

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

The Technical Studies AAS is a 60-credit associate of applied science degree that full-time students can complete in two years.

The program is designed for students who are able to articulate a specific career objective, would benefit from the combination of associate degree courses from two or more discipline areas, and are seeking academic credit for work and/or other experience related to a specific career goal. Participants must have completed a high school diploma or equivalency and clearly articulate their own career goals and what they need to get there. A minimum of 25 percent of technical studies course requirements must be earned at Great Falls College.

Students who enroll in the Technical Studies program will take a minimum of 12 credit hours of general education courses and 48 credit hours of courses from other departments of the college. A minimum of 24 of these credits must be focused in one discipline. The courses must be relevant to the student's identified career goals and provide sufficient hours of concentration in one or two specific technical areas to ensure technical competence in achieving their occupational goals.

Great Falls College advising staff and program directors will work with students one on one to help develop their program of study courses.

Students completing the Technical Studies program will be ready to gain employment or advancement in a variety of high-wage fields across Montana. According to a 2022 Bureau of Labor Statistics report, earning an associate degree over having some college but no degree increases weekly earnings by 7 percentage points (<https://www.bls.gov/careeroutlook/2022/data-on-display/education-pays.htm>).

In addition, completing an associate degree gives a sense of accomplishment to students, providing an incentive to work toward a baccalaureate degree in the future.

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

This program would provide flexibility for students to create a degree option that fits their specific career goals by combining work experience and/or previous credits with new courses. The instructional program could derive from two or more distinct programs to create a cross-cutting focus on a subject concentration that is not subsumed under a single discipline or occupational field.

For example, this program could provide opportunities for students to

- have the option of earning an associate degree while apprenticing
- package military technical experience into a degree option that fits future career goals
- use work experience toward a customized degree option

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

No new financial, staff or facility resources are needed. No new curricula need to be developed. A new procedure to award credit for prior learning will be developed along with a process for assisting students in developing their plans.

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

The CEO/Dean of Great Falls College met with Joe Thiel, Director of Academic Policy & Research and Jacque Treaster, Director of Dual Enrollment and Career & Technical Education at the Office of the Commissioner of Higher Education on July 12, 2022. On their suggestion, a review of Dawson Community College's Technical Skills program ensued. The proposed Technical Studies program at Great Falls College is similar to Dawson's in providing students with flexibility in choosing courses that support a career goal yet differs in its requirements.

Our registrar reached out to Dawson Community College and on September 7, 2022 and received the following information:

Currently I have one student enrolled. I had two graduates last spring. It has not been overly successful, but it does offer a certificate to those students who do not want to take writing, math and human relations. - Virginia Boysun, Registrar

At Great Falls College general studies courses are required along with the technical skills classes as the intention is to provide opportunities to prospective students who have some credits, work or military experience or are apprentices to earn an associate degree. Future opportunities to collaborate among the Montana University System colleges would be consistent in awarding credit for prior learning and establishing a centralized process and procedure to transcript the credits in accurate discipline areas.

Montana University System REQUEST TO PLAN FORM





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

The Technical Studies program was submitted in the Academic Priorities and Planning Statement as an academic priority for Great Falls College in academic year 2023. It was described to meet the educational goals of new or emerging fields or to meet specific employee educational needs as new technologies and methods emerge.

The priority aligns with Great Falls College’s mission to “. . . provide high quality educational experiences supporting student success and meeting the needs of our community.” The addition of the program also aligns with the 2022-2027 Strategic Plan Pillar 1: Inclusivity – Remove barriers and provide support, Pillar 2: Opportunities – Increase awareness and engage communities, and Pillar 3: Excellence – Learn, assess and innovate.

The proposed program also fits well with the Purpose, Plan, and Path initiative at the college.

- Every student to formally identify a purpose. Purpose as defined is the identified program of study and intention/reason for the choice.
- Every student will create a formal academic plan. Academic plan as defined is an agreement created during the initial advising appointment prior to registration.
- Every student will follow a path. Path as defined is an agreed-upon course progression resulting in the successful attainment of a college credential.

