

ACADEMIC ITEM APPROVAL MEMORANDUM

Compiled here are academic items approved since the May 2026 Board of Regents Meeting. This memorandum from May 2026, June 2026, July 2026 and August 2026 contains items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. The items before you have been approved and are now being shared with you for your notification.

- May 2026 Academic Item Memorandum
- June 2026 Academic Item Memorandum
- July 2026 Academic Item Memorandum
- August 2026 Academic Item Memorandum



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

560 N. Park – PO Box 203201 – Helena, Montana 59620-3201
(406) 449-9124 - FAX (406) 449-9171

June 4, 2026

To: Chief Academic Officers

From: Joe Thiel
Deputy Commissioner for Academic, Research, and Student Affairs

RE: Approval of May 2026 Academic Items

The following May 2026 academic items have been approved:

LEVEL I ITEMS:

The University of Montana:

- Request for authorization to establish a Career Certification in Human-centered AI
[Item #1018-LI0526](#)
- Request for authorization to establish a minor in Public Health
[Item #1019-LI0526](#)
- Request for authorization to establish areas of study within the Bachelor of Applied Science (BAS) Degree
[Item #1020-LI0526](#)
- Request for authorization to terminate multiple certificates: Graduate Certificate in Poverty Policy, Graduate Certificate in New West: Art and the Environment, Graduate Certificate in Environmental Education, Graduate Certificate in Teacher Librarian Studies
[Item #1021-LI0526](#)
- Request for authorization to terminate multiple concentrations: Master of Education in Teaching and Learning with concentration in Teacher Librarian Studies, MS in Chemistry with concentration in Analytical/Environmental Chemistry, MS in Chemistry with concentration in Inorganic, MS in Chemistry with concentration in Organic, MS in Chemistry with concentration in Physical Chemistry, PHD in Chemistry with concentration in Analytical/Environmental Chemistry, PHD in Chemistry with concentration in Inorganic Chemistry, PHD in Chemistry with concentration in Organic Chemistry, PHD in Chemistry with concentration in Physical Chemistry
[Item #1022-LI0526](#)
- Request for authorization to establish a Graduate Certificate in Data Analytics
[Item #1023-LI0526](#)
- Notification to place the MA in Integrated Arts and Education into moratorium
[Item #1025-LI0526](#)
- Request authorization to terminate multiple centers: Big Sky Language Literacy Institute, Institute for Interprofessional Education, Mountain Water Institute
[Item #1027-LI0526](#)



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Montana State University:

- Request to terminate the Bachelor of Arts in American Studies
[Item #2010-LI0526](#)

Great Falls College MSU:

- Request for authorization to establish a CTS in Introduction to Healthcare Careers
[Item #2901-LI0526](#)

LEVEL II ITEMS:

University of Montana:

- Request for authorization to establish concentrations in the Master of Fine Arts in Theatre: Directing, Design/Technology, Music Directing
[Item #1012-LII0526](#)
- Request for authorization to consolidate the School of Music and the School of Theatre and Dance into the School of Music, Theatre, and Dance
[Item #1024-LII0526](#)
- Request to retitle the School of Visual and Media Arts the School of Art and Game Design
[Item #1026-LII0526](#)

Montana Technological University:

- Request for authorization to establish a Doctor of Philosophy in Energy Engineering and Science
[Item #1501-LII0526](#)
- Request for authorization to establish a Master of Science in Nuclear Energy
[Item #1502-LII0526](#)

Sincerely,

A handwritten signature in blue ink that reads "Joe Thiel".

Joe Thiel
Deputy Commissioner for Academic, Research, and Student Affairs

ACADEMIC ITEMS MEMORANDUM

DATE: May 15, 2026

TO: Chief Academic Officers, Montana University System

FROM: Joe Thiel, Interim Deputy Commissioner for Academic, Research, and Student Affairs

RE: May 2026 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in May 2026. These proposals include items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. These Level I items are being sent to you for your review. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. Issues not resolved should be submitted in writing to OCHE by noon on Friday, May 29, 2026. You will be notified of approved proposals by June 5, 2026. The Board of Regents will be notified of the approved proposals at the September 2026 meeting of the Board.

LEVEL I ITEMS:

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[Item #1027-LI0526](#)

ACADEMIC ITEMS MEMORANDUM

Montana State University:

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[Item #2901-LI0526](#)

LEVEL II ITEMS:

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- Request for authorization to establish concentrations in the Master of Fine Arts in Theatre: Directing, Design/Technology, Music Directing
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[Item #1026-LII0526](#)

Montana Technological University:

- Request for authorization to establish a Doctor of Philosophy in Energy Engineering and Science
[Item #1505-LII0526](#)
- Request for authorization to establish a Master of Science in Nuclear Energy
[Item #1502-LII0526](#)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2026

ITEM 1018-LI0526

Request authorization to establish a career certificate in Human-centered AI

Institution: University of Montana

CIP Code: 50.1099

Program/Center/Institute Title: College of the Arts and Media

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

Options: _____

Proposal Summary [360 words maximum]

What: The College of the Arts and Media (CAM) proposes a Career Certificate in Human-Centered AI that explores the intersection of artificial intelligence, human expression, bias, and leadership.

Why: We believe it is our responsibility to prepare our students with human-centered foundational skills in AI. This three-course career certificate will teach practical skills, explore bias, ethical considerations, and leadership theories to guide our graduates in an AI-driven world.

Resources: No new resources are needed for the delivery of this certificate. Proposed courses for this certificate currently exist (attached) but will be redesigned for online modality with financial support from UM Online (slated for Summer 2026). Our Game Design and Interactive Media program (School of Visual and Media Arts) and the School of Journalism already offer face-to-face courses in these topics. The three-course certificate, which will be a new Career Certificate (min. 9 credits), will include Creatively Exploring Artificial Intelligence: An Interdisciplinary Approach (MART 464), Calling Bullshit (JRNL 102Y), and Human Centered Leadership in Artificial Intelligence (MART 474).

ATTACHMENTS

Attachments

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

X **A. Level I:**

Campus Approvals

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

_____ 1b. Withdrawing a postsecondary educational program from moratorium

_____ **X**

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

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

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

OCHE Approvals

_____ 5. Re-titling an existing postsecondary educational program

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

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

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

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

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

_____ **B. Level II:**

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

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

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

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

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

Montana Board of Regents CURRICULUM PROPOSAL FORM

- 1. Institutional Accreditation.** Is the proposal considered a minor or major substantive change per NWCCU Guidelines? Consult the institutional Accreditation Liaison Officer for more information. *[Choose one]*

Not Substantive__x__ Minor Change_____ Major Change_____

- 2. Program Accreditation.** If applicable, describe specialized program accreditation requirements that inform this proposal, including the specific accrediting body and a summary of the standards being met. *[300 words]*

N/A

- 3. Program Summary:** List the program learning outcomes for the proposed program. Use assessable learner-centered statements that indicate what students will know and be able to do, upon completing the program.

Explain core concepts of artificial intelligence, machine learning, and generative AI, including how different models function, their appropriate use, and their social and organizational impacts.

Evaluate and use generative AI tools to strengthen communication and decision-making, recognizing limitations such as bias, hallucinations, and ethical risks.

Demonstrate advanced media and information literacy, including the ability to identify misinformation, analyze why claims are misleading or inaccurate, and assess the role of media in democracy and civil discourse.

Engage constructively in dialogue and critique, incorporating peer feedback, and communicate complex ideas about leadership, media, and generative AI clearly and persuasively to a general audience.

Apply human-centered leadership and communication principles to effectively collaborate, demonstrate ethical judgment, foster inclusivity, and manage conflict.

Analyze and apply leadership theories and organizational strategies contextualized by artificial intelligence, technological change, and evolving social dynamics.

- a. List the aggregate credits required to complete the program using the following table.

	Credits
Credits in required courses offered by the department offering the program	9
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	0
Credits of free electives	0
Total credits required to complete the program	9

- b. Please include a complete listing of the proposed new curriculum in Appendix A of this document.

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CURRICULUM PROPOSAL FORM

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

The proposed Career Certificate in Human-Centered AI responds to converging workforce, civic, and educational needs at the student, regional, and statewide levels. Generative artificial intelligence now shapes communication, media production, organizational decision-making, and economic opportunity across virtually every sector of employment. Yet most academic programs treat AI either as a purely technical skill or leave it entirely unaddressed, without equipping students to critically evaluate these systems or lead others through the ethical, social, and democratic challenges they present.

At the student level, the certificate meets growing demand from learners across disciplines who will interact with AI-influenced tools and workflows throughout their professional lives but currently lack a structured, credit-bearing pathway to develop that literacy. The program's three courses provide transferable competencies — critical thinking, media literacy, ethical reasoning, and human-centered leadership — that are valued across Montana's expanding technology, media, healthcare, and government sectors.

Regionally and statewide, Montana's workforce requires graduates who can evaluate and responsibly apply AI tools in contexts where misinformation, bias, and automation risks are genuine concerns. The certificate directly supports the Montana University System's commitment to preparing students as informed professionals and responsible citizens. It addresses documented gaps in AI ethics education and leadership preparation, particularly in rural communities where access to digital media and AI-literacy training remains limited.

No new resources are required. All three courses currently exist in face-to-face format and will be redesigned for online delivery with financial support from UM Online, ensuring equitable statewide access to the certificate.

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

NA

- a. Describe how this program's learning outcomes are related or tied to other programs on campus or within the Montana University System. *[100 words]*

The certificate's learning outcomes align with several existing programs at UM and across the MUS. Critical thinking, communication, and ethical reasoning competencies connect directly to UM's Communication Studies, Journalism, and Business Administration programs. Media literacy and AI evaluation outcomes complement the School of Visual and Media Arts' existing film, media arts, and game design curricula. The certificate's human-centered leadership component parallels outcomes in UM's Management and Leadership programs. Within the MUS, the program's emphasis on responsible AI use and civic engagement creates natural articulation opportunities with media, communication, and technology programs at Montana State University and other institutions.

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

NA

- c. Describe any efforts that were made to collaborate with similar programs at other institutions, including specific contacts and their institutional affiliations. If no efforts were made, please explain why. *[200 words]*

NA

6. Program assessment.

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

Assessment of student learning outcomes occurs continuously throughout the program via formative and summative measures applied across all three courses. In MART 464 (Creatively Exploring Artificial Intelligence) and MART 474 (Human-Centered Leadership in Artificial Intelligence), recurring assignments provide low-stakes checkpoints on conceptual understanding and skill development throughout the semester, with culminating projects or portfolios evaluated at semester's end. In JRNL 102Y (Calling Bullshit), assessment integrates individual analysis assignments and peer critique activities that directly measure media literacy and critical reasoning competencies. Program-level learning outcomes are reviewed annually by faculty from both home departments through aggregate course performance data, with adjustments made to course content, activities, or learning targets as needed. Assessment cycles align with the university's existing program review calendar to ensure findings inform both course-level improvement and broader program sustainability decisions.

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

Direct measures include written analysis assignments, applied projects, leadership reflection portfolios, and demonstrated proficiency in evaluating AI-generated content for accuracy, bias, and ethical risk. Peer critique and structured discussion activities serve as additional direct measures of communication and collaborative reasoning competencies. Indirect measures include end-of-semester course evaluations and student self-assessments of learning gains completed at program exit. Faculty from the School of Visual and Media Arts and the School of Journalism will review aggregate performance data annually to assess the degree to which students are meeting program-level outcomes and to identify areas for curriculum refinement.

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

Assessment findings will be reviewed jointly by SVMA and Journalism faculty at the end of each academic year. Results will inform targeted adjustments to course content, assignment design, and instructional approaches to ensure continued alignment with program learning outcomes and with evolving developments in AI technology

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CURRICULUM PROPOSAL FORM

and its social implications. Findings will also be reported through UM's standard program review process, ensuring institutional oversight and accountability. The program's online delivery through UM Online introduces additional quality assurance through regular course review cycles built into that unit's operational framework, providing a supplementary mechanism for monitoring and improving student learning outcomes.

Signature/Date

College or School Dean: Jennifer Cavanaugh, Signed via CourseLeaf 2/25/2026

Chief Academic Officer: John Deboer for Adrea Lawrence, Signed via CourseLeaf

Appendix A – Proposed New Curriculum

Creatively Exploring Artificial Intelligence: An Interdisciplinary Approach (MART 464), 3 credits

Calling Bullshit (JRNL 102Y), 3 Credits

Human Centered Leadership in Artificial Intelligence (MART 474), 3 Credits

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2026

ITEM 1019-LI0526

Request authorization to establish a minor in Public Health

Institution: **University of Montana-Missoula**

CIP Code: **51.2201**

Program/Center/Institute Title: **School of Public and Community Health**

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

Options: _____

Proposal Summary [360 words maximum]

What: The School of Public and Community Health Sciences proposes a new 21-credit Minor in Public Health to accompany the existing Bachelor of Science in Public Health program.

Why: The proposed minor will advance the university's commitment to an informed, engaged citizenry with the knowledge base to understand and address complex public health challenges. The minor fills a documented gap in the Montana University System: no institution currently offers a public health minor with a domestic and community-level focus. The program will complement a broad range of UM majors, particularly health-related and health-adjacent fields including psychology, social work, pharmacy, pre-health professions, and pre-athletic training. Existing and newly emerging health problems will continue to present economic and social challenges to UM graduates throughout their careers and communities. The addition of this minor is also consistent with UM's Health and Medicine initiative, which organizes existing high-value courses into structured, stackable programs for students.

Resources: The program will use existing resources within the School of Public and Community Health and related departments. These courses are part of a curriculum accredited by the Council on Education for Public Health (CEPH), ensuring established learning outcome frameworks are already in place.

ATTACHMENTS

Curriculum Form

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

A. Level I:

OCHE Notification

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

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ACADEMIC PROPOSAL REQUEST FORM

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

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

_____ **3. Offering an existing postsecondary educational program via distance or online delivery**

OCHE Approvals

_____ **4. Re-titling an existing postsecondary educational program**

_____ **5. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____ **6. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

 X **7. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

_____ **8. Revising a postsecondary educational program** (Curriculum Proposal Form)

_____ **9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years**

_____ **10. Withdrawing a postsecondary program from moratorium**

_____ **11. Establishing a campus certificate of 29 credits or less** (Curriculum Proposal Form)

_____ **B. Level II:**

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

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

_____ **3. Requesting a variation of the 120-credit baccalaureate degrees** *Exception to policy 301.11*

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

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

The School of Public and Community Health Sciences (SPCHS) proposes a new 21-credit Public Health Minor to add to an existing undergraduate program (Bachelors of Science in Public Health).

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

The proposed minor will serve to advance the university's goal of promoting an informed, engaged citizenry that possesses the knowledge base to work collectively to understand and address complex challenges and address urgent needs related to public health.

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

As part of regular discussions and deliberations among faculty in SPCHS over the last academic year, including meetings of the Academic Leadership Team, we determined that this is an optimal time to increase our undergraduate program offerings by adding a Public Health Minor.

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

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

	Credits
Credits in required courses offered by the department offering the program	21
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	6
Credits of free electives	9
Total credits required to complete the program	21

- b. List the program learning outcomes for the proposed program. Use learner-centered statements that indicate what students will know, be able to do, and/or value or appreciate as a result of completing the program.

This minor will require students to complete core classes and electives in public health. These courses are part of an existing curriculum accredited by the Council of Education for Public Health (CEPH). As such, each of the courses offered in the minor will meet mandated learning outcomes (Foundational Domains and Competencies). Foundational Domains include classes that address biomedical science (introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease), social and behavioral sciences (introduction to the foundations of social and

Montana Board of Regents
CURRICULUM PROPOSAL FORM

behavioral sciences), quantitative reasoning (introduction to epidemiology), and program implementation science (public health practice). In addressing the required Foundational Competencies, students will be able to demonstrate the ability to communicate public health information (in both oral and written forms) through a variety of media and to diverse audiences, and have the ability to locate, use, evaluate and synthesize public health information.

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

This minor will fill a void in our region, as currently there is no such program offered in the Montana University System. The proposed minor will complement a range of programs at UM, especially health-related and health-adjacent majors, including psychology, social work, pharmacy, pre-health professions, pre-athletic training, and others. Existing and newly emerging health problems will continue to present economic and social challenges to UM graduates throughout the life course. This minor will provide students with a knowledge base to understand and address these issues. In addition, at the University-level, an addition of the new minor is consistent with the mission of UM's Health and Medicine (UMHM) program, which is organizing existing courses into programs that have high value to students.

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

Institution Name	Degree	Program Title
Montana State University	Minor	Global Health Minor
University of Montana	Minor	Global Health Minor

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

The proposed minor does not substantially duplicate similar programs currently offered in the Montana University System. Montana State University has a minor in global health that provides an international focused curriculum organized around interdisciplinary approaches to globalization and health. In addition, the MSU minor emphasizes a cultural linguistic component and requires basic proficiency in Spanish, French or Chinese. Likewise, the current global health minor offered at UM is global in scope and examines public health across the world. It is a broad, trans-disciplinary program that incorporates economics, politics, data science, environmental science, history, medicine, information technology, and other disciplines. The proposed minor will provide a fundamental public health curriculum focused on practice in Montana, the western region, and the US.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Given that all of the needed courses for the proposed undergraduate degree are currently offered at UM, and because there are no existing minors in public health within the MUS, no collaborations with programs at other institutions were explored.

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

This minor would begin to be offered in AY 26-27.

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

Fall Headcount Enrollment					Graduates				
AY 26	AY 27	AY 28	AY 29	AY 30	AY 26	AY 27	AY 28	AY 29	AY 30
5	10	15	20	25	0	0	5	10	15

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

These projections are based on data from the Academic Portfolio Review Quantitative Analysis (2024). These data indicate that there are over 480 undergraduate majors in various programs in the College of Health (COH). We believe that a minor in public health would attract interest from these complementary programs, especially from students in Social Work (145). In addition, a number of other majors outside the COH have students who would likely be interested in complementing their course of study with a public health minor. These include psychology (457 majors), anthropology (127 majors), Native American studies (22 majors), and political science (136 majors). Based on the number of majors in health-related and adjacent programs we believe it is reasonable to estimate that a minor in public health will eventually attract 25 students in a given academic year. This level of enrollment would be in line with approximately a dozen current minors on campus.

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

The program has the capacity to meet projected major and minor enrollments.

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

The course requirements for the minor consist of curriculum included in the existing undergraduate program accredited by the Council on Education for Public Health (CEPH). As an accredited BS program, these classes must meet the Foundational Domains and Competencies outlined by CEPH. The success of minor will be evaluated using a variety of metrics. We intend to track the metrics listed below. These metrics will provide us with the data required to understand what changes need to be made to address any weaknesses with the minor.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Assessment will be carried out by the undergraduate coordinator and the Academic Leadership Team composed of program faculty. Metrics will be tracked during the minor declaration process, advising and at graduation. Faculty will meet annually to review metrics data.

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

Assessment metrics will include the following:

- How many students enrolled in the minor?
- How many students dropped out of the minor and what were their reasons?
- How many students graduated with the minor?

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

As part of its CEPH accreditation, SPCHS is mandated to implement and maintain a strong assessment/evaluation program. This includes a variety of different evaluation strategies, as well as a commitment to using the collected data to continually improve degree programs. The Assessment Committee utilizes these strategies with the BS degree (which includes the minor curriculum).

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

CEPH does not currently accredit undergraduate minors and we therefore cannot seek accreditation.

Signature/Date

College or School Dean: Matt Fete, Signed via CourseLeaf 3/20/2026

Flagship Provost*: John Deboer for Adrea Lawrence, Signed via CourseLeaf 5/6/2026

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

There is no new curriculum proposed. The new minor will consist of existing courses. The requirements for the minor are listed below.

Public Health Minor Course Requirements

This minor requires a minimum grade of C in all courses.

Core Requirements (12 credits)

CHTH 440	Principles of Epidemiology	3
PUBH 101S	Introduction to Public Health	3
PUBH 225	Public Health Policy	3
PUBH 325	Environmental and Occupational Health	3

Electives (9 credits)

Complete three of the following:

CHTH 414	Health and Culture	3
PUBH 396	Public Health Practice I	3
PUBH 496	Public Health Practice II	3
PUBH 155	Reimagining Global Health	3
PUBH 380	Public Health Nutrition	3
PUBH 475E	Public Health Ethics	3

Total credits: 21

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2026

ITEM 1020-LI0526

Request authorization to establish Areas of Study within Bachelor of Applied Science (BAS) Degree

Institution: **University of Montana-Missoula**

CIP Code: **30.9999**

Program/Center/Institute Title: **Provost Office (PO)**

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

Options: _____

Proposal Summary [360 words maximum]

What:

Re-launch and clarify the existing Bachelor of Applied Science (BAS) framework by establishing defined Areas of Study within the BAS degree to exist alongside the flexible BAS pathway. The BAS is an applied, AAS-based baccalaureate completion pathway designed to recognize technical and workforce-oriented associate preparation and provide a structured route to a bachelor's degree. This proposal does not create a new degree level; it formalizes program pathways within the existing BAS structure by adopting clearly articulated, advising-ready Areas of Study that specify required lower-division coursework (as needed), upper-division core expectations, discipline clusters, and a culminating experience. Initial Areas of Study proposed include Health Services Administration and Skilled Trades Management.

Why:

AAS completers represent a key population for degree completion and workforce advancement in Montana. In 2021–22, U.S. institutions conferred one million associate's degrees, indicating a large pool of potential bachelor's completers. At the same time, national evidence suggests that community college students continue to face transfer and completion barriers; the Aspen Institute reports that the national bachelor's attainment rate among students who start at a community college remains below 20%. Many AAS graduates seek supervisory and operational roles that increasingly expect baccalaureate-level preparation, but they often face inefficient transfer pathways and unclear degree maps. Formalizing BAS Areas of Study addresses these barriers by providing transparent, consistent requirements and predictable completion plans that account for variation in AAS general education coverage. The proposed Areas of Study support adult and place-bound learners, improve credit mobility, and provide employers with graduates who combine technical expertise with upper-division competencies in communication, leadership, ethical decision-making, and applied organizational/economic reasoning. Establishing clearly defined pathways also strengthens advising, reduces excess credits, and improves student progression and completion.

Resources:

The proposal is designed to be implemented primarily through existing course inventory and current institutional advising and curriculum processes. Areas of Study are built from courses already offered across participating departments, minimizing the need for new course development. Existing faculty oversight mechanisms (curriculum review and any required approval

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processes for individualized plans) will be used to maintain academic quality and ensure coherent, outcomes-aligned pathways. Advising materials will be developed to support AAS transfer evaluation, identification of general education gaps, and recommended sequencing toward timely completion. Any additional resource needs are expected to be limited to coordination, advising communications, and routine assessment activities within existing program support structures.

ATTACHMENTS

Curriculum Form

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

A. Level I:

OCHE Notification

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

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

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

_____ **3. Offering an existing postsecondary educational program via distance or online delivery**

OCHE Approvals

_____ **4. Re-titling an existing postsecondary educational program**

_____ **5. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____ **6. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

_____ **7. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

X _____ **8. Revising a postsecondary educational program** (Curriculum Proposal Form)

_____ **9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years**

_____ **10. Withdrawing a postsecondary program from moratorium**

_____ **11. Establishing a campus certificate of 29 credits or less** (Curriculum Proposal Form)

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B. Level II:

- 1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Request to Plan Form)
- 2. Requesting Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request to Plan Form)
- 3. Requesting a variation of the 120-credit baccalaureate degrees** *Exception to policy 301.11*
- 4. Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)
- 5. Re-titling an academic, administrative, or research unit**

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1. **Institutional Accreditation.** Is the proposal considered a minor or major substantive change per NWCCU Guidelines? Consult the institutional Accreditation Liaison Officer for more information. *[Choose one]*

Not Substantive ☒ Minor Change ☐ Major Change ☐

2. **Program Accreditation.** If applicable, describe specialized program accreditation requirements that inform this proposal, including the specific accrediting body and a summary of the standards being met. *[300 words]*

NA.

3. **Program Summary:** List the program learning outcomes for the proposed program. Use assessable learner-centered statements that indicate what students will know and be able to do, upon completing the program.

As a result of completing this program, students will:

1. Students will integrate technical expertise from their A.A.S. degree with advanced academic knowledge to design solutions that address complex professional and societal challenges.
2. Students will apply concepts, methods, and perspectives from multiple disciplines to analyze problems, evaluate evidence, and develop purpose-driven strategies aligned with their academic and professional goals.
3. Students will demonstrate effective communication, collaboration, and leadership skills to advance professional practice, support organizational goals, and contribute to diverse communities.

- a. List the aggregate credits required to complete the program using the following table.

	Credits
Credits in required courses offered by the department offering the program	0
Credits in required courses offered by other departments	69
Credits in institutional general education curriculum	0-34
Credits of free electives	0
Total credits required to complete the program	60-75

- b. Please include a complete listing of the proposed new curriculum in Appendix A of this document.

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

Montana is responding to converging student and workforce needs: efficient completion routes for working adults, returning learners, and transfer students, strong regional demand in healthcare and construction, and

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CURRICULUM PROPOSAL FORM

the approaching “demographic cliff,” which increases the importance of serving place-bound and returning learners. WICHE projects the number of U.S. high school graduates will peak in 2025 and then decline through 2041 (a 13% decline from the peak), reinforcing the need to grow completion pipelines beyond first-time, traditional-age enrollment.

The BAS is an AAS-based applied completion degree that preserves the value of technical education while adding the upper-division competencies employers expect for advancement roles. The proposal operationalizes that purpose by establishing clear BAS Areas of Study with advising-ready maps and predictable requirements that account for variation in AAS general education preparation. In Skilled Trades Management, the need is supported by Montana labor projections: the construction sector is projected to have more than 3,700 annual job openings over the next decade, and supervisory roles remain prominent (e.g., first-line supervisors of construction trades with 640 annual openings). In Health Services Administration, Montana projections identify medical and health services managers, a bachelor’s-level advancement role, with 270 annual openings statewide.

Together, these Areas of Study meet student, regional, and statewide needs by improving credit mobility for AAS completers, reducing excess credits through clearer degree maps, and producing graduates who pair technical preparation with upper-division communication, leadership, and applied decision-making skills aligned to Montana’s high-demand sectors.

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

Institution Name	Degree	Program Title	What is the program enrollment for the last three academic years?
University of Montana Western	BAS	Applied Science, BAS	
Montana Technological University	BAS	Business, Accounting Track, B.A.S.; Business, Management Track, B.A.S.; Business, Construction Management Track, B.A.S.	
Montana State University Billings	BAS	Applied Science Bachelor (BAS) (thematic concentration model)	

- a. Describe how this program’s learning outcomes are related or tied to other programs on campus or within the Montana University System. *[100 words]*
The proposed BAS Areas of Study are intentionally aligned with existing campus strengths and complementary programs rather than duplicating them. Learning outcomes tied to professional communication, teamwork, and leadership connect directly to established coursework in

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Communication Studies and related applied leadership offerings. Outcomes related to resource awareness, organizational decision-making, and economic reasoning align with existing Economics and applied management course inventory, where available. The capstone/internship outcome aligns with experiential learning models used across multiple UM programs and supports work-based application of learning. Within the Montana University System, the outcomes are consistent with the BAS purpose already recognized at peer campuses, using the AAS as an applied foundation and adding upper-division competencies that support advancement, while UM's proposed Areas of Study provide clearer, advising-ready pathways within that shared BAS model.

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

To the extent the proposed BAS Areas of Study overlap with other BAS options in the Montana University System, any duplication is primarily duplication of the degree model, not duplication of a traditional major. That model, using the AAS as an applied foundation and adding upper-division competencies for advancement, is intentionally designed to serve place-bound, working adults who are unlikely to relocate to complete a bachelor's degree. Offering BAS completion pathways at UM therefore expands geographic access and supports degree attainment for students whose employment, family responsibilities, and regional ties make transfer to a distant campus impractical.

Montana Technological University's BAS Business, Construction Management track provides a closely related pathway that prepares technically trained students for advancement in a specific sector. The proposed UM BAS in Skilled Trades Management/Leadership & Operations builds on that concept but broadens applicability beyond construction to serve multiple trades-aligned AAS pipelines (e.g., diesel, welding, construction, and related technical programs). This broader scope increases statewide benefit by supporting advancement readiness across a wider range of high-demand occupations and employers, rather than concentrating the completion option in a single industry lane.

Finally, modest duplication across the MUS can be strategically beneficial: it strengthens workforce capacity, improves degree completion outcomes, and supports regional economic development by ensuring that technical workers across Montana have reasonable access to an applied bachelor's pathway that matches their educational background and career progression needs.

- c. Describe any efforts that were made to collaborate with similar programs at other institutions, including specific contacts and their institutional affiliations. If no efforts were made, please explain why. *[200 words]*

No formal collaboration with similar BAS programs at other Montana University System institutions has occurred to date, and no specific contacts have been engaged. Work to this point has focused on developing an internal BAS pathway structure and advising-ready maps aligned with UM's existing BAS requirements and course inventory. Eventually, we hope to set up articulation agreements with MUS 2-year colleges.

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6. Program assessment.

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

Assessment of student learning outcomes occurs at two levels: course and program. At the course level, students in upper-division BAS coursework are evaluated through applied assignments, reflective writing, collaborative projects, and culminating capstone or internship experiences tied directly to the three program learning outcomes. Assessment activities occur each semester as students complete required coursework within their area of study or individualized degree pathway. At the program level, the BAS advisor and faculty committee members review aggregate performance data annually, with particular attention to capstone and internship evaluations as the primary summative evidence of outcome achievement. Assessment findings are reviewed each fall to inform advising practice, degree plan approval criteria, and course-level adjustments as needed.

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

Direct measures include capstone project evaluations and internship assessments scored against rubrics aligned to the three program learning outcomes, as well as course-embedded assignments requiring students to demonstrate applied problem-solving, interdisciplinary reasoning, and professional communication. Indirect measures include end-of-program student surveys and faculty committee feedback gathered during degree plan review and capstone approval processes.

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

Assessment findings are reviewed annually by the BAS program advisor in coordination with participating faculty. Results inform refinements to degree plan approval criteria, advising resources, and area of study course recommendations. Findings are reported through UM's standard program review process, ensuring institutional oversight and continuity with NWCCU assessment expectations.

Signature/Date

College or School Dean: Approved by John DeBoer in CourseLeaf, 3/23/26 (the Degree is administered by the Provost Office)

Chief Academic Officer: Approved by John DeBoer for Adrea Lawrence in CourseLeaf, 3/23/26

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BACHELOR OF APPLIED SCIENCE

Overview

The Bachelor of Applied Science (B.A.S.) degree at the University of Montana is designed for individuals who have completed an Associate of Applied Science (A.A.S.) degree and want to pursue additional education to strengthen their planned or previous training and improve career advancement opportunities. As such, students pursuing the B.A.S. build a tailored degree plan that suits their specific academic and professional goals.

