ACADEMIC ITEM APPROVAL MEMORANDUM

Compiled here are academic items approved since the March Board of Regents Meeting. This memorandum from February and March 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.

- February 2022 Academic Item Memorandum
- March 2022 Academic Item Memorandum

ACADEMIC ITEMS MEMORANDUM

DATE: March 10th, 2022

TO: Chief Academic Officers, Montana University System

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

RE: February 2022 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in February 2022. These proposals include items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. These Level I items are being sent to you for your review. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, raise them at the Chief Academic Officer's conference call on March 16th, 2022. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, March 18th. You will be notified of approved proposals by Tuesday, March 22nd. The Board of Regents will be notified of the approved proposals at the May meeting of the Board.

LEVEL I ITEMS:

1. **Campus Approvals**

Montana State University Billings:

- Notification of intent to place the Bachelor of Science in Psychiatric Rehabilitation into moratorium
  Item #2701-LI0222 | Moratorium Form | Attachment #1
- Notification of the intent to place the following programs on Moratorium: Paramedic Medical Certificate of Technical Study; Paramedic Certificate of Technical Study; Paramedic Trauma Certificate of Technical Study
  Item #2705-LI0222 | Moratorium Form
- Notification of the intent to establish a Certificate in Banking
  Item #2706-LI0222 | Attachment #1
- Notification of the intent to establish a Certificate in Health Administration and Leadership
  Item #2707-LI0222 | Attachment #1
- Notification of the intent to place the Human Resources General Applied Emphasis Associate of Science into Moratorium
  Item #2709-LI0222 | Moratorium Form

The University of Montana Missoula:

- Notification of the Establishment of a Speech Language Pathology Assistant Concentration
  Item #1002-LI0322
- Notification of the Establishment of a Graduate Certificate of Dance Wellness
  Item #1012-LI0322
- Notification of the Establishment of a Graduate Certificate of Public Policy
  Item #1013-LI0322
- Notification of the Establishment of a Certificate of Athletic Injury
  Item #1014-LI0322
- Notification of the Establishment of a Certificate of Public Relations

Item #1015-LI0322
- Notification of the Establishment of a Certificate of Sport Coaching
  Item #1016-LI0322
- Notification of the Establishment of a Certificate of Wilderness Emergency Medicine
  Item #1017-LI0322
- Notification of the Establishment of a Graduate Certificate of Law, Policy, and Public Administration
  Item #1018-LI0322
- Notification of the Establishment of a Graduate Certificate of Poverty Policy
  Item #1019-LI0322
- Notification of the Establishment of a Graduate Certificate of Public History
  Item #1020-LI0322
- Notification of the Establishment of Manufacturing Certificate of Technical Skills
  Item #1021-LI0322
- Notification of the placing the Dance BFA in moratorium
  Item #1022-LI0322 | Moratorium Form
- Notification of placing the Dance Education Minor in moratorium
  Item #1023-LI0322 | Moratorium Form
- Notification of placing the Paralegal AAS in moratorium
  Item #1024-LI0322 | Moratorium Form
- Notification of providing online delivery of the Medical Information AAS
  Item #1026-LI0322
- Notification of providing online delivery for the Medical Reception CAS
  Item #1027-LI0322

Montana Technological University:
- Notification of returning the Health Information Technology Option in the Business in Business and Information Technology to Moratorium
  Item #1501-LI0222 | Moratorium Form

2. OCHE Approvals

Miles Community College:
- Request for Temporary Authorization to create an AAS in Technical Studies
  Item #401-LII0322

Montana State University Billings:
- Request for Authorization to Terminate the Certificate in Non-Profit Administration and Leadership
  Item #2702-LI0222 | Termination Form
- Request for Authorization to Terminate the M.Ed. in Online Instructional Technologies
  Item #2703-LI0222 | Termination Form
- Request for Authorization to Terminate Bachelor of Science in Political Science Teaching Licensure Option
  Item #2704-LI0222 | Termination Form
- Request to Retitle the Human Resources College of Business Articulated Emphasis Associate of Science Program of Studies to Human Resources Associate of Science
  Item #2708-LI0222 | Attachment #1

Montana State University Bozeman:

- Request for authorization to establish a temporary Healthcare Administrative Professional CAS
  Item #2012-LI0222

The University of Montana Missoula:

- Request for Authorization to create a Musical Theatre Performance minor
  Item #1025-LII0322 | Curriculum Form
- Request for Authorization to retitle the Forensic Anthropology option to the Forensic and biology Anthropology Option
  Item #1028-LII0322
- Request for Authorization to retitle the Information Technology AAS to the Information Technology and Cybersecurity AAS
  Item #1029-LII0322
- Request for Authorization to retitle the Management and Entertainment BS to Business Management BS
  Item #1030-LII0322

LEVEL II ITEMS:

The University of Montana Missoula:

- Request for Authorization to create a BS In Earth, Water, and Climate Science
  Item #1006-LII0322 | Curriculum Form | Fiscal Form | Request to Plan
- Request for Authorization to create an Environmental Philosophy BA
  Item #1007-LII0322 | Curriculum Form | Fiscal Form | Request to Plan
- Request for Authorization to create an Environmental Philosophy Option within the Philosophy BA
  Item #1008-LII0322 | Curriculum Form | Fiscal Form | Request to Plan
- Request for Authorization to create a Pre-Dance Therapy Option in the Dance BA
  Item #1009-LII0322 | Curriculum Form | Fiscal Form | Request to Plan
- Request to terminate the Geography Department
  Item #1010-LII0322 | Termination Form
- Request for Authorization to create a Transitional Doctor of Occupational Therapy
  Item #1011-LII0322 | Curriculum Form | Fiscal Form | Request to Plan

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

February 2022

ITEM 2701-L10222

ITEM TITLE : Notification of Intent to Place of the Bachelor of Science in Psychiatric Rehabilitation into Moratorium

Institution: **Montana State University Billings** CIP Code: **512399**

Program/Center/Institute Title: Bachelor of Science - Psychiatric Rehabilitation

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

Options: _____

Proposal Summary [360 words maximum]

What: Montana State University Billings is notifying the Board of Regents of its intent to place in Moratorium the Bachelor of Science - Psychiatric Rehabilitation.

Why: Instead of having two programs (Human Services and Psychiatric Rehabilitation) with complicated advising requirements, the department has incorporated all courses into one program with two "tracks" so students and advisors can navigate course plans more easily. This change also highlights the courses that lead to addiction counseling licensing upon graduation to help students more easily pursue this option. MSU Billings addiction AAS degree was eliminated, and so this change allows students to still pursue that credential.

Resources: We need no future resources. No faculty will be added or removed as a result of this process. We have a "teach out" plan for students, which involves giving them the option to complete their current Psychiatric Rehabilitation plan or develop a plan under the newly organized degree. No courses will be changed, just the order in which they take them.

ATTACHMENTS

Attachments: Program Moratorium Form
Program flow chart

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

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

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

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

_____ **B. Level II:**

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

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

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

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

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

Montana University System

PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: Bachelor of Science - Psychiatric Rehabilitation

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: ____ N: X**

   All students will be emailed an explanation of the change in the program and when they meet with their advisors in the Spring to plan for Summer and Fall registration, we will discuss their interest in staying in the same program or participating in the new one.

   b.) **What is the expected graduation date of all students from the program? Fall 2022**

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

   Despite the removal of the Psychiatric Rehabilitation program, all courses available to students will remain with no scheduling changes. Students will not need to formally change their degree unless they wish to do so. Since the change minimally affects students from both the Human Services and Psychiatric Rehabilitation program, faculty will email all students to explain the change, attach an advising template, and offer the opportunity to visit with their advisor to plan accordingly for classes.

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**

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

b.) **Please describe any layoffs that will occur including the date expected? No changes to faculty or course offerings are being made. Changes only restructure how students see their plan of study for advising purposes.**

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

Electives: Select in Consultation with advisor from the following rubrics: NASX, PSYX, SOCI, EDEC, HTH, REHA, HS

This means you need to take 21 credits with any of the above programs. This gives you the flexibility to choose classes that will be relevant to your future work. Your advisor may recommend certain class that 'fit' occupations that might interest you. Here are some recommendations:

2.) Case Manager Option	
Students must choose 6 classes from the Social Issues list and 4 classes from the Mental Health list.	
Social Issues Across the Lifespan – Choose 6 classes from the following (18 credits)	
EDEC 310 Child in the Family	3 cr.
EDEC 430 Social/Emotional Development Young Children	3 cr.
SOCI 201 Social Problems	3 cr.
NASX 205 Native American in Cont. Society	3 cr.
WGSS 274 Woman, Culture & Society	3 cr.
Upper division SOCI classes (300 or higher)	3 cr.
Upper division NASX classes (300 or higher)	3 cr.
Mental Health Systems and Applied Psychology (12 credits)	
Any 4 Upper division PSYX classes (300 or higher)	12 cr.
Elective Credits (12 credits)	
See advisor – should we offer suggestions?	12 cr.
General Education credits	**31**
Core Human Services Credits	**47**
Case Management Credits	**42**
Total Credits	**120**