<u>Signature/Date</u>	
Chief Academic Officer:	 9/16/22
Chief Research Officer*: N/A	
Chief Executive Officer:	 9/16/22
Flagship Provost**:	<div style="display: flex; align-items: center; justify-content: space-between;"> <div style="border-left: 1px solid black; padding-left: 5px;"> <small>DocuSigned by:</small>  <small>9EDD74A82C3A419...</small> </div> <div style="text-align: right;"> 9/27/2022 2:57 PM PD </div> </div>
Flagship President**:	<div style="display: flex; align-items: center; justify-content: space-between;"> <div style="border-left: 1px solid black; padding-left: 5px;"> <small>DocuSigned by:</small>  <small>7D6A4CE96C3F415...</small> </div> <div style="text-align: right;"> 9/27/2022 2:57 PM PD </div> </div>
<small>*Center/Institute Proposal only **Not applicable to the Community Colleges.</small>	

Montana University System
REQUEST TO PLAN FORM

ITEM 203-1001-R1122

Meeting Date: November 2022

Request for authorization to plan a Bachelor of Arts degree in Criminology

Program/Center/Institute Title: **Bachelor of Arts degree in Criminology**

Planned 6-digit CIP code: **45.0401**

Campus, School/Department: **UM Missoula, College of Humanities and Sciences / Sociology**

Expected Final Submission Date: **March 2023**

Contact Name/Info: **Jackson Bunch (jackson.bunch@umontana.edu)**

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

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

The Department of Sociology is proposing a new Criminology BA degree. This degree will be offered both in-person and online. This new degree will replace the current "Sociology BA with an emphasis in Criminology" (we will retain the general "Sociology BA" and the "Sociology BA with an emphasis in Inequality & Social Justice").

Our new bachelor's degree in Criminology will emphasize the social causes and consequences of crime, the dynamics of victimization and offending, the operation of the criminal justice system, and how income and racial inequality impact each of these elements of crime and punishment. Our graduates will not only enter the labor market with sociologically-informed critical thinking, writing, and data skills, but they will also possess a level of racial and gender "literacy" that will set them apart from graduates of criminal justice programs in the state. These competencies will raise the profile of our undergraduate Criminology program in the state and the region, which will bolster future undergraduate recruitment at UM.

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

This new degree will meet student demand and prepare them for successful careers in the robust job market for Criminology majors. Student interest in Criminology is strong at UM and has been since UM's Criminology program was established around 30 years ago. For many years, Sociology has been one of the largest undergraduate majors in the College of Humanities & Sciences, a trend that continues today. Student enthusiasm for the major is driven by an interest in Criminology: roughly 3/4 of Sociology majors at UM have emphases in Criminology. The same is true for prospective Sociology students at UM, many of whom express a strong interest in Criminology. This mirrors national trends. Market research by Hanover (Market Opportunity Scan and Portfolio Review September 2021) and Wiley (conducted for the Sociology Department in August 2021) indicates that undergraduate student interest in Criminology and Criminal Justice is growing steadily across the country, especially in the online arena. The demand is particularly strong among veterans and military-connected students. Likewise, there is strong demand in the employment market for college graduates with Criminology

Montana University System
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degrees. The Bureau of Labor Statistics projects a 26.8% growth in regional opportunities for Criminology graduates and a 18.9% growth in national opportunities, both far outpacing the growth expectations for all jobs.

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

Our new Criminology BA will require staffing and curricular resources. This past spring, we submitted a Strategic Enrollment Planning (SEP) proposal to request the resources necessary to create our online program and to continue to grow our in-person program. Our SEP proposal includes a 2-year non-tenure-track criminologist starting in Fall 2022, three tenure-track criminologists hired over the next few years, and a non-tenure-track faculty position to support the online degree. Though starting this new program will involve an initial financial investment, the projected budget developed by SEP staff shows that the program will result in a considerable return on investment within a few short years.

The Department of Sociology has already committed the resources required to establish the curriculum for the proposed in-person Criminology BA, though additional resources will be needed to move this curriculum online for the remote Criminology BA. Over the past 2 years, the faculty engaged in an extensive revision of our Criminology curriculum (currently "Sociology BA with an emphasis in Criminology"). We crafted a new course of study that reflects trends in the discipline, increases opportunities for experiential learning, builds upon faculty expertise, and prepares our students for professional careers in fields such as law enforcement, social services, law, applied research, and academia. Several courses have completed the approval process, and we will submit the remaining course proposals alongside our Criminology BA proposal in September. Launching the online Criminology degree will require additional support to create effective and engaging online versions of our revised curriculum.