B.A.S. Degree Requirements

Only students who have earned an A.A.S. degree from a regionally accredited institution for higher education with at least a 2.00 cumulative GPA are eligible to pursue the B.A.S. at UM. The degree requirements for the B.A.S. degree include completion of:

- The University of Montana General Education Requirements (GERs). Categories and approved courses are listed on the [General Education Requirements website](#).
- An area of study or individualized degree pathway customized to connect the student's AAS degree and desired educational/occupational outcomes.
- At least 30 upper-division credits must be from the area of study or individualized degree pathway.

Degree Plans

Each degree plan must be designed around a defined set of program learning outcomes, with outcomes mapped to courses where they are introduced, developed, and mastered—typically one outcome per 9 to 15 credits. There are two types of degree plans:

Areas of Study

An area of study is a structured group of courses designed by faculty and grounded in a specific academic discipline, methodology, or professional practice. It provides depth in a coherent subject area while allowing for complementary coursework from related fields. Areas of study are intended for students seeking to build on a focused knowledge base to advance their academic and professional goals.

Health Services Administration

The Health Services Administration area of study is a structured applied completion pathway for students who have completed an allied health Associate of Applied Science (A.A.S.) and are seeking advancement into coordination, supervision, and administrative roles in healthcare settings. The area of study builds on prior technical preparation by adding upper-division coursework that emphasizes health systems awareness, professional communication in health contexts, and leadership development appropriate to workplace environments. The curriculum is designed to accommodate variation in General Education Requirements (GERs) completed within different allied health A.A.S. programs while maintaining a clear, advising-ready plan to degree completion. Where applicable, the Communication Studies coursework in this area of study may also support completion of the Health Communication certificate. A

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CURRICULUM PROPOSAL FORM

culminating experience (capstone or internship) integrates applied learning and supports demonstration of the program learning outcomes.

Course Requirements

Foundational Requirements

Complete all of the following courses:

- **PUBH 101S** | Introduction to Public Health | 3
- **WRIT 121** | Introduction to Technical Writing | 3
- **COMX 111A** | Intro to Public Speaking | 3

Complete one of the following courses:

- **STAT 216** | Introduction to Statistics | 4
- **ACTG 201** | Principles of Financial Accounting | 4

Health Communication Core

Complete the following course:

- **COMX 480** | Health Communication | 3

Complete **6 credits** from the following courses:

- **COMX 327** | Health Misinformation | 3
- **COMX 370** | Relationships and the Brain | 3
- **COMX 421** | Communication in Non-Profit Organizations | 3 -WRAD
- **COMX 422** | Communication and Technology | 3 -WRAD
- **COMX 425** | Communication in Health Organizations | 3
- **COMX 483** | Communication for Social & Behavior Change | 3
- **COMX 485** | Social Interaction and Human Well-Being | 3
- **COMX 486** | Health and Family Communication | 3 -WRAD

Approved Communication Skills Course

Complete **3 credits** from the following courses:

- **COMX 351** | Principles of Public Relations | 3
- **COMX 412** | Communication and Conflict | 3
- **COMX 414** | Communication in Personal Relationships | 3- WRAD
- **COMX 424** | Risk, Crisis, and Communication | 3

Community and Public Health Core

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Complete the following course:

- **CHTH 355** | Theory and Practice of Community Health Education | 3

Complete **6 credits** from the following courses:

- **CHTH 414** | Health and Culture: A Global Perspective | 3
- **CHTH 440** | Principles of Epidemiology | 3
- **HTH 475E** | Legal and Ethical Issues in Health and Exercise Professions | 3
- **PUBH 155** | Reimagining Global Health: Biosocial Perspectives | 3
- **PUBH 475E** | Public Health Ethics | 3- WRAD

Applied Human Systems Electives

Complete **6 credits** from the following courses:

- **PSYX 360** | Social Psychology | 3
- **PSYX 348** | Trauma and Resilience | 3
- **PSYX 383** | Health Psychology | 3
- **NPAD 367** | Leadership and Non-Profits | 3
- **NPAD 368** | Policy Process and Implementation | 3
- **NPAD 466** | Practical Applications in Nonprofit Administration | 3
- **NPAD 467** | Advanced Nonprofit Administration | 3

Applied Data / Organizational Context (Recommended)

Complete **3 credits** from the following courses:

- **BMIS 326** | Introduction to Data Analytics | 3
- **BGEN 445** | Sustainability Reporting | 3

Culminating Experience

Complete **3 credits** of an approved culminating experience (capstone, internship, or comparable applied experience) aligned with the Area of Study. | 3

Upper-division requirement: The B.A.S. requires **39 upper-division credits**, and **at least 30** of those must be from the degree plan/area of study.

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Health Communication Certificate: With appropriate course selection, the Health Service Administration Area of Study can be completed in a way that also satisfies requirements for the **Health Communication Certificate**.

Degree Map

Autumn Year 1		
PUBH 101S	Introduction to Public Health	3
WRIT 121	Introduction to Technical Writing	3
COMX 111A	Intro to Public Speaking	3
STAT 216	Introduction to Statistics	4
Or ACTG 201	Or Principles of Financial Accounting	4
General Education Requirements		3
Hours		16
Spring Year 1		
COMX 327	Health Misinformation (take 2)	6
or COMX 370	or Relationship and the Brain	
or COMX 425	or Communications in Health Organizations	
or COMX 483	or Communication for Social & Behavior Change	
or COMX 485	or Social Interaction & Human Well-Being	
or COMX 486	or Health and Family Communication	
Or COMX 421	Or Communication in Non-Profit Organizations	
Or COMX 422	Communication and Technology	
PUBH 155	Reimagining Global Health: Biosocial Perspectives	3
or PUBH 474E	Or Public Health Ethics	
PSYX 383	Health Psychology	3
Or PSYX 365	Or Trauma and Resilience	

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Or NPAD 368	Or Policy Process and Implementation	
General Education Gap/Elective		3
	Hours	15
Autumn Year 2		
COMX 480	Health Communication	3
COMX 351	Principles of Public Relations	3
Or COMX 412	Communication and Conflict	
Or COMX 414	Communication in Personal Relationships	
Or COMX 424	Risk, Crisis, and Communication	
CHTH 355	Theory and Practice of Community Health Education	3
CHTH 414	Health and Culture: A Global Perspective	3
Or CHTH 440	Or Principles of Epidemiology	
Or HTH 475E	Or Legal and Ethical Issues Health and Exercise Professions	
PSYX 360	Social Psychology	3
Or NPAD 466	Practical Applications in Nonprofit Administration	
	Hours	15
Spring Year 2		
Culminating Experience (capstone, internship, etc.)		3
PSYX 383	Health Psychology	3
Or NPAD 467	Or Advanced Nonprofit Administration	
BGEN 445	Sustainability Reporting	3
Or BMIS 326	Or Introduction to Data Analytics	

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Upper-Division Elective		6
	Hours	15
	Total Hours	60

Skilled Trades Management

The Skilled Trades Management area of study is a structured applied completion pathway for students who have completed a skilled trades Associate of Applied Science (A.A.S.) and are preparing for advancement into lead, foreman, superintendent, and operations-facing roles. The area of study honors the technical A.A.S. as the applied foundation and adds upper-division coursework in workforce communication, leadership and supervision, and organizational/economic decision-making relevant to managing people, projects, and resources. Degree planning recognizes that skilled trades A.A.S. programs vary widely in GER coverage; this area of study is built to accommodate those differences while preserving a coherent and supportable completion model. A culminating experience (capstone or internship) provides an opportunity to apply leadership and management skills to real workplace challenges and demonstrate mastery of the program learning outcomes.

Course Requirements

Foundational Requirements

Complete all of the following courses:

- **BGEN 220E** | Business Ethics and Social Responsibility | 3
- **COMX 111A** | Intro to Public Speaking | 3
- **M 115** | Probability and Linear Mathematics | 3
- **WRIT 121** | Introduction to Technical Writing | 3
- **ECNS 201S** | Principles of Microeconomics | 3
- **ACTG 201** | Principles of Financial Accounting | 3

Law and Organizational Context

Complete the following course:

- **BGEN 361** | Principles of Business Law | 3

Leadership and Workforce Communication Core

Complete all of the following courses:

- **COMX 422** | Communication and Technology | 3
- **COMX 491** | Leadership and Communication | 3

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Complete **6 credits** from the following courses:

- **COMX 351** | Principles of Public Relations | 3
- **COMX 412** | Communication and Conflict | 3
- **COMX 414** | Communication in Personal Relationships | 3
- **COMX 424** | Risk, Crisis, and Communication | 3

Complete **3 credits** from the following courses:

- **COMX 351** | Public Relations Portfolio | 3
- **COMX 415** | Intercultural Communication | 3
- **COMX 428** | Organizations and Identity | 3
- **COMX 431** | New Media Skills | 3

Workforce and Operations Management Core

Complete all of the following courses:

- **BMGT 329** | Human Resource Management | 3
- **BMGT 410** | Sustainable Business Practices | 3

Economics and Decision-Making Elective

Complete **3 credits** from the following courses:

- **ECNS 312** | Labor Economics | 3
- **ECNS 320** | Public Finance | 3
- **ECNS 406** | Industrial Organization | 3
- **Approved upper-division Business or Economics elective** | (as approved) | 3

Applied Data / Organizational Reporting (Recommended)

Complete **3 credits** from the following courses:

- **BMIS 326** | Introduction to Data Analytics | 3
- **BGEN 445** | Sustainability Reporting | 3

Culminating Experience

Complete **3 credits** of an approved culminating experience (capstone, internship, or comparable applied experience) aligned with the Area of Study. | 3

Degree Map

Autumn Year 1

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BGEN 220E	BGEN 220E- Business Ethics and Social Responsibility	3
WRIT 121	Introduction to Technical Writing	3
ECNS 201S	Principles of Microeconomics	3
M 115	Probability and Linear Math	3
COMX 111A	Intro to Public Speaking	
Hours		15
Spring Year 1		
COMX 422	Communication and Technology	3
COMX 351	Public Relations Portfolio	3
Or COMX 415	Or Intercultural Communication	
Or COMX 428	Or Organizations and Identity	
Or COMX 431	Or New Media Skills	
ACTG 201	Principles of Financial Accounting	3
General Education Req		6
Hours		15
Autumn Year 2		
COMX 491	Leadership and Communication	3
BMGT 329	Human Resource Management	3
BMGT 410	Sustainable Business Practices	3
COMX 351 (pick two)	Principles of Public Relations	6
Or COMX 412	Or Communication and Conflict	
Or COMX 414	Or Communication in Personal Relationships	
Or COMX 424	Or Risk, Crisis, and Communication	
Hours		15

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Spring Year 2		
Culminating Experience (capstone, internship, etc.)		3
ECNS 312	Labor Economics	3
Or ECNS 320	Or Public Finance	
Or ECNS 406	Or Industrial Organization	
Or Approved UD Business/ECNS elective	Or Approved UD Business or ECNS elective	
BGEN 445	Sustainability Reporting	3
Or BMIS 326	Or Introduction to Data Analytics	
BGEN 361	Principles of Business Law	3
Upper-division elective		3
	Hours	15
	Total Hours	60

Individualized Degree Pathway

An individualized degree pathway is a student-designed academic plan that integrates courses from two or more disciplines to explore a theme, question, or career goal that cannot be addressed through a traditional major. These pathways emphasize intellectual coherence, academic rigor, and purpose-driven design. Students work with an academic advisor to ensure the plan meets catalog requirements and convene faculty mentors representing the disciplines involved. The faculty mentors review and approve the proposed curriculum to ensure it fulfills the expectations for a bachelor's degree and aligns with the student's educational and professional goals.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2026

ITEM 1021-LI0526

Request authorization to terminate multiple certificates:

Graduate Certificate in Poverty Policy
Graduate Certificate in New West: Art and the Environment
Graduate Certificate in Environmental Education
Graduate Certificate in Teacher Librarian Studies

Institution: University of Montana-Missoula

CIP Code: Various

Program/Center/Institute Title: School of Law; College of the Arts and Media; Phyllis J. Washington College of Education

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

Options: _____

Proposal Summary [360 words maximum]

What: We request to terminate these certificates due to limited to no enrollments or completions in the last seven years.

Why: This is part of the ongoing Academic Portfolio Review process at the University of Montana.

Resources: None

ATTACHMENTS

- **TERM_A: Graduate Certificate in Poverty Policy**
- **TERM_B: Graduate Certificate in New West: Art and the Environment**
- **TERM_C: Graduate Certificate in Environmental Education**
- **TERM_D: Graduate Certificate in Teacher Librarian Studies**

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

 x **A. Level I:**

OCHE Notification

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

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

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

_____ **3. Offering an existing postsecondary educational program via distance or online delivery**

OCHE Approvals

_____ **4. Re-titling an existing postsecondary educational program**

 X **5. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____ **6. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

_____ **7. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

_____ **8. Revising a postsecondary educational program** (Curriculum Proposal Form)

_____ **9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years**

_____ **10. Withdrawing a postsecondary program from moratorium**

_____ **11. Establishing a campus certificate of 29 credits or less** (Curriculum Proposal Form)

_____ **B. Level II:**

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

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

_____ **3. Requesting a variation of the 120-credit baccalaureate degrees** *Exception to policy 301.11*

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Graduate Certificate in Poverty Policy**

Program is being ☐ Placed into moratorium ☒ Terminated

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

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

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

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

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

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

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

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee X

d.) Articulation Partners NA

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Graduate Certificate in New West: Art and the Environment**

Program is being ☐ Placed into moratorium ☒ Terminated

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

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

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee

d.) Articulation Partners

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Graduate Certificate in Environmental Education**

Program is being ☐ Placed into moratorium ☒ Terminated

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

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

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee X

d.) Articulation Partners X

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Graduate Certificate in Teacher Librarian Studies**

Program is being Placed into moratorium **X** Terminated

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

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

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

May 2026

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee X

d.) Articulation Partners X

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2026

ITEM 1022-LI0526

Request authorization to terminate multiple concentrations:

- Master of Education in Teaching and Learning with concentration in Teacher Librarian Studies
- MS in Chemistry with concentration in Analytical/Environmental Chemistry
- MS in Chemistry with concentration in Inorganic
- MS in Chemistry with concentration in Organic
- MS in Chemistry with concentration in Physical Chemistry
- PHD in Chemistry with concentration in Analytical/Environmental Chemistry
- PHD in Chemistry with concentration in Inorganic Chemistry
- PHD in Chemistry with concentration in Organic Chemistry
- PHD in Chemistry with concentration in Physical Chemistry

Institution: University of Montana-Missoula

CIP Code: Various

Program/Center/Institute Title: Phyllis J. Washington College of Education; College of Science

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

Options: _____

Proposal Summary [360 words maximum]

What: We requesting to terminate these concentrations due to limited enrollments or completions in the last seven years. The parent degree for all concentrations will remain active and available to students.

Why: This is part of the ongoing Academic Portfolio Review process at the University of Montana.

Resources: None

ATTACHMENTS

- TERM_A: Master of Education in Teaching and Learning with concentration in Teacher Librarian Studies
- TERM_B: MS and PHD in Chemistry Concentrations

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

 x A. Level I:

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Notification

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

_____ 1b. Withdrawing a postsecondary educational program from moratorium

_____ 2. Re-titling, terminating or revising a campus certificate of 29 credits or less

_____ 3. Offering an existing postsecondary educational program via distance or online delivery

OCHE Approvals

_____ 4. Re-titling an existing postsecondary educational program

 X 5. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

_____ 6. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

_____ 7. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

_____ 8. Revising a postsecondary educational program (Curriculum Proposal Form)

_____ 9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years

_____ 10. Withdrawing a postsecondary program from moratorium

_____ 11. Establishing a campus certificate of 29 credits or less (Curriculum Proposal Form)

 B. Level II:

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

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

_____ 3. Requesting a variation of the 120-credit baccalaureate degrees *Exception to policy 301.11*

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Master of Education in Teaching and Learning with concentration in Teacher Librarian Studies**

Program is being ☐ Placed into moratorium ☒ Terminated

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

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

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

Six students currently enrolled. Three will be done at the end of this spring. The others will have plans of study in place working with MSU.

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee X

d.) Articulation Partners X

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title:

- MS in Chemistry with concentration in Analytical/Environmental Chemistry
- MS in Chemistry with concentration in Inorganic
- MS in Chemistry with concentration in Organic
- MS in Chemistry with concentration in Physical Chemistry
- PHD in Chemistry with concentration in Analytical/Environmental Chemistry
- PHD in Chemistry with concentration in Inorganic Chemistry
- PHD in Chemistry with concentration in Organic Chemistry
- PHD in Chemistry with concentration in Physical Chemistry

Program is being ☐ Placed into moratorium ☒ Terminated

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

Students generally declare their concentration upon graduation. We will be ending this practice with the termination of the concentrations.

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

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

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee NA

d.) Articulation Partners NA

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

ITEM 1023-LI0526

Options:

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

1b. Withdrawing a postsecondary educational program from moratorium

 X

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

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

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. **Institutional Accreditation.** Is the proposal considered a minor or major substantive change per NWCCU Guidelines? Consult the institutional Accreditation Liaison Officer for more information. *[Choose one]*

Not Substantive_X____ Minor Change____ Major Change____

2. **Program Accreditation.** If applicable, describe specialized program accreditation requirements that inform this proposal, including the specific accrediting body and a summary of the standards being met. *[300 words]*

The College of Business holds accreditation through AACSB International. The proposed Graduate Certificate in Data Analytics is consistent with AACSB accreditation standards for assurance of learning and curricular innovation. No separate specialized accreditation applies to this certificate.

3. **Program Summary:** List the program learning outcomes for the proposed program. Use assessable learner-centered statements that indicate what students will know and be able to do, upon completing the program.

- Develop foundational skills using widely adopted industry tools and languages — including Python and SQL — for data management and analysis.
- Apply core business analytics methods to organizational data to support evidence-based decision-making.
- Connect analytics techniques to functional areas of business practice to inform strategic decisions and professional recommendations.

- a. List the aggregate credits required to complete the program using the following table.

	Credits
Credits in required courses offered by the department offering the program	6
Credits in required courses offered by other departments	
Credits in institutional general education curriculum	
Credits of free electives	6
Total credits required to complete the program	12

- b. Please include a complete listing of the proposed new curriculum in Appendix A of this document.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Employers hiring College of Business graduates consistently identify data analytics as a priority competency. Existing MBA and graduate business programs provide broad preparation but do not offer a structured pathway for applied expertise in data analysis, programming, and quantitative reasoning. This certificate closes that gap.

As AI-driven analytics tools become more prevalent across business functions, the ability to critically evaluate, interpret, and validate AI-generated outputs is increasingly essential. Graduates who understand the underlying methods — not just the tools — are better positioned to exercise sound judgment when AI systems produce results that require human verification or challenge existing assumptions.

The fully online, asynchronous format removes geographic and scheduling barriers, making the program accessible to students across Montana and to working professionals seeking to upskill without interrupting employment. All courses are currently offered within the College of Business, and no new resources are required.

Statewide, demand for data-literate business professionals is growing across healthcare, natural resources, finance, and state government. The certificate equips graduates with applied skills in Python, SQL, and business intelligence that translate across these sectors and directly address documented workforce needs.

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

NA

- a. Describe how this program's learning outcomes are related or tied to other programs on campus or within the Montana University System. *[100 words]*

The certificate complements the College of Business MBA program, providing a focused analytics track within a broader management education. Data management and quantitative reasoning outcomes align with existing graduate coursework in applied business statistics and business intelligence. Within the MUS, the certificate's emphasis on applied programming and evidence-based decision-making creates natural articulation opportunities with technology and quantitative methods programs at other institutions. It is designed as a portable, stackable credential that strengthens rather than duplicates existing graduate programming.

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

NA

- c. Describe any efforts that were made to collaborate with similar programs at other institutions, including specific contacts and their institutional affiliations. If no efforts were made, please explain why. *[200 words]*

NA

Montana Board of Regents
CURRICULUM PROPOSAL FORM

6. Program assessment.

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

Assessment occurs at the course level through formative and summative measures and is aggregated at the program level annually. In required core courses, applied assignments and technical exercises provide recurring checkpoints on tool proficiency, with culminating projects evaluated at semester's end. The B- minimum grade requirement establishes a consistent performance threshold across all certificate courses. Program-level outcomes are reviewed annually by the COB Graduate Programs Director through aggregate course performance data, integrated with the College's existing AACSB assurance of learning calendar.

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

Direct measures include applied technical assignments in Python and SQL, data analysis projects tied to program learning outcome rubrics, and business intelligence coursework assessing communication of analytical findings. Indirect measures include end-of-course evaluations and graduate exit surveys reviewed by the COB Graduate Programs Director annually.

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

Findings are reviewed annually by the COB Graduate Programs Director and relevant faculty to inform adjustments to required courses, elective offerings, and assignment design. Results are documented within the College's AACSB assurance of learning reporting structure. UM Online's course review processes provide a supplementary quality assurance mechanism.

Signature/Date

College or School Dean: Signed via CourseLeaf by Suzanne Tilleman, 10/6/2025

Chief Academic Officer: Signed via CourseLeaf for Adrea Lawrence by John DeBoer, 5/6/2026

Appendix A – Proposed New Curriculum

Course Requirements (6 Credits)

BGEN 526 - Graduate Introduction to Data Analytics (3 credits)

BGEN 631 - Graduate introduction to Python (2 credits)

BGEN 632 - Intro to SQL (1 Credit)

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Electives (6 Credits)

BMIS 601 - Business Intelligence

BGEN 516 - Applied Business Statistics

BMKT 582 - Telling Stories with Data

MBA 694 - MBA Seminar Series

Other electives as approved by the COB Graduate Programs Director

ITEM 1025-LI0526

CIP Code: **13.1399**

Options:

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

A. Level I:

OCHE Notification

- X 1a. Placing a postsecondary educational program into moratorium (Program Termination and Moratorium Form)
- 1b. Withdrawing a postsecondary educational program from moratorium
2. Re-titling, terminating or revising a campus certificate of 29 credits or less
3. Offering an existing postsecondary educational program via distance or online delivery

OCHE Approvals

4. Re-titling an existing postsecondary educational program
5. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)
6. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)
7. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)
8. Revising a postsecondary educational program (Curriculum Proposal Form)
9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
10. Withdrawing a postsecondary program from moratorium
11. Establishing a campus certificate of 29 credits or less (Curriculum Proposal Form)

B. Level II:

1. Establishing a new postsecondary educational program (Curriculum Proposal and Completed Request to Plan Form)
2. Requesting Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)
3. Requesting a variation of the 120-credit baccalaureate degrees *Exception to policy 301.11*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **MA in Integrated Arts in Education**

Program is being ☐ Placed into moratorium ☒ Terminated

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

8 Students currently enrolled.

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

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

1student is current completing their Professional Paper

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee N/A

d.) Articulation Partners X

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2026

ITEM 1027-LII0526

Request authorization to terminate multiple centers:

- Big Sky Language Literacy Institute
- Institute for Interprofessional Education
- Mountain Water Institute

Institution: University of Montana-Missoula

CIP Code: NA

Program/Center/Institute Title: Multiple

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

Options: _____

Proposal Summary [360 words maximum]

What: The University of Montana requests authorization to terminate four research centers and institutes: the Big Sky Language Literacy Institute, the Institute for Interprofessional Education, and the Mountain Water Institute. Each unit was established via Board of Regents action and requires formal elimination through the same process. None is currently operational.

Why: Each unit meets the threshold for termination on one or more grounds: failure to operationalize following establishment, loss of funding or leadership, or absence of an identifiable faculty or administrative sponsor. Retaining these units on the BOR inventory without activity or sponsorship misrepresents institutional capacity. Termination is consistent with the university's commitment to a coherent, sustainable research portfolio.

Resources: Because these units were never operationalized or have already ceased operations, there are no active budgets, positions, dedicated facilities, or enrolled students. Any residual assets or obligations will be resolved through normal university financial and property processes.

ATTACHMENTS

Attachments

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

 A. Level I:

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Notification

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

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

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

_____ **3. Offering an existing postsecondary educational program via distance or online delivery**

OCHE Approvals

_____ **4. Re-titling an existing postsecondary educational program**

_____ **5. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____ **6. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

_____ **7. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

_____ **8. Revising a postsecondary educational program** (Curriculum Proposal Form)

_____ **9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years**

_____ **10. Withdrawing a postsecondary program from moratorium**

_____ **11. Establishing a campus certificate of 29 credits or less** (Curriculum Proposal Form)

_____ **B. Level II:**

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

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

_____ **3. Requesting a variation of the 120-credit baccalaureate degrees** *Exception to policy 301.11*

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

April 2026

ITEM 2010-LI0426

ITEM TITLE Termination of Bachelor of Arts in American Studies

Institution: **Montana State University-Bozeman**

CIP Code: **24.0101**

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

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

Options: _____

Proposal Summary [360 words maximum]

What: The Director of American Studies requests permission to terminate the Bachelors of Arts in American Studies.

Why: Termination of the BA program in American Studies is due to the low number of declared majors and completed degrees over the past several years. We will continue offering undergraduate AMST classes which help students fulfill various CORE curriculum requirements, including IH (Inquiry Humanities), D (Diversity), and RA (Research Arts). These courses also have consistently had strong enrollments over the years. Likewise, we plan to continue offering the MA and PhD programs in American Studies, which also have consistently had strong enrollments over the years. The BA program is not a feeder for the MA and PhD programs.

Resources: N/A

ATTACHMENTS

Program Termination form

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

 x **A. Level I:**

OCHE Notification

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

4. Re-titling an existing postsecondary educational program

X

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

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

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

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

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

10. Withdrawing a postsecondary program from moratorium

11. Establishing a campus certificate of 29 credits or less (Curriculum Proposal Form)

B. Level II:

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

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

3. Requesting a variation of the 120-credit baccalaureate degrees *Exception to policy 301.11*

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title:

Program is being _____ **Placed into moratorium** xx **Terminated**

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

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

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

2 students anticipated to graduate Spring 2026 and Spring 2028

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

N/A

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

a.) Internal Curriculum Committees xx

b.) Faculty Senate xx

c.) Program Public Advisory Committee NA

d.) Articulation Partners NA

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM**May 2026****ITEM 2901-L10526****Request for authorization to establish a C.T.S. in Introduction to Healthcare Careers**Institution: **Great Falls College Montana State University**CIP Code: **51.0000**Program/Center/Institute Title: **C.T.S. in Introduction to Healthcare Careers**Includes (please specify below): Face-to-face Offering: X Online Offering: X Blended Offering: X

Options: _____

Proposal Summary [360 words maximum]**What:**

Great Falls College MSU is requesting authorization to establish a Certificate of Technical Studies (C.T.S.) in Introduction to Healthcare Careers. This 16–20 credit program is designed for dual enrollment students to explore healthcare career options while beginning required prerequisite coursework for health science programs. The program will include structured advising support to help students select appropriate prerequisites aligned with their intended healthcare pathway.

Why:

This program was developed in response to requests from high school partners seeking a clear, streamlined health science pathway that is easy for students and advisors to understand and implement. The goal is to align dual enrollment offerings with college-level expectations while providing flexibility for students pursuing various healthcare careers. The curriculum allows students to explore multiple health science options before committing to a specific program, increasing informed decision-making and improving readiness for program application. This approach supports early career exploration while reducing unnecessary coursework and time to program entry.

Resources:

Implementation will require development of two new courses delivered by existing faculty, adjunct faculty, and qualified concurrent enrollment high school instructors. All instructional, staffing, and advising resources are currently available. As a result, no additional funding or institutional support is required for implementation.

ATTACHMENTS

2901-L10526_Curr Curriculum Proposal Form

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 X **A. Level I:**

OCHE Notification

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

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

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

_____ **3. Offering an existing postsecondary educational program via distance or online delivery**

OCHE Approvals

_____ **4. Re-titling an existing postsecondary educational program**

_____ **5. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____ **6. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

_____ **7. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

_____ **8. Revising a postsecondary educational program** (Curriculum Proposal Form)

_____ **9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years**

_____ **10. Withdrawing a postsecondary program from moratorium**

 X **11. Establishing a campus certificate of 29 credits or less** (Curriculum Proposal Form)

_____ **B. Level II:**

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

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

_____ **3. Requesting a variation of the 120-credit baccalaureate degrees** *Exception to policy 301.11*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

Montana Board of Regents

CURRICULUM PROPOSAL FORM

- 1. Institutional Accreditation.** Is the proposal considered a minor or major substantive change per NWCCU Guidelines? Consult the institutional Accreditation Liaison Officer for more information. *[Choose one]*

Not Substantive_____ Minor Change___X___ Major Change_____

- 2. Program Accreditation.** If applicable, describe specialized program accreditation requirements that inform this proposal, including the specific accrediting body and a summary of the standards being met. *[300 words]*

N/A

- 3. Program Summary:** List the program learning outcomes for the proposed program. Use assessable learner-centered statements that indicate what students will know and be able to do, upon completing the program.

1. Outline the roles, responsibilities, and educational pathways of diverse healthcare professions to make informed decisions about career options.
2. Describe the role of professionalism in healthcare careers, including proper dress codes, required PPE, and adapting personal appearance to the needs of the audience and workplace.
3. Create a plan to achieve healthcare career goals.

- a. List the aggregate credits required to complete the program using the following table.

	Credits
Credits in required courses offered by the department offering the program	5-6
Credits in required courses offered by other departments	5-8
Credits in institutional general education curriculum	6
Credits of free electives	0
Total credits required to complete the program	16-20

- b. Please include a complete listing of the proposed new curriculum in Appendix A of this document.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Great Falls College MSU is requesting authorization to establish a Certificate of Technical Studies (C.T.S.) in Introduction to Healthcare Careers to respond to documented student, regional, and statewide workforce needs. Healthcare is Montana’s fastest-growing employment sector and a designated high-demand industry under the Montana Department of Labor & Industry’s 406 JOBS Initiative. Montana’s healthcare sector employs more than 70,000 workers, representing 13% of the state workforce, and contributes approximately \$7.1 billion annually to the state economy. Despite this, persistent workforce shortages, especially in rural and frontier counties, continue to limit access to care.

This certificate directly supports Montana’s workforce strategy by strengthening “grow-your-own” talent pipelines through early exposure and dual enrollment, recommendations explicitly identified in statewide workforce reports. For students, the program provides structured exploration of healthcare careers while completing transferable prerequisite coursework aligned with multiple health science programs. This reduces excess credit accumulation, shortens time to program entry, and improves readiness for high-demand allied health pathways.

By engaging students earlier and aligning secondary education with post-secondary healthcare programs, the proposed C.T.S. supports workforce development, economic stability, healthcare access, and transfer efficiency across Montana.

Reference: <https://lmi.mt.gov/docs/Publications/SectorAnalysis/HealthCareSectorAnalysis.pdf>.