1.) Human Services Program Core Classes	
Students must take all of the below classes	
HS 201 Survey of Human Services	3 cr.
HS 335 Introduction to Counseling	3 cr.
HS 345 Legal, Ethical and Prof. Issue in Human Services	3 cr.
HS 481 Abuse, Neglect in the Family	3 cr.
REHA 201 Intro to Diversity in Counseling	3 cr.
REHA 216 Psycho-Social Aspects of Rehab/Addct	3 cr.
REHA 301 Principals of Counseling & Group Theory	3 cr.
REHA 406 Assessment in HS & Addiction Programs	3 cr.
REHA 453 Case Mangement & Community Resources	3 cr.
REHA 425 Psych Rehab & Co-Occur Disorders	3 cr.
PSYX 230 Developmental Psychology	3 cr.
HTH 411 Alcohol, Tobacco and Other Drug Prevention	3 cr.
Two Internships/Seminar (4 credits each)	8 cr.
3 credits restricted electives – advisor approval	3 cr.
Total Credits	**47**

2.) Addiction Studies Option	
Students must take all of the core classes below	
Licensed Addiction Counseling (19 credits)	
HS 385 Behavioral Pharm & Human Services	3 cr.
HS 483 Intro to Addiction Counseling	3 cr.
REHA 494 Gamblings Assessment	2 cr.
REHA 499 Addiction Treatment P & D	2 cr.
PSYX 340 or Upper division PSYX classes (300 or higher)	3 cr.
SOCI 201 or upper division SOCI classes (300 or higher)	3 cr.
General Education credits	**31**
Core Human Services Credits	**47**
Addiction Counseling Credits	**16**
Electives	**26**
Total Credits	**120**

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

February 2022

ITEM 2705-L10222

ITEM TITLE Notification of the intent to place the following programs on Moratorium: Paramedic Medical Certificate of Technical Study; Paramedic Certificate of Technical Study; Paramedic Trauma Certificate of Technical Study

Institution: **Montana State University Billings** CIP Code: **510904**

Program/Center/Institute Title:

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

Options:

Proposal Summary [360 words maximum]

What: Montana State University Billings is notifying the Board of Regents of its intent to place in moratorium the Medical Certificate of Technical Study, Paramedic Certificate of Technical Study, and Trauma Certificate of Technical Study

Why: There has been no student interest in these programs.

Resources: none

ATTACHMENTS
Program Moratorium 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:**

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana University System

PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: Paramedic Medical Certificate Technical Study

Paramedic General Certificate of Technical Study

Paramedic Trauma Certificate of Technical Study

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

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

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

   n/a

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

   n/a

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

   n/a

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:** ____

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

b.) Please describe any layoffs that will occur including the date expected? none

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

SUBMISSION February 2022

ITEM 2706 L1-0222
ITEM TITLE: Notification of the intent to establish a Certificate in Banking

Institution: **MSU Billings** CIP Code: **52.0803**

Program/Center/Institute Title: **Banking Certificate**

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

Options:

Proposal Summary [360 words maximum]

What: Montana State University Billings is notifying the Board of Regents of its intent to establish a Certificate in Banking.

Why: Several bank officials have approached the College of Business about preparing students for careers in banking. In fact, one bank official from US Bank, in Billings, recently told the Dean of the College of Business, Ed Garding, that he has engaged this conversation under three different administrations over the past several years. In addition, the Community Advisory Board for the College of Business at MSU Billings has expressed their support in moving this Certificate Program forward. Further evidence of why this program is useful to the region is found in recent statistics from the U.S. Bureau of Labor Statistics. In particular, this region is expected to employ more and more professionals into careers specific to banking, with an average Annual Mean Wage of just over $90,000.

Resources: Existing College of Business courses and one additional course (to be offered during the summer term) will be instructed by the existing faculty.

ATTACHMENTS

Curriculum Outline

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)

1b. Withdrawing a postsecondary educational program from moratorium

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

The Banking Certificate will be awarded upon completion of the fifteen credits (excluding pre-requisites) listed below. This program prepares students to enter into the banking industry, especially in the role of credit analyst.

Admission is limited to:

- students who have earned a bachelor's degree
- students currently in a bachelor's degree program at MSUB

Pre-requisites:

ACTG 201	Principles of Fin Acct	3
ACTG 202	Principles of Managerial Acct	3

Courses:

BFIN 322	Business Finance [1]	3
BFIN 455	Money and Banking [1]	3
BFIN 459	Credit Risk Analysis	3
BMKT 436	Sales and Sales Management [1]	3
BGEN 498	Internship/Cooperative Educ [2]	3

1. Must be completed prior to BGEN 498.
2. Internship in an approved bank or credit union

Suggested Plan of Study

SUMMER: ACTG 201, ACTG 202

FALL: BFIN 322

SPRING: BFIN 455, BMKT 436

SUMMER: BFIN 459, BGEN 498

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

SUBMISSION Feb/2022

ITEM 2707-L10222

ITEM TITLE Notification of the intent to establish a Certificate in Health Administration and Leadership

Institution: **MSU Billings** CIP Code: **510701**

Program/Center/Institute Title: **Certificate of Health Administration and Leadership**

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

Options: All classes are online with professional seminars being offered in person.

Proposal Summary [360 words maximum]

What: Montana State University Billings is notifying the Board of Regents of its intent to establish a certificate in Health Administration and Leadership.

Why: MSU Billings' Health Administration program has had an increased number of prospective students, who are currently working in the health care field and are transitioning into management. Some do not want to do a full master's program but are looking for the ability to gain valuable educational components of health administration curriculum to aid them in their career transition. Therefore, we have created this Certificate in Health Administration that will allow these individuals to obtain key components of the Master of Health Administration program without completing the full program. The certificate and master's programs are stackable, such that if these students choose to go on to the full MHA program, they will enter with 18 credits already completed.

Resources: All courses offered in this certificate program are currently being offered by MSU Billings so no new courses will be added. Students in the certificate program will be filling remaining seats in the courses already being offered.

ATTACHMENTS

Certificate Curriculum and admission requirements

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

Health Administration and Leadership Certificate

Program Overview

The Certificate of Health Administration/Leadership (CHA) requires the completion of 18 credits.

Who should choose a Certificate of Health Administration/Leadership?
• Those who are currently working in health care but have no formal administration or leadership training.
• Those who wish to further their leadership/administration skills
• Those who work in related health care fields and want to advance their degree into an administration/leadership role.
• Those who wish to broaden their knowledge and skillset in health administration

The CHA is a great way to start the Master of Health Administration (MHA) degree. Admission into the MHA program is not guaranteed upon completion of the CHA. The Certificate of Health Administration could be completed in as little as one year but can be customized to meet the working student's needs.

The 18 credit graduate courses have key concepts that include but are not limited to leadership, management, budgeting, finance, and communication.

Upon completion of the 18-credit certificate program, students who have completed the program and wish to pursue the MHA program would need to complete the remaining 30-33 credits.

Admission Requirements

1. Completed Bachelor's degree.

2. Currently working in healthcare.

Learning Outcomes

	Outcome
1	Advance the knowledge of professionals working in the health care field
2	Assist health care professionals with no formal training to gain valued expertise on the role and responsibilities of health administrators
3	Create a partnership with community stakeholders to assist in furthering the knowledge of their current staff in health administration.

Required Courses

Required Courses

Course List		
Code	**Title**	**Credits**
Core Courses		
HADM 601	Professional Seminar 1	1
HADM 602	Professional Seminar 2	1
HADM 603	Professional Seminar 3	1
HADM 615	Managerial Acct & Budgeting	3
HADM 620	Health Operations Methods	2
HADM 622	Health Quality Techniques	2
HADM 625	Hlthcare Fin & Reimbursement	3
HADM 675	Healthcare Human Resources	2
HADM 687	Healthcare Mkt & Strategy	3
Subtotal		18
Total Minimum Credits		18

Suggested Plan of Study

Course List		
Code	**Title**	**Credits**
Fall		
HADM 601	Professional Seminar 1 (offered odd and even years)	1
HADM 603	Professional Seminar 3 (offered odd and even years)	1
HADM 615	Managerial Acct & Budgeting (offered odd years)	3
HADM 675	Healthcare Human Resources (offered even years)	2
Total		7
Spring		
HADM 602	Professional Seminar 2	1
HADM 620	Health Operations Methods (offered even years)	2
HADM 625	Hlthcare Fin & Reimbursement (offered odd years)	3
Total		6
Summer odd and even years		
HADM 622	Health Quality Techniques	2
HADM 687	Healthcare Mkt & Strategy	3
Total		5

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

February 2022

ITEM 2709-L10222

ITEM TITLE : Notification of the intent to place the Human Resources General Applied Emphasis Associate of Science into Moratorium

Institution: **Montana State University Billings** CIP Code: **512399**

Program/Center/Institute Title: Human Resources General Applied Emphasis Associate of Science

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

Options: _____

Proposal Summary [360 words maximum]

What: Montana State University Billings is notifying the Montana Board of Regents of its intent to place in Moratorium the Human Resources General Applied Emphasis Associate of Science.

Why: The department has condensed our two existing Human Resource (HR) Associate degrees into one HR Associate degree with several 2+2 pathway options for students, and has changed the title of the degree to Human Resources Associate of Science.

Resources: No faculty will be added or removed as a result of this process. The department has a teach out plan for students, which involves giving them the option to complete their current degree or develop a plan under the newly retitled degree. All courses will continue to be taught in the current program.