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

As a program that accepts many transfer students, the Department of Sociology recognizes the importance of articulation agreements with our partner institutions in the state in facilitating a smooth transition for students transferring into our major. For students enrolling in our Sociology BA with an emphasis in Criminology, we recently revised articulation agreements with Flathead Valley Community College (Criminal Justice) and Helena College (Criminal Justice and Sociology). If our new Criminology BA is approved, then we will revisit the articulation agreements with these programs in order to accept more courses from the Criminal Justice field of study, further assisting students transferring to UM. We plan to reach out to every 2-Year and Tribal College in the state to see if they are also interested in creating an articulation agreement for our Criminology BA.

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

Sociology is one of the most student-centered, service-intensive, community-engaged programs at UM. Our program embodies all of the values in UM's Priorities for Action. Students are at the center of all that we do (Priority 1). Our curriculum is designed to provide students with the skills and knowledge required to be successful in a wide range of fields. The department regularly solicits student feedback about our curriculum and adjusts it in response to that feedback when necessary. We have a strong reputation for excellence and

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innovation in teaching, learning, and research (Priority 2). Our faculty have won many prestigious teaching and mentoring awards in recent years, including the Cox Educational Excellence Award and UM's Outstanding Faculty Advising Award, and have secured large research grants from agencies including the National Science Foundation and the U.S. Department of Justice. Sociology also has a long and enthusiastic tradition of partnering with place (Priority 4). Our faculty provide service to a wide variety of local and statewide organizations, such as the Montana Department of Corrections, Salish Kootenai College, the Montana Domestic Violence Fatality Review Commission, and Montana Youth Court Services, among others.

Criminology at UM is a dynamic, career-ready course of study, viewed favorably by current and prospective students. Local, regional, and federal law enforcement agencies are eager to hire graduates of our program knowing that they will arrive on the job with a deep knowledge of the criminal justice system, a systemic understanding of inequality, and strong data analysis and critical thinking skills. Our new in-person and online Criminology degrees would improve retention of our current students and attract many new students to UM.

Signature/Date

Chief Academic Officer:

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**



(9-27-22)

Flagship President:**

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana University System
REQUEST TO PLAN FORM

ITEM 203-1002-R1122

Meeting Date: November 2022

Request for authorization to plan a Bachelor of Music in Composition: Popular and Commercial Music

Program/Center/Institute Title: **Bachelor of Music in Composition: Popular and Commercial Music** Planned 6-digit CIP code: **50.0913**

Campus, School/Department: **UM Missoula, College of the Arts and Media / Music** Expected Final Submission Date: **March 2023**

Contact Name/Info: **Jennifer Cavanaugh (jennifer.cavanaugh@umontana.edu)**

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

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

The School of Music wishes to plan for an additional advising track under the Bachelor of Music Degree in Composition: Popular and Commercial Music. This degree path will ensure that composition students graduate with the necessary skills to thrive in the contemporary music industry.

The work completed as part of this pathway, with a focus on music creation and professional development, will include business and marketing, entrepreneurship, budgeting, and the networking skills required in today's dynamic and fast-paced field of contemporary music. Graduates of this degree will leave with a broad set of hands-on experiences and a knowledge base that centers their creative musical ideas and gives them the tools to identify, develop, and successfully deploy professional outcomes within the field of popular and commercial creation.

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

The Popular and Commercial Music track will allow students to explore a variety of musical genres outside of the traditional music program offerings. Current and prospective students desire a direct path to a thriving career in their field; this advising track will prepare students with essential musical, technical, and entrepreneurial skills that will enable them to join a workforce that currently is underserved in both the Missoula community, state, and region. This degree path will open the door to collaboration with highly successful Missoula venues, for example, and will offer built-in access for students as well as increase performance opportunities for all.

This degree will also give students diverse and rigorous learning opportunities that explore the wide variety of professional pathways available in the field, such as technology-focused production, marketing and commercial, multimedia, experiential and immersive, and community work. We have a unique opportunity to create a direct pipeline for our students to graduate with marketable skills and remain in our own community and region to pursue a relevant career in music. We recently reconnected with professionals at organizations such as Tippet

Montana University System
REQUEST TO PLAN FORM

Rise (<https://tippetrise.org>), where there is a strong need for student interns in audio and sound recording, mixing, production, and events.