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

Institution Name	Degree	Program Title	What is the program enrollment for the last three academic years
Flathead Valley Community College	Certificate	Healthcare Core	Unavailable
Missoula College	Certificate	Pre-Health Professions Studies	Unavailable

a. Describe how this program’s learning outcomes are related or tied to other programs on campus or within the Montana University System. *[100 words]*

Montana Board of Regents
CURRICULUM PROPOSAL FORM

The learning outcomes of the Introduction to Healthcare Careers C.T.S. are intentionally aligned with existing Allied Health programs at Great Falls College MSU and with health science pathways across the Montana University System. The program introduces students to healthcare roles, professionalism standards, and educational pathways that are foundational to programs such as Nursing, Respiratory Therapy, Dental Hygiene, and other allied health degrees offered on our campus. By emphasizing career exploration, professional expectations, and academic planning, the program supports seamless progression into certificate and degree programs while advancing the College's mission to support student success and meet regional workforce and community needs.

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

Although other Montana University System institutions offer introductory healthcare or health science programs, the proposed *Introduction to Healthcare Careers* Certificate of Technical Studies is distinct in its flexibility and its intentional alignment with the allied healthcare programs offered at Great Falls College MSU. This certificate is designed specifically to support students who are exploring healthcare careers while preparing for seamless entry into the college's existing Nursing and Allied Health programs.

The curriculum allows students to explore multiple healthcare roles and pathways without prematurely committing to a single profession, while completing prerequisite coursework that is directly applicable to programs on this campus. This campus-specific alignment ensures that coursework is relevant, reduces unnecessary duplication of credits, and shortens time to program entry for students who continue within Great Falls College MSU.

Additionally, the program leverages the college's established relationships and advising networks with regional high schools, targeting an existing pipeline of dual enrollment students interested in healthcare careers. By offering a flexible, exploratory credential tailored to institutional strengths and community workforce needs, the program enhances student success and workforce readiness while minimizing unnecessary duplication within the Montana University System.

- c. Describe any efforts that were made to collaborate with similar programs at other institutions, including specific contacts and their institutional affiliations. If no efforts were made, please explain why. [200 words]

No formal collaboration efforts were undertaken with similar programs at other Montana University System institutions because the proposed program is intentionally designed to serve a distinct regional student population. Great Falls College MSU maintains well-established relationships and advising networks with local and regional high schools, which provide a consistent pipeline of dual enrollment students interested in healthcare careers. The proposed certificate is tailored specifically to the needs,

Montana Board of Regents
CURRICULUM PROPOSAL FORM

scheduling, and advising structures of this population and is closely aligned with the allied health programs offered on this campus.

Other MUS institutions serve different geographic regions and student populations and would not be targeting the same cohort of students. The program is designed to meet regional workforce and student needs while supporting efficient progression into Great Falls College MSU's existing healthcare pathways without duplicating recruitment or services provided by other institutions.

6. Program assessment.

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

Student achievement of program learning outcomes will be assessed through designated coursework in AHMS 129 and AHMS 199, which serve as key assessment points for the certificate. Faculty teaching these courses will evaluate student performance using common assessments aligned to the program outcomes, including assignments, projects, and reflective planning activities. Program outcome data will be collected and reported through the College's assessment software, allowing for disaggregated analysis of both traditional and dual enrollment student performance.

Assessment activities will occur each semester the courses are offered, with aggregated results reviewed annually as part of the college's scheduled Data Days and program review process. Faculty will analyze assessment findings to evaluate outcome attainment, identify trends, and determine whether curricular or advising adjustments are needed. As this program is exploratory and not tied to specialized accreditation, assessment processes align with institutional assessment standards and MUS expectations for continuous program improvement.

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

Direct measures of student learning will include course-embedded assessments in AHMS 129 and AHMS 199, such as assignments, projects, and career planning artifacts aligned to program learning outcomes. Faculty will evaluate and report student performance using our assessment software, allowing for consistent measurement across sections and dual enrollment cohorts. Indirect measures will include student survey feedback, high school advisor input, and feedback from community healthcare partners who provide student shadowing opportunities. These indirect measures will help assess student perceptions, career clarity, and program relevance. Combined, these measures support continuous improvement and informed curricular decision-making.

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Assessment findings will be used to ensure program quality through Great Falls College MSU's established annual data review process. All programs review student learning assessment data during the college's scheduled Data Days to evaluate achievement of program learning outcomes. Based on these findings, faculty develop action plans to address identified gaps, improve curriculum alignment, or enhance advising and instructional strategies. Progress on action plans is reviewed annually, with outcomes documented and reflected upon once sufficient data has been collected. This systematic review cycle ensures continuous improvement, accountability, and alignment with institutional and community workforce needs.

Signature/Date

DocuSigned by:
Stephanie Erdmann 4/22/2026
F194A89C9EA8497...

College or School Dean:

DocuSigned by:
Leanne Frost 4/22/2026
9C0295AD426247D...

Chief Academic Officer:

Montana Board of Regents

CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

I. Students should begin by taking the following -11-12 credits:

Course	Title	Credits
AHMS 129 +	Introduction to Health Professions	2
AHMS 199*, +	Allied Health Capstone	1
WRIT 101**, +	College Writing I	3
PSYX 100+	Introduction to Psychology	3
AHMS 144+ or VET 101+	Medical Terminology	3
	Veterinary Medical Terminology	2

II. Health Science Concentration Courses – 5-8 credits

Students should select two courses in one or more of the following areas depending on their intended career. Student(s) will only need to select one course if they choose to take ECP 131 Emergency Medical Technician with Clinical. Other courses may be available for dual credit depending on their plan of study. Please work with the Great Falls College dual enrollment advisor for options.

AHMS (Allied Health: Medical Support)

CHMY (Chemistry)

NUTR (Nutrition and Dietetics)

AHPT (Allied Health: Physical Therapy)

COMX (Communication)

SOCI (Sociology)

BIOB (Biology: General)

ECP (Emergency Care Provider)

STAT (Statistics)

BIOH (Biology: Human)

M (Mathematics)

VET (Veterinary Technology)

TOTAL CREDITS: 16-20

* Indicates prerequisites needed

** Placement in course(s) is determined by placement assessment

+A grade of C- is required for graduation. Health science programs may require a higher grade for admission into the program.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2026

ITEM 1012-LII0526

Request Authorization to establish concentrations in the Master of Fine Arts in Theatre:

- **Directing Concentration**
- **Design/Technology Concentration**
- **Music Directing Concentration**

Institution: **University of Montana-Missoula**

CIP Code: _____

Program/Center/Institute Title: **College of the Arts and Media**

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

Options: _____

Proposal Summary [360 words maximum]

What: The three-year MFA program trains students to become artist/practitioners with mastery of the integration of diverse elements of theatrical technique and expression. It is considered the terminal degree for practitioners in our discipline. Graduates are qualified to continue working as professionals in the theatre and concordant entertainment/arts/education fields. Graduates are also qualified to pursue tenure-track positions or other long-term professional work in higher education.

Why: To align with the recommendations from the UM's Office of the Provost, we want to officially recognize the tracks in our MFA Theatre degree as concentrations. Official concentrations are preferred to track and effectively advise students in the program, while also providing official UM documentation of recognized degree concentrations for MFA graduates upon leaving the University and searching for fulltime, professional employment in specialized disciplines.

Resources: Our current advising tracks are long-standing: we have the faculty for them and resources already in place to easily adjust the curriculum to concentrations.

ATTACHMENTS

- CURR_A – Directing Concentration
- CURR_B – Design/Technology Concentration
- CURR_C – Music Directing Concentration
- FISCAL_A – Directing Concentration
- FISCAL_B – Design/Technology Concentration
- FISCAL_C – Music Directing Concentration

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

A. Level I:

OCHE Notification

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

OCHE Approvals

4. Re-titling an existing postsecondary educational program

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

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

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

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

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

10. Withdrawing a postsecondary program from moratorium

11. Establishing a campus certificate of 29 credits or less (Curriculum Proposal Form)

X B. Level II:

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

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

3. Requesting a variation of the 120-credit baccalaureate degrees *Exception to policy 301.11*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

Montana Board of Regents
FISCAL ANALYSIS PART 2

Instructions: This form is the narrative component to explain the numbers in the fiscal analysis spreadsheet. Please note that no proposal is resource neutral and new programs and units will ultimately have some fiscal or administrative impact existing programs and units.

1. **Implementation.** When will the proposed program or unit begin operations? What is the initial capacity? If implementation will occur in phases, please describe the phased implementation plans. *[100 words]*

As this proposal formalizes existing tracks students will continue in the programs uninterrupted. Students follow either a 2 year or a 3-year track to completion, depending on the level of their professional experience and training on entry.

We will be at our capacity in Fall of 26 for AY 26/27 with 6 MFA Theatre (Directing, Music Directing, and Design/Technology) candidates total:

- 1 candidate in MFA Theatre (music directing concentration)
- 2 candidates in MFA Theatre (directing concentration)
- 3 candidates in MFA Theatre (design concentration)

a. For academic programs, complete the following table indicating the projected enrollments in and graduates from the proposed program.

Please note that students are in a 2-3 cycle of completion. Some academic years there are no graduates from a cohort. Following this cycle allows us to offer graduate courses on an efficient and predictable cycle, but it does mean that some years have no completers.

Fall Headcount Enrollment					Graduates				
AY25/ 26	AY26/2 7_	AY27/2 8_	AY28/29_	AY29/30_	AY25/26	AY26/27_	AY27/28	AY28/29_	AY29/30_
5	6	6	6	6	-	2	4	-	2

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

We currently have 5 students enrolled and aim to have 6 enrolled across the concentrations every year from AY26/27.

Montana Board of Regents

FISCAL ANALYSIS PART 2

1. Physical resources.

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

The current facilities in the School of Theatre and Dance will continue to serve this graduate student population and their needs. Existing facilities, space and resources include:

- Montana Theatre [499 seat auditorium] and its equipment
- Masquer Theatre [250 seat black box theatre] and its equipment
- Costume Shop and its equipment
- Scene Shop and its equipment
- Light Shop and its equipment
- 2 Rehearsal spaces and equipment [McGill 125 and Schreiber 124]
- Drafting Studio [McGill]
- CAD Lab [McGill]
- On and off-site storage for costumes, props, scenery and equipment
- 2 vehicles for transportation of equipment, props and scenery

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

As the program has existed for some time, formalizing these concentrations

2. Personnel resources.

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

There are no new personnel needs for this program.

b. Describe the existing instructional, support, and administrative resources available to support the successful implementation. What will the impact on of increased use of increased use of existing personnel resources on existing programs or units? How will quality and productivity of existing programs be maintained? [200 words]

Existing instructional, support and administrative resources are adequate. We do not anticipate an increased use of personnel or other resources.

Montana Board of Regents
FISCAL ANALYSIS PART 2**3. Other resources.**

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

Existing resources are adequate.

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

Existing student services can accommodate this program.

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

There are no additional revenues and expenditures anticipated with this shift. This is a reconfiguration of an already existing program. See fiscal analysis attached.

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

This is the formalization into concentrations of an existing program, so no new expenses are anticipated. Expenses are already accounted for in the existing model. The fiscal analysis spreadsheet attached estimates the FTE and costs already dedicated to the program. The formalized concentrations will work within this existing model.

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

NA

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

NA

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

NA

Montana Board of Regents
FISCAL ANALYSIS PART 2

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

NA

5. **Student fees.** If the proposed program intends to impose new course, class, lab, or program fees, please list the type and amount of the fee. (Approval of the program does not imply approval of fees. Authorization for new fees is a separate BOR process.)

NA

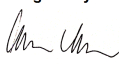
6. This form must be accompanied by the fiscal analysis form.
See form attached.

Signature/Date

College or School Dean: Jennifer Cavanaugh, Signed via CourseLeaf 9/25/2025

Flagship Provost:

Signed by:

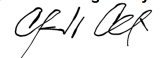


5/6/2026

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DocuSigned by:

Flagship President:



5/6/2026

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Montana Board of Regents
FISCAL ANALYSIS PART 2

Appendix A – Proposed New Curriculum

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 1. Institutional Accreditation.** Is the proposal considered a minor or major substantive change per NWCCU Guidelines? Consult the institutional Accreditation Liaison Officer for more information. *[Choose one]*

Not Substantive_ ☒ _____ Minor Change_____ Major Change_____

- 2. Program Accreditation.** If applicable, describe specialized program accreditation requirements that inform this proposal, including the specific accrediting body and a summary of the standards being met. *[300 words]*

NA

- 3. Program Summary:** List the program learning outcomes for the proposed program. Use assessable learner-centered statements that indicate what students will know and be able to do, upon completing the program.

Upon completion of the Theatre MFA: Concentration Directing, candidates will

- a. List the aggregate credits required to complete the program using the following table.

	Credits
Credits in required courses offered by the department offering the program	60
Credits in required courses offered by other departments (MUSI)	0
Credits in institutional general education curriculum	0
Credits of free electives	0
Total credits required to complete the program	60

- b. Please include a complete listing of the proposed new curriculum in Appendix A of this document. *Attached to CourseLeaf Program Submission.*

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

Our longstanding MFA in Theatre is a terminal degree in the disciplines of directing, design/technology, and music directing. We are the only institution offering these higher-ed concentrations in the state. The MFA/THTR degree has been in place since 2009, with its discrete offerings providing great visibility for UM regionally and nationally as an artistic hub and training ground for future theatre artists and professionals.

Given a program that promotes mastery of the integration of diverse elements of theatrical technique and expression, graduates are qualified to continue working as professionals in the theatre and concordant

Montana Board of Regents
CURRICULUM PROPOSAL FORM

entertainment/arts/education/music fields. Graduates are also qualified to pursue tenure-track positions or other long-term professional work in higher education according to their concentration.

Throughout their training, MFA candidates receive feedback/critique from School faculty/collaborators, providing means of improvement and furthering best practices while affirming the concentration as a foundation/resource of advanced skillset, professionalism, rigor, and industry readiness.

Pedagogical feedback/course evaluations and classroom success will also ensure program as a potent learning ground for burgeoning professional theatre artist/practitioner/educators.

Our current advising tracks are longstanding: we have the faculty, facilities, and resources already in place to adjust the curricular MFA in Theatre vocabulary to concentrations – the only implementation needed.

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

- a. Describe how this program's learning outcomes are related or tied to other programs on campus or within the Montana University System. *[100 words]*

There is no duplication of the proposed curricular within the MUS. The MFA in Theatre is a terminal degree in the disciplines of design/technology, directing and music directing. We are the only School offering these concentrations currently.

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

NA

- c. Describe any efforts that were made to collaborate with similar programs at other institutions, including specific contacts and their institutional affiliations. If no efforts were made, please explain why. *[200 words]*

NA

6. Program assessment.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Qualifying directorial project in Spring semester of candidate's first year -- work produced will be reviewed by AMT faculty with feedback/approval as to further candidacy.

Feedback sessions from AMT faculty following each directorial project past first-year

Course evaluations and faculty observation as to courses taught by candidate as Instructor of Record

Professional job searches in theatre and/or higher ed; positions offered to candidate

Annual meetings for feedback/review by AMT faculty after each yearly School production directed by candidate

Post-production feedback sessions provided to MFA director with production team, acting company, and faculty for every School directing project (one per year, based on semester of production)

Regular meetings (numerous per semester) with faculty as academic advisors, mentors and instructors regarding MFA coursework, teaching assignments, School service, and professional development/career searches

Course Evaluations every semester for grad students as Instructors of Record

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

Successful participation, leadership, and completion of required Grad director duties in terms of School production season

Successful completion of advanced skills coursework, applied studies, and directorial practicums

Successful demonstration of pedagogy in class/studio as Instructors of Record and Teaching Assistants (with course evaluations included as measurement resource)

Evidence of career potential with job searches/attained work

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

Production review/critique from School faculty/collaborators provide means of improvement, furthering best practices for candidate, affirming the concentration as a foundation/resource of advanced directorial skillset, professionalism, rigor and industry readiness beyond graduation.

Pedagogical feedback/course evaluations and classroom success will ensure program as a potent learning ground for burgeoning theatre artist/practitioner/educators.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Signature/Date

College or School Dean: Signed in CourseLeaf by Jennifer Cavanaugh, 9/26/2026

Chief Academic Officer: Signed in CourseLeaf by John DeBoer for Adrea Lawrence,

Appendix A – Proposed New Curriculum

Theatre M.F.A – Directing

General Graduate Program Requirements

Graduate School policies and standards can be found on the [Graduate School Policies page](#).

The minimum GPA for any graduate program is 3.0. Individual programs may require more than a 3.0 to remain in good standing.

The minimum grade for a course to be accepted toward any master's or doctoral requirement is C. The minimum grade for a course to be accepted toward a certificate program is B-. Individual programs may require higher grades for specific courses.

Master of Fine Arts – Theatre: Directing Concentration

Based on the student's transcript and professional experience within the field, courses may be added, substituted, or waived with approval of the program head and Director of the School of Theatre and Dance.

Course Requirements

In addition to the requirements below, students must:

- Serve as teaching assistant for [THTR 375](#).
- Serve as stage manager for faculty director.
- Serve as assistant director to faculty director.
- Complete three major directing projects, the last being part of the Final Creative Project.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Code	Title	Hours
Required Courses		
THTR 475	Directing II	3
THTR 476	Directing III	3
THTR 484	Advanced Acting: Professional Skills	1
THTR 501	Intro to Grad Studies	1
THTR 513	Graduate Voice & Speech I	3
THTR 515	Graduate Physical Performance Skills	3
THTR 520	Graduate Acting I	3
THTR 532	Graduate Seminar in Dramaturgy	3
THTR 539	Graduate Methods Teaching Theatre	3
THTR 545	Graduate Design Seminar: Collaboration	2
THTR 570	Graduate Stage Management	3
THTR 572	Stage Management Practicum	1
THTR 577	Directing IV	3
THTR 578	Directing V	3
THTR 595	Practicum (Directing)	4
THTR 675	Directing VI	3
THTR 599	Thesis/Professional Paper/Final Creative Project	3

Electives

Complete 15 credits of electives chosen in consultation with your advisor. At least one course must be 15 a 500-level course in the School of Theatre and Dance. At least one course must be a graduate-level course outside of the School in a discipline relevant to the Final Creative Project.

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CURRICULUM PROPOSAL FORM

Code	Title	Hours
Total Hours		60
Course List		

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. **Institutional Accreditation.** Is the proposal considered a minor or major substantive change per NWCCU Guidelines? Consult the institutional Accreditation Liaison Officer for more information. *[Choose one]*

Not Substantive__X__ Minor Change_____ Major Change_____

2. **Program Accreditation.** If applicable, describe specialized program accreditation requirements that inform this proposal, including the specific accrediting body and a summary of the standards being met. *[300 words]*

NA

3. **Program Summary:** List the program learning outcomes for the proposed program. Use assessable learner-centered statements that indicate what students will know and be able to do, upon completing the program.

Have advanced technical skills and artistic proficiency in their chosen area (Costuming, Scenery or Lighting/Sound).

- Be able to integrate knowledge across performing arts disciplines
- Lead and collaborate effectively
- Communicate artistic and technical ideas
- Engage in Critical, Creative, and Reflective Practice
- Understand how to teach and mentor students.
- Be ready to apply to an undergraduate teaching job and work as a freelancer in the performing arts.

- a. List the aggregate credits required to complete the program using the following table.

	Credits
Credits in required courses offered by the department offering the program	34-36
Credits in required courses offered by other departments	NA
Credits in institutional general education curriculum	NA
Credits of free electives	24
Total credits required to complete the program	60

- b. Please include a complete listing of the proposed new curriculum in Appendix A of this document.

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Our longstanding MFA in Theatre is a terminal degree in the disciplines of directing, design/technology, acting, and music directing. We are the only institution offering these higher-ed concentrations in the state. The degree and its discrete offerings have been in place since 2009, providing great visibility for UM regionally and nationally as an artistic hub and training ground for future theatre artists and professionals.

Given a program that promotes mastery of the integration of diverse elements of theatrical technique and expression, graduates are qualified to continue working as professionals in the theatre and concordant entertainment/arts/education/music fields. Graduates are also qualified to pursue tenure-track positions or other long-term professional work in higher education according to their concentration.

Throughout their training, MFA candidates receive feedback/critique from School faculty/collaborators, providing means of improvement and furthering best practices while affirming the concentration as a foundation/resource of advanced skillset, professionalism, rigor, and industry readiness.

Pedagogical feedback/course evaluations and classroom success will also ensure program as a potent learning ground for burgeoning professional theatre artist/practitioner/educators.

Our current advising tracks are longstanding: we have the faculty, facilities, and resources already in place to adjust the curricular MFA in Theatre vocabulary to concentrations – the only implementation needed.

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

Institution Name	Degree	Program Title	What is the program enrollment for the last three academic years?

- a. Describe how this program's learning outcomes are related or tied to other programs on campus or within the Montana University System. *[100 words]*

There is no duplication of the proposed curricular within the MUS. The MFA in Theatre is a terminal degree in the disciplines of acting, design/technology, directing and music directing. We are the only School offering these concentrations at this time.

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

NA

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- c. Describe any efforts that were made to collaborate with similar programs at other institutions, including specific contacts and their institutional affiliations. If no efforts were made, please explain why. *[200 words]*

NA

6. Program assessment.

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

Design and or technical project in MFA candidate's first, second and third year. All reviewed and mentored by D/T faculty. Regularly scheduled one-on-one meetings with faculty advisors/mentors as to candidate's coursework and professional development/career searches. In addition:

- Four portfolio reviews every year
- Feedback sessions following each production
- Professional job searches in theatre and/or higher ed; positions offered to candidate throughout candidacy (e.g., summer theatre work) and upon graduation.

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

Successfully demonstrated advanced craft/artistry and completion of fully realized design and technical work in School production season, evidencing learning outcomes of technique, applied knowledge, collaboration, communication, critical/creative/reflective practice. Work will be adjudicated by DT faculty and School production teams as to actor success in all respects.

Successful completion of advanced skills coursework, applied studies, and practicums, guided and adjudicated by faculty instructors/mentors

Successful demonstration of pedagogy in class/studio as Instructors of Record and/or Teaching Assistants (with course evaluations included as measurement resource)

Evidence of career potential with job searches/attained work

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

Production review/critique from School faculty/collaborators provide means of improvement, furthering best practices and affirming the concentration as a foundation/resource of advanced design and technical skillset, professionalism, rigor and industry readiness.

Pedagogical feedback/course evaluations and classroom success will ensure program as a potent learning ground for burgeoning professional theatre artist/practitioner/educators.

Tracking professional offers/employment (including entrepreneurial and educational), as well as further terminal degree pursuits by THTR/MFA graduates in concordant fields (such as counselling, theatre/entertainment management, PhDs, etc.) to provide evidence of the program's success in placing artists/educators in a broad field of theatre, performing arts, education, and adjacent/synchronous disciplines.

Signature/Date

College or School Dean: Signed in CourseLeaf by Jennifer Cavanaugh, 9/26/2026

Chief Academic Officer: Signed in CourseLeaf by John DeBoer for Adrea Lawrence,

Appendix A – Proposed New Curriculum

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 1. Institutional Accreditation.** Is the proposal considered a minor or major substantive change per NWCCU Guidelines? Consult the institutional Accreditation Liaison Officer for more information. *[Choose one]*

Not Substantive__X__ Minor Change__ ____ Major Change_____

- 2. Program Accreditation.** If applicable, describe specialized program accreditation requirements that inform this proposal, including the specific accrediting body and a summary of the standards being met. *[300 words]*

NA

- 3. Program Summary:** List the program learning outcomes for the proposed program. Use assessable learner-centered statements that indicate what students will know and be able to do, upon completing the program.

Upon completion of the Theatre MFA: Concentration in Music Directing, candidates will

- Practice advanced technical craft and artistic proficiency in concentrated area of discipline
- Demonstrate ability to integrate applied knowledge across performing arts disciplines
- Lead and collaborate effectively with realized direction/performance
- Efficiently and positively communicate artistic and technical ideas
- Engage in critical, creative, and reflective practice/scholarship
- Grasp and grow best practices in teaching/mentoring students
- Demonstrate readiness for higher-ed teaching jobs and work as music/performing arts entrepreneurs.

- a. List the aggregate credits required to complete the program using the following table.

	Credits
Credits in required courses offered by the department offering the program	16
Credits in required courses offered by other departments (MUSI)	16
Credits in institutional general education curriculum	NA
Credits of free electives	28-31
Total credits required to complete the program	60

- b. Please include a complete listing of the proposed new curriculum in Appendix A of this document. *Attached to CourseLeaf Program Submission.*

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CURRICULUM PROPOSAL FORM

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

Our longstanding MFA in Theatre is a terminal degree in the disciplines of directing, design/technology, acting, and music directing. We are the only institution offering these higher-ed concentrations in the state. The MFA/THTR degree has been in place since 2009, with its discrete offerings providing great visibility for UM regionally and nationally as an artistic hub and training ground for future theatre artists and professionals.

Given a program that promotes mastery of the integration of diverse elements of theatrical technique and expression, graduates are qualified to continue working as professionals in the theatre and concordant entertainment/arts/education/music fields. Graduates are also qualified to pursue tenure-track positions or other long-term professional work in higher education according to their concentration.

Throughout their training, MFA candidates receive feedback/critique from School faculty/collaborators, providing means of improvement and furthering best practices while affirming the concentration as a foundation/resource of advanced skillset, professionalism, rigor, and industry readiness.

Pedagogical feedback/course evaluations and classroom success will also ensure program as a potent learning ground for burgeoning professional theatre artist/practitioner/educators.

Our current advising tracks are longstanding: we have the faculty, facilities, and resources already in place to adjust the curricular MFA in Theatre vocabulary to concentrations – the only implementation needed.

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

Institution Name	Degree	Program Title	What is the program enrollment for the last three academic years?

- a. Describe how this program's learning outcomes are related or tied to other programs on campus or within the Montana University System. *[100 words]*

There is no duplication of the proposed curricular within the MUS. The MFA in Theatre is a terminal degree in the disciplines of acting, design/technology, directing and music directing. We are the only School offering these concentrations at this time. Given this distinction, however, the MFA Concentration in Music Directing does include strong collaboration with UM's School of Music in terms of graduate teaching assignments, music coursework/applied study/practicums, and other music direction or contributions to music/theatrical

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CURRICULUM PROPOSAL FORM

productions for School of Music in addition to those for School of Theatre and Dance. This interdisciplinary role has proven uniquely beneficial to both Schools.

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

NA

- c. Describe any efforts that were made to collaborate with similar programs at other institutions, including specific contacts and their institutional affiliations. If no efforts were made, please explain why. *[200 words]*

NA

6. Program assessment.

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

Qualifying music-directing project for School in MFA candidate's first year – work reviewed by faculty with feedback/approval as to continued official candidacy

Individual semesterly sessions with faculty for each music-directed production beyond first-year qualifier as to craft/artistry, collaboration/communication, and applied knowledge (based on semester/s of performance in School's production season)

Post-show feedback session with School production team, director, performing ensemble, and faculty for each production to review/discuss music director's critical, creative, and reflective practice (multiple per year, based on production season)

Semesterly course evaluations and periodic faculty observation of courses taught by candidate as Instructor of Record to gauge and advance pedagogical growth and skillset.

Regularly scheduled one-on-one meetings with faculty advisors/mentors as to candidate's coursework and professional development/career searches.

Professional job searches in theatre and/or higher ed; positions offered to candidate throughout candidacy (e.g., summer theatre work) and upon graduation.

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

Successfully demonstrated advanced craft/artistry and completion of fully realized music-direction work in School production season, evidencing learning outcomes of technique, applied knowledge, collaboration, communication, critical/creative/reflective practice. Work will be adjudicated by AMT faculty and School production teams as to candidate's success in this respect.

Successful completion of advanced skills coursework, applied studies, and practicums, guided and adjudicated by faculty instructors/mentors.

Successful demonstration of pedagogy in class/studio as Instructors of Record and Teaching Assistants (with course evaluations included as measurement resource).

Evidence of career potential with job searches/attained work.

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

Production review/critique from School faculty/collaborators provide means of improvement, furthering best practices and affirming the concentration as a foundation/resource of advanced music-directing skillset, professionalism, rigor and industry readiness.

Pedagogical feedback/course evaluations and classroom success will ensure program as a potent learning ground for burgeoning professional theatre and music artist/practitioner/educators.

Tracking professional offers/employment (including entrepreneurial and educational), as well as further terminal degree pursuits by THTR/MFA graduates in concordant fields to provide evidence of the program's success in placing artists/educators in a broad field of theatre/music, performing arts, education, and adjacent/synchronous disciplines.

Signature/Date

College or School Dean: Signed in CourseLeaf by Jennifer Cavanaugh, 9/26/2026

Chief Academic Officer: Signed in CourseLeaf by John DeBoer for Adrea Lawrence,

Appendix A – Proposed New Curriculum

Theatre M.F.A – Music Directing

General Graduate Program Requirements

Graduate School policies and standards can be found on the [Graduate School Policies page](#).

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CURRICULUM PROPOSAL FORM

The minimum GPA for any graduate program is 3.0. Individual programs may require more than a 3.0 to remain in good standing.

The minimum grade for a course to be accepted toward any master's or doctoral requirement is C. The minimum grade for a course to be accepted toward a certificate program is B-. Individual programs may require higher grades for specific courses.

Master of Fine Arts – Theatre: Music Directing Concentration

Based on the student's transcript and professional experience within the field, courses may be added, substituted, or waived with approval of the program head and Director of the School of Theatre and Dance.

Course Requirements

In addition to the requirements listed below, students must:

- Serve as teaching assistant in undergraduate musical-theatre curriculum.
- Serve as assistant music director/rehearsal accompanist to faculty music director.
- Complete three major music directing projects, the last being part of the Final Creative Project.