ATTACHMENTS

Attachments: Program Moratorium 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:

Campus Approvals

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1002-R0322

Notification of the establishment of a Speech Language Pathology Assistant concentration

Institution: **University of Montana – Missoula** CIP Code: **51.0816**

Program/Center/Institute Title: **Missoula College; Applied Arts and Sciences / Speech, Language, Hearing, & Occupational Sciences**

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

Options: 100% in person; 100% online

Proposal Summary [360 words maximum]

What:

We are proposing for the existing General Studies Certificate and Speech-Language Pathology Assistant Certificate programs to be integrated with the existing Associates of Arts program for an AA degree with a Speech-Language Pathology Assistant concentration.

Why:

This change will allow individuals to achieve an A.A. degree within 2 years with concentrated courses of the speech language pathology-assistant (SLP-A) program to count toward their A.A. degree. An associate of arts is the minimal degree requirement for individuals to receive national certification to work in the career as a speech-language pathology assistant. As such, this AA degree with an SLP-A concentration creates effective and new career pathways for many individuals who otherwise would not have the terminal degree required for SLP-A certification.

There is a critical shortage of speech-language pathology (SLP) professionals in the state and region and Montana currently ranks 48th in the nation for the provision of these services. As a way to address this critical shortage, the state of Montana recently passed licensing requirements to allow Speech-Language Pathology-Assistants to be licensed in the state under the supervision of a certified SLP (terminal degree master's degree). These SLP-A licensure guidelines reflect the new national certification standards and the programming of the current SLP-A certificate programming that is offered through UM's School of Speech-Language Pathology Assistant Certificate that is offered both online and on-campus. SLP-As are trained and supervised support personnel for speech-language pathology services. They are supervised by speech-language pathologists (SLPs) and may execute specific components of a speech, language, cognitive, or feeding program as specified in treatment plans designed by an SLP. SLPAs most often work in a public school setting but are also employed in healthcare settings. In order for individuals to become certified SLP-As, they must have completed an associate's degree or higher as well as the associated SLP-A Certificate programming. Thus, the SLHOS School and Missoula College teamed up to provide an integrated plan of study for students to complete an Associate of Arts degree with a Speech-Language Pathology Assistant (SLP-A) Concentration. This general education AA programming integrates the core courses in the SLP-A certificate programming that is focused on communication development and disorders. Students can complete this AA in 2 years to then have the core academic training to apply to their state licensure and national certification to begin a career as an SLP-A.

Currently, there are no other SLPs programs in the state and this SLP-A certificate (and proposed AA concentration) programming is not offered anywhere else in the state of Montana and even in neighboring states.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Resources:

No new resources are needed because the AA, general studies certificate, and SLP-A certificate are current programs at UM and offered in both the on-campus and online formats.

ATTACHMENTS

None

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

____ **A. Level I:**

Campus Approvals

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

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

____ **B. Level II:**

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

_____ 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

March 2022

ITEM 199-1012-R0322

Notification of the establishment of a graduate certificate of Dance Wellness

Institution: **University of Montana – Missoula** CIP Code: **50.0399**

Program/Center/Institute Title: **College of the Arts and Media – Theatre & Dance**

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

Options: _____

Proposal Summary [360 words maximum]

What:
We are requesting a new Certificate in the subject of Dance Wellness.

Why:

We have recently created a new Pre-Dance Therapy option in the Dance BA. For our students who are unable to complete a full degree in Dance, but have related interests, we are providing them with this lesser credit option - Dance Wellness Certificate.

Dance/Movement Therapy is a growing field. There appears to be an increased awareness of the importance of mental health, physical health, and a holistic and transformative potential of the mind-body relationship. Our current students are aware of this in their dance experiences, as individuals, and as part of a community. They are eager to dive deeper into the experiences and understanding of the physiological result of a positive, in-body experience. This is inherent in our dance courses and the pedagogy with which we deliver our courses. We wish to celebrate our students who take this collection of courses leading to the award of a Dance Wellness Certificate.

While there is no exact duplicate of this certificate in the MUS, we are encouraged by the Masters of Arts in Arts Therapy and Counseling at MSU Billings. We are an undergraduate program and have students with a multitude of interests. This certificate is perfect for someone in another discipline who wishes to express their interest in Dance Wellness.

There are very few programs offering a certificate like this in the US, and virtually none in our region. We have the opportunity to attract more in-state students (rather than see them study Dance and related fields out of state) as well as to attract more students from across the nation.

Resources:

No new resources are needed. We have the physical resources, personnel resources, and course structure already in place in the School of Theatre and Dance.

ATTACHMENTS

None

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**

__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*

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

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1013-R0322

Notification of the establishment of a graduate certificate of Public Policy

Institution: **University of Montana – Missoula** CIP Code: **52.0206**

Program/Center/Institute Title: **Alexander Blewett III School of Law – Department of Public Administration & Policy**

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

Options: ____

Proposal Summary [360 words maximum]

What:
There are specific skills and knowledge necessary to be prepared for entry-level and mid-level careers in the public sector. We currently offer a 21-credit, stand-alone Minor in Nonprofit Administration which includes more than 40 students. The minor graduates an average of 10 students per year. In order to reach more students, in more academic disciplines, and support workforce needs in Montana and beyond, we request to develop a 12-credit Certificate in Public Policy (online).

Why:

The Certificate in Public Policy will prepare students with fundamental skills and knowledge necessary for social impact careers in the public sector. The 12-credit undergraduate certificate will teach leadership, theory, policy process, focused on solving public sector problems through data informed decision-making. Students may enter the certificate program at any point during their undergraduate studies.

The Certificate in Public Policy will prepare students with fundamental skills and knowledge necessary for social impact careers in the public sector. The 12-credit undergraduate certificate will teach leadership, theory, policy process, focused on solving public sector problems through data informed decision-making. Students may enter the certificate program at any point during their undergraduate studies. The program requirements consist of the following courses, some of which may count as either electives or requirements for other majors or minors, including the Minor in Nonprofit Administration.

PUAD 166: Introduction to Public Service
NPAD 267: Leadership and Nonprofit Organizations
NPAD 391: Policy Process and Implementation
NPAD 491: Solving Problems with Data

There are no similar programs in the MUS system. The University of Montana is the only higher education in the state offering any curricular program related to public policy, specifically and complements how we serve students in the Department of Public Administration and Policy, focused on skills development.

Resources:

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

This enhances current curriculum in our department. We are also hiring a new Assistant Professor for the Department of Public Administration and Policy, focused on policy analysis and research methods, Fall 2021. This person will be able to teach the core classes needed to round out the curriculum for this undergraduate certificate.

ATTACHMENTS

None

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**

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:**

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

_____ 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

March 2022

ITEM 199-1014-R0322

Notification of the establishment of a certificate of Athletic Injury

Institution: **University of Montana – Missoula** CIP Code: **51.0000**

Program/Center/Institute Title: **College of Health; Integrative Physiology and Athletic Training**

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

Options: 89% in person; 11% online

Proposal Summary [360 words maximum]

What:

Create a 17-18 credit Certificate in Athletic Injury.

Why:

Creation of a certificate program from existing curriculum to expand specialized knowledge and skills of students who have an interest in Sports Medicine and addressing athletic injury. A certificate program in Athletic Injury will allow individuals likely to become health care providers the opportunity to obtain more specific knowledge and skills in the area of sports medicine, thus positioning them to be more effective practitioners in their chosen field of practice.

There is no similar certificate in MUS system. Within IPAT we do offer a Sports Medicine Degree track which is credit intensive as a full major. This certificate would allow students in outside majors or degree tracks to gain specialized skills and knowledge in athletic injury content area to augment the knowledge, skills, and ability they are learning in other disciplines to better prepare for a health professions career.

Resources:

The proposed certificate program would consist of classes/coursework that are already in existence on the UM-Missoula campus. Some of the proposed courses for this certificate are offered remotely and others are offered face to face. No additional resources needed.

ATTACHMENTS

None

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

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

A. Level I:

Campus Approvals

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

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

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

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1015-R0322

Notification of the establishment of a certificate of Public Relations

Institution: **University of Montana – Missoula** CIP Code: **09.9999**

Program/Center/Institute Title: **College of the Arts and Media; Communication Studies, Journalism**

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

Options: 50% in-person; 50% online

Proposal Summary [360 words maximum]

What:
The Department of Communication Studies and the School of Journalism propose a 12 credit, postsecondary, certificate in Public Relations with the objective of educating students about strategic communication processes and preparing them for careers in PR occupations. We anticipate this program being of interest to majors in communication studies, journalism, and marketing as well as to students in a wide-range of other educational programs.

Why:

The Department of Communication Studies and the School of Journalism propose a new certificate program in Public Relations. According to the Bureau of Labor Statistics job growth for Public Relations Specialist is predicted to grow 11%, faster than average, between2020 and 2030. Undergraduate students in both Communication Studies and Journalism increasingly find jobs in public relations related fields. To better prepare our students for these types career opportunities, we are grouping together current courses related to Public Relations into a curriculum path for students to follow.

Strategic communication programs, including PR degrees and certificates, are growing in popularity throughout the country. In the Western U.S. schools with PR majors, minors and/or certificates include: University of Utah, Washington State University, University of Oregon, University of Idaho, Boise State University, and the University of Colorado. Currently a number of PR-related course exist at UM, but there is not a clear path for students to follow nor a recognized academic credential in this area at UM.

Resources:

The Department of Communication Studies and the School of Journalism do not anticipate needing any additional resources to launch the Public Relations certificate program. The courses needed to complete the certificate already exist and are offered on a regular basis.