Examples of workforce demands:

Logjam Presents: [https://logjampresents.com/employment/](https://logjampresents.com/employment/Opening%20(posted%20on%209%2F13%2F22)EntertainmentStage%20HandKettleHouse%20Amphitheater%20%E2%80%93%20Bonner,%20MTEvent%20StaffAll%20Venues%20%E2%80%93%20Missoula%20&%20Bozeman,%20MTStreet%20TeamMontana%2FIdaho)
Openings (posted on 9/13/22)
Entertainment
Stage Hand
KettleHouse Amphitheater – Bonner, MT
Event Staff
All Venues – Missoula & Bozeman, MT
Street Team
Montana/Idaho

Chronicle of Higher Education: <https://jobs.chronicle.com/job/37309016/pt-commercial-music/>,
<https://jobs.chronicle.com/job/500077/production-manager-of-music-facilities/>

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

This new degree track would require the equivalent of two additional full-time faculty members at Lecture Rank or above. Additionally, a full-time staff member must be considered to support program growth. Many of the courses are pre-existing and are shared between the School of Music and the School of Visual and Media Arts. New courses to consider include Hip Hop: Beats, Rhymes, and Culture (Approved/Offered SP 23), Applied Studies in Drum Set (New/Approved for F22), Applied Studies in Voice, Bass Guitar, Electric Guitar, Keyboard, and Electronics (Current Course) with a focus on popular and commercial styles, Popular Music Survey, Marketing, Finance, and Communications (COMX2020S). While the majority of the listed courses and applied lessons are currently offered, the School of Music, especially, does not have the budget to support instruction for new students in the applied studios listed, as well as instructors who are able to teach in the popular music/commercial music style. The current School of Music and SVMA facilities/equipment already support the proposed degree path.

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

School of Music faculty member and Composition Chair Dr. Bryan Kostors has worked closely with Dr. Michael Musick, Director of the School of Visual and Media Arts, to create the new SVMA Sound and Design Degree (approved Fall 2022). They view the Popular and Commercial Composition Track as another dynamic way to collaborate and steer students into relevant and interdisciplinary work. This track will serve and attract an even larger student demographic. A substantial number of courses will be shared between the different schools/degrees and will be taught by the same professors, which is advantageous for all. Examples of course-sharing include:

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Designing the Show – an interdisciplinary course giving students hands-on experiences in developing and successfully presenting multimedia experiences (such as those seen at cutting-edge national venues like Meow Wolf, Zero Space, and others); Music and Marketing – a potential new course that combines marketing and commercial work with music creation; Music and Community – new coursework with a special focus on community outreach, community building, and social change through the lens of new music creation and artistic development; Music, Data, and Research – coursework that uses music’s universal and unique ability to connect people as a method to better understand data, research, materials, and how information is presented to and understood by the public at large.

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

The Popular and Commercial Music track is the degree to move the School of Music forward in tandem with the College of the Arts and Media and larger mission of the University of Montana. UM has prioritized skills-based education and this degree will most definitely create a relevant path to success in the modern market, thus aligning with UM's Priorities for Action. In particular, at the heart of this degree path is the desire to “partner with place” (PFA4) within our own Missoula community and region. We feel this proposed degree path is directly in line with Provost Mahdavi’s vision for our university. We are thrilled to have the opportunity to ask for support to further explore the full potential of what we know will be a dynamic new degree path that will serve student interest and support the music industry’s workforce.

Signature/Date

Chief Academic Officer:

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**



(9-27-22)

Flagship President:**

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana University System
REQUEST TO PLAN FORM

Montana University System
REQUEST TO PLAN FORM

ITEM 203-1003-R1122

Meeting Date: November 2022

Request for authorization to plan a minor in Sport Psychology

Program/Center/Institute Title: **Minor in Sport Psychology**

Planned 6-digit CIP code: **42.9999**

Campus, School/Department: **UM Missoula, College of Health / Integrative
Physiology and Athletic Training / Psychology**

Expected Final Submission Date: **March 2023**

Contact Name/Info: **Charles Palmer (charles.palmer@umontana.edu)**

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

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

A minor in sport psychology, which will be a multidisciplinary effort between the School of Integrative Physiology and Athletic Training and the department of Psychology.