Code	Title	Hours
Required Theatre Courses		16
Complete one of the following courses:		
THTR 475	Directing II	3
THTR 476	Directing III	3
THTR 570	Graduate Stage Management	3

Complete one of the following courses:

THTR 520	Graduate Acting I	3
THTR 521	Grad Acting II	3

Complete all of the following courses:

THTR 501	Intro to Grad Studies	1
THTR 532	Graduate Seminar in Dramaturgy	3

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Code	Title	Hours
THTR 599	Thesis/Professional Paper/Final Creative Project	6
Required Music Courses		16
Complete all of the following courses:		
MUSI 442	Vocal Studio Pedagogy and Lit	2
MUSI 500	Secondary Performance Area (Voice)	2
MUSI 511	Advanced Conducting	2
MUSI 551	Major Performance Area (Piano)	4
MUSI 591	Special Topics (Musical Direction for Theatre)	1
MUSI 592	Independent Study (UM Cabaret)	2
Complete one of the following courses:		
MUSI 416	Topics in Music History	3
MUSI 417	Cultural Studies in Music	3
Jazz Elective		1
Complete one semester of a graduate-level jazz course in MUSI		
Sound Design & Technology Elective		3
Complete one semester of a graduate-level courses in MART, MUSI, or THTR		
Advanced Performance Elective		3
Complete one semester of a graduate-level courses in DANC, MUSI, or THTR		
Electives		9
Complete 9 credits of electives chosen in consultation with your advisor. At least one course must be a 500-level course in the School of Theatre and Dance or the School of Music. At least one course		

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CURRICULUM PROPOSAL FORM

Code	Title	Hours
must be a graduate-level course outside of the School in a discipline relevant to the Final Creative Project.		
Production		6
THTR 595	Practicum	
Professional Development		
Complete one of the following courses:		6
THTR 423	Professional Performance	
THTR 505	Professional Theatre	
Total Hours		60
Course List		

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:
 AWARD LEVEL:
 PROGRAM NAME:
 PROGRAM CODE:

ENROLLMENT PROJECTIONS		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount							
annual unduplicated headcount of students with declared major or minor within the program		5	6	6	6	6	6
Credit Hours							
annual avg. credits hours earned per student in program related curriculum		24	24	24	24	24	24
Student FTE							
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24		5	6	6	6	6	6
Completions							
Annual number of program completers		-	2	4	0	2	4
REVENUE							
Tuition Revenue (net of waivers)		\$66,948	\$66,948	\$66,948	\$66,948	\$66,948	\$66,948
Institutional Support		\$76,290	\$76,290	\$76,290	\$76,290	\$76,290	\$76,290
Other Outside Funds (grants, gifts, etc.)							
Program Tuition/Fees							
Total Revenue		\$143,238	\$143,238	\$143,238	\$143,238	\$143,238	\$143,238
Total Revenue per Student FTE		\$28,648	\$23,873	\$23,873	\$23,873	\$23,873	\$23,873
EXPENDITURES							
Tenure Track Faculty	FTE	0.9	0.9	0.9	0.9	0.9	0.9
	Salary + Benefits	\$96,714	\$96,714	\$96,714	\$96,714	\$96,714	\$96,714
Non-tenure Track Faculty *Includes Adjunct Instructors	FTE	0.4	0.4	0.4	0.4	0.4	0.4
	Salary + Benefits	\$26,335	\$26,335	\$26,335	\$26,335	\$26,335	\$26,335
Graduate Teaching Assistants	FTE						
	Salary + Benefits						
Staff	FTE	0.3	0.3	0.3	0.3	0.3	0.3
	Salary + Benefits	\$20,188	\$20,188	\$20,188	\$20,188	\$20,188	\$20,188
Total Faculty & Staff	FTE	1.6	1.6	1.6	1.6	1.6	1.6
	Salary + Benefits	\$143,237	\$143,237	\$143,237	\$143,237	\$143,237	\$143,237
Operations (supplies, travel, rent, etc)							
Start-up Expenses (OTO)							
Total Expenses		\$143,237	\$143,237	\$143,237	\$143,237	\$143,237	\$143,237
Student FTE to Faculty (TT + NTT) Ratio		3.8	4.6	4.6	4.6	4.6	4.6
Net Income/Deficit (Revenue - Expenses)		\$1	\$1	\$1	\$1	\$1	\$1

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

*We are providing the FTE for total instruction in the Theatre program in the School of Theatre and Dance as all faculty contribute to the MFA in Theatre. These are the existing positions needed to deliver the curriculum.

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

The current Net Tuition (Including Program Fees) per credit hour enrolled at the University of Montana is approximately \$285.11. At this rate per SCH, net tuition revenue from the above is approximately \$41,056. Assuming 1/2 of general fund revenues comes from Net Tuition, and 1/2 comes from Appropriations, total revenues are approximately \$82,112 from the student enrollment reflected above in year 5. If direct costs are indeed approximately \$143,000, this program is not self sustaining. Accordingly, I cannot recommend approval of this program as a new activity. However, to the degree that existing instructional resources are partially allocated to meet the above reflected need, the program may be beneficial.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2026

ITEM 1024-LII0526

Request authorization to consolidate the School of Music and School of Theatre and Dance into the School of Music, Theatre, and Dance

Institution: University of Montana-Missoula

CIP Code: NA

Program/Center/Institute Title: School of Music, Theatre, and Dance

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

Options: _____

Proposal Summary [360 words maximum]

What: The School of Music and the School of Theatre and Dance within the College of the Arts and Media at the University of Montana propose a consolidation of academic units. The proposed new school will be named the School of Music, Theatre, and Dance.

Why: The new School of Music, Theatre, and Dance prioritizes student success and ensures clear pathways for degree completion, increased flexibility, and formalizes interdisciplinary programming already in motion. Furthermore, this consolidation allows for potential joint faculty and graduate assistant appointments, more efficient season planning for the performing arts, a stronger cohort for arts educators, and the elimination of some duplicative course offerings.

Resources: The new School of Music, Theatre, and Dance will allow for more efficiency through shared resources as well as improved equity in workloads for staff and faculty alike. Most significantly, this consolidation will allow for clear marketing and recruiting for our performing arts and arts education programs. Our presence will be elevated on campus, at the state level, and throughout the region.

ATTACHMENTS

Attachments

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

A. Level I:

OCHE Notification

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

_____ **3. Offering an existing postsecondary educational program via distance or online delivery**

OCHE Approvals

_____ **4. Re-titling an existing postsecondary educational program**

_____ **5. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____ **6. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

_____ **7. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

_____ **8. Revising a postsecondary educational program** (Curriculum Proposal Form)

_____ **9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years**

_____ **10. Withdrawing a postsecondary program from moratorium**

_____ **11. Establishing a campus certificate of 29 credits or less** (Curriculum Proposal Form)

 x **B. Level II:**

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

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

_____ **3. Requesting a variation of the 120-credit baccalaureate degrees** *Exception to policy 301.11*

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2026

ITEM 1026-LII0526

Request authorization to retitle the School of Visual and Media Arts the School of Art and Game Design

Institution: University of Montana-Missoula

CIP Code: _____

Program/Center/Institute Title: School of Art and Game Design

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

Options: _____

Proposal Summary [360 words maximum]

What: The School of Visual and Media Arts (SVMA) requests change of name to The School of Art and Game Design.

Why: Three units currently make up the SVMA: Studio Arts, Media Arts, and Game Design and Interactive Media. The Studio Arts and Media Arts units are merging to acknowledge contemporary art practices that include traditional media (painting, printmaking, drawing, ceramics, sculpture, and photography) and new media (sound, digital processes, performance, and 3d fabrication). At the same time, the growth and popularity of the Game Design unit justify its inclusion in the title of the school. The School of Art and Game Design more clearly signals the offerings of the school.

Resources: The retitle will be implemented with existing resources.

ATTACHMENTS

Attachments

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

 A. Level I:

OCHE Notification

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

4. Re-titling an existing postsecondary educational program

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

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

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

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

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

10. Withdrawing a postsecondary program from moratorium

11. Establishing a campus certificate of 29 credits or less (Curriculum Proposal Form)

B. Level II:

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

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

3. Requesting a variation of the 120-credit baccalaureate degrees *Exception to policy 301.11*

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2026

ITEM 1501-LII0526

Request for authorization to establish a Doctor of Philosophy in Energy Engineering and Science

Institution: Montana Technological University CIP Code: 14.4801

Program/Center/Institute Title: PhD in Energy Engineering and Science

Includes (please specify below): Face-to-face Offering: _____ Online Offering: _____ Blended Offering: X
Power Systems and Technologies, Energy Conversion and Application, Petroleum and Subsurface
Options: Engineering

Proposal Summary [360 words maximum]

What: A Doctor of Philosophy in Energy Engineering and Science

Why: Montana Tech's proposed Ph.D. in Energy addresses both local and national needs in workforce development, research, and talent retention. The program aligns with Montana Tech's strengths in applied energy engineering and responds to urgent labor market trends. Nationally, clean energy jobs grew by 4.2% in 2023, adding over 142,000 jobs and outpacing overall job growth ([Utility Dive](#), [Reuters](#), [Building Performance Association](#)). In total, over 250,000 energy sector jobs were added that year, with 56% in clean energy fields ([S&P Global](#)). Montana is also seeing major federal investment. The U.S. Department of Energy awarded up to \$700 million to the state (via the GRIP program) for power grid reliability and modernization ([Montana Free Press](#), [commerce.mt.gov](#), [North Dakota Monitor](#)). These shifts create a growing need for advanced training and local research capacity in areas like energy systems, power generation, and grid integration. As confirmed by the Montana Energy Office, strategic growth areas include geothermal, storage, carbon mitigation, and energy infrastructure. Finally, this program meets a clear student demand. Montana Tech's master's programs in Petroleum, Mechanical, and Electrical Engineering enroll high-performing students, many of whom express interest in doctoral study but lack a local option. A Ph.D. in Energy will provide a pathway to retain these students, attract external applicants, and position Montana Tech as a regional hub for advanced energy research and innovation ([cleanenergytransition.org](#)).

Resources: The proposed Ph.D. in Energy Engineering and Science will be supported primarily through existing facilities, laboratories, and institutional resources at Montana Technological University. Electrical, Mechanical, and Petroleum Engineering departments provide extensive research infrastructure, including a state-of-the-art Electrical Engineering power education lab with ten FESTO Didactic electric machine workstations and SEL protection relay systems; three well-funded Mechanical Engineering research laboratories (MTNL, MTAM, and CHAR); and four Petroleum Engineering laboratories in the Natural Resources Building, including a dedicated research lab capable of supporting additional doctoral researchers. Existing classrooms, computing infrastructure, modeling and simulation tools, graduate workspaces, and library resources—including extensive digital collections, research databases, and interlibrary loan services—are sufficient to support the program. Initial instruction will be delivered by existing research-active faculty, with long-term instructional needs equivalent to approximately 3–4 FTE distributed across participating departments. Additional faculty hires may be pursued as enrollment grows to ensure sustainable teaching capacity, research supervision, and program quality.

ATTACHMENTS

Curriculum Proposal Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

A. Level I:

Campus Approvals

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

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

☒ **B. Level II:**

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. **Institutional Accreditation.** Is the proposal considered a minor or major substantive change per NWCCU Guidelines? Consult the institutional Accreditation Liaison Officer for more information. *[Choose one]*

Not Substantive_____ Minor Change_____ Major Change_____

2. **Program Accreditation.** If applicable, describe specialized program accreditation requirements that inform this proposal, including the specific accrediting body and a summary of the standards being met. *[300 words]*

N/A

3. **Program Summary:** List the program learning outcomes for the proposed program. Use assessable learner-centered statements that indicate what students will know and be able to do, upon completing the program.

- a. List the aggregate credits required to complete the program using the following table.

	Credits
Credits in required courses offered by the department offering the program	60
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	0
Credits of free electives	0
Total credits required to complete the program	60

- b. Please include a complete listing of the proposed new curriculum in Appendix A of this document.

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Montana Tech’s proposed Ph.D. in Energy addresses both local and national needs in workforce development, research, and talent retention. The program aligns with Montana Tech’s strengths in applied energy engineering and responds to urgent labor market trends.

Nationally, clean energy jobs grew by 4.2% in 2023, adding over 142,000 jobs and outpacing overall job growth ([Utility Dive](#), [Reuters](#), [Building Performance Association](#)). In total, over 250,000 energy sector jobs were added that year, with 56% in clean energy fields ([S&P Global](#)).

Montana is also seeing major federal investment. The U.S. Department of Energy awarded up to \$700 million to the state (via the GRIP program) for power grid reliability and modernization ([Montana Free Press](#), [commerce.mt.gov](#), [North Dakota Monitor](#)).

These shifts create a growing need for advanced training and local research capacity in areas like energy systems, power generation, and grid integration. As confirmed by the Montana Energy Office, strategic growth areas include geothermal, storage, carbon mitigation, and energy infrastructure.

Finally, this program meets a clear student demand. Montana Tech’s master’s programs in Petroleum, Mechanical, and Electrical Engineering enroll high-performing students, many of whom express interest in doctoral study but lack a local option. A Ph.D. in Energy will provide a pathway to retain these students, attract external applicants, and position Montana Tech as a regional hub for advanced energy research and innovation ([cleanenergytransition.org](#)).

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

Institution Name	Degree	Program Title	What is the program enrollment for the last three academic years?

- a. Describe how this program’s learning outcomes are related or tied to other programs on campus or within the Montana University System. *[100 words]*
- The learning outcomes of the Ph.D. in Energy Engineering and Science are closely aligned with related graduate and undergraduate programs at Montana Technological University and within the Montana University System (MUS). The program builds directly on existing M.S. degrees in Electrical Engineering, Mechanical Engineering, and Petroleum Engineering by extending advanced disciplinary knowledge, analytical rigor, and research expectations to the doctoral level. Outcomes emphasizing advanced modeling, independent research, ethical practice, and professional communication reflect the same

Montana Board of Regents
CURRICULUM PROPOSAL FORM

foundational competencies developed in these master's programs, but at greater depth and with original knowledge creation.

At the campus level, the program's interdisciplinary and research-focused outcomes complement related programs in Environmental Engineering, Materials Science, and Natural Resources, reinforcing Montana Tech's strengths in energy, natural resources, and applied science. Within the MUS, the doctoral program aligns with system priorities to expand graduate education capacity, strengthen research productivity, and support workforce development in high-demand STEM fields. By integrating technical expertise with sustainability, policy, and societal considerations, the program's outcomes support statewide economic development goals and enhance collaboration opportunities across institutions while avoiding duplication of existing doctoral programs.

- b. If the proposed program substantially duplicates another program offered in the Montana University System, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. *[200 words]*
Does not duplicate any existing program.

There are currently no other programs in the Montana University System

- c. Describe any efforts that were made to collaborate with similar programs at other institutions, including specific contacts and their institutional affiliations. If no efforts were made, please explain why. *[200 words]*
Discussions occurred between Montana Tech and MSU on various energy related topics, including with the Provost at MSU.

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

Student learning will be assessed using both direct and indirect measures appropriate for doctoral education. Direct measures include evaluation of performance in required coursework, the doctoral qualifying examination, the comprehensive (oral) examination of the research proposal, and the written dissertation and final oral defense. Indirect measures include faculty evaluations, student research presentations, publication and conference participation, student self-assessments, and post-graduation placement data. Together, these measures provide evidence of student achievement of program learning outcomes and support continuous program improvement.

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

Assessment findings will be reviewed annually by program faculty and participating departments to evaluate student achievement of program learning outcomes and overall program effectiveness. Results from coursework, qualifying and comprehensive examinations, and dissertation evaluations will be used to identify strengths, gaps, and areas for improvement. Faculty will use these findings to inform curriculum revisions, adjust program requirements, enhance advising and mentoring practices, and guide resource allocation. Documented assessment results and actions taken will be incorporated into regular program review processes to ensure continuous improvement and alignment with Montana Tech and Montana University System expectations.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Signature/Date

College or School Dean:

 5/6/26

Chief Academic Officer:

 5/6/26

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

The program will follow the 60-credit framework similar to the MUS Material Science and Engineering PhD program with 20 core curriculum course credits and 32 total course credits required along with 28 research credits. Up to 24 credits from a Masters degree will be accepted.

Subject	Name	Credits	New
Core Curriculum			
ENRG500	Survey of Energy Engineering and Science	1	Yes
ENRG500W	Survey of EES Writing	1	Yes
ENRG501	Energy Systems Fundamentals	3	Yes
ENRG502	Managing Energy Resources and Policy	3	Yes
ENRG503	Mathematical Modeling of Energy Systems	3	Yes
Power Systems and Technologies Module			
EEL551	Power Electronics	3	Yes
EEL554	Power System Operation and Control	3	No
EEL555	Power System Dynamics and Control	3	No
Energy Conversion and Application Module			
ENRG520	Thermodynamics of Energy Systems	3	Yes
ENRG521	Energy Systems Engineering	3	Yes
ENRG522	Energy System Dynamics	3	Yes
Petroleum and Subsurface Engineering Module			
PET 521	Advanced Drilling	3	No
PET 504	Advanced Reservoir Engineering	3	No
ENRG530	Advanced Geomechanics	3	Yes

Rubric #s	Course Topic Area
x00-x09	Introduction, Fundamentals
x10-x19	Power Systems and Technologies
x20-x29	Energy Conversion and Application
x30-x39	Petroleum and Subsurface Engineering
x40-x79	Reserved for Future use
x80-x89	Pre-Exam Dissertation
x90-x99	Research, Seminar, Thesis, Dissertation

Academic Degree Program Proposal - Fiscal Analysis Form

1501-LII0526_fa

CAMPUS:	Montana Technological University
AWARD LEVEL:	Ph.D.
PROGRAM NAME:	Energy Engineering and Science
PROGRAM CODE:	

	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032
ENROLLMENT PROJECTIONS					
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	5	8	12	14	14
Credit Hours	5	8	12	14	14
annual avg. credits hours earned per student in program related curriculum	20	20	20	20	20
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	4.2	6.7	10.0	11.7	11.7
Completions					
Annual number of program completers	0	0	0	2	3

REVENUE					
(Tuition (50% Instate, 0% WUE, 50% Out of State))	\$90,648	\$120,864	\$181,296	\$211,512	\$211,512
Waiver	\$0	\$0	\$0	\$0	\$0
Tuition Revenue (net of waivers)	\$90,648	\$120,864	\$181,296	\$211,512	\$211,512
Institutional Support					
Other Outside Funds (grants, gifts, etc.)	\$107,222				
Program Tuition/Fees	\$17,130	\$22,840	\$34,260	\$39,970	\$39,970
Total Revenue	\$215,000	\$143,704	\$215,556	\$251,482	\$251,482
Total Revenue per Student FTE	\$51,600	\$21,556	\$21,556	\$21,556	\$21,556

EXPENDITURES					
Tenure Track Faculty	FTE	1.0	1.0	1.0	1.0
	Salary + Benefits	\$114,443	\$114,443	\$114,443	\$114,443
Non-tenure Track Faculty *Includes Adjunct Instructors	FTE				
	Salary + Benefits	\$0	\$0	\$0	\$0
Graduate Teaching Assistants	FTE				
	Salary + Benefits				
Staff	FTE	0.5	0.5	0.5	0.5
	Salary + Benefits	\$36,660	\$36,660	\$36,660	\$36,660
Total Faculty & Staff	FTE	1.5	1.5	1.5	1.5
	Salary + Benefits	\$151,103	\$151,103	\$151,103	\$151,103
Operations (supplies, travel, rent, etc)		\$100,000	\$100,000	\$100,000	\$100,000
Start-up Expenses (OTO)		\$50,000			
Total Expenses		\$301,103	\$251,103	\$251,103	\$251,103
Student FTE to Faculty (TT + NTT) Ratio					
Net Income/Deficit (Revenue - Expenses)		-\$86,104	-\$107,399	-\$35,547	\$379
				\$379	\$379

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

Ron H. [Signature]
Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Tuition revenue is based on 50% in-state residents & 50% out of state.

Fiscal analysis includes the LCME program fee (\$520/semester)

Montana University System
REQUEST TO PLAN FORM – ACADEMIC PROGRAM

ITEM 223-1501-R0326**Meeting Date March 2026****Request for authorization to establish a PhD, Energy Engineering and Science**

Program Title:	PhD, Energy Engineering and Science	Planned 6-digit CIP code: 14.4801
Campus, School/Department:	Montana Technological University, Lance College of Mines and Engineering	Expected Final Submission Date: 4/22/2026
	Rick LaDouceur, rladouceur@mtech.edu, 406-496-4186	
Contact Name/Info:	Foued Badrouchi, fbadrouchi@mtech.edu, 406-496-4479	
	Jack Skinner, JSkinner@mtech.edu, 406-496-4460	

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 exceed 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 brief description of the new program.

Montana Technological University proposes the creation of a Doctor of Philosophy (PhD) in Energy Engineering and Science program. This modular and interdisciplinary program reflects Montana Tech's longstanding leadership in the energy sector and leverages existing strengths across departments.

The Ph.D. in Energy Engineering and Science will initially offer three specialization options with the responsible departments in the Lance College of Mines and Engineering (LCME) listed in parentheses:

- Power Systems and Technologies (Electrical Engineering)
- Energy Conversion and Application (Mechanical Engineering)
- Petroleum and Subsurface Engineering (Petroleum Engineering)

Each specialization will be administered by the respective department, allowing autonomy in curriculum development, faculty assignments, and admissions decisions. The modular structure ensures flexibility and relevance across diverse energy disciplines while maintaining academic rigor and research excellence.

In both tracks, students will complete a combination of coursework and research/dissertation credits. A qualifying examination will be required after completing initial coursework. This exam will assess students on both shared interdisciplinary core content and their chosen area of specialization. The students will also have a comprehensive examination which is an oral defense of their research proposal once sufficiently developed.

The program aims to prepare highly skilled researchers and professionals equipped to address evolving energy challenges in Montana and beyond.

1.a. How many total credits will be required for the degree? How many credits in the major/minor?

The program will follow the 60-credit framework like the MUS Material Science and Engineering PhD program with 20 core curriculum course credits and 32 total course credits required along with 28 research credits. Up to 24 credits from a master's degree will be accepted.

Montana University System
REQUEST TO PLAN FORM – ACADEMIC PROGRAM

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

Montana Tech's proposed PhD in Energy Engineering and Science addresses both local and national needs in workforce development, research, and talent retention. The program aligns with Montana Tech's strengths in applied energy engineering and responds to urgent labor market trends.

Nationally, clean energy jobs grew by 4.2% in 2023, adding over 142,000 jobs and outpacing overall job growth ([Utility Dive](#), [Reuters](#), [Building Performance Association](#)). In total, over 250,000 energy sector jobs were added that year, with 56% in clean energy fields ([S&P Global](#)).

Montana is also seeing major federal investment. The US Department of Energy awarded up to \$700 million to the state (via the GRIP program) for power grid reliability and modernization ([Montana Free Press](#), [commerce.mt.gov](#), [North Dakota Monitor](#)).

These shifts create a growing need for advanced training and local research capacity in areas like energy systems, power generation, and grid integration. As confirmed by the Montana Energy Office, strategic growth areas include geothermal, storage, carbon mitigation, and energy infrastructure.

Finally, this program meets a clear student demand. Montana Tech's master's programs in Petroleum, General-Mechanical, and Electrical Engineering enroll high-performing students, many of whom express interest in doctoral study but lack a local option. A PhD in Energy Engineering and Science will provide a pathway to retain these students, attract external applicants, and position Montana Tech as a regional hub for advanced energy research and innovation ([cleanenergytransition.org](#)).

3) Describe how the program fits with the institutional mission, strategic plan, and the existing MUS and institutional portfolios-(refer to the most recent institutional Academic Priorities and Planning Statement. <https://www.mus.edu/che/arsa/AcademicPlanningAndPriorities/academic-priorities.html>).

The proposed PhD in Energy Engineering and Science program aligns strongly with both MUS priorities and Montana Tech's strategic objectives in the following ways:

- **Expanding Graduate Education Capacity:** MUS is committed to expanding graduate education to fuel economic development and grow the research enterprise—the PhD in Energy Engineering and Science contributes directly to this goal by increasing PhD-level training in a high-demand, STEM-focused field.
- **Workforce & Economic Development:** MUS objectives emphasize developing high-value jobs and aligning academic programs with workforce needs. This program responds by preparing doctoral-level energy professionals to meet local and national workforce demands in energy and infrastructure.
- **Programs of Distinction at Montana Tech:** The institutional strategic plan calls for strengthening interdisciplinary clusters—specifically in energy, technology, natural resources, and workforce—and expanding industry partnerships and endowed expertise. The PhD in Energy Engineering and Science would serve as a flagship Program of Distinction in energy, anchored by cross-departmental collaboration and aligned with Montana Tech's designation as Montana's Special Focus STEM University.

Montana University System
REQUEST TO PLAN FORM – ACADEMIC PROGRAM

- **Institutional Mission Alignment:** Montana Tech's mission emphasizes "developing leaders and advancing science, engineering, and technology ... benefiting humanity while meeting the changing needs of society." The PhD in Energy Engineering and Science directly supports this mission by training leaders equipped to address energy challenges via innovation and applied research.

4) Review the MUS academic degree program inventory for similar, adjacent, and/or preparatory programs (<https://www.mus.edu/findaprogram/>).

- a. Describe any opportunities for collaboration you have identified or initiated either within the institution or between MUS institutions (i.e. articulation, course-sharing academic programs and creating pathways between degrees). Include potential contacts and their institutional affiliation.**

Montana Tech is exploring internal collaboration with Environmental Engineering, Mining Engineering, the MBMG, and external partnerships with MSU (geothermal and energy systems) and UM (environmental modeling). These may involve course sharing and joint research.

- b. What are current enrollment numbers in similar programs for the last three academic years?**

Montana Tech currently offers MS degrees in Petroleum, General-Mechanical, and Electrical Engineering, which collectively enroll 13 to 23 students over the last three years. While exact statewide Ph.D. enrollment data in energy-specific fields is limited, no MUS institution currently offers a modular, interdisciplinary PhD program specifically focused on Energy. This proposed program would fill that gap and support students who wish to continue beyond the master's level locally.

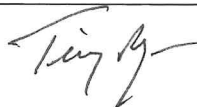
- c. Describe any significant new financial resources (faculty, staff, facilities, and/or curricula) needed to launch and sustain the program.**

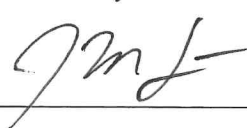
To support delivery of the proposed curriculum, the program will require modest new instructional personnel capacity beyond existing faculty commitments. Instructional needs include three 3-credit core courses, two seminar courses, and three 3-credit module courses in each of three specialization modules (nine module courses total). At steady state, this instructional load is equivalent to approximately 3.0–4.0 FTE faculty, distributed across participating departments. This includes:

- 1.0–1.5 FTE to support the interdisciplinary core curriculum and seminars, and
- Approximately 1.0 FTE per specialization module (Electrical Engineering, Mechanical Engineering, and Petroleum Engineering) to deliver module-specific coursework and supervise doctoral research.

Initial delivery may rely partially on existing faculty, but new tenure-track or research-active faculty lines will be required to ensure sustainability, research supervision capacity, and timely course offerings as enrollment grows. Additionally, a power electronics module will be needed for the current Power Lab on campus to support instruction and research.

Signature/Date

Chief Academic Officer:  1/15/26

Chief Executive Officer:  1/15/26

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2026

ITEM 1502-LII0526

Request for authorization to establish a Master of Science in Nuclear Energy

Institution: **Montana Technological University**

CIP Code: **14.2301**

Program/Center/Institute Title: **MS in Nuclear Energy**

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

Options: _____

Proposal Summary [360 words maximum]

What: A Master of Science in Nuclear Energy

Why: Montana Technological University's proposed MS in Nuclear Energy addresses critical workforce development needs at both the state and national levels. The program aligns with Montana Tech's established strengths in applied energy and engineering education and responds to growing labor market demand for professionals with expertise in nuclear energy, nuclear medicine, defense and security, and nuclear materials.

At the national level, there is strong bipartisan support for expanding nuclear energy as a component of a clean, reliable energy system. Federal policy initiatives and international commitments to significantly increase nuclear generation capacity underscore the need to rebuild a skilled nuclear workforce (5 Ways the U.S. Nuclear Energy Industry Is Evolving in 2024 | Department of Energy). After more than two decades of limited nuclear development in the United States, much of the Nation's technical expertise has been lost, creating an urgent need for new graduate-level education and training to support industry expansion and long-term energy goals.

At the state level, Montana has historically been a net exporter of energy; however, the planned retirement of the Colstrip power plant by 2043 will result in the loss of approximately 1,000 megawatts—roughly 50 percent—of in-state electricity generation. Existing hydroelectric, wind, and solar resources are insufficient to replace this capacity, and Montana lacks adequate natural gas resources to fill the gap. As a result, nuclear energy represents the only viable large-scale, carbon-free generation option capable of maintaining grid reliability. Reflecting this reality, NorthWestern Energy has identified nuclear energy as a preferred future generation resource beginning in 2043 in the NorthWestern Energy 2026 Integrated Resource Plan.

Despite these emerging needs, Montana currently has no in-state nuclear energy workforce development or graduate-level training programs. Establishing an MS in Nuclear Energy at Montana Tech will address this gap by preparing a skilled workforce essential to Montana's future energy security, economic development, and participation in the national resurgence of nuclear energy.

Resources: The collaboration with Idaho National Laboratories (formalized through MOU) will enable access to expertise for instruction and many specialized facilities and equipment for education and research opportunities. A proposal has been submitted to DOE for procurement of a cutting-edge simulation laboratory. Montana Technological University will be able to establish a Nuclear Energy Simulation and Training Capability through acquisition of a NuScale Energy Exploration Center. This high-fidelity simulator will provide students and faculty with hands-on experience in small modular reactor operations, bridging the gap between classroom instruction and real-world application. The program will require three full-time equivalent faculty positions: two based at Montana Tech and one joint appointment with Idaho National Laboratory. It will also require a nuclear reactor simulator laboratory, including a computer lab, display monitors, and reactor simulation software. The result is a

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

workforce-ready pipeline aligned with industry and national priorities. Lance Energy Chair Bob Morris chairs the Generation subcommittee of the Montana's Governor's Energy Task Force and has >30 expertise in the energy sector. He will provide educational and funding opportunities for students enrolled in the MS in Nuclear Energy program.

ATTACHMENTS

Curriculum Proposal Form

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

 A. Level I:

Campus Approvals

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

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

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

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

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

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

 x **B. Level II:**

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

-
- X** **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Request to Plan Form)
- 2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request to Plan Form)
-
- 3. Exceeding the 120-credit maximum for baccalaureate degrees** *Exception to policy 301.11*
-
- 4. Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)
-
- 5. Re-titling an academic, administrative, or research unit**
-

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. **Institutional Accreditation.** Is the proposal considered a minor or major substantive change per NWCCU Guidelines? Consult the institutional Accreditation Liaison Officer for more information. *[Choose one]*

Not Substantive_____ Minor Change_____ Major Change_____

2. **Program Accreditation.** If applicable, describe specialized program accreditation requirements that inform this proposal, including the specific accrediting body and a summary of the standards being met. *[300 words]*

N/A

3. **Program Summary:** List the program learning outcomes for the proposed program. Use assessable learner-centered statements that indicate what students will know and be able to do, upon completing the program.

- a. List the aggregate credits required to complete the program using the following table.

	Credits
Credits in required courses offered by the department offering the program	31/36
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	0
Credits of free electives	0
Total credits required to complete the program	31/36

- b. Please include a complete listing of the proposed new curriculum in Appendix A of this document.

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

The proposed MS in Nuclear Energy aligns closely with both Montana University System priorities and Montana Tech's strategic objectives in the following ways:

- **Expanding Graduate Education Capacity:** MUS prioritizes growth in graduate education to drive economic development. The MS in Nuclear Energy advances this goal by providing graduate-level training in a high-demand, STEM-focused field.

- **Workforce & Economic Development:** MUS emphasizes developing high-value careers and aligning academic programs with workforce needs. This program prepares graduate nuclear energy professionals to meet both state and national workforce demands in energy, infrastructure, and technology.