ATTACHMENTS

None

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**

__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*

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

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1016-R0322

Notification of the establishment of a certificate of Sport Coaching

Institution: **University of Montana – Missoula** CIP Code: **26.0908**

Program/Center/Institute Title: **College of Health; Integrative Physiology and Athletic Training**

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

Options: 86% in person; 14% online

Proposal Summary [360 words maximum]

What:

Creation of a certificate program in Sports Coaching.

Why:

Creation of a certificate program from existing curriculum to expand specialized knowledge and skills of students who have an interest in Sports Coaching. A tremendous interest in this field exists from students, and yet few, if any, programs across the state of Montana focus in this area, or provide any formalized programs. A certificate program in this area would help better prepare those who want to coach youth and/or adult sports.

To our knowledge, no similar certificate in MUS system. We offer all the courses currently in IPAT. This certificate would allow students from all majors or degree tracks to gain specialized skills and knowledge in Sports Coaching, which is quite popular.

Resources:

The proposed certificate program would consist of classes/coursework that are already in existence on the UM-Missoula campus. Some of the proposed courses for this certificate are offered remotely, while others are face to face in nature.

ATTACHMENTS

None

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

Campus Approvals

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

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1017-R0322

Notification of the establishment of a certificate of Wilderness Emergency Medicine

Institution: **University of Montana – Missoula** CIP Code: **26.0908**

Program/Center/Institute Title: **College of Health; Integrative Physiology and Athletic Training**

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

Options: 89% in person; 11% online

Proposal Summary [360 words maximum]

What:

Creation of Certificate in Wilderness Emergency Medicine

Why:

Students who are interested in a medical or emergency management career in the outdoors have historically had few options to pursue in terms of education at the postsecondary level. Nationwide, such programs at colleges and universities are quite rare. Search and rescue, ski patrol, and backcountry guiding, to name just a few, are demanding endeavors, and thus need well trained and capable individuals to fill the positions they have. Yet, these occupations struggle to find qualified applicants for their openings. A certificate program at the University of Montana in Wilderness Medicine would help to fill this void.

There are no similar programs in the MUS that we are aware of. This program will fill a void across the MUS system to enhance employment opportunities for students by obtaining this certificate.

Resources:

The proposed certificate program would consist of classes/coursework that are already in existence on the Missoula College campus and the UM-Missoula campus. Some of the proposed courses for this certificate are offered remotely, while others are face to face in nature.

ATTACHMENTS

None

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

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

A. Level I:

Campus Approvals

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

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

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

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1018-R0322

Notification of the establishment of a graduate certificate of Law, Policy, and Public Administration

Institution: **University of Montana – Missoula** CIP Code: **44.0401**

Program/Center/Institute Title: **Alexander Blewett III School of Law – Department of Public Administration & Policy**

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

Options: 50% in-person; 50% online

Proposal Summary [360 words maximum]

What:
The Certificate in Law, Policy, and Public Administration offers public employees the fundamental skills through a series of core courses important for the profession of public administration, policy, and law. These classes provide basic knowledge and skills that enhance the level of professionalism in public administration and law. The Certificate in Law, Policy, and Public Administration is a first-of-its kind for the Montana University System, leveraging curriculum and expertise from the School of Law.

Why:

This certificate is aimed at working employees at various levels of federal, state, or local government and will be delivered online using existing courses from the University's Master of Public Administration (MPA) program and hyflex option from the School of Law. There are no costs involved in delivering the certificate since all of the classes currently exist and are taught on a routine basis. The targeted market for the certificate would be public employees in the state, therefore, providing an additional service to the State of Montana.

The Certificate in Law, Policy, and Public Administration offers public employees the fundamental skills through a series of core courses important for the profession of public administration, policy, and law. These classes provide basic knowledge and skills that enhance the level of professionalism in public administration and law. Many public employees have bachelor and graduate degrees in many technical fields but lack the basic managerial areas of public administration. Additionally, many current graduate students on campus do not have the time and financial support to complete a joint degree. The Certificate in Law, Policy, and Public Administration is a first-of-its kind for the Montana University System, leveraging curriculum and expertise from the School of Law.

The UM DPAP program offers coursework online, in-person, or a combination. MSU-Bozeman only offers a relatively small in-person only MPA program. Additionally, the UM DPAP programs already have a strong relationship with the law school (joint program), where programming currently resides.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Resources:

The UM DPAP recently implemented a program fee ($55 per credit hour) to aide in programming support. This fee is used to specifically support the UM MPA related programming. The classes listed in the certificate are already part of the normal rotation of classes for the UM MPA program.

ATTACHMENTS

None

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**

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*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

March 2022

ITEM 199-1019-R0322

Notification of the establishment of a graduate certificate of Poverty Policy

Institution: **University of Montana – Missoula** CIP Code: **52.0206**

Program/Center/Institute Title: **Alexander Blewett III School of Law – Department of Public Administration & Policy**

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

Options: 20% in-person; 80% online

Proposal Summary [360 words maximum]

What:
There are specific skills and knowledge necessary to be prepared for entry-level and mid-level careers in the public sector. We currently offer 12 credit-hour certificates and public policy and/or public administration. Additionally, we offer an MPA. In the last several years, demand from current in-career professionals and public sector employees, a focused certificate on poverty policy is essential to provide the skills necessary to meet large scale societal issues like poverty.

Why:

This certificate not only carries out our department's mission, it ensures awareness of marginalized populations and provides students the opportunity to devise solutions/pathways forward. In order to reach more students, in more academic disciplines, and support workforce needs in Montana and beyond, we request to develop a 12-credit Certificate in Poverty Policy.

The Certificate in Poverty Policy will prepare students with fundamental skills and knowledge necessary to tackle large scale problems like poverty. The 12-credit graduate certificate will teach, theory, policy process/analysis, focused on providing the tools necessary for present options to address poverty in the United States. Students may apply these credits towards the Master of Public Administration Program, if they so choose to do so.

There are no similar programs in the MUS system. The University of Montana is the only higher education in the state offering any curricular program related to public policy, specifically and complements how we serve students in the Department of Public Administration and Policy, focused on skills development.

Resources:

This enhances current curriculum in our department. We are also hiring a new Assistant Professor for the Department of Public Administration and Policy, focused on policy analysis and research methods, Fall 2021. This person will be able to assist in this curriculum. Additionally, Dr. Christina Barsky, Assistant Professor in the Department of Public Administration and Policy is an expert in poverty policy.

ATTACHMENTS

None

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**

__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*

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

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1020-R0322

Notification of the establishment of a graduate certificate of Public History

Institution: **University of Montana – Missoula** CIP Code: **54.0100**

Program/Center/Institute Title: **College of the Humanities and Sciences – History**

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

Options: _____

Proposal Summary [360 words maximum]

What:
In keeping with developments in the field of History and to enhance the career options and readiness of our MA and PhD students, we would like to offer a Graduate Certificate in Public History. This program will enable students to develop the analytical and interpretive tools of a graduate history education and to apply them in public practice. The certificate will be earned with 12 credit hours, all of which can also be used to fulfill requirements for the MA or PhD in History.

Why:

With this certificate, UM History graduate students will develop marketable skills and a recognized credential in the growing field of public history. We will teach students the work of historians in an array of public-facing forums including digital sites, archives and libraries, museums, government agencies, private companies, and non-profit organizations. We will also be contributing to UM's "partnership with place" through our graduate students' public history internships throughout the Missoula, Montana, and wider community.

As the valuation of history has burgeoned in the public sphere, from websites and podcasts to walking tours and television series, the faculty of the UM History Department proposes to more systematically prepare our graduate students for careers in these fields. Based on formal and informal surveys of our graduate students over the last few years, we believe there is strong interest in this Public History certificate and we believe it will be of great benefit to them. Last year we initiated a Public History Certificate program for undergraduates and, even with the challenges of Covid-19 we have ten students working toward this credential. As the program develops and resources permit, we will invite participation in the Public History Certificate program by graduate students in other UM departments and by non-degree graduate students from the community.

The existing program most similar to our proposal is the UM Anthropology Department's "Certificate in Historical Preservation," which trains students to "identify, document, preserve and protect significant structures, sites and landscapes" and which is grounded in anthropological methods. This UM Graduate Certificate in Public History trains students in different methodologies of investigating, analyzing, and disseminating historical knowledge, using written documents, oral testimonies and interviews, maps and images, as well as material sites and landscapes.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Resources:

The History Department is part of a recently awarded NEH grant for Making the Humanities Public, which provides support for our faculty to design new public history courses. We do not need any additional resources to create and deliver this Graduate Certificate program.

ATTACHMENTS

None

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**

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*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

March 2022

ITEM 199-1021-R0322

Notification of the establishment of a manufacturing certificate of Technical Skills

Institution: **University of Montana – Missoula** CIP Code: **15.0613**

Program/Center/Institute Title: **Missoula College – Industrial Technology**

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

Options: 50% in person; 50% online

Proposal Summary [360 words maximum]

What:

Missoula College would like to extend a partnership effort with manufacturing facilities in offering workforce education in the form of a certificate. The partnership will provide flexible, credit-based workforce education for employees and students with an emphasis on building professional workplace skills, safety skills, and general knowledge of manufacturing processes. The approach will be to provide a stackable credential with a pathway for manufacturing employees and students to complete the associate and/or baccalaureate degree through Missoula College and the University of Montana.