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

No other minor in sport psychology exists in the Montana University System. More and more students are interested in this field, and yet other than one sport psychology course offered at a couple of institutions in the state, no other avenues exist for students to pursue study in this area.

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

This minor could be offered with existing resources on the University of Montana campus, save for the creation of one new course, KIN 441 Seminar in Sport Psychology. This new course would need to be taught by an adjunct, thus funding would be necessary, or by an existing UM faculty member if that person's current teaching load can be freed up by three credits.


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

This minor in sport psychology will be a collaboration between UM's Psychology department and the School of Integrative Physiology and Athletic Training.

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

This proposed minor will result in collaborative efforts between two departments with large numbers of enrolled students, and it will help recruit additional students to UM, since there is no other minor like this in the state of Montana.

<u>Signature/Date</u>
Chief Academic Officer:
Chief Research Officer*:
Chief Executive Officer:
Flagship Provost**:
 (9-27-22)
Flagship President**:

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

Montana University System
REQUEST TO PLAN FORM

ITEM 203-1004-R1122

Meeting Date: November 2022

Request for authorization to plan the Center for Cybersecurity Workforce, Innovation, and Rural Policy

Program/Center/Institute Title: **Center for Cybersecurity Workforce,
Innovation, and Rural Policy**

Planned 6-digit CIP code: **43.0404**

Campus, School/Department: **Missoula College, Business and Technology**

Expected Final Submission Date: **March 2023**

Contact Name/Info: **Tom Gallagher (thomas.gallagher@umontana.edu)**

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

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

The Center for Cybersecurity Workforce, Innovation, and Rural Policy is based on work accomplished by Missoula College's National Security Agency Center for Academic Excellence (NSA-CAE) in Cyber Defense. It includes cybersecurity workforce certificates, and the associate of applied science and bachelor of applied science degrees. The program, established in 2017, has expanded its cybersecurity workforce education impact across campus through the proposed bachelor of science degree. The Montana Cyber Range has been developed as a virtual learning environment and a hub for curriculum-sharing to serve cybersecurity workforce education programs across the State and in bringing together colleges, high schools, and public organizations.

The Center will provide a place to further expand the State's cyber defense posture by establishing a Rural Cybersecurity Policy, a Security Operations Center (SOC), and a hackerspace. The Rural Cybersecurity Policy will serve public institutions by providing policy guidance and a space to practice policy through tabletop exercise activities in simulating cyber-attacks with a focus on policy practice through action review. Inclusion of the term "Rural" acknowledges the challenges in developing and maintaining policy across the 4th largest state where the population density is 48th in the nation. The SOC will provide the opportunity to enhance security by monitoring access points at the University of Montana and other public institutions across the State. In addition to increasing institutional security, the proposed SOC would be staffed by students as a learning facility in training information security analysts. Finally, a hackerspace would be established in promoting innovation and the development of new cybersecurity defense systems.

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

Qualified cybersecurity professionals continue to be in high demand in our State and across the Nation. Over 700,000 open positions exist in the national workforce, while in the State of Montana over 1,000 positions are currently vacant (cyberseek.org). These positions provide high-wage careers with the annual median salary for Information Security Analysts is \$102,600 (US-BLS, Occupation Handbook). The Center will address the demand for a cybersecurity workforce by developing a hub for education resources.

Montana University System
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It will also serve to strengthen the State's cybersecurity posture through the Rural Cyber Policy and the Security Operations Center.

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

One-time only (OTO) startup funding has been provided to the University of Montana in establishing a hub for cybersecurity workforce education. Faculty and staff have been added to support these activities.

The University has developed the Strategic Enrollment Planning (SEP) process in developing campus priorities. Cybersecurity education has been selected as a top priority for SEP, and the institution is committed to cybersecurity education funding.

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

Over the past two years, Statewide collaborations have been established with faculty using a Communities of Practice (CoP) model. In the MUS, faculty members from City College, Gallatin College, Highlands College, Helena College, Great Falls College, and the University of Montana faculty have joined the Montana Cybersecurity CoP in curriculum sharing, delivering Cyber-STEM camps, participating in the Montana Cyber Range, and engaging in professional development. Cybersecurity faculty from Miles Community College, Flathead Community College, Aaniiih Nakoda College, and Sentinel High School have joined MUS faculty Cybersecurity CoPs.