- **Programs of Distinction at Montana Tech:** Montana Tech's strategic plan calls for strengthening interdisciplinary clusters in energy, technology, and natural resources while expanding industry partnerships and endowed expertise. The MS in Nuclear Energy would be the only graduate-level nuclear energy program in Montana, establishing a recognized Program of Distinction aligned with Tech's designation as Montana's Special Focus STEM University.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- **Institutional Mission Alignment:** Montana Tech’s mission highlights “developing leaders and advancing science, engineering, and technology ... benefiting humanity while meeting the changing needs of society.” The MS in Nuclear Energy directly supports this mission by preparing leaders equipped to advance nuclear energy capabilities that are critically needed regionally and nationally.

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

Institution Name	Degree	Program Title	What is the program enrollment for the last three academic years?

- a. Describe how this program’s learning outcomes are related or tied to other programs on campus or within the Montana University System. *[100 words]*
- b. If the proposed program substantially duplicates another program offered in the Montana University System, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. *[200 words]*

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Does not duplicate any existing program.

There are currently no other programs in the Montana University System

- c. Describe any efforts that were made to collaborate with similar programs at other institutions, including specific contacts and their institutional affiliations. If no efforts were made, please explain why. [200 words]

Montana Tech is collaborating with Montana State University professor Paul Gannon on nuclear energy curricula development and collaboration opportunities.

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

Student learning will be assessed using both direct and indirect measures appropriate for graduate education. Direct measures include evaluation of performance in required coursework and/or completion of a graduate level thesis. Indirect measures include faculty evaluations, student research presentations, publication and conference participation, student self-assessments, and post-graduation placement data. Together, these measures provide evidence of student achievement of program learning outcomes and support continuous program improvement.

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

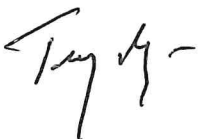
Assessment findings will be reviewed annually by program faculty and participating departments to evaluate student achievement of program learning outcomes and overall program effectiveness. Results from coursework, qualifying and comprehensive examinations, and dissertation evaluations will be used to identify strengths, gaps, and areas for improvement. Faculty will use these findings to inform curriculum revisions, adjust program requirements, enhance advising and mentoring practices, and guide resource allocation. Documented assessment results and actions taken will be incorporated into regular program review processes to ensure continuous improvement and alignment with Montana Tech and Montana University System expectations.

Signature/Date

College or School Dean:

 5/5/2026

Chief Academic Officer:

 5/5/26

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

The program will have a 31-credit thesis option and a 36-credit non-thesis option. This follows similar MS programs at Montana Tech. For the thesis option, students will take 7 3-credit required courses for a total of 21 credits, 2 seminar credits including a writing focused seminar, and 8 thesis credits related to their research. Students are expected to complete a graduate level thesis and pass a thesis defense. For the non-thesis option, students are required to complete the 7 3-credit required courses and can take 15 additional credits related to nuclear energy. The required courses along with program rubric numbers are shown:

Subject	Name	Credits	Cross-listed
NUCL 501	Foundations of Radiophysics	3	
NUCL 502	Isotopic Analysis and Nuclear Forensics	3	
NUCL 510	Nuclear Energy Policy, Society, and Governance	3	
NUCL 520	Foundations of Nuclear Reactor Physics	3	Yes
NUCL 530	Nuclear Fuel Cycle from Extraction to Disposal	3	
EMAT 532	Material Science for Nuclear Energy Applications	3	Yes
IH 562	Radiological Health and Safety	3	Yes

Rubric #s	Course Topic Area
x00-x09	Introduction, Fundamentals
x10-x19	Policy, Governance, Society
x20-x29	Energy and Applications
x30-x39	Materials
x40-x49	Reserved for Future use
x50-x59	Reserved for Future use
x60-x69	Health and Safety
x70-x79	Reserved for Future use
x80-x89	Reserved for Future use
x90-x99	Research, Thesis

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	Montana Technological University
AWARD LEVEL:	M.S.
PROGRAM NAME:	Nuclear Energy
PROGRAM CODE:	

	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032
ENROLLMENT PROJECTIONS					
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	2	4	5	6	6
Credit Hours	5	8	12	14	14
annual avg. credits hours earned per student in program related curriculum	20	20	20	20	20
Student FTE					
Undergrad: (Headcount x CH)/30	1.7	3.3	4.2	5.0	5.0
Graduate: (Headcount x CH)/24					
Completions					
Annual number of program completers	0	1	2	3	3

REVENUE					
(Tuition (50% Instate, 0% WUE, 50% Out of State)	\$30,216	\$60,432	\$66,858	\$90,648	\$90,648
Waiver	\$0	\$0	\$0	\$0	\$0
Tuition Revenue (net of waivers)	\$30,216	\$60,432	\$66,858	\$90,648	\$90,648
Institutional Support					
Other Outside Funds (grants, gifts, etc.)					
Program Tuition/Fees	\$5,710	\$11,420	\$14,238	\$17,130	\$17,130
Total Revenue	\$35,926	\$71,852	\$81,096	\$107,778	\$107,778
Total Revenue per Student FTE	\$21,556	\$21,556	\$19,463	\$21,556	\$21,556

EXPENDITURES					
Tenure Track Faculty	FTE	1.0	1.0	1.0	1.0
	Salary + Benefits	\$114,443	\$114,443	\$114,443	\$114,443
Non-tenure Track Faculty *Includes Adjunct Instructors	FTE	1.50	1.50	1.50	1.50
	Salary + Benefits	\$13,608	\$13,608	\$13,608	\$13,608
Graduate Teaching Assistants	FTE				
	Salary + Benefits				
Staff	FTE	0.0	0.0	0.0	0.0
	Salary + Benefits	\$36,660	\$36,660	\$36,660	\$36,660
Total Faculty & Staff	FTE	2.5	2.5	2.5	2.5
	Salary + Benefits	\$164,711	\$164,711	\$164,711	\$164,711
Operations (supplies, travel, rent, etc)					
Start-up Expenses (OTO)					
Total Expenses		\$164,711	\$164,711	\$164,711	\$164,711

Student FTE to Faculty (TT + NTT) Ratio					
Net Income/Deficit (Revenue - Expenses)	-\$128,785	-\$92,859	-\$83,615	-\$56,933	-\$56,933

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

Ron M. [Signature]
Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Tuition revenue is based on 50% in-state residents & 50% out of state.

Fiscal analysis includes the LCME program fee (\$520/semester)

Montana University System
REQUEST TO PLAN FORM – ACADEMIC PROGRAM

ITEM 223-1502-R0326**Meeting Date: March 2026****Request for authorization to establish a MS, Nuclear Energy**Program Title: **MS, Nuclear Energy**Planned 6-digit CIP code: **14.2301**Campus, School/Department: **Montana Technological University, Lance College of Mines and Engineering**Expected Final Submission Date: **4/22/2026**Bob Morris, rmorris4@mtech.edu, 406-496-4847Contact Name/Info: Rick LaDouceur, rladouceur@mtech.edu, 406-496-4186Jack Skinner, jskinner@mtech.edu, 406-496-4460

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 exceed 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 brief description of the new program.

Montana Technological University proposes the creation of a Master of Science (MS) in Nuclear Energy program. This focused graduate program builds on Montana Tech's longstanding leadership in the energy sector and leverages existing academic strengths across multiple departments.

The MS in Nuclear Energy will offer coursework in radiation physics, nuclear reactor theory, radiological safety, nuclear materials and fuels, nuclear life-cycle analysis, and nuclear policy. The program will draw on faculty expertise from the mechanical engineering, materials engineering, and occupational health and safety programs, and will partner with Idaho National Laboratory to provide specialized instruction in nuclear reactor theory and policy.

Students will complete a focused curriculum designed to provide the fundamental knowledge and skills needed to enter the nuclear energy workforce in Montana and beyond. By relying on existing institutional strengths and strategic partnerships, the program minimizes the additional investment required by the Montana University System while supporting the development of a nuclear energy workforce.

1.a. How many total credits will be required for the degree? How many credits in the major/minor?

The MS in Nuclear Energy program will have a 30-credit thesis option and a 36-credit non-thesis option. This follows similar MS programs at Montana Tech.

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

Montana University System REQUEST TO PLAN FORM – ACADEMIC PROGRAM

Montana Technological University's proposed MS in Nuclear Energy addresses critical workforce development needs at both the state and national levels. The program aligns with Montana Tech's established strengths in applied energy and engineering education and responds to growing labor market demand for professionals with expertise in nuclear energy, nuclear medicine, defense and security, and nuclear materials.

At the national level, there is strong bipartisan support for expanding nuclear energy as a component of a clean, reliable energy system. Federal policy initiatives and international commitments to significantly increase nuclear generation capacity underscore the need to rebuild a skilled nuclear workforce ([5 Ways the U.S. Nuclear Energy Industry Is Evolving in 2024 | Department of Energy](#)). After more than two decades of limited nuclear development in the United States, much of the Nation's technical expertise has been lost, creating an urgent need for new graduate-level education and training to support industry expansion and long-term energy goals.

At the state level, Montana has historically been a net exporter of energy; however, the planned retirement of the Colstrip power plant by 2043 will result in the loss of approximately 1,000 megawatts—roughly 50 percent—of in-state electricity generation. Existing hydroelectric, wind, and solar resources are insufficient to replace this capacity, and Montana lacks adequate natural gas resources to fill the gap. As a result, nuclear energy represents the only viable large-scale, carbon-free generation option capable of maintaining grid reliability. Reflecting this reality, NorthWestern Energy has identified nuclear energy as a preferred future generation resource beginning in 2043 in the [NorthWestern Energy 2026 Integrated Resource Plan](#).

Despite these emerging needs, Montana currently has no in-state nuclear energy workforce development or graduate-level training programs. Establishing an MS in Nuclear Energy at Montana Tech will address this gap by preparing a skilled workforce essential to Montana's future energy security, economic development, and participation in the national resurgence of nuclear energy.

- 3) **Describe how the program fits with the institutional mission, strategic plan, and the existing MUS and institutional portfolios-(refer to the most recent institutional Academic Priorities and Planning Statement. <https://www.mus.edu/che/arsa/AcademicPlanningAndPriorities/academic-priorities.html>).**

The proposed MS in Nuclear Energy aligns closely with both Montana University System priorities and Montana Tech's strategic objectives in the following ways:

- **Expanding Graduate Education Capacity:** MUS prioritizes growth in graduate education to drive economic development. The MS in Nuclear Energy advances this goal by providing graduate-level training in a high-demand, STEM-focused field.
- **Workforce & Economic Development:** MUS emphasizes developing high-value careers and aligning academic programs with workforce needs. This program prepares graduate nuclear energy professionals to meet both state and national workforce demands in energy, infrastructure, and technology.
- **Programs of Distinction at Montana Tech:** Montana Tech's strategic plan calls for strengthening interdisciplinary clusters in energy, technology, and natural resources while expanding industry partnerships and endowed expertise. The MS in Nuclear Energy would be the only graduate-level nuclear energy program in

Montana University System
REQUEST TO PLAN FORM – ACADEMIC PROGRAM

Montana, establishing a recognized Program of Distinction aligned with Tech's designation as Montana's Special Focus STEM University.

• **Institutional Mission Alignment:** Montana Tech's mission highlights "developing leaders and advancing science, engineering, and technology ... benefiting humanity while meeting the changing needs of society." The MS in Nuclear Energy directly supports this mission by preparing leaders equipped to advance nuclear energy capabilities that are critically needed regionally and nationally.

4) Review the MUS academic degree program inventory for similar, adjacent, and/or preparatory programs (<https://www.mus.edu/findaprogram/>).

a. Describe any opportunities for collaboration you have identified or initiated either within the institution or between MUS institutions (i.e. articulation, course-sharing academic programs and creating pathways between degrees). Include potential contacts and their institutional affiliation.

Montana Tech is collaborating with Montana State University professor Paul Gannon on nuclear energy curricula development and collaboration opportunities.

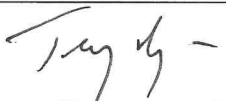
b. What are current enrollment numbers in similar programs for the last three academic years?

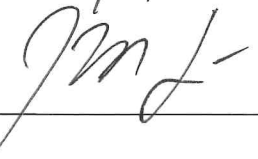
Montana Tech currently offers MS degrees in General Engineering, Electrical Engineering, Materials Science and Engineering, and Industrial Hygiene, which collectively enrolled an average of 128 students over the last three years.

c. Describe any significant new financial resources (faculty, staff, facilities, and/or curricula) needed to launch and sustain the program.

The program will require three full time equivalent faculty positions: two at Montana Tech and one INL adjunct/joint appointment instructor.

Signature/Date

Chief Academic Officer:  1/15/26

Chief Executive Officer:  1/15/26



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

560 N. Park – PO Box 203201 – Helena, Montana 59620-3201
(406) 449-9124 - FAX (406) 449-9171

June 29, 2026

To: Chief Academic Officers

From: Joe Thiel
Deputy Commissioner for Academic, Research, and Student Affairs

RE: Approval of June 2026 Academic Items

The following June 2026 academic items have been approved:

LEVEL I ITEMS:

The University of Montana:

- Notification of retitling the Certificate of Technical Studies in Construction Helper to Building Construction Basics
[Item #1001-LI0626](#)
- Notification to retitle the Big Data Analytics Certificate the Data Analytics Certificate
[Item #1003-LI0626](#)

Dawson Community College:

- Request to establish a Certificate of Technical Studies in Education: Parapathways
[Item #201-LI0626](#)
- Request to establish a Certificate of Technical Studies in Criminal Justice: Reserve Peace Officer
[Item #202-LI0626](#)

Montana State University Northern:

- Notification of updated modality classification for Med in Counselor Education
[Item #2801-LI0626](#)
- Request to place MSED Instruction and Learning program into moratorium
[Item #2802-LI0626](#)
- Request to establish campus certificate of 29 credits or less in Geospatial Technology
[Item #2803-LI0626](#)
- Request to establish a Career Certificate in Graphic Design
[Item #2804-LI0626](#)

LEVEL II ITEMS:

The University of Montana:

- Request authorization to establish a BS in Wildlife Biology with concentration in Integrated Aquatic/Terrestrial
[Item #1002-LI0626](#)



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

560 N. Park – PO Box 203201 – Helena, Montana 59620-3201
(406) 449-9124 - FAX (406) 449-9171

Sincerely,

A handwritten signature in blue ink that reads "Joseph W. Thiel". The signature is written in a cursive style.

Joe Thiel
Deputy Commissioner for Academic, Research, and Student Affairs

ACADEMIC ITEMS MEMORANDUM

DATE: June 19, 2026

TO: Chief Academic Officers, Montana University System

FROM: Joe Thiel, Interim Deputy Commissioner for Academic, Research, and Student Affairs

RE: June 2026 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in June 2026. These proposals include items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. These Level I items are being sent to you for your review. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. Issues not resolved should be submitted in writing to OCHE by noon on Friday, June 26, 2026. You will be notified of approved proposals by July 7, 2026. The Board of Regents will be notified of the approved proposals at the September 2026 meeting of the Board.

LEVEL I ITEMS:

The University of Montana:

- Notification of retitling the Certificate of Technical Studies in Construction Helper to Building Construction Basics
[Item #1001-LI0626](#)
- Notification to retitle the Big Data Analytics Certificate the Data Analytics Certificate
[Item #1003-LI0626](#)

Dawson Community College:

- Request to establish a Certificate of Technical Studies in Education: Parapathways
[Item #201-LI0626](#)
- Request to establish a Certificate of Technical Studies in Criminal Justice: Reserve Peace Officer
[Item #202-LI0626](#)

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- Request to establish campus certificate of 29 credits or less in Geospatial Technology
[Item #2803-LI0626](#)
- Request to establish a Career Certificate in Graphic Design
[Item #2804-LI0626](#)

LEVEL II ITEMS:

The University of Montana:

- Request authorization to establish a BS in Wildlife Biology with concentration in Integrated Aquatic/Terrestrial
[Item #1002-LI0626](#)

ITEM 1001-LI0626

Institution: **University of Montana-Missoula**

CIP Code: **46.0201**

Program/Center/Institute Title: **Missoula College, Industrial Technology**

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

Options:

Proposal Summary [360 words maximum]

- Why:** The current title does not fully reflect the intent or scope of the curriculum. Through extensive collaboration with K–12 partners, industry representatives, faculty, and stakeholders, the updated Building Construction Basics CTS is designed to:

This title has the full support of the Construction Industry Advisory Board and aligns with local workforce demand for graduates with both job-ready trade skills and essential employability skills.

Resources: This retitle and accompanying curriculum changes utilize only existing resources.

ATTACHMENTS

Attachments

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

A. Level I:

OCHE Notification

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

OCHE Approvals

4. Re-titling an existing postsecondary educational program

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

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

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

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

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

10. Withdrawing a postsecondary program from moratorium

11. Establishing a campus certificate of 29 credits or less (Curriculum Proposal Form)

B. Level II:

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

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

3. Requesting a variation of the 120-credit baccalaureate degrees *Exception to policy 301.11*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

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

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

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

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

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

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

_____ **B. Level II:**

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM XXX-XXXXX^{201-LI0626}

SUBMISSION MONTH/YEAR
 June 2026

ITEM TITLE Request to establish a Certificate of Technical Studies in Education: Parapathways

Institution: Dawson Community CollegeCIP Code: 13.1099

Program/Center/Institute Title: _____

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

Options: _____

Proposal Summary [360 words maximum]

What: Offer within our Certificate of Technical Skills and our established Education Program. This would be a Certificate of Technical Skills in Education: Parapathways.

Why: Recognition for courses completed for the state licensure requirement for the Special Education Technician license.

Resources: This aligns with the current non-degree program that we offer through our partnership with the Montana OPI.

ATTACHMENTS

CTS Faculty Proposal

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

A. Level I:

OCHE Notification

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

 1b. Withdrawing a postsecondary educational program from moratorium

X 2. Re-titling, terminating or revising a campus certificate of 29 credits or less

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

- _____ 4. Re-titling an existing postsecondary educational program
- _____ 5. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)
- _____ 6. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)
- _____ 7. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)
- _____ 8. Revising a postsecondary educational program (Curriculum Proposal Form)
- _____ 9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
- _____ 10. Withdrawing a postsecondary program from moratorium
- _____ 11. Establishing a campus certificate of 29 credits or less (Curriculum Proposal Form)

_____ **B. Level II:**

- _____ 1. Establishing a new postsecondary educational program (Curriculum Proposal and Completed Request to Plan Form)
- _____ 2. Requesting Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)
- _____ 3. Requesting a variation of the 120-credit baccalaureate degrees *Exception to policy 301.11*
- _____ 4. Forming, eliminating or consolidating an academic, administrative, or research unit (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)
- _____ 5. Re-titling an academic, administrative, or research unit

**Proposal for a Career Technical Skills (CTS) Certificate in
Education: Parapathways
Education Program
Dawson Community College (DCC)**

Required Courses (13 credits)

EDU 201	Introduction to Education w/ Field Experience	4 credits
EDU 231	Literature and Literacy for Children	3 credits
EDU 222	Education Psychology & Adolescent Development	3 credits
EDSP 204	Introduction to Teaching Exceptional Learners	3 credits

Total credits: 13

Program of Study

First Semester

EDU 201	Introduction to Education w/ Field Experience
EDU 231	Literature and Literacy for Children

Second Semester

EDU 222	Education Psychology & Adolescent Development
EDSP 204	Introduction to Teaching Exceptional Learners

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

202-LI0626
ITEM XXX-XXXXX

SUBMISSION MONTH/YEAR
June 2026

ITEM TITLE Request to establish a Certificate of Technical Studies in Criminal Justice: Reserve Peace Officer

Institution: Dawson Community College

CIP Code: 13.1099

Program/Center/Institute Title: _____

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

Options: _____

Proposal Summary [360 words maximum]

What: Offer within our Certificate of Technical Skills and our established Criminal Justice Program. This would be a Certificate of Technical Skills in Criminal Justice: Reserve Peace Officer.

Why: Recognition of more skills/training outside of the reserve officer course(s). This would provide the student with a more rounded education to include criminal justice ethics and communication skills.

Resources:

ATTACHMENTS

CTS Faculty Proposal

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

A. Level I:

OCHE Notification

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

- _____ 4. Re-titling an existing postsecondary educational program
- _____ 5. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)
- _____ 6. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)
- _____ 7. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)
- _____ 8. Revising a postsecondary educational program (Curriculum Proposal Form)
- _____ 9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
- _____ 10. Withdrawing a postsecondary program from moratorium
- _____ 11. Establishing a campus certificate of 29 credits or less (Curriculum Proposal Form)

B. Level II:

- _____ 1. Establishing a new postsecondary educational program (Curriculum Proposal and Completed Request to Plan Form)
- _____ 2. Requesting Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)
- _____ 3. Requesting a variation of the 120-credit baccalaureate degrees *Exception to policy 301.11*
- _____ 4. Forming, eliminating or consolidating an academic, administrative, or research unit (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)
- _____ 5. Re-titling an academic, administrative, or research unit

**Proposal for a Career Technical Skills (CTS) Certificate
Reserve Peace Officer Professional
Criminal Justice and Law Enforcement (CJLE) Program
Dawson Community College (DCC)**

Required Courses (8 credits)

CJLE 200	Reserve Officer Training	3 credits
CJLE 201	Reserve Officer Training Lab	2 credits
CJUS 208	Criminal Justice Ethics and Leadership	3 credits
COMX 111	Introduction to Public Speaking	3 credits
/or/		
COMX 115	Introduction to Interpersonal Communications	3 credits

Total credits: 12

Program of Study

Fall Semester

CJUS 208	Criminal Justice Ethics and Leadership	3 credits
COMX 111 /or/ COMX 115		3 credits

Spring Semester

CJLE 200	Reserve Officer Training	3 credits
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Summer Semester

CJLE 201	Reserve Officer Training Lab	2 credits
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Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

June/2026

ITEM 2801-LI0526

ITEM TITLE: Notification of updated modality classification for MEd in Counselor Education

Institution: **Montana State University-Northern**

CIP Code: **13.1101**

Program/Center/Institute Title: **MEd Degree in Counselor Education**

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

Options: _____

Proposal Summary [360 words maximum]

What: The MEd Degree in Counselor Education program is housed in the College of Arts, Sciences, and Education at MSU-Northern. This 60-credit hour program offers two concentrations in School Counseling and Clinical Mental Health Counseling, with the former concentration accredited through the Office of Public Instruction (OPI). The Counselor Education program is currently recognized through 2029 as a participating program by the National Board of Certified Counselors (NBCC), enabling students to sit for the National Counselor Examination (NCE) in their final year. Though not nationally accredited, the program strives for Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation. The Counselor Education program requests OCHE notification to change its academic program classification from Hybrid/Blended to Online with Limited On-site delivery.

Why: Flexible learning is a highlight of the MSU-Northern Counselor Education program. It is designed to accommodate students who are working full time and who cannot attend a traditionally delivered program. Our current hybrid/blended delivery model requires that students meet online, with three weekends per semester on campus over the course of three years. In efforts to refine our program, we would like to restructure this model to require students to be in person for a minimum of three weekends over the course of their studies and expand our online presence. This will allow for the observation and assessment of students at critical points throughout their program studies, in keeping with the updated curricular directives of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accrediting body, to which the program aspires. This restructured design ensures that the program meets its goals to effectively and efficiently prepare school and clinical mental health counselors and at the same time, deliver a program that is more accommodating and affordable.

Resources: N/A

ATTACHMENTS

Attachments

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 x **A. Level I:**

OCHE Notification

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

 x 3. Offering an existing postsecondary educational program via distance or online delivery

OCHE Approvals

 4. Re-titling an existing postsecondary educational program

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

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

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

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

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

 10. Withdrawing a postsecondary program from moratorium

 11. Establishing a campus certificate of 29 credits or less (Curriculum Proposal Form)

 B. Level II:

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

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

 3. Requesting a variation of the 120-credit baccalaureate degrees *Exception to policy 301.11*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **MSEd Instruction and Learning**

Program is being X **Placed into moratorium** **Terminated**

Significant changes over time reveal the need to review new directions for the MSEd Instruction and Learning program. From Fall 2021 to Fall 2025, program enrollment decreased by 48%. The program will also experience the transition of its sole core faculty in the coming year. These changes present issues of sustainability and program structure that require dedicated time and effort to address. The Graduate Council and Education faculty have confirmed their support to explore and determine pathways for program revitalization over the next three years. During the moratorium period, the program is committed to a phased teach out of all currently enrolled students as well as those students who have stopped out within the last seven years - totaling 18 students. New enrollment will be suspended, while the program transitions to a formal review to ensure a viable future that meets student and education workforce needs.

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

In Fall 2025, 12 students were enrolled in the 36-hour MSEd Instruction and Learning program. Six additional students stopped out in the past seven years. The program is reaching out to these six students with updated plans of study for the completion of their coursework by Summer 2027.

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

Students affected by the moratorium are slated to be notified in Summer 2026.

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

The expected graduation date of all students in the MSEd Instruction and Learning program is Summer 2027. This includes the Fall 2024 and 2025 cohorts, along with six students from previous cohorts who have less than 9 credit-hours of coursework and/or an exit project remaining in order to graduate.

Y: X N:

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

A thorough review of advisee files from 2001 to present was conducted. Advisees admitted in 2019 or later are eligible to graduate based on MSUNs current Transfer Credits policy: "A maximum of 25% of the required credit hours to complete the degree may be fulfilled by eligible graduate-level transfer courses. Courses accepted for transfer credit must have been earned at the graduate level from an accredited institution and carry a letter grade of "B" or better. Courses which carry grades such as "P" or "S" are unacceptable for transfer credit. All transfer courses must be approved by the program faculty at the time of matriculation and recency requirements. Courses older than 7 years may not be transferred if out of a graduate degree earned by the applicant."

From Spring 2026 – Summer 2027, the academic map shows that 30-credit hours of course work will be offered. This coursework covers the classes necessary for students to graduate.

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

Three full-time and Adjunct faculty members will be affected by the program moratorium. The MEd in Counselor Education and MS in Teaching in a Content Area programs will be impacted, as well. The Instruction and Learning core faculty member teaches EDUC 507 Educational Measurement, which is a required course in the Counselor Education program of study. The program will explore moving the course to the Counselor Education course portfolio. The Instruction and Learning core faculty member also teaches EDUC 582 Assessment, Curriculum, and Instruction, EDUC 517 Research Methods, and EDUC 598 Graduate Exit Project for Teaching in a Content Area. We will explore the hiring of Adjunct faculty and workloads of core faculty members with doctoral degrees in related areas to teach these courses.

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

One core faculty member and two Adjunct faculty members will be affected by the program moratorium. One full-time faculty member with a background in Educational Psychology who works occasionally for the program will not be affected by the moratorium. Adjunct faculty affected by the moratorium are slated to be notified in Summer 2026.

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

The lead and sole core faculty member in the program plans to transition duties and responsibilities in Summer 2027. The contract for one long-term Adjunct faculty member ends on August 17, 2027. The contract for the second long-term faculty member ends on December 22, 2026. All are members on exit projects and would be expected to fulfill those duties by Summer 2027. One full-time faculty member in Community Psychology teaches courses for the program when necessary; however, their teaching status remains unaffected by the impending moratorium.

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

- | | |
|---------------------------------------|---|
| a.) Internal Curriculum Committees | X |
| | Grad
Council
3/4/26;
April
2026 |
| <hr/> | |
| b.) Faculty Senate | <u>April 2026</u> |
| <hr/> | |
| c.) Program Public Advisory Committee | <u>NA</u> |
| <hr/> | |
| d.) Articulation Partners | <u>NA</u> |

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

June/ 2026

ITEM 2802-LI0526

ITEM TITLE: Request to place MSED Instruction and Learning program into moratorium

Institution: **MSU-Northern**

CIP Code: **13.1399**

Program/Center/Institute Title: **MSED Instruction and Learning**

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

Options: _____

Proposal Summary [360 words maximum]

What: MSU-Northern is requesting that this program be placed into moratorium while the program is redesigned to better meet the needs of Montana's teachers.

Why: From Fall 2021 to Fall 2025, program enrollment decreased by 48%. The institution's Graduate Council would like to pause new applications to allow for the program to be redesigned and relaunched.

Resources: Faculty and capital resources for the planned teach out will be needed. These have already been accounted for.

ATTACHMENTS

Attachments

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

A. Level I:

OCHE Notification

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

_____ **4. Re-titling an existing postsecondary educational program**

_____ **5. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____ **6. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

_____ **7. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

_____ **8. Revising a postsecondary educational program** (Curriculum Proposal Form)

_____ **9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years**

_____ **10. Withdrawing a postsecondary program from moratorium**

_____ **11. Establishing a campus certificate of 29 credits or less** (Curriculum Proposal Form)

_____ **B. Level II:**

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

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

_____ **3. Requesting a variation of the 120-credit baccalaureate degrees** *Exception to policy 301.11*

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

June/2026

ITEM 2803-LI0626

ITEM TITLE : Request to Establish Campus Certificate of 29 Credits or Less in Geospatial Technology

Institution: **Montana State University-Northern**

CIP Code: **45.0702**

Program/Center/Institute Title: **College of Arts, Sciences, and Education**

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

Options: _____

Proposal Summary [360 words maximum]

What: Career Certificate in Geospatial Technology

Why: Montana State University-Northern is proposing a 12-credit career certificate in geospatial technology. This four-course certificate provides practical training in mapping, spatial analysis, and data management which can be completed independently or embedded within an existing degree program. The completion of this certificate equips graduates with career-relevant credentials that can lead to immediate employment or skill enhancement in a variety of careers including local, state, and federal agencies, utilities, construction, civil engineering, agricultural operations, emergency management, and natural resource agencies. By providing this training, MSU-N addresses this workforce gap, supports workforce upskilling, expands access for rural students, and works to keep Montana's workforce in Montana.

Resources: No resources are required to offer this certificate at this time. If at some point an adjunct faculty teaches one of the required courses, the cost will be \$750 per credit.

ATTACHMENTS

Curriculum Proposal form
Program/Degree Revision form

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

X **A. Level I:**

OCHE Notification

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

_____ **3. Offering an existing postsecondary educational program via distance or online delivery**

OCHE Approvals

_____ **4. Re-titling an existing postsecondary educational program**

_____ **5. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____ **6. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

_____ **7. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

_____ **8. Revising a postsecondary educational program** (Curriculum Proposal Form)

_____ **9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years**

_____ **10. Withdrawing a postsecondary program from moratorium**

X _____ **11. Establishing a campus certificate of 29 credits or less** (Curriculum Proposal Form)

_____ **B. Level II:**

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

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

_____ **3. Requesting a variation of the 120-credit baccalaureate degrees** *Exception to policy 301.11*

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

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

PROGRAM/DEGREE REVISION FORM

NEW x DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CASE Program Area GPHY

Submitter Kyra Kaercher **Dean** Beth Durodoye **Date** _____

Signature

Signature (indicates "college" level approval)

PROPOSAL TITLE Geospatial Technology

Please provide a brief explanation & rationale for the proposed revision(s).