Why:

The Manufacturing Certificate of Technical Skills will provide training and education in career readiness, human relations, communication, safety training, computer skills, lean manufacturing processes, and quality assurance. In addition to the aforementioned skills, the value for students pursuing this certificate would be a stackable approach to a degree that could be combined with the general education certificate to earn an AA degree. Some students pursuing this certificate might also be positioned and motivated to complete a four-year baccalaureate degree.

This certificate is an industry supported partnership with manufacturers that will be able to provide a training coordinator to serve as an instructor for both seminar courses (MCH 194/294) and in supervising work-based learning through an internship and course content.

Again, this certificate is primarily designed as a step for current students, future students or employees in the workplace to obtain training in career readiness, human relations, communication, safety training, computer skills, lean manufacturing processes, and quality assurance. This certificate could be combined with the general education certificate to earn an Associate's degree or towards a baccalaureate degree.

Resources:

No additional resources are needed.

ATTACHMENTS

None

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**

__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*

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

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1022-R0322

Notification of the moratorium of the Dance BFA

Institution: **University of Montana – Missoula** CIP Code: **50.0399**

Program/Center/Institute Title: **College of the Arts and Media – Theatre & Dance**

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

Options: _____

Proposal Summary [360 words maximum]

What:

We wish to place our Bachelor of Fine Arts degree into moratorium.

Why:

Due to a reduced number of tenured track faculty supporting this program, we are unable to provide the needed support for specific programming, nor proper mentorship. Due to the University budgetary faculty cutbacks, we can no longer deliver the required curriculum for this high credit major.

We are able to successfully deliver the new Pre-Dance Therapy Option in our Bachelor of Arts and wish to focus energies on developing this exciting new program.

There are no similar programs in the MUS with dance as the focus. The University of Montana still offers a BFA in Theatre, housed in the same School as Dance.

Resources:

None

ATTACHMENTS

ProgramTerminationForm - Dance BFA

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

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana University System

PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Dance BFA**

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?**

   August 15, 2022

   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 N/A

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:** X **N:** ____

Students, faculty, alums, and community members have expressed concern that this loss of a degree offering will diminish recruitment opportunities. It is an attractive offering with few parallels in the northwest and none in the state of Montana.

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1023-R0322

Notification of the moratorium of the Dance Education minor

Institution: **University of Montana – Missoula** CIP Code: **50.0399**

Program/Center/Institute Title: **College of the Arts and Media – Theatre & Dance**

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

Options: _____

Proposal Summary [360 words maximum]

What:
We wish to place our Minor in Dance Education into moratorium.

Why:

Due to a reduced number of tenured track faculty supporting this program, we are unable to provide the necessary support for specific programming, nor proper mentorship. We can no longer deliver the required curriculum for this specific field of study.

We are able to successfully deliver the new Pre-Dance Therapy Option in our Bachelor of Arts and wish to focus energies on developing this exciting new program.

There are no similar programs in the MUS with dance as the focus.

Resources:

None

ATTACHMENTS

ProgramTerminationForm - Dance Education Minor

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

____ A. Level I:

Campus Approvals

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana University System

PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Dance Education Minor**

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

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

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

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate 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:** X **N:** ____

Students, faculty, graduates of this program, and members of the Missoula community are sad to see it go because it is an attractant to our School and University, especially for dancers preparing to teach. Additionally, it is the only Specialization in Dance Education offered in the state of Montana.

However, we are working to reshape our BA to allow students to choose a broad or more specific focus in dance choreography, performance, teaching, and wellness.

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1024-R0322

Notification of the moratorium of the Paralegal AAS

Institution: **University of Montana – Missoula** CIP Code: **22.0302**

Program/Center/Institute Title: **Missoula College – Business and Technology**

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

Options: 80% in-person; 20% online

Proposal Summary [360 words maximum]

What:

Place Paralegal Studies into moratorium

Why:

An American Bar Association approved certificate will replace this program. It will also be paired with an AA or AS degree. The AAS degree was approximately 70 credits, mostly nontransferable to Mountain Campus.

After several meetings with advisory boards, we determined that there was interest in the certificate program from many post baccalaureate degree students. We also found that the law school would support this effort along with the ABA. The CAS in Legal Studies program, the replacement for AAS, is something that can span statewide as a distance program with the ability to stack credentials for our students. Degree seeking baccalaureate student who are thinking about law school have shown an interest. The AAS in Paralegal Studies was over 70 credits and students with prior schooling could only use a few of their credits. Putting this program into moratorium and replacing it with CAS is more student and workforce centered.

This is the only Paralegal program in the state, but it will be replaced with certificate.

Resources:

None

ATTACHMENTS

ProgramTerminationForm - Paralegal AAS

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

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

____ A. Level I:

Campus Approvals

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

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

____ B. Level II:

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

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

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

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

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

Montana University System

PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Paralegal 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:** ____ **N:** **X**

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

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

   a.) **Internal Curriculum Committees** **Yes**

   b.) **Faculty Senate** **Yes**

   c.) **Program Public Advisory Committee** **Yes**

   d.) **Articulation Partners** **N/A**

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

March 2022

ITEM 199-1026-R0322

Notification of the providing of online delivery for the Medical Information Technology AAS

Institution: **University of Montana – Missoula** CIP Code: **51.0707**

Program/Center/Institute Title: **Missoula College – Business and Technology**

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

Options: ____

Proposal Summary [360 words maximum]

What:

Establish the Medical Information Technology AAS as a distance program.

Why:

These have been fully online programs for several years. This helps reach learners across the state.

The Medical Information Technology program and two concentrations can reach students in rural areas or have small children at home and cannot attend classes. These programs also offer students remote job opportunities which is very relevant in their decision to take the program. The HICS concentration has had an MOU with MSU Great Falls for a decade and take five of their classes.

GF MSU has a one year program. We offer a two year AAS with two pathways and a CAS.

Resources:

No additional resources are needed to implement this change.

ATTACHMENTS

None

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

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**

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

OCHE Approvals

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

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

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

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

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

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

_____ B. Level II:

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

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

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

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

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

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1027-R0322

Notification of the providing of online delivery for the Medical Reception CERTAS

Institution: **University of Montana – Missoula** CIP Code: **51.0712**

Program/Center/Institute Title: **Missoula College – Business and Technology**

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

Options: ____

Proposal Summary [360 words maximum]

What:
Establishing the Medical Reception CERTAS as a distance program.

Why:

The program has been fully online for several years. High demand occupation that can be utilized for upskilling across the state.

The Medical Reception CAS is the first year of the Medical Assisting, Medical Admin, and Health Information Coding programs. It is the gateway to the various fields and has been a perfect fit for online delivery. The student population tends to be working parents who want an online program.

This program supports three AAS programs at Missoula College. We are unaware of other programs with this level of support and opportunity to pivot in three degree paths.

Resources:

None

ATTACHMENTS
None

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

____ **A. Level I:**

Campus Approvals

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

_____ **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**

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

OCHE Approvals

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

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

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

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

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

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

_____ B. Level II:

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

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

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

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

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

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

February, 2022

ITEM 1501-LI0222

Notification of returning the Health Information Technology Option to Moratorium

Institution: **Montana Technological University** CIP Code: **52.99**

Program/Center/Institute Title: **BS Business and Information Technology**

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

Options: Health Information Technology

Proposal Summary [360 words maximum]

What: Notification of returning the Health Information Technology Option to Moratorium

Why: There are currently no students declaring the option. It was never a popular option and due to an intra-campus transfer, the Business department lost the only faculty member who was qualified to teach the concentration courses in the HIT option.

Resources: None

ATTACHMENTS

None

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

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

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

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

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

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

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 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 **X** **Placed into moratorium** ____ **Terminated**

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

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

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee n/a

d.) Articulation Partners n/a

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

December 2021

ITEM 401-LI1221

ITEM TITLE

Institution: **Miles Community College** CIP Code: **30.9999**

Program/Center/Institute Title: **A.A.S. in Technical Studies**

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

Options:

Proposal Summary [360 words maximum]

What: Miles Community College proposes to establish an Associate of Applied Science (A.A.S.) degree in Technical Studies.

Why: Miles Community College's Mission focuses on preparing students for success and providing opportunities for lifelong learning. One of the College's Goals is to be a leader in providing career and technology education in Eastern Montana as part of its Commitment to provide robust workforce development opportunities. The A.A.S. in Technical Studies would also enhance the College's Commitments to Institutional Excellence and Student Success. This program also supports the Montana Board of Regents' Two-Year and Community College Committee's 2021-2022 Work Plan, which includes Emphasizing Workforce & Economic Development, Enhancing Statewide Partnerships, and Innovative Delivery & Credentialing. All of these goals would be facilitated by the A.A.S. in Technical Studies degree to provide stackable credentials across a variety of career and technical programs.

Resources: No additional faculty would be needed for this degree because the intent of this degree is to provide students the opportunity to stack Certificates (C) or Certificates of Applied Science (CAS) to earn an associate degree, in this instance, the A.A.S. in Technical Studies degree.

ATTACHMENTS

Attachments

- Request to Plan 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)

X **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
ACADEMIC PROPOSAL REQUEST FORM

February 2022

ITEM 2702-L10222

ITEM TITLE Request for Authorization to Terminate the Certificate in Non-Profit Administration and Leadership

Institution: **Montana State University Billings** CIP Code: _____

Program/Center/Institute Title: **Non-Profit Administration and Leadership**

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

Options: _____

Proposal Summary [360 words maximum]

What: Montana State University Billings requests authorization from the Montana Board of Regents to terminate the Certificate in Non-Profit Administration and Leadership.