The CoP model is utilized by Centers of Academic Excellence across the Nation and consists of three characteristics: (1) a domain of shared interest (cybersecurity), (2) a community of activities and shared interests, and (3) membership of cybersecurity practitioners (Wegner, 2011).

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

The Center fits within the University of Montana's Strategic Plan through its Priorities for Action (PFAs).

PFA 4 Partner with Place states "We benefit greatly from our natural setting and our connection to our community, state, and region. We will both use and strengthen that asset through collaborative learning opportunities, research, and service". Objective 3 describes "Cultivate and nurture partnerships that foster talent, innovation and prosperity" and Strategy 4.4.4 "Strengthen UM's position as the cybersecurity training and education center for Montana".

Montana University System
REQUEST TO PLAN FORM

Signature/Date

Chief Academic Officer:

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**



(9-27-22)

Flagship President:**

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana University System
REQUEST TO PLAN FORM

ITEM 203-1005-R1122**Meeting Date: November 2022****Request for authorization to plan a Multi-Disciplinary BA in Entrepreneurial Arts, Media, and Design**

Program/Center/Institute Title: **Multi-Disciplinary BA in Entrepreneurial Arts,
Media, and Design**

Planned 6-digit CIP code: **30.0000**Campus, School/Department: **UM Missoula, College of the Arts and Media**Expected Final Submission Date: **March 2023**Contact Name/Info: **James Randall (james.randall@umontana.edu)**

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

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

We request to plan a Multi-Disciplinary BA in Entrepreneurial Arts, Media, and Design to better serve professional trends in the Arts and Culture marketplace. We seek an entrepreneurial degree that ensures flexibility in student choice while foregrounding career-ready skills, experiential learning, and other high-impact learning practices. The Multi-Disciplinary BA promises fresh opportunities for interdisciplinary and entrepreneurial collaboration that are exciting for our students.

Draft Degree Plan: 120 credits

Students choose three skill clusters of 30 credits each and take 30 additional credits comprised of remaining general education courses, additional electives, and an integrative capstone experience. Some possibilities:

30 cr Business

30 cr Media Arts electives

30 cr Music

30 cr. Integrative Capstone, General Education, and additional electives

or....

30 cr Journalism (all electives)

30 cr Media Arts (all electives)

30 cr Business (all electives)

30 cr. Integrative Capstone, General Education, and additional electives

Additional Degree Requirements:

Participation in Elevate U (Career Services Program; Interview Coaching)

Required Internship or Study Abroad

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Digital Portfolio

Recommendation: Participation in cross-disciplinary programs like the Franke Global Leadership Initiative (GLI) and Davidson Honors College that foster interdisciplinary student work and experiential education.

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

Increasingly students in the arts desire skills spanning multiple disciplines and professions. Universities have been slow to adapt, despite a clear demand. Even amidst the pandemic, Arts and Cultural economic activity fueled 4.2 percent of national GDP, accounting for nearly \$877 billion dollars per year (US Bureau of Economic Analysis data, 2020). Much of this activity is entrepreneurial or cross-disciplinary in nature. A growing number of students desire access to the broad opportunities afforded by a four-year degree, but find traditional degree paths in the arts too restrictive. Some students have clear ideas for entrepreneurial paths they wish to pursue, while others seek broad cross- and inter-disciplinary skills to diversify career options after graduation. The BA in Entrepreneurial Arts, Media, and Design intends to serve both populations.

All Montana studies point to the significant impact the arts have on our state's economy (https://art.mt.gov/eco_impact_studies). The last comprehensive report commissioned from a state agency, in 2010, found that nearly a quarter of a billion dollars was generated annually, and that "the number of artists in Montana's labor market grew three times faster than the rest of the state's labor force. The study also found that "more people are employed in the arts than in the state's mining industry, the wood products manufacturing industry, or the buildings materials retail market." (https://art.mt.gov/eco_impact_studies). A common thread in these studies is the entrepreneurial nature of the arts and culture economy in Montana. This degree path would better serve students who wish to stay in Montana to work in film, tourism, and entertainment industries, as well as those who wish to pursue careers out of state.

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

Existing curricula and course offerings are already in place. While no additional faculty or facility improvements would be required to launch this degree, additional staff will be required for professional advising and coordination of internships. Extra compensation for faculty or staff to mentor integrative capstones for students may also be required.