Over the past year, I have had various members of the community (Fish Wildlife and Parks, USDA) approach me for help with GIS applications as they are taking GIS courses through various online platforms (Coursera, University of Arizona). Offering a certificate in GIS through Northern would be beneficial for these professionals, as well as our students, as it would add two classes onto required classes for graduation for most Ag/Biology students, and in most cases increase their pay into the next pay scale.

In the space below, please provide a “before and after” picture of the program with the changes in the program noted with an * in the CHANGE column. Attach appropriate Course Revision Forms.

Current Program
in _____ Catalog

Proposed Program for AY27 Catalog

[illegible][illegible]

Please note additional instructional resources needed (including library materials, special equipment, and facilities). Approval does not indicate support for new faculty or additional resources:

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

June/2026

ITEM 2804-LI0626

ITEM TITLE: Request to Establish Career Certificate in Graphic Design

Institution: **MSU-Northern**

CIP Code: **50.0409**

Program/Center/Institute Title: **College of Arts, Sciences, and Education**

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

Options: _____

Proposal Summary [360 words maximum]

What: MSU-Northern is proposing a Career Certificate in Graphic Design. This 12-credit certificate is comprised of courses in Graphic Design Applications, Electronic Design, Web Design and Development, and Digital Image Manipulation.

Why: This certificate offers an opportunity for students to complement a myriad of majors with skills in digital media applications. As industry focuses heavily on digital marketing, leveraging vibrant images, this skillset provides a value added for both employers and students entering the workforce. Offered in a hyflex format, this certificate also offers an upskilling opportunity for non-traditional students looking to secure career advancement.

Resources: At this time, all courses for this certificate are currently offered on a regular rotation as part of the university's B.A. in Graphic Design and have available capacity for increased enrollment. If it is determined that an adjunct faculty member is needed, the additional cost will be \$750 per credit. No additional technology or equipment is required at this time.

ATTACHMENTS

Curriculum Proposal form

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

 X **A. Level I:**

OCHE Notification

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

 1b. Withdrawing a postsecondary educational program from moratorium

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

_____ 2. Re-titling, terminating or revising a campus certificate of 29 credits or less

_____ 3. Offering an existing postsecondary educational program via distance or online delivery

OCHE Approvals

_____ 4. Re-titling an existing postsecondary educational program

_____ 5. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

_____ 6. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

_____ 7. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

_____ 8. Revising a postsecondary educational program (Curriculum Proposal Form)

_____ 9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years

_____ 10. Withdrawing a postsecondary program from moratorium

 X 11. Establishing a campus certificate of 29 credits or less (Curriculum Proposal Form)

 B. Level II:

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

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

_____ 3. Requesting a variation of the 120-credit baccalaureate degrees *Exception to policy 301.11*

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

June 2026

ITEM 1002-LI0626

Request authorization to establish a BS in Wildlife Biology with concentration in Integrated Aquatic/Terrestrial

Institution: **University of Montana-Missoula**

CIP Code: **03.0601**

Program/Center/Institute Title: **W.A. Frank College of Forestry and Conservation**

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

Options: BS in Wildlife Biology with a Concentration in Integrated Aquatic/Terrestrial

Proposal Summary [360 words maximum]

What: We propose an Integrated Aquatic/Terrestrial concentration within the Wildlife Biology B.S. at the University of Montana that combines coursework from both the existing Terrestrial and Aquatic concentrations, providing flexibility to tailor their training to diverse career paths in wildlife biology. Students will select a mix of terrestrial and aquatic courses. The concentration builds on the revisions made to the Terrestrial and Aquatic concentrations, ensuring consistency in prerequisites, learning outcomes, and skill development across both domains. This will appear as a named concentration on student transcripts to clearly communicate to employers and graduate programs that graduates have received broad, integrated training across ecological systems.

Why: The Integrated concentration addresses multiple student, workforce, and statewide needs. Students increasingly seek curricula that prepare them for a changing job market requiring both strong field experience and computational and analytical skills. Federal and state agencies, consulting firms, and NGOs are looking for graduates capable of working across habitats, managing complex landscapes, and applying quantitative methods. Regionally and statewide, Montana's wildlife challenges—from fisheries to forest and rangeland management—demand professionals trained across ecological boundaries.

This concentration also helps balance enrollment across courses, as Terrestrial courses have been heavily subscribed while some Aquatic courses are under-enrolled. By offering an integrated pathway, students can distribute coursework more evenly, supporting instructional capacity and optimizing faculty resources.

Taken together with revisions to the Terrestrial and Aquatic concentrations, these changes modernize the curriculum, align it with national peer programs and professional society standards, and better prepare students for professional careers, federal positions, and certification in wildlife and conservation sciences.

Resources: Existing faculty and resources will be used. Adjustments to course requirements, reduced teaching loads in certain areas, will allow capacity for new offerings. Physical science courses are provided outside the major, and those departments have confirmed capacity.

ATTACHMENTS

Curriculum Proposal Form
RTP

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

A. Level I:

Campus Approvals

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

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

B. Level II:

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. **Institutional Accreditation.** Is the proposal considered a minor or major substantive change per NWCCU Guidelines? Consult the institutional Accreditation Liaison Officer for more information. *[Choose one]*

Not Substantive__X__ Minor Change_____ Major Change_____

2. **Program Accreditation.** If applicable, describe specialized program accreditation requirements that inform this proposal, including the specific accrediting body and a summary of the standards being met. *[300 words]*

NA

3. **Program Summary:** List the program learning outcomes for the proposed program. Use assessable learner-centered statements that indicate what students will know and be able to do, upon completing the program.

Upon completion of the program, students will be able to:

1. Apply knowledge of biotic and abiotic environments to wildlife conservation, demonstrating competency in biological sciences, ecology, specialized animal sciences, and physical sciences.
2. Communicate fish and wildlife science effectively in writing and speech to both scientific audiences and the broader public.
3. Demonstrate field skills and gain hands-on experience through field trips, methods courses, internships, independent studies, and professional work opportunities.
4. Use quantitative and qualitative analysis, including research design, calculus, and statistics, to address wildlife conservation challenges.
5. Apply social science and policy perspectives to conservation issues, demonstrating respect for diverse values associated with wildlife.
6. Synthesize scientific knowledge and technical skills to develop and evaluate solutions to fish and wildlife conservation problems
7. Engage with the wildlife profession by exploring career opportunities through professional activities, seminars, internships, or independent research projects.
8. Identify and reflect on disparities in cultural and demographic representation within the wildlife profession and their implications for conservation practice.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- a. List the aggregate credits required to complete the program using the following table.

	Credits
Credits in required courses offered by the department offering the program	55-58^a
Credits in required courses offered by other departments	14-16
Credits in institutional general education curriculum	24^b
Credits of free electives	22-27
Total credits required to complete the program	120

- a. The Wildlife Biology Program is an interdisciplinary program that includes faculty and courses from the W.A. Franke College of Forestry and Conservation and the Division of Biological Sciences. We include courses here that are offered by those units.
- b. These are the additional gen-ed requirements not included in the counts above.

- b. Please include a complete listing of the proposed new curriculum in Appendix A of this document.

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

The proposed Integrated Aquatic/Terrestrial concentration in Wildlife Biology at the University of Montana addresses student, workforce, and statewide needs by offering broader training that integrates both terrestrial and aquatic systems. Currently, students must choose between separate Terrestrial or Aquatic concentrations, which limits flexibility, creates enrollment imbalances, and does not always match the diverse skill sets expected in some of the jobs in the wildlife profession.

Over the past two years, UM's Wildlife Biology faculty have conducted a comprehensive review of the major, comparing our curriculum with peer programs nationwide, as well as with federal job requirements and professional society certification standards. This process led to proposed revisions in the existing Terrestrial and Aquatic concentrations to make them more consistent, thereby enabling a new concentration (proposed Integrated Aquatic/Terrestrial concentration) that allows students to "mix and match" coursework across both areas.

Employers across agencies, consulting firms, and NGOs often seek graduates who can work across habitats and manage complex landscapes. Montana's wildlife challenges—from fisheries to rangeland management—likewise require professionals trained across ecological boundaries. A named concentration clearly signals to employers and graduate programs that students have received integrated training in both

Montana Board of Regents
CURRICULUM PROPOSAL FORM

ecosystems, strengthening competitiveness while supporting Montana's workforce, economy, and natural resource stewardship.

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

Institution Name	Degree	Program Title	What is the program enrollment for the last three academic years?
University of Montana	BS	BS in Wildlife Biology with concentration in Terrestrial	265*
University of Montana	BS	BS in Wildlife Biology with concentration in Aquatic	49*

* enrollments given as the average over fall 2022, fall 2023, and fall 2024

The proposed concentration does not duplicate programs within the Montana University System. Rather, it builds on the existing strengths of the University of Montana's Wildlife Biology B.S., which already offers Terrestrial and Aquatic concentrations. Enrollment has been heavily weighted toward the Terrestrial option, creating pressure on those courses while Aquatic courses are under-enrolled. The new concentration will not draw students away from other programs but instead provide an additional option that integrates both areas, thereby helping balance enrollment across courses.

No other MUS campus offers parallel concentrations in Wildlife Biology. This design increases curricular flexibility, responds to student and employer demand for integrated training, and complements—rather than competes with—other natural resource and biology programs across the system.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- a. Describe how this program's learning outcomes are related or tied to other programs on campus or within the Montana University System. *[100 words]*

The program's learning outcomes are complementary to those of the Terrestrial and Aquatic concentrations for the Wildlife Biology B.S. at the University of Montana.

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

The proposed concentration does not duplicate other programs within the Montana University System. Instead, it increases curricular flexibility by allowing students to combine terrestrial and aquatic coursework, providing broader training and more diverse skill sets. This approach benefits the state and its citizens by producing graduates who are better prepared to address complex wildlife management challenges across Montana's varied ecosystems.

- c. Describe any efforts that were made to collaborate with similar programs at other institutions, including specific contacts and their institutional affiliations. If no efforts were made, please explain why. *[200 words]*

No efforts were made to collaborate with other institutions because no comparable Wildlife Biology concentrations exist within the Montana University System. The proposed concentration builds on existing strengths of the University of Montana's program and does not overlap with offerings at other campuses.

6. Program assessment.

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

Assessment of program learning outcomes will be ongoing and embedded throughout the curriculum. Program assessment within UM occurs biennially, and external program reviews occur approximately every seven years. In addition, the University of Montana is currently conducting a comprehensive curriculum review of all degree programs during AY 2025–26, and the Wildlife Biology program will collaborate with UM's assessment leads to further refine program learning outcomes and assessment procedures.

Through this process, the program will demonstrate how outcomes are introduced, developed, and mastered across the curriculum, ensuring alignment between course-level and program-level expectations. Faculty will review results collectively, identify areas for improvement, and implement curricular or pedagogical changes as needed. Where appropriate, assessment will also be benchmarked against professional society standards and federal job requirements to ensure students are well prepared for careers and professional certification. This continuous cycle of assessment and improvement will sustain program quality and relevance.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Program learning outcomes will be assessed using the following measures:

- 1) formal exams administered as part of curriculum coursework,
- 2) evaluation of oral communication skills as part of coursework,
- 3) various writing assignments, with an emphasis on courses that have a formal writing designation,
- 4) course evaluations,
- 5) external evaluation of student competence through internships and other external, experiential learning opportunities,
- 6) external program review, and
- 7) various surveys (e.g., exit, alumni, and employer surveys). An additional, indirect measure includes unsolicited student feedback, encompassing both positive and critical feedback tied to the program.

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

Assessment findings are consistently used to improve program quality and sustain UM's top-ranked national reputation in Wildlife Biology. For example, course evaluations and faculty review showed that the general statistics requirement (STAT 216) did not meet student needs, leading to development of a new wildlife-focused statistics course (WILD 245). External program review emphasized fisheries capacity, prompting the program to raise \$5M in philanthropy and create an endowed chair (starting 2026). More recently, student surveys, enrollment data, and employer feedback revealed demand for broader, integrated training. These findings directly informed the proposed Integrated concentration and related concurrent curricular revisions.

Signature/Date

College or School Dean: Approved via CourseLeaf 9/25/2025

Chief Academic Officer:  **1/07/2026**

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

BACHELOR OF SCIENCE - WILDLIFE BIOLOGY; INTEGRATED AQUATIC/ TERRESTRIAL CONCENTRATION

- This major requires a minimum GPA of 2.5.

Course Requirements

Code	Title	Hours
Major Required Core Courses		
Complete all of the following courses:		
WILD 180	Careers in Wildlife Biology	2
BIOB 160	Principles of Living Systems	3
BIOB 161N	Principles of Living Systems Lab	1
BIOB 170N	Principles of Biological Diversity	3
BIOB 272	Genetics and Evolution	4
WILD 274	Human Dimensions of Wildlife	3
WILD 245	Wildlife Data, Inference, and Statistics	4
BIOE 370	General Ecology	3
BIOE 371	General Ecology Lab	2
WILD 398	Internship (fulfills the Wildlife Biology Experiential Learning requirement. Alternatives are possible. See the Wildlife Biology Advisor.)	2
WILD 410	Wildlife Policy & Biopolitics	3
or NRSM 422	Natural Resource Policy and Administration	
or NRSM 427	Water Policy	
or NRSM 428	Climate Policy	

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Code	Title	Hours
WILD 494	Senior Wildlife Seminar	1

Major Required Courses – Integrated Aquatic/Terrestrial Concentration

Complete **all** of the following courses:

Field Techniques Course

WILD 270	Wildlife Techniques	3
or WILD 280	Fisheries Techniques	

Advanced Physical and Ecosystem Science

NRSM 360	Rangeland Management	3
or FORS 347	Multiple Resource Silviculture	
or NRSM 385	Watershed Hydrology	

Applied Habitat Management

WILD 370	Wildlife Habitat Conservation & Management	4
or WILD 408	Aquatic Habitat Conservation	

Applied Population Ecology

WILD 470	Conservation of Wildlife Populations	4
or WILD 475	Conservation of Fish Populations	

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Montana Board of Regents
CURRICULUM PROPOSAL FORM

BIOO 470	Ornithology	4
or BIOO 475	Mammalogy	
or BIOO 340	Biology and Management of Fishes	

Complete **two** of the following courses in **Advanced Topics in Applied Ecology and Conservation**:

WILD 480	The Upshot--Applied Wildlife Management	3
BIOB 480	Conservation Genetics	3
BIOB 486	Genomics	4
BIOM 460	Ecology of Infectious Diseases	3
NRSM 379	Collaborations in Natural Resource Decisions	3
PTRM 300	Recreation Behavior	3
BIOO 335	Rocky Mountain Flora	4
WILD 346	Wildlife Physiological Ecology	3
BIOB 435	Comparative Animal Physiology	3
BIOE 406	Behavior and Evolution	4
NRSM 462	Rangeland Ecology	3
BIOE 448	Terrestrial Plant Ecology	4
BIOE 428	Freshwater Ecology	5

Outside Major Required Courses

Complete **all** of the following courses:

CHMY 121N	Introduction to General Chemistry	4
COMX 111A	Introduction to Public Speaking	3
M 162	Applied Calculus	4

Montana Board of Regents
CURRICULUM PROPOSAL FORM

or M 171	Calculus I	
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Complete **one** of the following sequences of **Introductory Physical Science**:

NRSM 211N	Soils and Water	2
& NRSM 212N	Ecology, Physics, and Taxonomy of Soils	1

ERTH 101N	Earth Systems Science	3
& EARTH 103N	Earth Systems Science Lab	1

GPHY 111N	Intro to Physical Geography	3
& GPHY 112N	Intro to Physical Geography Lab	1

PHSX 205N	College Physics I	4
& PHSX 206N	College Physics I Lab	1

CHMY 123	Introduction to Organic and Biochemistry	4
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Writing in the Disciplines Requirement

To complete the Writing in the Disciplines Requirement, Wildlife Biology students are required to take three partial writing courses to meet the distributed advanced writing requirement.

The following are required:

BIOE 371	General Ecology Lab
WILD 470	Conservation of Wildlife Populations

Montana Board of Regents
CURRICULUM PROPOSAL FORM

or WILD 475	Conservation of Fish Populations
BIOO 470	Ornithology
or BIOO 475	Mammalogy
or BIOO 340	Biology and Management of Fishes

The following courses are additional options that can be used to fulfill the Writing in the Disciplines Requirement:

BIOB 483	Phylogenetics and Evolution
BIOE 342	Field Ecology
BIOE 403	Comparative Vertebrate Anatomy
BIOO 340	Biology and Management of Fishes
BIOO 470	Ornithology
BIOO 475	Mammalogy
FORS 330	Forest Ecology
FORS 341	Timber Harvesting & Roads
FORS 349	Practice of Silviculture
FORS 440	Forest Stand Management
NRSM 344	Ecosystem Science and Restoration Capstone
NRSM 349E	Climate Change Ethics and Policy
NRSM 379	Collaborations in Natural Resource Decisions
NRSM 462	Rangeland Ecology
NRSM 475	Environment & International Development
PTRM 300	Recreation Behavior
PTRM 451	Tourism & Sustainability
PTRM 482	Wilderness & Protected Area Management

Montana Board of Regents
CURRICULUM PROPOSAL FORM

WILD 410	Wildlife Policy
WILD 470	Conservation of Wildlife Populations
WILD 475	Conservation of Fish Populations
WILD 499	Thesis
Total Hours	69-73

Montana University System
REQUEST TO PLAN FORM – ACADEMIC PROGRAM

ITEM 1002-LII0626

Meeting Date

Request to plan an Integrated Aquatic and Terrestrial Concentration in the BS in Wildlife Biology

Program Title:	BS in Wildlife Biology; Concentration in Integrated Aquatic and Terrestrial	Planned 6-digit CIP code: 03.0601
Campus, School/Department:	University of Montana, W.A. Franke College of Forestry and Conservation	Expected Final Submission Date: May 2026
Contact Name/Info:	Chad Bishop, chad.bishop@mso.umt.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 exceed 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 brief description of the new program.

The University of Montana proposes to establish a new Integrated Aquatic/Terrestrial concentration within the existing Bachelor of Science in Wildlife Biology. The concentration combines coursework from the current Terrestrial and Aquatic concentrations, allowing students to integrate training across ecological systems rather than selecting a single pathway. The concentration will appear as a named concentration on student transcripts and is designed to provide flexible, workforce-relevant preparation while maintaining the academic rigor and learning outcomes of the Wildlife Biology B.S.

1.a. How many total credits will be required for the degree? How many credits in the major/minor?

The proposed concentration does not change the total credits required for the Wildlife Biology B.S. (120 credits). The concentration is structured within existing major requirements and uses existing courses. Students will be able to complete the major in 69-74 credits.

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

Student, workforce, and statewide needs increasingly point toward integrated training in wildlife biology that spans both terrestrial and aquatic systems. Employers in federal and state agencies, consulting firms, and non-governmental organizations frequently seek graduates who can work across habitats, apply quantitative and analytical methods, and address complex landscape-level conservation challenges.

At present, students in the Wildlife Biology B.S. must choose between separate Terrestrial or Aquatic concentrations. This structure limits curricular flexibility, contributes to enrollment imbalances between course offerings, and does not always align with the breadth of skills expected in professional practice. Over the past two

Montana University System
REQUEST TO PLAN FORM – ACADEMIC PROGRAM

years, Wildlife Biology faculty have reviewed peer programs, professional society standards, and federal job classifications, leading to revisions of the existing concentrations and the development of this integrated option.

The Integrated Aquatic/Terrestrial concentration responds directly to Montana's workforce needs by preparing graduates to work across fisheries, forest, rangeland, and watershed contexts while strengthening students' competitiveness for employment and graduate study.

- 3) Describe how the program fits with the institutional mission, strategic plan, and the existing MUS and institutional portfolios (refer to the most recent institutional Academic Priorities and Planning Statement. <https://www.mus.edu/che/arsa/AcademicPlanningAndPriorities/academic-priorities.html>).**

The proposed concentration aligns with the University of Montana's mission to provide high-quality education that prepares students to contribute to communities and steward natural resources. It fits squarely within UM's existing Wildlife Biology B.S. and does not represent a new degree program or expansion of scope.

Within the Montana University System, the concentration complements existing natural resource and biology programs by offering an integrated pathway within an established degree, rather than duplicating degree-level offerings at other campuses. The proposal strengthens curricular coherence and responsiveness while maintaining alignment with system-level academic priorities.

- 4) Review the MUS academic degree program inventory for similar, adjacent, and/or preparatory programs (<https://www.mus.edu/findaprogram/>).**

- a. Describe any opportunities for collaboration you have identified or initiated either within the institution or between MUS institutions (i.e. articulation, course-sharing academic programs and creating pathways between degrees). Include potential contacts and their institutional affiliation.**

The Integrated Aquatic/Terrestrial concentration builds on UM's existing Terrestrial and Aquatic concentrations in Wildlife Biology. No other MUS institution offers a comparable named concentration within a Wildlife Biology degree. Degree-level programs at other institutions emphasize different structures and scopes, and this proposal does not duplicate those offerings.

The University of Montana has an established relationship with colleagues at Montana State University's Fish, Wildlife & Ecology program. This plan has been shared with them to ensure transparency, coordination, of program pathways across the system. As both are well established we do not anticipate any unnecessary duplication.

- b. What are current enrollment numbers in similar programs for the last three academic years?**

Within UM, enrollment in the Wildlife Biology B.S. has been strong, with disproportionately high enrollment in the Terrestrial concentration and lower enrollment in the Aquatic concentration over the past three academic years. The proposed integrated concentration is expected to balance enrollment across courses while preserving student choice. Here are the duplicated headcounts (fall+spring enrollments) for each of the last 7 years plus unduplicated headcount for Fall 2025.

Montana University System
REQUEST TO PLAN FORM – ACADEMIC PROGRAM

	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24	AY24-25	Fall 2025
Aquatic	91	76	67	77	87	110	132	133
Terrestrial	540	577	525	546	558	525	511	385

- c. Describe any significant new financial resources (faculty, staff, facilities, and/or curricula) needed to launch and sustain the program.

No new faculty, staff, facilities, or financial resources are required. The concentration is supported entirely by existing courses and faculty. The restructuring of requirements improves instructional efficiency and better aligns course demand with existing capacity.

Signature/Date	
Flagship Provost*:	
Flagship President*:	
*Not applicable to the Community Colleges.	



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

560 N. Park – PO Box 203201 – Helena, Montana 59620-3201
(406) 449-9124 - FAX (406) 449-9171

August 4, 2026

To: Chief Academic Officers

From: Joe Thiel
Deputy Commissioner for Academic, Research, and Student Affairs

RE: Approval of July 2026 Academic Items

The following July 2026 academic items have been approved:

LEVEL I ITEMS:

Flathead Valley Community College

- Notification to place the CTS in Medical Coding in moratorium
[Item #301-LI0626](#)
- Notification to place the AAS in Criminal Justice in moratorium
[Item #302-LI0626](#)

Sincerely,

A handwritten signature in blue ink that reads "Joe Thiel". The signature is written in a cursive style.

Joe Thiel
Deputy Commissioner for Academic, Research, and Student Affairs

ACADEMIC ITEMS MEMORANDUM

DATE: July 27, 2026

TO: Chief Academic Officers, Montana University System

FROM: Joe Thiel, Interim Deputy Commissioner for Academic, Research, and Student Affairs

RE: July 2026 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in July 2026. These proposals include items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. These Level I items are being sent to you for your review. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. Issues not resolved should be submitted in writing to OCHE by noon on Friday, July 31, 2026. You will be notified of approved proposals by August 10, 2026. The Board of Regents will be notified of the approved proposals at the September 2026 meeting of the Board.

LEVEL I ITEMS:

Flathead Valley Community College

- Notification to place the CTS in Medical Coding in moratorium
[Item #301-LI0626](#)
- Notification to place the AAS in Criminal Justice in moratorium
[Item #302-LI0626](#)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

June 2026

ITEM 301-L10626

ITEM TITLE: Notification to place the Medical Coding CTS in moratoriumInstitution: Flathead Valley Community CollegeCIP Code: 51.0713Program/Center/Institute Title: Medical Coding CTSIncludes (please specify below): Face-to-face Offering: _____ Online Offering: X Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]**What:** FVCC's Board of Trustees has approved placing the Medical Coding CTS into moratorium.**Why:** FVCC is planning a comprehensive redesign of the curriculum that reflects current industry standards and the growing integration of artificial intelligence in medical coding and healthcare documentation. AI-assisted coding tools, natural language processing, and automated claim review systems are rapidly transforming the field, requiring coders to develop new competencies in technology use, auditing, and data validation. As a result, the skills expected of entry-level coders have shifted significantly, making it necessary to update and modernize the curriculum.**Resources:** NA**ATTACHMENTS**

Attachments

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

X **A. Level I:****OCHE Notification**X **1a. Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)____ **1b. Withdrawing a postsecondary educational program from moratorium**____ **2. Re-titling, terminating or revising a campus certificate of 29 credits or less**

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

4. Re-titling an existing postsecondary educational program

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

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

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

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

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

10. Withdrawing a postsecondary program from moratorium

11. Establishing a campus certificate of 29 credits or less (Curriculum Proposal Form)

B. Level II:

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

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

3. Requesting a variation of the 120-credit baccalaureate degrees *Exception to policy 301.11*

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Medical Coding**

Program is being x Placed into moratorium Terminated

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

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

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

May 14, 2027

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees x

b.) Faculty Senate x

c.) Program Public Advisory Committee x

d.) Articulation Partners NA

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

Faculty feedback indicates support for this moratorium.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

June 2026

ITEM 302-L10626

ITEM TITLE: Notification to place the AAS in Criminal Justice in moratoriumInstitution: Flathead Valley Community CollegeCIP Code: 43.0199Program/Center/Institute Title: Criminal Justice AASIncludes (please specify below): Face-to-face Offering: X Online Offering: _____ Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]**What:** FVCC's Board of Trustees has approved placing the Criminal Justice AAS into moratorium.**Why:** Significant changes in the law enforcement profession necessitate revisions to the Criminal Justice AAS. As the field continues to evolve, professionals face increasingly complex social, legal, and technological challenges that require new knowledge and skills. Pausing the program provides an opportunity to thoughtfully redesign the curriculum and reimagine the future of criminal justice and law enforcement education at FVCC.**Resources:** NA**ATTACHMENTS**

Attachments

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

 X **A. Level I:****OCHE Notification** X **1a. Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)_____ **1b. Withdrawing a postsecondary educational program from moratorium**_____ **2. Re-titling, terminating or revising a campus certificate of 29 credits or less**_____ **3. Offering an existing postsecondary educational program via distance or online delivery**

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

_____ **4. Re-titling an existing postsecondary educational program**

_____ **5. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____ **6. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

_____ **7. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

_____ **8. Revising a postsecondary educational program** (Curriculum Proposal Form)

_____ **9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years**

_____ **10. Withdrawing a postsecondary program from moratorium**

_____ **11. Establishing a campus certificate of 29 credits or less** (Curriculum Proposal Form)

_____ **B. Level II:**

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

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

_____ **3. Requesting a variation of the 120-credit baccalaureate degrees** *Exception to policy 301.11*

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Criminal Justice AAS**

Program is being x Placed into moratorium Terminated

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

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

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

May 14, 2027

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

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

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

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

Feedback indicates support for this moratorium.

ACADEMIC ITEMS MEMORANDUM

DATE: August 31, 2026

TO: Chief Academic Officers, Montana University System

FROM: Joe Thiel, Interim Deputy Commissioner for Academic, Research, and Student Affairs

RE: August 2026 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in August 2026. These proposals include items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. These Level I items are being sent to you for your review. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. Issues not resolved should be submitted in writing to OCHE by noon on Friday, September 4, 2026. You will be notified of approved proposals by September 11, 2026. The Board of Regents will be notified of the approved proposals at the September 2026 meeting of the Board.

LEVEL II ITEMS:

Montana State University:

- Request for authorization to establish a Bachelor of Science in Agricultural and Biosystems Engineering
[Item #2011-LII0826](#)

Montana State University Northern:

- Request for authorization to establish an AS in Integrated Health Sciences
[Item #2801-LII0826](#)

ACADEMIC ITEMS MEMORANDUM

DATE: August 31, 2026

TO: Chief Academic Officers, Montana University System

FROM: Joe Thiel, Interim Deputy Commissioner for Academic, Research, and Student Affairs

RE: August 2026 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in August 2026. These proposals include items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. These Level I items are being sent to you for your review. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. Issues not resolved should be submitted in writing to OCHE by noon on Friday, September 4, 2026. You will be notified of approved proposals by September 11, 2026. The Board of Regents will be notified of the approved proposals at the September 2026 meeting of the Board.

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- Request for authorization to establish a Bachelor of Science in Agricultural and Biosystems Engineering
[Item #2011-LII0826](#)

Montana State University Northern:

- Request for authorization to establish an AS in Integrated Health Sciences
[Item #2801-LII0826](#)

ITEM 2011-LII0826

ITEM TITLE : Request approval for a Bachelor of Science in Agricultural and Biosystems Engineering

CIP Code: **14.0301**

Program/Center/Institute Title: **Bachelor of Science in Agricultural and Biosystems Engineering**

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

Options:

Proposal Summary [360 words maximum]

Locally, Montana agricultural producers and natural resource managers face unique challenges, such as managing limited water resources and adapting to climate variability, that require targeted innovations. Additionally, cow-calf operations and rangeland management are foundational to the beef industry, which is Montana's top agricultural revenue source. With over 1.25 million producing females (~23% of all beef cows in the Western US), Montana ranks as the 7th largest cow-calf producer in the U.S. and leads the Intermountain West (McNew et al., 2023). Most cow-calf production in Montana relies on year-round rangeland grazing, underscoring the State's commitment to sustainable cow-calf production on rangeland agroecosystems.

Resources: No additional resources are requested.

ATTACHMENTS

Approved Request to Plan

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

A. Level I:

OCHE Notification

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

OCHE Approvals

4. Re-titling an existing postsecondary educational program

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

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

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

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11. Establishing a campus certificate of 29 credits or less (Curriculum Proposal Form)

x B. Level II:

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

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

3. Requesting a variation of the 120-credit baccalaureate degrees *Exception to policy 301.11*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Montana State University's proposed Agricultural and Biosystems Engineering program will unite the Colleges of Agriculture and Engineering to tackle critical challenges in agriculture, natural resources and biological systems. Students will gain skills in precision agriculture, climate-smart practices, sustainable resource management, automation, AI, and robotics. As the industry evolves through data-driven and sustainable technologies, this program will prepare graduates to lead innovation and ensure food, water, and energy security.