Why: This program was part of our Extended Campus offerings and it never had student interest. It never enrolled students and has not been offered.

Resources: none

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:

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**

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana University System

PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Certificate in Non-Profit Administration and Leadership**

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:** ____ **N:** **x**

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

   n/a

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

   n/a

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

   n/a

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:** ____

   n/a

   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** NA

   b.) **Faculty Senate** Y

   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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

February 2022

ITEM 2703- L10222

ITEM TITLE Request for Authorization to Terminate the M.Ed. in Online Instructional Technologies

Institution: **Montana State University Billings** CIP Code: **09.0101**

Program/Center/Institute Title:

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

Options:

Proposal Summary [360 words maximum]

What: Montana State University Billings requests authorization from the Montana Board of Regents to terminate the M.Ed. in Online Instructional Technologies.

Why: This program was put in Moratorium in 2017. We have not had renewed student or faculty interest.

Resources: none

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:

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

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

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

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

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

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

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

_____ B. Level II:

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

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

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

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

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

Montana University System

PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **M.Ed. in Online Instructional Technologies**

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:** ____ **N:** **x**

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

   n/a

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

   n/a

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

   n/a

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:** ____

   n/a

   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** Y

   b.) **Faculty Senate** Y

   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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

February 2022

ITEM 2704- L10222

ITEM TITLE Request for Authorization to Terminate Bachelor of Science in Political Science Teaching Licensure Option

Institution: **Montana State University Billings** CIP Code: **131317**

Program/Center/Institute Title:

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

Options:

Proposal Summary [360 words maximum]

What: Montana State University Billings requests authorization from the Montana Board of Regents to terminate the Bachelor of Science, Political Science Teaching Licensure.

Why: This program was put in Moratorium in 2019. We have not had renewed student or faculty interest.

Resources: none

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:**

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**

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

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

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana University System

PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: Bachelor of Science, Political Science Teaching Licensure

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:** ____ **N:** **x**

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

   n/a

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

   n/a

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

   n/a

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:** ____

   n/a

   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** Y

   b.) **Faculty Senate** Y

   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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

SUBMISSION February 2022

ITEM 2708-L10222

ITEM TITLE Request to Retitle the Human Resources College of Business Articulated Emphasis Associate of Science Program of Studies to Human Resources Associate of Science

Institution: **City College at Montana State University Billings**

CIP Code: **521001**

Program/Center/Institute Title: **Human Resources Associate of Science**

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

Options: ____

Proposal Summary [360 words maximum]

What: Montana State University Billings requests authorization from the Montana Board of Regents to retitle the Human Resources College of Business Articulated Emphasis Associate of Science Program to the Human Resources Associate of Science.

Why: City College at Montana State University Billings has two Human Resource Associates degrees. To simplify the enrollment process for students, and eliminate the confusion on multiple Human Resource degrees, we are condensing the two degrees into one Human Resource Associate of Science degree. The Human Resource Associates degree at City College currently has three pathways in place for Human Resource students. Pathway options include Bachelor of Science in Management at College of Business, Bachelor of Science in Health Administration, and Bachelor of Science in Liberal Studies. With proper advising, students will be able to navigate the general education option/requirements and the restricted elective option/requirements. All City College Human Resource students are transferred to a Business & Human Resource faculty advisor during their second semester of advising.

Resources: No new faulty are needed.

ATTACHMENTS
Human Resources Program 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.

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

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
From:
Human Resources College of Business Articulated Emphasis Associate of Science Program of Studies
To:
X **Human Resources Associate of Science**

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

Human Resources Associate of Science Program of Study

Learning Outcomes:

1) Identify and define the major federal, state, and local employment laws as well as the penalties for non-compliance.
2) Design and develop recruitment process and selection procedures.
3) Identify and define the major risk management, safety and security laws as well as the penalties for non-compliance.
4) Design a training program utilizing the ADDIE Model.
5) Evaluate standards of professional performance in the workplace.

General Education Courses

Mathematics	
M143	4 credit
Or M121	
Or M105	
English	
WRIT101	3 credit
Communication & Information Literacy	
BMIS150	3 credit
OR COMX115	
Or LSCI125	
Natural Sciences	
A. Life Science Requirement	3 credit
B. Physical Science Requirement	3 credit
*Lab Taken with either Life Science or Physical Science	1 Credit
Social Sciences	
ECNS201	
History	
Select from list	3 credit
Cultural Diversity	
Select from list	3 credit
Fine Arts	
Select from list	3 credit
Humanities	
Select from list	3 credit

Major Courses

ACTG180 Payroll Accounting	3 credit
ACTG201 Prinicples of Fin Acct	3 credit
BMGT180 Employment Law and Practices	3 credit

BMGT250 Employment and Comp Strategies	3 credit
BMGT281 Risk Mgmt, Safety, & Security	3 credit
BMGT282 Organization Training & Dev	3 credit
CAPP120 Introduction to Computers	3 credits
Or CAPP156 MSExcel	
Or BGEN240 Intro Business Data Analysis	
BGEN294 Seminar Workshop	2 credits
Or BMGT298 Internship	
Or BGEN498 Internship	

Restricted Electives (total of 6 credits)
(In consultation with an advisor)

AHMS144 Medical Terminology	3 credits
BGEN220 Bus Ethics & Social Responsibility	3 credits
BMGT235 Management	3 credits
BMKT225 Marketing	3 credits
BMKT325 Principles of Marketing	3 credits
COMX300 Exploring Comm Studies	3 credits
ECON202 Principles of Macroeconomics	3 credits
HTH270 Global Health Issues	3 credits
STAT216 Intro to Statistics	4 credits
WRIT220 Business & Prof Writing	3 credits
WRIT320 Advanced Technical Writing	3 credits
Total Minimum credits	60

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

February 2022

ITEM 2012-LI0222

ITEM TITLE Request for authorization to establish a temporary Healthcare Administrative Professional CAS

Institution: **Gallatin College Montana State University** CIP Code: **51.0705**

Program/Center/Institute Title: **Temporary Certificate of Applied Science in Healthcare Administrative Professional**

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

Options: ____

Proposal Summary [360 words maximum]

What: Request to establish a temporary Healthcare Administrative Professional Certificate of Applied Science. This accelerated one-year program replaces a Health Information Coding CAS. This new certificate provides students the ability to work on an administrative team in a variety of healthcare settings: hospitals/clinics, home health agencies, long-term care, insurance companies, consulting firms and software vendors. Upon completion of 36 credit hours of coursework, students will be prepared for positions in healthcare coding, billing, entry level management, and financials. Graduates will also be eligible for certifications in Medical Coding, Medical Billing, and Medical Administrative Specialist from bureaus such as AAPC, AHIMA, and AMT.

Why: The Montana Department of Labor and Industry projects the following annual southwest Montana job openings through 2030: 139 Medical Secretaries, 48 Medical Health Service Managers, 495 General Office Clerks, and 273 Bookkeepers. This program was developed to meet current community need for healthcare business staff who can perform a variety of tasks such as medical coding, billing, insurance verification, accounting, management, human resources, and compliance. It will replace a Gallatin College Health Information Coding CAS program which prepared students for some of these tasks but was too specialized for graduate and industry demand. Student exposure to all areas of healthcare business will create additional career opportunities while those interested in specializing and certification will be prepared to sit for related entry-level exams upon program completion.

Previous Health Information Coding students expressed interest in earning certification to be able to work remotely. This new certificate will allow them to pursue more readily available remote employment opportunities such as billing and patient registration. Additionally, due to the COVID pandemic, many positions in Healthcare have become vacant. With this new CAS, a student's well-rounded understanding of healthcare-specific business tasks will allow them to apply their knowledge to various key areas of healthcare administration. It will also minimize in-house training burdens that under-staffed employers are now facing.

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

ATTACHMENTS

Attachments

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.

X **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)

X **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

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1025-R0322

Request for Authorization for the creation of a Musical Theatre Performance minor

Institution: **University of Montana – Missoula** CIP Code: **50.0509**

Program/Center/Institute Title: **College of the Arts and Media – Theatre & Dance**

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

Options: _____

Proposal Summary [360 words maximum]

What:

We wish to create a specific minor for the study of musical theatre performance.

Why:

We do not currently offer a minor in musical theatre performance (MTP). The BFA/THTR/MTP degree has proven highly popular and helped our School's enrollment. Numerous outside students have subsequently approached us about obtaining a minor in this discipline, as they are not able to fully declare as majors. This program would not only put students first, serving their needs/desires, but help enrollment in the specialized MTP classes.

Since we established our BFA/THTR/MTP degree in Fall 2019, many students have requested the opportunity to study aspects of the degree at the minor level. They have interest and skill in the specific discipline but cannot commit to the high-credit major. Given their skill and interest, they will also strengthen the enrollment numbers in required interdisciplinary classes (Theatre, Dance and Music) and contribute to the class/studio/production experiences for all MTP students.

Our minor in theatre requires multiple courses that deliver foundational theatre technology training in order to instill in a student a general, broad knowledge and practice of the art form. Further, this proposed minor will allow the interested student to focus on the discipline of performance, solely focusing on acting, music and dance courses. It comprises practical and skill-based knowledge that can be acquired by students, sans the academic, advanced BFA and general ed coursework that is required by the Theatre major degrees (again, this number of credits often prove prohibitive to a number of musical-theatre-inclined students at UM, especially if they have another major).