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

The proposed BA is collaborative by design. It aligns well with established programs such as the Certificate in Entertainment Management offered by the College of Business and the recently approved Certificate in Creative Entrepreneurship which is housed in the College of the Arts and Media (CAM).

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

The proposed BA tightly aligns with 1-4 of UMs Priorities for Action. Its flexibility in coursework is student-centered by design, oriented toward future success in its requirements of an internship, career-readiness skills, and high-impact teaching and learning practices. It partners with place (PFA4) in meeting the immediate needs of local, state-wide, and regional arts and culture organizations through internships, professional mentorship, and experiential learning opportunities.

Signature/Date

Chief Academic Officer:

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**



(9-27-22)

Flagship President:**

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana University System
REQUEST TO PLAN FORM

ITEM 203-1012-R1122

Meeting Date: November 2022

Request for Authorization to Plan a Health Enhancement Program

Program/Center/Institute Title: **Health Enhancement**

Planned 6-digit CIP code:
31:0501

Campus, School/Department: **Integrative Physiology and Athletic Training**

Expected Final Submission Date: **March 2023**

Contact Name/Info: **Charlie Palmer**

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

<http://mus.edu/che/arsa/academicproposals.asp>.

- 1) Provide a description of the program/center/institute.** Health Enhancement is a common teaching track in K-12 (k-8, 9-12) schools. Upon graduation from our program, health enhancement instructors have a breadth of knowledge, and pedagogical training related to various topics in the areas of Health (chronic disease prevention, healthy lifestyle promotion, substance use/abuse, sexual health, proper aging, etc.) and Physical Education (fundamentals of fitness, coaching, lifetime exercise practices, individual and team sports, etc.). In addition, graduates will be competent in the application of adaptive physical education practices for a variety of special populations.

The proposed program is a rejuvenation of a recent successful Health Enhancement program that was put into moratorium due to budget constraints and host program (formerly HHP) being realigned within the University. The current proposal is a collaboration between Integrative Physiology and Athletic Training (College of Health) and the Teaching and Learning program (College of Education).

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

Within the state of Montana the entire MUS produces approximately 25 Health Enhancement graduates on an annual basis. The current existing need for instructors with this area of specialization is at least 3-fold higher (~75 open positions), a hiring gap that has increased since the UM program went into moratorium. Accordingly, there is significant need within the state/MUS to increase the number of Health Enhancement graduates to fill this critical need in K-12 schools, particularly in rural school systems. In addition, many of these instructors often fill vacant coaching roles. The need in this regard is 2-fold: 1) coaching vacancies are disproportionately high in rural school systems, 2) coaching vacancies in rural settings are too often filled with under qualified (e.g., not Health Enhancement trained) individuals.

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

No significant resources are needed to be immediately successful in re-launching this health enhancement program. The respective, Deans and faculty groups are on board to support the proposed program with existing resources. The courses to be offered are already in place, and on-campus expertise already exists. Accordingly, within the scope of the existing IPAT (CoH)/Teaching and Learning (CoE) budgets, the proposed program can be offered to new health enhancement students without the need for start-up costs.

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

As indicated earlier, this program will be an intra-collaborative IPAT (CoH) will collaborate with Teaching and Learning (CoE).

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

In addition to fulfilling the University Mission (transforming lives through high quality accessible education) the proposed program fulfills all 5 UM priorities for action:

- 1) Place student success at the center of what we do – while IPAT was not well positioned to offer this program when it was placed in moratorium (budget cuts, faculty retirements, collegial reorganization), we are currently primed to successfully re-launch this program through the collaborative partnership with Teaching and Learning.
- 2) Drive excellence and innovation – Given the quality of our collaborating exercise science and teaching programs, there is a strong case for excellence in re-initiating this offering via the new collaborative agreement between IPAT and Teaching and Learning.
- 3) Mission first, people always – The IPAT mission of producing ethical and competent professionals will once again be applied to the production of new Health Enhancement instructors.
- 4) Partner with place – The need for Health Enhancement instructors in the state of Montana (and the region) is experiencing a critical deficiency (3x as many open positions as current MUS graduates). Moreover, within the greater- Missoula area, we have among the best ranked schools systems in the state, prime venues for new instructor-trainees to learn from the best in the region.
- 5) Proudly tell the UM story – Predecessor programs to IPAT were founded on a strong history of physical education and coaching, a tradition we remain proud of. More recently, we have produced outstanding health enhancement instructors, prior to unavoidable logistical and budgetary barriers to the program. We now have

Montana University System
REQUEST TO PLAN FORM

a partnership with Teaching and Learning to provide new students with the best that UM has to offer in training these types of budding professionals.