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

Agriculture is a foundational pillar of Montana's economy, and MSU prioritizes applied research and education that directly benefit the state's farmers, ranchers, and agribusinesses. By addressing challenges like water resource management, sustainable farming, and precision agriculture, the program would enhance the productivity and sustainability of Montana's agricultural and natural resource systems, supporting the university's mission to advance the state's economy. This aligns to goal 2.1 and 2.2 in the MSU Strategic Plan.

The program would bring together faculty and students from the Colleges of Agriculture and Engineering to tackle interdisciplinary research problems. This collaboration would strengthen MSU's reputation for innovation in solving global agricultural challenges. This aligns with goal 2.3 in the MSU Strategic Plan.

This program would integrate practical training through access to the Montana Agricultural Experiment Station, internships with regional agribusinesses, and engineering labs. This aligns with goal 1.3 in the MSU Strategic Plan.

With this program, MSU would not only address state-specific challenges but also establish itself as a leader in agricultural engineering education and innovation on a national and global scale. This aligns with Goals 3.2 and 3.3 of the MSU Strategic Plan.

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

A faculty working group, including Precision Agriculture experts from the College of Agriculture and representatives from three Engineering departments, led the development of the program. They collaborated with industry partners, alumni, employers, and students to align the curriculum with professional standards and student needs. Stakeholder input shaped learning outcomes, course content, and assessment plans. The curriculum was reviewed by faculty from both colleges and prepared for internal and external accreditation processes. This inclusive, iterative approach ensured academic rigor, professional relevance, and a foundation for continuous improvement, equipping students for long-term success in agricultural and biosystems engineering.

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

The proposed Agricultural and Biosystems Engineering program at Montana State University will integrate the expertise and resources of the College of Agriculture and the College of Engineering to address pressing agricultural and natural resource challenges. The program will prepare students to design and implement innovative solutions in precision agriculture, climate-smart farming/ranching practices, sustainable management of natural resources, agricultural processing systems, sensors,

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robotics, artificial intelligence, and automation in agricultural operations. Agricultural production and processing industries are experiencing rapid technological transitions due to advancements in automation, data-driven technologies, and sustainable practices. This new program will equip students with the skills and knowledge to lead and be part of these advancements, ensuring they are prepared for the evolving demands of the field addressing food, water and energy security.

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

	Credits
Credits in required courses offered by the department offering the program	25
Credits in required courses offered by other departments	74
Credits in institutional general education curriculum	18
Credits of free electives	9
Total credits required to complete the program	121

- b. List the program learning outcomes for the proposed program. Use learner-centered statements that indicate what students will know, be able to do, and/or value or appreciate as a result of completing the program.

Program Learning Outcomes:

1	Agricultural and Biosystems Engineering will have: an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2	an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3	an ability to communicate effectively with a range of audiences.
4	an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5	an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6	an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7	an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

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

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The demand for trained Agricultural and Biosystems engineers is growing both in Montana and across the United States due to the critical role they play in addressing modern agricultural challenges. Agricultural and Biosystems engineers contribute to innovations in sustainable farming/ranching, natural resource management, farm/ranch automation, agricultural processing for value addition, and precision agriculture technologies, which are essential to meet increasing food production needs and environmental sustainability goals.

In Montana, agriculture is a cornerstone of the state's economy, with over 28,000 farmers and ranchers relying on advancements in agricultural research and technology to maintain productivity and competitiveness. Institutions like Montana State University's Agricultural Experiment Station are vital in applying engineering solutions to address local issues, such as water and chemical use efficiency and soil health management, showcasing the need for skilled professionals in the field.
https://americanprofessionguide.com/demand-for-agricultural-engineers/#google_vignette

Nationwide, the Bureau of Labor Statistics projects an 8% job growth rate for Agricultural and Biosystems engineers from 2023 to 2033, faster than the average for all occupations. This growth reflects an increased demand for expertise in areas like automation, climate-resilient farming practices, and environmental impact reduction. Additionally, about 100 job openings per year are anticipated, driven by retirements and the expansion of roles in agricultural innovation.

<https://www.careerexplorer.com/careers/agricultural-engineer/job-market/>,

<https://www.bls.gov/ooh/architecture-and-engineering/agricultural-engineers.htm>

These trends underline the need for more educational and professional development opportunities to prepare the next generation of Agricultural and Biosystems engineers, who are essential for advancing both Montana's agricultural and natural resource economy and broader national food security efforts.
Precision Ag Adoption

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

Institution Name	Degree	Program Title
		N/A

- If the proposed program substantially duplicates another program offered in the Montana University System, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. *[200 words]*
There is no duplication.
- Describe any efforts that were made to collaborate with similar programs at other institutions. If no efforts were made, please explain why. *[200 words]*
No overlap has been found with existing programs; however, there is an opportunity for interaction with the Applied Agriculture Technology program at MSU Northern, with the potential for shared elective courses.

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

The program is planned to start with an initial class of 12 students in Fall 27 with an additional 12 students each year for the first five years. The precision agriculture faculty have been hired and the two ag processing faculty will start in Jan and Aug of 26. The initial curriculum and course design is being done by a working group made up of engineering and agriculture faculty

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

Fall Headcount Enrollment					Graduates				
AY_26	AY_27	AY_28	AY_29	AY_30	AY_26	AY_27	AY_28	AY_29	AY_30
12	24	36	48	60	0	0	0	7	12

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

The projected enrollment growth for Montana State University's new Agricultural Engineering program—from 12 students in the first year, increasing by 12 annually to a cap of 60—can be supported by several key data points and trends. First, MSU has seen steady growth in STEM and agriculture-related majors, indicating strong student interest in interdisciplinary programs that combine engineering with real-world applications in agriculture. Second, Montana's economy is heavily rooted in agriculture, creating a regional demand for professionals trained in agricultural engineering to address challenges in sustainability, water management, and agri-tech innovation. Third, national trends show increasing interest in programs that integrate technology and environmental stewardship, aligning well with the goals of agricultural engineering. Additionally, MSU's institutional planning and strategic enrollment data support the feasibility of this growth trajectory. The university's Office of University Data & Analytics provides enrollment forecasting tools that help align new program development with student demand and workforce needs. Together, these factors provide a strong foundation for the projected enrollment increase and support the program's long-term viability.

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

Our initial capacity is 60 students based on current teaching, advising, and administrative resources available.

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

- a. Student achievement of Program Learning Outcomes (PLOs) is assessed through structured, periodic evaluations. PLOs 1 (Complex Problem Solving) and 2 (Engineering Design) are reviewed annually via capstone projects and design reports, with an 80% proficiency benchmark. PLO 3 (Effective Communication) is assessed each semester through presentations and written reports, also targeting 80% proficiency. PLO 4 (Ethical Responsibility) is evaluated biennially using case studies and essays, aiming for 75% of students to meet standards. PLO 5 (Teamwork and Leadership) is assessed each semester through peer and faculty evaluations in team-based projects, with an 80% positive rating goal.

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PLO 6 (Experimentation and Data Analysis) is reviewed annually via lab work, targeting 80% proficiency. PLO 7 (Lifelong Learning) is assessed biennially through surveys and independent work, expecting 75–80% success. Faculty and course coordinators oversee these assessments, which are reviewed at each semester's end and in annual meetings to identify gaps and implement improvements.

- b. What direct and indirect measures will be used to assess student learning? *[100 words]*
Student success is assessed using both direct and indirect measures. Direct measures include capstone rubrics, design reports, presentations, lab reports, and exams to evaluate skills in problem-solving, design, communication, experimentation, ethics, and teamwork. Peer and faculty evaluations assess leadership and collaboration, while independent research tasks gauge lifelong learning. Indirect measures include student self-assessment surveys, exit surveys, and course evaluations, which provide insights into students' confidence, satisfaction, and perceived readiness for professional practice. Together, these tools offer a comprehensive view of learning outcomes and support continuous improvement by identifying strengths and areas for development.
- c. How will you ensure that the assessment findings will be used to ensure the quality of the program? *[100 words]*
To ensure assessment results improve program quality, regularly review data (after each academic semester, plus a *Looking Forward* meeting before each fall term) with faculty to identify trends, strengths, and gaps. Use findings to revise curriculum, enhance teaching strategies, and allocate resources. These regular reviews will allow for documenting changes and track their impact over time and by cohort. Engage stakeholders—faculty, students, and advisory boards—in discussions to validate improvements. This continuous feedback loop ensures the program evolves to meet learning goals, the program learning outcomes, and industry standards.
- d. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation. *[100 words]*
ABET accreditation (www.ABET.org) is a quality assurance process for college and university programs in applied science, computing, engineering, and engineering technology. It ensures that a program meets the standards necessary to produce graduates ready to enter critical technical fields. Accredited programs undergo regular review by engineering expert reviewers to evaluate curriculum, faculty, facilities, and continuous improvement efforts.

9. Physical resources.

- a. Describe the existing facilities, equipment, space, laboratory instruments, computer(s), or other physical equipment available to support the successful implementation of the program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated? *[200 words]*
This program leverages investments in Precision Agriculture and Value-Added Processing including Tenure-Track faculty lines, start-up, and teaching resources supported by our gift from CHS.
- b. List needed facilities, equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. (Enter the costs of those physical resources into the budget sheet.) How will the need for these additional resources be met? *[150 words]*

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Two new teaching labs are planned – one for precision agriculture and one for agricultural product processing. We anticipate that some fundraising will be required to support these needs once this request is approved.

10. Personnel resources.

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

This program will utilize existing investments and currently ongoing efforts to increase expertise in Precision Agriculture, Autonomous Systems, and Value-Added processing of agricultural products, along with the strong foundation in the College of Engineering to implement this program. No additional faculty FTE are needed to initiate this program, but additional support will be needed as enrollment increases.

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

The program will be housed within an existing department in the College of Agriculture and the existing administrative personnel will be used to support the program, additional support will be needed as enrollment increases.

11. Other resources.

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

The library is currently adequate. In the future, subscriptions to topical journals may be necessary.

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

The College of Agriculture and the College of Engineering have robust student services programs and will accommodate the students enrolled in this new program. Additional resources may be needed as enrollment increases.

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

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

	Year 1	Year 2	Year 3
Revenues	\$10,000	\$14,431	\$34,785
Expenses	\$10,000	\$12,698	\$29,292

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CURRICULUM PROPOSAL FORM

Net Income/Deficit (revenues-expenses)	\$0	\$1,733	\$5,494
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- b. Describe any expenses anticipated with the implementation of the new program. How will these expenses be met? *[200 words]*

Our budget analysis notes \$10,000 in start-up costs. This includes teaching equipment and marketing of new program. These expenses will be met by a one time gift from CHS.

- i. If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs? *[150 words]*
- ii. If an increase in base funding is required to fund the program, indicate the amount of additional base funding and the fiscal year when the institution plans to include the base funding in the department's budget.
- iii. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends? *[150 words]*
- iv. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? *[150 words]*

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

There are no currently approved fees but an estimated program fee of \$150 per semester is anticipated in cooperation with the College of Engineering.

- 14.** Complete the fiscal analysis form.

The completed form is attached.

Signature/Date

College or School Dean:

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:

Flagship President*:

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CURRICULUM PROPOSAL FORM

*Not applicable to the Community Colleges.

Appendix A – Proposed New Curriculum

Curriculum requirements:

Agricultural and Biosystems Engineering

Freshman Year

	Fall	Spring
EABE 1XX Introduction to Ag and Biosystems Engineering	2	
CHMY 141/142 Intro College Chemistry I/Lab	4	
US or W core	3	
M171Q Calculus I	4	
PHSX 220 Physics I w/Calc	4	
University Core Electives (IA,IH, IS, or D)		3
US or W core		3
BIOB110CS, ANSC 100, or BIOB 160		3
M 172 Calculus II		4
PHSX 222 Physics II w/Calc		4
Year Total:	17	17

	Fall	Spring
Sophomore Year		
M 273 Multivariable Calculus	4	
EGEN 201 Engineering Mechanics - Statics	3	
AGTE 252 Intro to Precision Ag	3	
University Core Electives (IA,IH, IS, or D)	3	
EABE 3XX Operations in Agricultural Processing	3	
EABE 3XX Operations in Agricultural Processing Lab	1	
M 274 Introduction to Differential Equations	4	
BIOB 318 Biometry	3	
ENSC 245 Soils or EBIO 324 Bioengineering Transport	3	
CSCI 127 Joy and Beauty of Data	4	
Year Total:	17	14

	Fall	Spring
Junior Year		
University Core Electives (IA,IH, IS, or D)	6	
GPHY 284 Intro to GIS Science	3	
EGEN 350 Applied Engineering Data Analysis	2	
Directed and Technical Electives	3	
EELE 250 Circuits Devices and Motors	4	
GPHY 357 GPS Fund/App in Mapping	3	
ENSC 311 Fundamentals of Env Data Analysis	3	

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CURRICULUM PROPOSAL FORM

Directed and Technical Electives	3	
Year Total:	14	13
Junior Year Summer		
EABE 498 or EABE490R SUMMER INTERNSHIP	3	
Senior Year	Fall	Spring
EABE 4XXX Capstone Design	2	
EGEN 330 Business fundamentals for tech professionals	3	
Directed and Technical Electives	6	
EABE 4XXX Capstone Design	2	
EELE 487 Prof, Ethics & Engr Practices	1	
EABE 4XXX Autonomy in Agricultural Systems	3	
Directed and Technical Electives	6	
Year Total:	14	12

Highlighted courses will be created as part of this proposal effort.

Directed Electives

Take 9 credits from the following

AGTE 422 Data Analysis and Management for Digital Ag	3
AGTE 444 Sensing in Agriculture	3
AGTE 411 IOT in Precision Agriculture	4
EABE 4XXX Bioenvironmental System Design	3
ANSC 464 Precision Tech in Livestock	3

Professional Electives

Food Processing Electives

CHMY 143/144 College Chemistry II/Lab	4
CHMY 211/212 Elements of Organic Chemistry/lab	5
ECHM 201 Material and Energy Balances for Chemical and Biological Processes	4
ECHM 307 Chem Engin Thermodynamics I	3
EBIO 316 Elem Princ of Biological Engineering	3
EBIO 424 Bioengineering Transport	3

Sensors and Engineering

EELE 261 Intro To Logic Circuits	4
EELE 371 Microprocess HW and SW Systems	4
EELE 482 Electro-Optical Systems	3
EMEC 360/361 Measurement and Instrumentation	4
EIND 425 Technology Entrepreneurship	3

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EMEC 465 Bio-inspired Engineering	3
Agriculture Technology	
TE 303 Circuit Construction and Troubleshooting	3
TE 332 Remote and Autonomous Aircraft Systems	3
TE 410 Computer Aided and Industrial Machining and Manufacturing	4
AGED 315 Electrical and Power Systems Operation	3
AGTE 417 Manufacturing Technology	3
Plant Science	
AGSC 428 Cropping Systems and Sustainable Agriculture	3
AGSC 341 Field Crop Production	3
AGSC 356 Plant Nutrition and Soil Fertility Management	3
AGSC 401 Integrated Pest Management	3
AGSC 450 Plant Disease Control	3
AGSC 342 Forages	3
Environmental Science Electives	
ENSC 210 Role of Plants in the Environment	3
ENSC 407 Environmental Risk Assessment	3
ENSC 448 Stream Restoration Ecology	3
ENSC 443 Weed Ecology and Management	3
ENSC 460 Soil Remediation	3
Animal Science Electives	
ANSC 100 Intro to Animal Science	3
ANSC 222 Livestock in Sustainable Systems	3
ANSC 434R Beef Cattle Management	4
ANSC 432R Sheep Management	3
EQUUS 430 Horse Management	4
ANSC 436 Professional Development in Beef Production Systems	2
ANSC 437 Professional Development in Beef Feedlot Systems	2
ANSC 232 Livestock Management Sheep 1	1
ANSC 234 Livestock Management Beef 1	1

Academic Degree Program Proposal - Fiscal Analysis Form

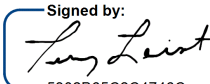
CAMPUS:	Bozeman
AWARD LEVEL:	UG
PROGRAM NAME:	BS in Agricultural and Biosystems Engineering
PROGRAM CODE:	

	FY27	FY28	FY29	FY30	FY31	FY32
ENROLLMENT PROJECTIONS						
Headcount						
annual unduplicated headcount of students with declared major or minor within the program	0	12	24	36	48	60
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	0	30	30	30	30	30
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	0	12	24	36	48	60
Completions						
Annual number of program completers	0	0	0	0	7	12

REVENUE						
Tuition Revenue (net of waivers)	\$0	\$10,828	\$23,378	\$35,768	\$48,645	\$62,022
Institutional Support	\$0	\$0	\$0	\$0	\$0	\$0
MAES Funding	\$0	\$3,603	\$9,007	\$14,412	\$19,816	\$19,816
Other Outside Funds (gift)	\$10,000	\$0	\$0	\$0	\$0	\$0
Course Fees	\$0	\$0	\$2,400	\$3,600	\$4,800	\$6,000
Total Revenue	\$10,000	\$14,431	\$34,785	\$53,780	\$73,261	\$87,838
Total Revenue per Student FTE		\$1,203	\$1,449	\$1,494	\$1,526	\$1,464

EXPENDITURES						
Tenure Track Faculty	FTE	-	0.07	0.17	0.27	0.37
	Salary + Benefits	-	7,206	18,015	28,823	39,632
Non-tenure Track Faculty *Includes Adjunct Instructors	FTE	-	-	-	-	-
	Salary + Benefits	-	-	-	-	-
Graduate Teaching Assistants	FTE	-	-	-	-	-
	Salary + Benefits	-	-	-	-	-
Staff	FTE	-	0.06	0.12	0.18	0.24
	Salary + Benefits	-	4,153	8,306	12,459	20,765
Total Faculty & Staff	FTE	-	0.13	0.29	0.45	0.61
	Salary + Benefits	-	11,359	26,321	41,282	56,244
Operations (supplies, travel, rent, etc)						
Start-up Expenses (OTO)	\$10,000	\$1,339	\$2,971	\$4,456	\$5,942	\$7,427
Total Expenses	\$10,000	\$12,698	\$29,292	\$45,739	\$62,186	\$67,824
Student FTE to Faculty (TT + NTT) Ratio						
Net Income/Deficit (Revenue - Expenses)	\$0	\$1,733	\$5,494	\$8,041	\$11,075	\$20,014

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

Signed by:

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5/1/2026 | 5:13 PM MDT

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

NOTE: Completion of the fiscal form does not guarantee funding for described expenses. The request for additional funding should be included in standard campus processes for investments in new programs if internal funding, within unit, cannot be reallocated. Enrollment numbers shown are total estimated enrollment in the program. Revenue has been adjusted down to reflect 50% of the students as true new headcount to MSU. Course Capacity to support program in it's entirety. Additional revenue has been adjusted down to be proportional to costs (12.2222% of total revenue 11/90). Operating costs are based on projected student headcount and the additional 11 credits included on the form multiplied by the average operating factor for Land Resources & Environmental Science & Chemical & Biological Engineering. Anticipate 50% MAES funding support for TT faculty Pay.	BRT
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Montana University System
REQUEST TO PLAN FORM

ITEM 217-2010-R0325**Meeting Date: March 2025****Item Name: Request to plan a Bachelor of Science- Agricultural and Biosystems Engineering**

Program/Center/Institute Title: **Bachelor of Science – Agricultural and Biosystems Engineering**

Planned 6-digit CIP code: **14.0301**

Campus, School/Department: **MSU Bozeman, College of Agriculture, Land Resources and Environmental Sciences**

Expected Final Submission Date: **Spring 2025**

Contact Name/Info: **Jennifer Thomson, jennifer.thomson@montana.edu, 406-994-6772**

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.

Program Overview:

The proposed Agricultural and Biosystems Engineering program at Montana State University will integrate the expertise and resources of the College of Agriculture and the College of Engineering to address pressing agricultural and natural resource challenges. The program will prepare students to design and implement innovative solutions in precision agriculture, climate-smart farming/ranching practices, sustainable management of natural resources, agricultural processing systems, sensors, robotics, artificial intelligence, and automation in agricultural operations. Agricultural production and processing industries are experiencing rapid technological transitions due to advancements in automation, data-driven technologies, and sustainable practices. This new program will equip students with the skills and knowledge to lead and be part of these advancements, ensuring they are prepared for the evolving demands of the field addressing food, water and energy security.

Program Structure:

This interdisciplinary program will combine foundational engineering principles with applied agricultural sciences. Students will receive hands-on training through courses, research projects, internships with local farms/ranches, environmental industries and agribusinesses, and experiential learning opportunities at MSU's Agricultural Experiment Station and engineering laboratories.

Core topics will include:

- **Precision Agriculture:** Using GPS, GIS, sensors, robotics and AI driven big data analytics to evaluate spatiotemporal variability in the field and for efficient and site-specific farm, livestock and land management.
 - **Autonomous Systems:** Applying Automation, Robotics, and Decision Support Systems to production agriculture to improve efficiency and accuracy.
 - **Land and Resource Management:** Sustainable practices for land use and natural resources (ex, soil and water) management, by combining spatial science, design, and optimal data driven management strategies for long-term sustainability, resource quality and climate resilience.

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- **Artificial Intelligence and Big Data in Agriculture:** leveraging AI and big data to optimize agricultural operations, improve resource use, and increase productivity.
- **Agricultural Process Engineering:** Developing eco-friendly machinery, systems and processes to develop innovative higher value products from Montana grown agricultural commodities.
 - **Biobased products:** Methods and technologies for developing higher-value products such as food, feed, fuel and industrial products from agricultural sources and for assessing their quality.
 - **Post-harvest processing:** Efficient and sustainable methods and technologies for drying, storing, milling, and fractionation while protecting quality, yield and value.

Why This Program is Needed:

Agriculture accounts for a significant portion of Montana's economy, and there is growing demand for advanced engineering solutions to optimize resource use and improve productivity. Nationwide, agricultural and Biosystems engineering roles are expanding, with an 6-8% projected growth over the next decade.

<https://www.careerexplorer.com/careers/agricultural-engineer/>, <https://www.bls.gov/ooh/architecture-and-engineering/agricultural-engineers.htm>.

Locally, Montana agricultural producers and natural resource managers face unique challenges, such as managing limited water resources and adapting to climate variability, that require targeted innovations. Additionally, cow-calf operations and rangeland management are foundational to the beef industry, which is Montana's top agricultural revenue source. With over 1.25 million producing females (~23% of all beef cows in the Western US), Montana ranks as the 7th largest cow-calf producer in the U.S. and leads the Intermountain West ([McNew et al., 2023](#)). Most cow-calf production in Montana relies on year-round rangeland grazing, underscoring the State's commitment to sustainable cow-calf production on rangeland agroecosystems.

Partnerships and Impact:

This program will benefit from MSU's legacy as a land-grant university, leveraging its research centers and industry partnerships. It will aim to develop professionals who contribute to Montana's agricultural and natural resource sustainability while making an impact at the national and global levels.

Program Outcomes:

Graduates will be equipped to:

- Lead engineering projects in agribusiness, consulting firms, and government agencies.
- Be innovators developing and managing technologies and processes that support sustainable agricultural production and processing into higher value products.
- Engage in advanced research addressing agricultural and natural resources challenges.

This program aligns with MSU's mission to serve Montana's communities while fostering innovation and discovery in critical industries.

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 demand for trained Agricultural and Biosystems engineers is growing both in Montana and across the United States due to the critical role they play in addressing modern agricultural challenges. Agricultural and Biosystems engineers contribute to innovations in sustainable farming/ranching, natural resource management, farm/ranch automation,

Montana University System

REQUEST TO PLAN FORM

agricultural processing for value addition, and precision agriculture technologies, which are essential to meet increasing food production needs and environmental sustainability goals.

In Montana, agriculture is a cornerstone of the state's economy, with over 28,000 farmers and ranchers relying on advancements in agricultural research and technology to maintain productivity and competitiveness. Institutions like Montana State University's Agricultural Experiment Station are vital in applying engineering solutions to address local issues, such as water and chemical use efficiency and soil health management, showcasing the need for skilled professionals in the field. https://americanprofessionguide.com/demand-for-agricultural-engineers/#google_vignette

Nationwide, the Bureau of Labor Statistics projects an 8% job growth rate for Agricultural and Biosystems engineers from 2023 to 2033, faster than the average for all occupations. This growth reflects an increased demand for expertise in areas like automation, climate-resilient farming practices, and environmental impact reduction. Additionally, about 100 job openings per year are anticipated, driven by retirements and the expansion of roles in agricultural innovation. <https://www.careerexplorer.com/careers/agricultural-engineer/job-market/>, <https://www.bls.gov/ooh/architecture-and-engineering/agricultural-engineers.htm>

These trends underline the need for more educational and professional development opportunities to prepare the next generation of Agricultural and Biosystems engineers, who are essential for advancing both Montana's agricultural and natural resource economy and broader national food security efforts.

Precision Ag Adoption

The adoption of precision agriculture and other alternative practices is often lagging in wheat production systems, with only 20% adoption nationwide ([Precision Ag Adoption](#)). The technologies are often developed in corn and soybean, where we see 40% or higher adoption nationwide. Tools and methods for corn production do not translate into the production systems of Montana. Thus, we need this program to lead the development of systems that fit Montana's agriculture production systems.

Despite these limitations in technology, we are seeing a rapid increase in adoption across Montana with the counties of the Golden Triangle region pushing 40% adoption of precision agriculture practices much higher than the other wheat producing states indicated in the [Census of Agriculture](#). This adoption requires the next generation of students to be prepared to enter this industry.

The need for this program is strongly supported by Montana's agricultural industry organizations, which have expressed strong interest in developing a workforce equipped to engage with the changing face of agriculture. Groups such as the Montana Farmers Union, Montana Stock Growers, Montana Organic Association, and Montana Ag Business Association have highlighted the critical role of innovation in addressing challenges faced by Montana's diverse agricultural and natural resource systems. These organizations recognize the importance of training professionals who can bridge the gap between advanced technologies, such as precision agriculture and automation, and their practical application on Montana farms and ranches. Their support underscores the demand for a program that not only equips graduates with technical expertise but also ensures these technologies are tailored to meet the specific needs of Montana's producers, aligning with MSU's land-grant mission of serving the state's agricultural communities.

Montana University System
REQUEST TO PLAN FORM

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

This program will utilize existing investments and currently ongoing efforts to increase expertise in Precision Agriculture, Autonomous Systems, and Value-Added processing of agricultural products, along with the strong foundation in the College of Engineering to design and implement this program. No additional faculty FTE are needed to initiate this program, but additional support will be needed as enrollment increases.

Two new teaching labs are planned – one for precision agriculture and one for agricultural product processing. A legislative request for an initiative in value added agriculture has been submitted for consideration in the 2025 legislative session, along with a request for a new precision agriculture field lab. The proposal for offering this program is not contingent on these legislative requests. The college will address additional needs as the program is developed and we anticipate some fund raising to support these needs once this request is approved.

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).

No overlap has been found with existing programs, but there is an opportunity for interaction with the Applied Agriculture Technology program at MSU Northern with the potential for shared elective opportunities.

Course sharing with courses already in existence in the College of Agriculture and College of Engineering will cover most if not all the required curriculum of this program. Three new faculty members with expertise in precision agriculture were hired in Fall 2023. They are developing courses in precision agriculture as part of a minor in precision agriculture. These courses will be utilized in the new program. There is a strong history of research collaboration between the College of Agriculture and College of Engineering at MSU. This program will formalize educational collaboration between these colleges and will lead to expanded research collaboration.

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.

Agriculture is a foundational pillar of Montana's economy, and MSU prioritizes applied research and education that directly benefit the state's farmers, ranchers, and agribusinesses. By addressing challenges like water resource management, sustainable farming, and precision agriculture, the program would enhance the productivity and sustainability of Montana's agricultural and natural resource systems, supporting the university's mission to advance the state's economy. This aligns to goal 2.1 and 2.2 in the MSU Strategic Plan.

MSU emphasizes cutting-edge research through its land-grant mission and its designation as a top-tier research university (R1). The program would bring together faculty and students from the Colleges of Agriculture and Engineering to tackle interdisciplinary research problems, such as developing climate-resilient agricultural technologies and improving resource efficiency. This collaboration would strengthen MSU's reputation for innovation in solving global agricultural challenges. This aligns with goal 2.3 in the MSU Strategic Plan.

MSU prioritizes providing students with hands-on, experiential learning. This program would integrate practical training through access to the Montana Agricultural Experiment Station, internships with regional agribusinesses, and engineering

Montana University System
REQUEST TO PLAN FORM

labs. Students would graduate with marketable skills, prepared to enter competitive industries and contribute immediately to the workforce. This aligns with goal 1.3 in the MSU Strategic Plan.

MSU has committed to addressing global challenges like sustainability and climate change. This program would contribute by developing technologies and practices that reduce environmental impacts, such as precision irrigation systems, renewable energy integration, and sustainable land-use planning. These efforts would support MSU’s broader sustainability goals and its impact on regional and global environmental resilience.

MSU’s land-grant mission emphasizes serving the needs of Montana communities. The program would directly engage with local farmers, ranchers, and agribusinesses to co-develop solutions tailored to Montana’s unique agricultural and natural resource conditions. This approach exemplifies MSU’s dedication to outreach and community-focused research.

With this program, MSU would not only address state-specific challenges but also establish itself as a leader in agricultural engineering education and innovation on a national and global scale.

This aligns with Goals 3.2 and 3.3 of the MSU Strategic Plan.

Signature/Date		
Chief Academic Officer:	DocuSigned by: <i>Robert Mokuwa</i> 212A28411AC04BD...	2/3/2025 11:15 AM MST
Chief Research Officer*:		
Chief Executive Officer:	DocuSigned by: <i>Waded Cruzado</i> 7D6A4CE96C3F415...	2/3/2025 11:15 AM MST
Flagship Provost**:	DocuSigned by: <i>Robert Mokuwa</i> 212A28411AC04BD...	2/3/2025 11:15 AM MST
Flagship President**:	DocuSigned by: <i>Waded Cruzado</i> 7D6A4CE96C3F415...	2/3/2025 11:15 AM MST
*Center/Institute Proposal only **Not applicable to the Community Colleges.		

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

June/2026

ITEM 2801-LII0826

ITEM TITLE: Request for authorization to establish an A.S. in Integrated Health Sciences

Institution: **MSU-Northern**

CIP Code: **51.00**

Program/Center/Institute Title: **College of Health Sciences**

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

Options: _____

Proposal Summary [360 words maximum]

What: An Associate of Science in Integrated Health Sciences

Why: This program addresses the state's labor market shortage in healthcare by offering curriculum to best prepare students for entry-level work in hospitals and clinics. The program will include in-demand, embedded industry certifications, and an apprenticeship component and will provide a well-defined onramp into healthcare for students not initially interested in pursuing a 4-year degree.

It is requested that the proposed program be categorized as an Associate of Science (A.S.) rather than an Associate of Applied Science (A.A.S.). Please see the Curriculum Proposal Form for detailed information regarding this request.

Resources: No new physical resources will be needed. It is not anticipated that adjunct faculty will be needed to support this program, but if that becomes necessary, the additional cost will be \$750/credit.