Resources:

All courses required of the MTP minor are already offered, and all instruction/mentorship and production opportunities will be folded into existing loads/seasons/course support.

ATTACHMENTS

CurriculumProposalForm - Musical Theatre Performance Minor

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)

X **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. **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 Theatre and Dance and the School of Music propose to combine coursework in both Schools to provide a musical theatre performance minor under the existing THTR/MTHR/BFA. This minor will take advantage of all courses currently delivered and requires no modifications or additions to existing MTHR course curriculum and/or support, providing a training/learning experience for those wishing to minor in musical theatre performance/practice.

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]*

Developing and strengthening interdisciplinary programs is at the forefront of the University's new mission, as well as "putting students at the forefront of all we do." We interpret this as a mandate for us to create something in response. Musical theatre is inherently interdisciplinary and utilizes the strengths of existing theatre, dance, and music course offerings. The THTR/MTHR/BFA is a newly popular degree that also speaks to the heart of the inter/multidisciplinary mission of UM, i.e., the liberal arts gem of Montana. Highly qualified and talented students have requested that there be a place for them in this training and practice when they cannot commit to the requirements of the BFA major. Thus, we are responding to their needs, offering them a pathway in the program through a minor option.

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

For more than a year, there have been numerous meetings and collaborations between leading faculty members of the School of Theatre and Dance and the School of Music. This team reviewed and evaluated the THTR/MTHR/BFA degree plan, narrowing the existent curriculum to create a useful, comprehensive minor that incorporates all disciplines and provides an actualized, focused minor for specific students inclined towards musical theatre performance. All programs agreed to and fully support the agreed-upon minor curriculum; and a handful of students are already working toward the proposed minor in terms of their current coursework.

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	18
Credits in required courses offered by other departments	7
Credits in institutional general education curriculum	0
Credits of free electives	2
Total credits required to complete the program	27

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

A student completing the MTHR minor should be able to demonstrate and appreciate:
- A solid, focused education in musical theatre performance as supplement to a student's chosen major;
- A working knowledge of the foundational components of theatre, dance and music;
- A competency of fundamental MTHR skills, including acting, singing and dance technique, alongside technological theatre practice;
- An ability to demonstrate an effective work process;
- An understanding of an ability to work within an ensemble;
- A sense of responsibility and discipline;
- A desire to contribute to the MTHR art form as an interdisciplinary practice.

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]*

Given that we are the only higher-ed institution in Montana that offers a BFA in musical theatre, we are able to attract more in-state students and students from across the nation, providing a rigorous training program in a highly sought-after performance discipline. With a minor, even more UM students can participate in this program. We regularly attend national auditions in Seattle, Portland, and Texas, where the majority of prospective students in attendance are interested in musical theatre. Some cannot commit to the MTHR BFA but may be drawn to an institution that can still offer a minor concentrated on musical theatre performance. CAM's musical theatre curriculum helps maintain UM's position as a flagship arts institution in the Northwest; and a flexibility to meet students' demand for training (both a major and minor degree) puts students at the heart of our mission. There is high demand for musical theatre programs in our region and low supply. Importantly, we already have the faculty, facilities, and resources to make such a program a reality.

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
FVCC	AA	Articulation Agreement in Place for Theatre and Music)

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]*

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]*

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

We have articulation agreements in place with FVCC for their 2-year transfer students interested in theatre. We gladly accept relevant CCN or other transfer credits in theatre, dance, and music from an accredited institution. This would include those applicable students who transfer to UM and desire to minor in musical theatre performance.

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

Fall Headcount Enrollment					Graduates				
AY 22-23	AY23-24	AY24-25	AY25=26	AY26-27	AY22-23	AY23-24	AY24-25	AY25-26	AY26-27
5	5	5	5	5	2	3	3	3	3

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

The proposed minor has been requested by approximately five students to date; and most are taking the potential coursework required with the hopes that the minor will be in place by '22-23. Two such students will be graduating that year and would be able to apply the credits earned to complete the minor. With this reality in place, we are estimating that this may be the scenario for the next four years -- i.e., approximately five students a year desiring the minor and approximately 3 students from the group graduating each year.

c. What is the initial capacity for the program?

5-7 students (we offer alternative courses to replace individual voice lessons, if necessary)

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]*

- Successful enrollment of students into the minor;
- Successful completion of the minor by students upon graduation;
- Successful enrollment of minors into the required THTR/DANC/MUSI courses;
- Ability to meet students' needs given potentially increased class enrollments (added minors)

After a five-year period, an evaluation of this program will give us the opportunity to rework the curriculum to serve students' needs for successful completion.

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]*

- Applied Voice Juries for those taking voice lessons (at the end of each semester)
- Feedback sessions following each audition/callback (seasonal per productions - Fall/Spring)
- Grades earned by the students in required THTR/DANC/MUSI coursework (throughout applicable semesters)
- Feedback and tracking of progress by academic advisor, i.e., School of Theatre and Dance faculty member (at least one advising meeting with student each semester)

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

- Successful participation in and completion of required production work, studio performances or musical theatre recitals
- Successful completion of required music courses, applied vocal studies and music ensemble classes
- Successful completion of acting, dance and specialized musical theatre classes

- Consistent and constant feedback to students through auditioning and performance opportunities from faculty in all three areas

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

- Student's grades and course progress reviewed by faculty in both the School of Theatre and Dance and the School of Music
- Critical analysis of musical theatre productions and performances

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

9. Physical resources.

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

The existing Performing Arts and Radio/Television Center will continue to function as the home of the School of Theatre and Dance. This is in addition to studio spaces in McGill Hall, Schreiber Gym, and storage at Fort Missoula. We do not anticipate further physical resources beyond those that we regularly utilize. We also have access to the Music Building facilities.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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]*

The School of Theatre and Dance and the School of Music have been collaborating on musical theatre productions for more than a decade -- even more so since the MTHR BFA came into place. The resources to support these endeavors are part of our regular annual budgeting. The minor will not affect any aspect of future budgeting, as the materials and facilities already exist.

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]*

Given the existent MTHR BFA, the current programs in Applied Voice Performance, Dance, and Acting already have the required courses and staffing in place for the minor, as well as the ability to accommodate a modest increase in enrollment. As a minor would simply be joining the already offered classes, there is no need for added personnel. The added enrollment number would be small enough to enrich the learning opportunities/outreach without sacrificing quality.

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]*

At this time, we can offer the minor with our existing faculty and staff.

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]*

Yes.

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

Yes. Only positive implications in that a UM student majoring in another discipline would be offered the opportunity to minor in musical theatre performance if they so desire.

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Revenues	0	0	0
Expenses	0	0	0
Net Income/Deficit (revenues-expenses)	0	0	0

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

N/A -- facilities, courses, and staffing already exist to serve the modest number of minors who would increase our class enrollments and number of production/performance participants.

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]*

N/A

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]*

N/A

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

N/A

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.

No new fees would be imposed; for there are already course fees in place for required classes such as the standard Theatre/Music/Dance Accompanist ($40) and Professionals Development fees ($35).

14. Complete the fiscal analysis form.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Signature/Date

College or School Dean:

Theatre & Dance Department Approval — Status: *Approved*

Deadline: 5 days

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:

Flagship President*:

*Not applicable to the Community Colleges.

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1028-R0322

Request for Authorization to Retitle the Forensic Anthropology option to the Forensic and Biological Anthropology option

Institution: **University of Montana – Missoula** CIP Code: **45.0202**

Program/Center/Institute Title: **College of Business; Management & Marketing**

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

Options: _____

Proposal Summary [360 words maximum]

What:

Retitle the option in Forensic and Biological Anthropology to an option in Forensic and Biological Anthropology.

Why:

1. Broaden interest in the option among current and potential students, particularly those interested in areas of biological anthropology that are not forensic anthropology.

2. Make it more inclusive of the interests of the faculty who participate in it.

3. Make a wider range of courses available to count toward the option. Due to faculty losses we need to make it possible to complete the option with the courses currently offered.

4. This change makes the title consistent with the corresponding Master of Arts option, which is titled Forensic and Biological Anthropology.

Recent faculty losses require us to make changes to the requirements for this option to allow students to complete the options using the courses currently offered by the faculty who participate in the option.

There are no similar programs in the MUS.

Resources:

None.

ATTACHMENTS

None

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

__X__ **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

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1029-R0322

Request for Authorization to Retitle the Information Technology AAS to the Information Technology and Cybersecurity AAS

Institution: **University of Montana – Missoula** CIP Code: **11.1003**

Program/Center/Institute Title: **Missoula College – Business and Technology**

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

Options: 80% in person; 20% online

Proposal Summary [360 words maximum]

What:

We would like to retitle the AAS in Information Technology to AAS in Information Technology and Cybersecurity. Further, there is only a single concentration in the AAS in Information Technology now, so that concentration needs to be subsumed by the AAS in Information Technology and Cybersecurity.

Why:

Many students come to Missoula College to learn Cybersecurity. Currently Missoula College has a CTS in Cybersecurity which is 18 credits, and the AAS in IT with a concentration in Network Administration and Security. First, there is confusion from naming. Students interested in Cybersecurity mistakenly choose the CTS when they should choose the AAS. Second, the AAS in IT now has only a single concentration which is to say that it no longer has a concentration.