Signature/Date
Chief Academic Officer:
Chief Research Officer*:
Chief Executive Officer:
Flagship Provost**:
Flagship President**:
<small>*Center/Institute Proposal only **Not applicable to the Community Colleges.</small>

Montana University System
REQUEST TO PLAN FORM

ITEM 203-1601-R1122

Meeting Date: 11/22

Item Name: Request for authorization to plan a B.S. in Natural Resource Science

Program/Center/Institute Title: **B.S. Natural Resource Science, University of Montana Western**

Planned 6-digit CIP code:

Campus, School/Department: **Department of Environmental Sciences**

Expected Final Submission Date: **April 2023**

Contact Name/Info: **Dr. Rebekah Levine | Rebekah.Levine@umwestern.edu**

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

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

The Environmental Sciences Department at Montana Western offers B.S. degrees in Environmental Science and Environmental Sustainability. Both programs have several option choices for students. Over the years we have gathered data that show that the Sustainable Natural Resource Management option is the most popular option and has the best job placement. As a result, we decided to elevate this option to the B.S. level. Feedback from both students and employers has been very positive about the degree title and coursework and aligns with language used for state and federal agency positions.

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

We know from many years of experience that our students place in jobs. Our placement rate averages about 92% annually. Given our small size, our graduates make up a disproportionate percentage of the natural resource professionals in Montana. It is no secret that Montana is a state with a very large percentage of public land, public-land use, extractive industries and associated impacts to natural resources. The “reclamation economy” as some have called it is very robust and will continue to be with our increased need for natural resources, our changing climate and the growing human population in our state. In addition, the workforce is aging, and very high turnover is expected at state and federal agencies, as well as in the private sector. This proposal updates our degree nomenclature and curriculum to reflect trends and remain competitive in academia and industry. Keeping our degree program current and sensitive to the needs of state-wide stakeholders will help our graduates remain competitive in the job market and will serve the state of Montana. We are not the only ones who think we are good at what we do. The Environmental Sciences department recently ranked the 5th best program of its kind in the nation (Schools.com), and we now regularly get calls from agencies and consultants seeking our latest graduates. They tell us that our graduates come “job ready”, which is the result of four years of experience working on real natural resource problems using our unique block scheduling system.

In talking to both students and professional partners (non-profits as well as state and federal agencies), we have received a lot of positive feedback. This new degree is informed by our department expertise, evaluated by our professional partners, and supported by our students.

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

The new degree is a combination of coursework taken from our existing degrees and so requires no new resources.

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


Our program is not duplicative with any other program offered in the MUS. This is particularly true given our field and project approach using the block system, which no other campus offers. The Natural Resources and Rangeland Ecology B.S. at Montana State University has an ecology focus while our program is focused on geosciences and specifically land and water resources. That said, there are opportunities to collaborate with MSU and UM. UMWestern Students could take courses at these other institutions and other students would be welcome to come to UMWestern to take our courses.

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

Montana Western had the first environmental science program in the MUS. We later added Environmental Sustainability, so we have a long history in land and water science, policy, management, and communications. When we transitioned to the block system in 2005, we started offering immersion classes that engaged undergraduate students in real projects that directly benefited Montana. For example, students worked for a decade on the upper Big Hole River fluvial Arctic grayling project, and in recent years on the upper Clark Fork River. Some students focused on the science of natural resources and others the policy, management, and communications, but the times are changing, and it is clear to us that we need to engage our students in all of these areas of study and skills if they are to be successful natural resource professionals. We have limited resources, so our solution is a degree in Natural Resource Science, merging our best coursework in scientific assessment with policy, management, and communications.

Signature/Date

Chief Academic Officer:

 / September 13, 2022

Chief Research Officer*:

Chief Executive Officer:

Montana University System
REQUEST TO PLAN FORM

Flagship Provost:**

Flagship President:**

*Center/Institute Proposal only

**Not applicable to the Community Colleges.