ATTACHMENTS

Approved Request to Plan
Curriculum Proposal Form
Appendix A-Proposed New Curriculum

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

A. Level I:

OCHE Notification

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

_____ **3. Offering an existing postsecondary educational program via distance or online delivery**

OCHE Approvals

_____ **4. Re-titling an existing postsecondary educational program**

_____ **5. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)

_____ **6. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)

_____ **7. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)

_____ **8. Revising a postsecondary educational program** (Curriculum Proposal Form)

_____ **9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years**

_____ **10. Withdrawing a postsecondary program from moratorium**

_____ **11. Establishing a campus certificate of 29 credits or less** (Curriculum Proposal Form)

_____ **B. Level II:**

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

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

_____ **3. Requesting a variation of the 120-credit baccalaureate degrees** *Exception to policy 301.11*

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Associates of Science in Integrated Health Sciences 2026-27

FRESHMAN YEAR | FALL

COURSE	CREDITS	COMPLETED
AHMS 144 Medical Terminology	3	☐
KIN 221 Health Anatomy and Physiology	4	☐
Any Category VII Technology course	3	☐
Any Category VI Humanities & Fine Arts course	3	☐
COMX 111 or 115 (Required Category I course)	3	☐

FRESHMAN YEAR | SPRING

COURSE	CREDITS	COMPLETED
HTH 110 Personal Health and Wellness	3	☐
CHMY 121/122 Intro to General Chemistry (Req. Cat III course)	4	☐
M 121 College Algebra (Required Category II course)	3	☐
PSYX 100 Intro to Psychology (Required Category IV course)	3	☐
WRIT 101 College Writing (Required Category I course)	3	☐

SOPHOMORE YEAR | FALL

COURSE	CREDITS	COMPLETED
AHMS 270 Medical Ethics	3	☐
BIOH 201/202 Anatomy and Physiology I (Req. Cat III course)	4	☐
Any Category V Cultural Diversity course	3	☐
Any Category VI Humanities & Fine Arts course	3	☐
Advisor-approved elective (BIOH 250, HTH 298, KIN 205)	3	☐

SOPHOMORE YEAR | SPRING

COURSE	CREDITS	COMPLETED
NUTR 221 Basic Human Nutrition	3	☐
BIOH 210/211 Anatomy and Physiology II	4	☐
Any Category IV Social Science course (<i>Recommend SOCI 100</i>)	3	☐
Advisor-approved elective (HTH 298, KIN 201, CHTH 262)	3	☐
Advisor-approved elective (HTH 298, KIN 201, CHTH 262)	3	☐



HAVRE PUBLIC SCHOOLS

P.O. Box 7791 - 425 6th Street
HAVRE, MONTANA 59501

CENTRAL
ADMINISTRATION
(406)395-8550

HAVRE
HIGH SCHOOL
(406)395-8551

HAVRE
MIDDLE SCHOOL
(406)395-8552

SUNNYSIDE
INTERMEDIATE
(406) 395-8553

LINCOLN MCKINLEY
PRIMARY
(406) 395-8554

HIGHLAND PARK
EARLY PRIMARY
(406) 395-8555

TRANSPORTATION
DEPARTMENT
(406) 395-8556

June 15, 2026

To Whom it May Concern:

We have had the good fortune of working with MSU Northern for many years as we strive to support the students at Havre High School in their pursuit of higher education. Our approach is a simple one: support with all our energy the individual student's educational plan regarding college.

Students have taken and will continue to take classes from Dr. Chad Spangler. We certainly support his A.S. Degree in Integrated Health Sciences as we have students who may have interest in obtaining this degree. We would continue to work closely with Northern for our high school students if this is something they wish to pursue.

One year to the next brings us students who have high hopes for higher education. Our role will continue to be one of support to allow students to chase their dreams. If we have students who express interest in the A.S. Degree in Integrated Health Sciences, we will certainly guide them to pursue it from Dr. Spangler at MSU Northern. Please consider this a letter of support for him and his program.

Sincerely,



Dustin Kraske
Principal
Havre High School





June 24, 2026

P.O. Box 1231 • Havre, Montana 59501 • www.NMHcare.org

Montana Board of Regents
Office of the Commissioner of Higher Education
560 N. Park Avenue, 4th Floor
Helena, MT 59601

Dear Members of the Board of Regents,

I am writing to express our strong support at Northern Montana Hospital (NMH) for the MSU-Northern proposed A.S. degree in Integrated Health Sciences.

NMH has enjoyed a longstanding and productive relationship with MSU-N, grounded in a shared commitment to advancing educational opportunities for Nurses. We appreciate and value Northern's on-going efforts to expand access to high-quality, career focused programs—especially those that strengthen the healthcare workforce in our region.

Over the past year, we have had the opportunity to meet with representatives from MSU-Northern to discuss the development of this proposed A.S. degree. These discussions have been thoughtful and collaborative, reflecting a clear alignment between the proposed program and our own organizational goals related to healthcare workforce development.

The A.S. in Integrated Health Sciences represents a strategic step toward addressing workforce shortages by creating pathways for individuals seeking entry-level positions in healthcare. This program has the potential to strengthen workforce readiness and long-term retention in our community.

We strongly support the continued and collaborative development of this program and are optimistic about the opportunities it will create. We believe MSU-Northern is well-positioned to successfully implement this degree and to play a vital role in training and retaining entry-level healthcare professionals in Montana.

Thank you for your consideration of this important program.

Sincerely,

Kevin A. Harada, MD
President/CEO

**Northern Montana
Hospital**
30 - 13th Street
(406)265-2211

**Northern Montana
Care Center**
24 - 13th Street
(406)265-2238

**Northern Montana
Specialty Medical Center**
20 - 13th Street West
(406)265-7831

**Northern Montana
Family Medical Center**
1410 1st Avenue
(406)265-5408

**Northern Montana
Sletten Cancer Center**
40 - 13th Street West
(406)262-6000

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: MSU-Northern
 AWARD LEVEL: Associate UG
 PROGRAM NAME: Integrated Health Sciences
 PROGRAM CODE:

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
ENROLLMENT PROJECTIONS						
Headcount						
annual unduplicated headcount of students with declared major or minor within the program	-	4	10	16	19	20
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	-	14.00	14.10	15.88	16.37	16.50
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	-	1.87	4.70	8.47	10.37	11.00
Completions						
Annual number of program completers	-	0	3	6	9	10
Revenue per FTE						
3,882.40						
REVENUE						
Tuition Revenue (net of waivers)	#VALUE!	\$7,247	\$18,247	\$32,871	\$40,248	\$42,706
Institutional Support						
Other Outside Funds (grants, gifts, etc.)						
Program Tuition/Fees						
Total Revenue	#VALUE!	\$7,247	\$18,247	\$32,871	\$40,248	\$42,706
Total Revenue per Student FTE	#VALUE!	\$3,882	\$3,882	\$3,882	\$3,882	\$3,882

EXPENDITURES						
Tenure Track Faculty	FTE					
	Salary + Benefits					
Non-tenure Track Faculty	FTE	0.03	0.06	0.06	0.09	0.13
*Includes Adjunct Instructors	Salary + Benefits	\$2,698	\$5,396	\$5,396	\$8,095	\$10,793
Graduate Teaching Assistants	FTE					
	Salary + Benefits					
Staff	FTE					
	Salary + Benefits					
Total Faculty & Staff	FTE					
	Salary + Benefits	\$2,698	\$5,396	\$5,396	\$8,095	\$10,793
Operations (supplies, travel, rent, etc)						
Start-up Expenses (OTO)						
Total Expenses		\$0	\$2,698	\$5,396	\$5,396	\$8,095
Student FTE to Faculty (TT + NTT) Ratio	#VALUE!	59.1	74.3	133.9	109.3	87.0
Net Income/Deficit (Revenue - Expenses)	#VALUE!	\$4,549	\$12,851	\$27,475	\$32,153	\$31,914

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

 7/13/26
 Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Headcount and Credit Hours were provided from Academics
 Tuition Revenue is based off of "Net Tuition per FTE Table" on OCHE website (FY24)
 Tuition Revenue per FTE from table = 3,882.14
 Only additional faculty is adjunct. Year 1-3 credits, Year 2-6 credits, Year 3-6 credits, Year 4-9 credits, Year 5-12 credits
 Benefit Rate for adjunct was calculated at 19.92%
 FTE was calculated on an average faculty salary of 71,177

Montana Board of Regents

CURRICULUM PROPOSAL FORM

- 1. Institutional Accreditation.** Is the proposal considered a minor or major substantive change per NWCCU Guidelines? Consult the institutional Accreditation Liaison Officer for more information. *[Choose one]*

Not Substantive_____ Minor Change___X___ Major Change_____

- 2. Program Accreditation.** If applicable, describe specialized program accreditation requirements that inform this proposal, including the specific accrediting body and a summary of the standards being met. *[300 words]*

Not Applicable

- 3. Program Summary:** List the program learning outcomes for the proposed program. Use assessable learner-centered statements that indicate what students will know and be able to do, upon completing the program.

Upon completion of the Associates of Science in Integrated Health Sciences, students will:

- *know basic medical terminology*
- *know the main structures and functions within the systems of the human body*
- *know the dimensions of wellness and how they are integrated in the context of health*
- *know basic principles of human nutrition and how they influence health*
- *know general protocol and privacy rules common in health and health care settings*
- *be able to actively listen and work with others*
- *be able to take certification exams related to entry-level work in healthcare or fitness settings*
- *be able apply for admission to 2-year healthcare programs such as radiology technician or dental hygiene*
- *be able to matriculate into the Bachelors of Science program in Integrated Health Sciences or similar 4-year degrees in the MUS system.*

- a. List the aggregate credits required to complete the program using the following table.

	Credits
Credits in required courses offered by the department offering the program	15
Credits in required courses offered by other departments	4
Credits in institutional general education curriculum	35
Credits of free electives	6
Total credits required to complete the program	60

- b. Please include a complete listing of the proposed new curriculum in Appendix A of this document.

Montana Board of Regents

CURRICULUM PROPOSAL FORM

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

The demand for healthcare workers remains high nationally, regionally, and locally. As high school students become encouraged to pursue concurrent associate's degrees and consideration for apprenticeships in healthcare emerge, we propose a healthcare-related program with potential to 1.) engage local high school students, 2.) support entry-level, degree-aligned apprenticeships, and 3.) establish a program that encourages shorter periods of education separated with periods of full-time work.

Northern Montana Health Care has recently begun implementing apprenticeship programs for entry-level workers (e.g., medical assistants). The proposed program allows us to collaborate with the local high schools and hospitals to provide the educational needs of entry-level apprentices and/or work-experience credits for dual enrollment and traditional college students (i.e., cooperative learning credits) so that healthcare apprentices and students may earn a degree and one of three professional certifications in healthcare while also benefiting from paid, learning objective-aligned, work experience. This degree further provides prerequisite coursework for nursing and technician programs, should an entry-level worker wish to advance their career. Finally, this program can be taken as part of a sequence of stackable credentials. (Namely, MSU-Northern's Career Certificate in Healthcare Foundations stacks seamlessly into this A.S. in Integrated Health Sciences, which stacks seamlessly into MSU-Northern's B.S. in Integrated Health Sciences.) This allows for easy-to-navigate educational on and off ramps for students pursuing a non-linear path to degree.

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

Institution Name	Degree	Program Title	What is the program enrollment for the last three academic years?
Miles City C.C.	A.S.	Allied Health	Not Available
U of M Western	A.S.	Health & Wellness	2025: 4, 2024: 0, 2023: 1

a. Describe how this program's learning outcomes are related or tied to other programs on campus or within the Montana University System. [100 words]

The learning goals of the proposed program are related to 2-year programs offered by the University of Montana – Western and Miles City Community College. Both offer a similar 2-year curriculum and therefore have similar knowledge goals (i.e., students will know the dimensions of wellness). But, the ability goals of the proposed program are unrelated based on the proposed program's focus on entry-level healthcare experience.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

The learning goals of the proposed program are tied to all of the 4-year MUS universities as they all offer health-related Bachelor's Degrees that include most, if not all, of the health, social, and natural science courses listed in the proposed program. Because of this, graduates of the proposed Associate's degree would be able to matriculate into any of the several health-related bachelor's degrees offered in the MUS. We do intend to pursue articulation agreements if the program is approved.

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

The proposed program does duplicate the curriculum offered in the aforementioned programs at MCCC and UM-W. The reasons that the proposed program will result in a net benefit are:

- 1. MSU-Northern serves a geographic region that is far from Dillon and Miles City making it unlikely that existing 2-year health degrees are already serving North Central Montana. The proposed program offers a new option to the students of our state region.*
 - 2. While MCCC and UM-W offer 2-year programs that are similar to the proposed program in curriculum. The proposed program at MSU-Northern is uniquely focused on partnering with local high schools and the local healthcare community. Future students of the program will have the option to pursue wellness and fitness related experiences and certifications but the primary intention of the proposed program is to address opportunities related to rural healthcare needs and interests.*
- c. Describe any efforts that were made to collaborate with similar programs at other institutions, including specific contacts and their institutional affiliations. If no efforts were made, please explain why. [200 words]

We have spoken with Estee Aiken from UM-Western and Dimitria Harding from MCCC but were not able to identify any immediate opportunities for collaboration. We have also been in contact with representatives from MSU-Billings/City College and are planning to explore collaborative opportunities with them in the near future. Finally, we have had fruitful conversations with local collaborators such as Dustin Kraske, Principal at Havre High School, and Christen Obresley, VP at Northern Montana Health Care.

Conversations at the local high school helped us understand the potential for robust dual-enrollment pathways related to the proposed program. We have learned that Havre High School is motivated to help students progress toward an associate's degree during high school, and that many students are interested in healthcare professions. If approved, this program would provide a unique, substantive pathway for these students.

Conversations with hospital administration have also been instrumental in helping us understand how a two-year health-sciences program could contribute to alleviating work-force shortages in healthcare. We learned that the local hospital is implementing apprenticeship programs that could be tied into the proposed program. If this program is approved, we plan to convene multiple working meetings with our partners so that Northern's role in providing healthcare-related curriculum can be further articulated and formally agreed upon.

Please note that, while this program will only serve as one part of a well-designed apprenticeship program in healthcare, we have had initial conversations with Glen Disque, State Director of Apprenticeship,

Montana Board of Regents
CURRICULUM PROPOSAL FORM

regarding what the Department of Labor and Industry might be looking for in a related training provider in healthcare. We intend to continue to work closely with representatives from DLI in further advancing the applicability of this curriculum to the state's workforce initiatives.

6. Program assessment.

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

We intend to follow the university's annual program assessment process, conducted in compliance with NWCCU accreditation standards, to evaluate students' knowledge of human form and function, students' ability to actively listen and work with others, and students' ability to become certified as an entry-level health/health care worker (e.g., phlebotomist, medical assistant, certified nursing assistant, EMT-basic).

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

Knowledge of human form and function will be measured by tracking the portion of students earning final grades of 80% or better in Human Anatomy and Physiology I and II (BIOH 201 and 211) taken during the final year of the program. This metric is relevant as BIOH 201/211 tends to be a gateway course to many allied health programs and professions. Further, the design of this 2-year degree encourages mastery of this subject area through early exposure to introductory and complementary human biology courses.

Ability to actively listen and work with others will be measured by including a series of questions in our existing co-op survey that is completed by supervisors of our students participating in cooperative education experiences. As second-year students of the proposed program gain work experience toward certification, their supervisors will be surveyed regarding the students' overall preparation including active listening skills and ability to work with others. We will measure the portion of students that receive positive ratings (i.e., 4 or 5 on a 5-point Likert scale) of active listen skills and ability to work with others.

Ability to become certified as an entry-level health/healthcare worker will be measured by tracking the number of graduates of the proposed program that become certified as an entry-level healthcare worker within 3 months of graduation. Tracking this measure will require annual outreach to the graduates of the program.

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

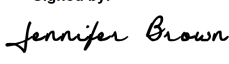
We are in the process of developing an advisory board for the Integrated Health Sciences program. One of the roles of the advisory board will be to evaluate the program and ensure findings are applied toward continuous improvement of the program. The proposed program and its learning outcomes would also be part of this process to ensure the quality of the program.

Montana Board of Regents
CURRICULUM PROPOSAL FORM**Of Special Note:**

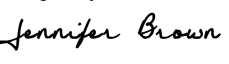
It is requested that the proposed program be categorized as an Associate of Science for the following reasons:

- 1) unlike an AAS, this program meets 100% of the university's general education requirements and the requirements of the MUS General Education CORE and is, therefore, transferrable in the same way any other A.A. or A.S. program would be,
- 2) the Associate of Science designation is in alignment with that of the identified comparable 2-year programs offered at UM-Western and Miles City Community College,
- 3) the Associate of Science designation allows for consistency with/clarity in the program's stackability into the MSU-Northern B.S. in Integrated Health Sciences,
- 4) the carefully selected courses for the major provide students with a skillset specific to the healthcare field, requiring the need for specificity of title beyond a general A.S. degree,
- 5) the requested title offers transparency to students regarding the career preparation embedded within the pathway they are pursuing, and
- 6) the requested title is recognized by the university's partners in healthcare as providing robust preparation for entry-level positions and apprenticeship practice within their facilities.

Signature/Date**College or School Dean:**

Signed by:

C1F35539C284DB... 7/13/2026

Chief Academic Officer:

Signed by:

C1F35539C284DB... 7/13/2026

Montana Board of Regents

CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits
WRIT	101	College Writing (Cat I gen ed)	3	0
COMX	111/115	Public Speaking or Interpersonal Comm (Cat I gen ed)	3	0
M	121	College Algebra (Cat II gen ed)	3	0
BIOH	201	A & P I w Lab (Cat III gen ed)	4	0
BIOH	211	A & P II w Lab (Cat III gen ed)	4	0
PSYX	100	Intro to Psychology (Cat IV gen ed)	3	0
Cat IV	xxx	Category IV gen ed. course	3	0
Cat V	xxx	Category V gen ed. course	3	0
Cat VI	xxx	Category VI gen ed. course	3	0
Cat VI	xxx	Category VI gen ed. course	3	0
Cat VII	xxx	Category VII gen ed course	3	0
HTH	110	Personal Health & Wellness	0	3
CHMY	121	Intro to Gen. Chem. w Lab	0	4
AHMS	144	Medical Terminology	0	3
KIN	221	Health Anatomy and Physiology	0	3
NUTR	221	Basic Human Nutrition	0	3
AHMS	270	Medical Ethics	0	3
XXX	xxx	Advisor approved electives	0	6
		Total	35	25

Montana Board of Regents

FISCAL ANALYSIS PART 2

Instructions: This form is the narrative component to explain the numbers in the fiscal analysis spreadsheet. Please note that no proposal is resource neutral and new programs and units will ultimately have some fiscal or administrative impact existing programs and units.

- 1. Implementation.** When will the proposed program or unit begin operations? What is the initial capacity? If implementation will occur in phases, please describe the phased implementation plans. [100 words]

This program will first be offered in Fall 2026 with an initial capacity of 20 students.

- a. For academic programs, complete the following table indicating the projected enrollments in and graduates from the proposed program.

Fall Headcount Enrollment					Graduates				
AY27	AY28	AY29	AY30	AY31	AY27	AY28	AY29	AY30	AY31
4	10	16	19	20	0	3	6	9	10

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

Current interest in the program (for Fall 2026) and past trends in student interest and completion rates have informed the projections provided. Some attrition from the 1st to 2nd year was taken into account. Within 5 years, MSU-Northern conservatively estimates 10 new students per cohort.

1. Physical resources.

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

With an increase in enrollment in courses that this program will share with other programs, there will be an increase in the cost of consumables. These costs will be covered by course fees that are already in place.

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

Existing facilities are adequate to support new students in this program. Further, in Fall 2028, this program will be moved into the new Aurora Complex along with the university's B.S in Integrated Health Sciences,

Montana Board of Regents**FISCAL ANALYSIS PART 2**

resulting in new laboratory and classroom space to support ongoing and growing enrollment. The funding for the new building includes operations and maintenance, which will be used to ensure facilities are maintained as enrollment in this program increases.

The existing equipment for the program is also adequate to support new students in this program and will be repaired and/or replaced using university equipment fees or grant funding, as needed.

2. Personnel resources.

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

The program will initially require an additional section of Medical Ethics to be offered by an adjunct faculty member. This faculty member has been identified and will be compensated at the rate of \$750 per credit (\$2,250 per year). Once enrollment increases beyond initial classroom capacity and toward 10 students per cohort, a few additional sections will be needed, likely bringing the adjunct faculty member to 12 credits per academic year. So, the additional personnel cost will be \$9,000 (plus fringe) per academic year.

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

The university is currently in a transition period regarding administrative support for the College of Health Sciences. Once resolved, the program will receive administrative support from a College-level administrative assistant as has been the case in the past. Given an estimated total increase in enrollment of 20 students, the impact on administrative duties will be minimal. If the program were to begin to exceed current capacity, the associated organizational costs would be evaluated at that time.

3. Other resources.

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

Yes, library and information resources are adequate to support this program.

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

Yes, student services has the capacity to accommodate students in this program.

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

As shown on the fiscal analysis form, the fiscal impacts of implementing this program are expected to be positive, even initially, with moderate net return once the program reaches capacity. Longer term impacts may be seen as enrollment begins to exceed total capacity.

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

The expense related to additional course sections will be covered through budgeted adjunct/overload funds. Any increase in the use of consumables will be covered through existing course fees. Please note, for students completing co-op or apprenticeship hours (which occur offsite) and for those completing courses concurrently at a high school through dual enrollment, facility and equipment costs will be naturally spread out across the university, its K-12 partners, and its industry partners.

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

MSU-Northern recently implemented a successful initiative to reduce general fund dollars budgeted to support adjunct/overload pay. Some of these savings, along with new tuition dollars from students enrolling in the program, will be used to cover any needed adjunct/overload costs associated with this program.

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

N/A

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

N/A

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

N/A

5. **Student fees.** If the proposed program intends to impose new course, class, lab, or program fees, please list the type and amount of the fee. (Approval of the program does not imply approval of fees. Authorization for new fees is a separate BOR process.)

All fees associated with courses in this program are already in place. It is not anticipated that any new course or program fees will be needed.

6. This form must be accompanied by the fiscal analysis form.

Signature/Date

College or School Dean:



Chief Academic Officer:



Chief Executive Officer:



Flagship Provost*:

Flagship President*:

*Not applicable to the Community Colleges.

Montana Board of Regents
FISCAL ANALYSIS PART 2

Appendix A – Proposed New Curriculum

PROGRAM/DEGREE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Health Sciences **Program Area** Integrated Health Sciences

Submitter_____ **Dean** _____ **Date**_____

Signature

Signature (indicates "college" level approval)

PROPOSAL TITLE Associates of Science in Integrated Health Sciences

Please provide a brief explanation & rationale for the proposed revision(s).

This is a new program aimed at prospective students interested in a health career, but not a long-term academic process. Students completing this 2-year program will be prepared for entry-level healthcare positions, prepared for application to healthcare trade programs, prepared to complete a bachelor's degree, and certified as an entry-level exercise or health professional.

In the space below, please provide a “before and after” picture of the program with the changes in the program noted with an * in the CHANGE column. Attach appropriate Course Revision Forms.

Current Program in Catalog

Proposed Program for 2026-27 Catalog

[illegible]

Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits	Change
WRIT	101	College Writing	3	0	
COMX	111/ 115	Public Speaking or Interpersonal Comm	3	0	
M	121	College Algebra	3	0	
BIOH	201	A & P I	3	0	
BIOH	202	A & P I Lab	1	0	
BIOH	211	A & P II	3	0	
BIOH	212	A & P II Lab	1	0	
PSYX	100	Intro to Psychology	3	0	
Cat IV	xxx	Category IV gen ed. course	3	0	
Cat V	xxx	Category V gen ed. course	3	0	
Cat VI	xxx	Category VI gen ed. course	3	0	
Cat VI	xxx	Category VI gen ed. course	3	0	
Cat VII	xxx	Category VII gen ed course	3	0	
HTH	110	Personal Health & Wellness	0	3	
CHMY	121	Intro to Gen. Chem	0	3	
CHMY	122	Intro to Gen. Chem Lab	0	1	
AHMS	144	Medical Terminology	0	3	
KIN	221	Health A & P	0	4	
NUTR	221	Basic Human Nutrition	0	3	
AHMS	270	Medical Ethics	0	3	
XXX	xxx	Advisor approved electives	0	5	
		Total	35	25	
Note: potential electives include 1 – 5 credit co-ops, 2-cr. courses like HPE 234 or HTH 101, 4-cr courses like BIOM 250, and several 3-cr courses like KIN 201 or 205.					
		Total	35	25	

Please note additional instructional resources needed (including library materials, special equipment, and facilities). Approval does not indicate support for new faculty or additional resources:

No additional resources required

Updated 04/04/2023

Montana University System
REQUEST TO PLAN FORM – ACADEMIC PROGRAM

ITEM 224-2810-R0526

Meeting Date May 2026

Item Name: Request for authorization to establish an A.S. in Integrated Health Sciences

Program Title: *Integrated Health* **Integrated Health**

Planned 6-digit CIP code: 51.00

Campus, School/Department: **Havre, MSUN, Integrated Health Sciences**

Expected Final Submission Date: **May 2027**

Contact Name/Info: **Chad Spangler PhD, Professor Integrated Health Sciences**

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 exceed 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 brief description of the new program.

The new program is an Associates of Science in Integrated Health Sciences providing an opportunity for primarily local students to achieve any of the following goals:

- Complete prerequisites for non-local 2-year allied health programs (i.e., radiology tech, dental hygiene)
- Complete general education requirements and lower-level health science courses in preparation to transfer to a related bachelor's program
- Complete foundational courses and related certification in preparation to secure an entry-level job in a health-related field

1.a. How many total credits will be required for the degree? How many credits in the major/minor?

The proposed associate's degree will require 60 credits, that all count toward the related Bachelors of Science in Integrated Health Science (120 credits).

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

The proposed program addresses three identified needs among students and regional stakeholders.

First, as the result of the passage of Montana HB 252, the "Student and Teacher Advancement for Results and Success (STARS) Act", high schools will soon be incentivized to place their students into dual enrollment programs that provide early certifications and 2-year degrees. This program provides a robust pathway for dual enrollment students interested in pursuing either entry-level positions in healthcare and/or additional education in the field. It also provides new educational opportunities for dual enrollment students in more isolated regions surrounding Havre as it fills an existing gap in the type of early coursework that is available to the expanding, local dual enrollment population.

Montana University System
REQUEST TO PLAN FORM – ACADEMIC PROGRAM

Second, the proposed program addresses the ever-increasing need, across the state and locally, for healthcare workers by including embedded entry-level certifications like Medical Assistant (MA) and Certified Nurse's Aide (CNA). According to administrators at Northern Montana Health Care, potential employees with foundational skills and certifications in healthcare, such as those embedded in this program, offer tremendous benefit to their units as they work to fill important roles in critical access hospitals. Further specialized skills that are needed for these roles are typically developed through on-the-job training, but the presence of foundational skills positions the employee for both early and long-term success. This program is being developed in close partnership with rural healthcare providers to ensure the employability of students completing the program.

Finally, the proposed program includes coursework that acts as an onramp for regional students wanting to apply to competitive, 2-year allied health programs across the state like physical therapy assistant or dental hygiene.

- 3) Describe how the program fits with the institutional mission, strategic plan, and the existing MUS and institutional portfolios (refer to the most recent institutional Academic Priorities and Planning Statement. <https://www.mus.edu/che/arsa/AcademicPlanningAndPriorities/academic-priorities.html>).**

In review of academic planning and priorities from across the MUS, MSUN's recent plan to increase opportunities for students to develop skills in this area is in alignment with state-wide efforts to address rural healthcare needs. As MSU-Northern serves some of the most rural communities in the state, the institution's work to address gaps in rural workforce readiness is positioned to make an especially impactful difference for the state's rural population. This directly supports the mission of the university and its strategic goals to offer quality curriculum that meets the needs of industry across the region.

- 4) Review the MUS academic degree program inventory for similar, adjacent, and/or preparatory programs (<https://www.mus.edu/findaprogram/>). MCC – A.S. Allied Health, UM-Western A.S. Health & Wellness**
- a. Describe any opportunities for collaboration you have identified or initiated either within the institution or between MUS institutions (i.e. articulation, course-sharing academic programs and creating pathways between degrees). Include potential contacts and their institutional affiliation.**
- With this program, the opportunities for collaboration include:
- Working the regional high schools to enhance dual credit and early certification options in health and healthcare
 - Working with MSUN's existing Bachelor's in Integrated Health Science and Associate's in Nursing to ensure seamless transitions, when desired.
 - Working with MUS schools that offer 2-year allied health degrees to ensure articulation with prerequisite coursework. For example, we would want to create agreements in which students with our A.S. degree would be eligible for application to programs like the Dental Hygiene at College of Great Falls and the Physical Therapy Assistant program at Flathead Valley Community College.
 - Working with the local health care system to integrate co-operative education credits with clinical apprenticeship hours.
- b. What are current enrollment numbers in similar programs for the last three academic years?**

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REQUEST TO PLAN FORM – ACADEMIC PROGRAM

Miles City Community College offers an A.S. in Allied Health, which is similar to what we are proposing. Enrollment in this program is minimal.

UM-Western also offers an AAS in Human Performance with three-year enrollment in the program as follows: 4 students (2025), 0 students (2024), and 1 student (2023). The university also has an A.S. in Health and Wellness that has had no enrollment over the last three years.

Conversations with Miles City Community College and UM Western have taken place, and will be ongoing, in order to identify any questions, concerns, or opportunities for collaboration. Given Northern's active industry partnerships along the Hi-Line and current, robust enrollment trends in the university's long-standing BS in Integrated Health Sciences, it is believed that there is greater opportunity to attract students into the proposed program than might have been seen at other institutions. Continued collaboration with local high schools and Northern's healthcare partners across the Hi-Line will aid in the careful development of this program to both attract sustainable enrollment and ensure the employability of students successfully completing the program.

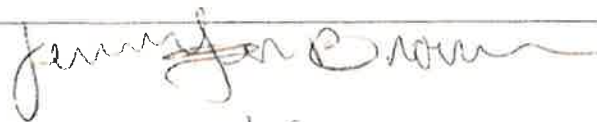
c. Describe any significant new financial resources (faculty, staff, facilities, and/or curricula) needed to launch and sustain the program.

In order to launch and sustain this program, we will need to hire adjunct faculty to assist with healthcare related certification courses like the EMT and CNA courses. We anticipate a need to cover a maximum of 12 credits per year with adjunct faculty at a cost of \$750 per credit.

We do not anticipate a need for new equipment at this time.

Signature/Date

Chief Academic Officer:



Chief Executive Officer:



Flagship Provost*:



Flagship President*:



*Not applicable to the Community Colleges.

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