Justification:

1. The lack of cybersecurity in the title of the AAS causes a large amount of confusion in students.
2. There is large interest in cybersecurity and having that in the title of the program is of value in future marketing.
3. There is now only a single concentration for the AAS in IT. As such, there is no need for a concentration. The degree itself is all that is necessary.

This is not a proposal for a new program. The AAS in IT is a hands-on, technical degree targeted to placing students in the workforce as quickly as possible. Other similar degrees exist at Great Falls College and City College (Billings). However, as a two-year degree these degrees, and the graduates, are meant to fill local needs and thus all of these programs are necessary and useful.

Resources:

None beyond changes to the catalog.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ATTACHMENTS
None

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

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

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

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

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

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

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

____ B. Level II:

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

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

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

_____ **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

0March 2022

ITEM 199-1030-R0322

Request for Authorization to Retitle the Management and Entrepreneurship BS to Business Management BS

Institution: **University of Montana – Missoula** CIP Code: **52.0201**

Program/Center/Institute Title: **College of Business; Management & Marketing**

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

Options: 85% in person; 15% online

Proposal Summary [360 words maximum]

What:

The department proposes to change the name of one its three undergraduate majors from "Management & Entrepreneurship" to "Business Management."

Why:

Students who graduate with this major may begin their careers in many industries besides entrepreneurship, and we fear that the name gives students the impression that we focus solely on entrepreneurship. We believe that "Business Management" more accurately reflects the flexibility that the major gives students in their careers. Additionally, we find that in keyword searches for business degrees over the last calendar year, "Business Management" averages 12,100 average monthly searches, compared to 2,900 for "Management" and 3,600 for "Entrepreneurship."

There are several reasons for this proposed change. First, students with a management major can pursue many career opportunities that are not related to entrepreneurship, and we fear that the addition of the term "entrepreneurship" to the name of the major inaccurately suggests that we focus solely on entrepreneurship. Second, this suggestion of a sole focus may turn away students who are not interested in entrepreneurship, but who might otherwise be interested in a management major. In support of this notion, since the name change to "Management & Entrepreneurship" in the 2017-2018 AY, the number of declared management majors has dropped 49%, which exceeds the enrollment declines in other COB majors. Third, the name "Business Management" more accurately reflects the myriad and flexible opportunities that management majors enjoy. And finally, in keyword searches for business degrees, "business management" appears very frequently, with 12,100average monthly searches in the last calendar year, compared to 2,900 for "management" and 3,600 for "entrepreneurship. To continue to support our commitment to entrepreneurship in the COB, we will continue to offer the Entrepreneurship certificate, and will emphasize in our marketing of the Business Management major that entrepreneurship is one of the career tracks that our graduates pursue. We anticipate this change will have a positive impact on UM's ability to attract interested students to our university, but otherwise should have no impact on other programs.

Resources:

None beyond the current resources.

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

ATTACHMENTS

None

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

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

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

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

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

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

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

____ B. Level II:

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

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

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

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

March 2022

ITEM 199-1006-R0322

Request for Authorization for the creation of a BS in Earth, Water, and Climate Science

Institution: **University of Montana – Missoula** CIP Code: **40.0699**

Program/Center/Institute Title: **College of Humanities and Sciences -- Geosciences**

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

Options: 95% in-person; 5% online

Proposal Summary [360 words maximum]

What:

The UM Department of Geosciences proposes to establish a new B.S. degree in Earth, Water, and Climate Sciences, a STEM degree for students who want to use evidence-based knowledge to address Earth's grand challenges, including: global climate change, water and mineral resource availability and sustainability, natural hazards, and shifting global energy resources. Coursework includes topics related to the nature and history of the Earth, the processes that shape Earth's surface and its water and climate systems, and the impacts those processes have on Earth's inhabitants and the environment.

Why:

The proposed B.S. degree in Earth, Water, and Climate Science is designed to maximize the educational impact that the UM geosciences program has on its undergraduates by focusing degree curricula on the 'Grand Challenges' in Earth, Water, and Climate Science that are posed by Earth's rapidly changing environment and the need for future humans to live sustainably.

The B.S. in Earth, Water, and Climate Science (EWCS) is a STEM degree for students who want to acquire skills in critical thinking and problem solving in the context of the grand challenges posed by changes in Earth's climate and the need for discovery and development of environmentally sustainable approaches for future human inhabitation of Earth. Tomorrow's scientists, professionals, teachers, managers, and leaders will need to have a foundation in Earth, water, and climate science to face the environmental and natural-resource problems facing human society, including climate change, sea level rise, redistribution of global weather patterns, water scarcity, energy and mineral resource sustainability, and the need to feed an increasing population. The proposed B.S. in EWCS fits with UM's Priorities for Action, especially Priority 1 (Place students at the center of what we do); Priority 3 (Mission First, People Always); and Priority 4 (Partner with Place).

Focusing student learning on these fundamental challenges represents the core of the Department of Geosciences mission and the most impactful application of the faculty's collective expertise in preparing UM students for future careers. Using western Montana as the platform for experiential learning with a strong field component, the new B.S. degree will deepen the ties that graduates with this degree develop to the state's natural setting and the dynamics behind its changing environments.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Student Learning Outcomes

1. Students will be able to describe the fundamental principles, interactions, and importance of Earth, water, and climate processes that have shaped our planet.

2. Students will formulate research questions, develop hypotheses, and apply design methods that are supported by the knowledge base and established literature within the Earth, water, and climate sciences.

3. Students will collect, analyze, and apply field, laboratory, computational and modeling data to the interpretation of fundamental scientific questions involving the solid Earth, its water, and its climate.

4. Students will apply physics, chemistry, mathematical, and computational methods to solve problems in Earth, water, and climate systems and cycles.

5. Students will effectively communicate scientific ideas and their societal relevance, evaluate data, and formulate interpretations to diverse audiences using a variety of formats (e.g. written, graphical, oral).

6. Students will identify and research a wide variety of career fields and opportunities in Earth, water, and climate sciences, understand and plan for future educational and/or professional pursuits, and articulate their transferable skills to employers, graduate, and/or professional schools.

The proposed B.S. in EWCS will complement several degrees currently offered within the MUS system. These include: at UM, degrees in Environmental Science and Sustainability (BS), Ecosystem Science & Restoration (BS), Environmental Studies, and Sustainability Science & Practice (BS); at MSU, a degree in Earth Science; at UM-Western, a B.S. in Environmental Sciences; and at Montana Tech, undergraduate degrees in Geological, Geophysical, and Petroleum Engineering. Our proposed degree overlaps with but does not duplicate these options. For example, the proposed B.S. in EWCS differs from the UM-Western's degree through the inclusion of advanced coursework in groundwater and surface water modeling and a deliberate focus on climate sciences.

Resources:

No new resources are needed to implement the proposed degree.

ATTACHMENTS

CurriculumProposalForm - Earth, Water, and Climate Science BS
CirriculumProposalForm, Appendix A - Proposed new Curriculum - Earth, Water, and Climate Science BS
FiscalAnalysisForm EWCS degree subm_v3
RTP - Earth, Water, and Climate Science

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

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

___ A. Level I:

Campus Approvals

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

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

___ 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*

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

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

Montana Board of Regents

CURRICULUM PROPOSAL FORM

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

The proposed B.S. degree in Earth, Water, and Climate Science is designed to maximize the educational impact that the UM Geosciences Department has on its undergraduates by focusing degree curricula on the 'Grand Challenges' in Earth, Water, and Climate Science that are posed by Earth's rapidly changing environment and the need for future humans to live sustainably. The B.S. is not tied to programs outside the Geosciences Department.

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 B.S. in Earth, Water, and Climate Science (EWCS) is a STEM degree for students who want to acquire skills in critical thinking and problem solving in the context of the grand challenges posed by changes in Earth's climate and the need for discovery and development of environmentally sustainable approaches for future human inhabitation of Earth. Tomorrow's scientists, professionals, teachers, managers, and leaders will need to have a foundation in Earth, water, and climate science to face the environmental and natural-resource problems facing human society, including climate change, sea level rise, redistribution of global weather patterns, water scarcity, energy and mineral resource sustainability, and the need to feed an increasing population. The proposed B.S. in EWCS fits with UM's Priorities for Action, especially Priority 1 (Place students at the center of what we do); Priority 3 (Mission First, People Always); and Priority 4 (Partner with Place).

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

This proposal follows two years of planning and development, following the rejection of a proposal that the Geosciences Department submitted in 2019 to establish a B.S. degree in Earth and Environmental Science.

Over the past two years, Geosciences faculty have undertaken a detailed self-study, an external review, and a 2-week facilitated workshop, all with the goal of developing a B.S. degree that would maximize faculty expertise, engage students in research, and focus on career preparedness. A key decision made at the workshop was to focus the new degree (this proposal) on the Grand Challenges humans face with ongoing climate change, uncertainty about future energy sources, and the acquisition of mineral resources critical to forming a green society. This proposal was developed with input from colleagues outside the Geosciences Department but within the MUS system. It is designed to be as unique as possible within the MUS system and to provide opportunities for student exchange.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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	40
Credits in required courses offered by other departments	24
Credits in institutional general education curriculum	8
Credits of free electives	17
Total credits required to complete the program	65

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

   Students will: 1) be able to describe the fundamental principles, interactions, and importance of Earth, water, and climate processes that have shaped our planet; 2) formulate research questions, develop hypotheses, and apply design methods that are supported by the knowledge base and established literature within the Earth, water, and climate sciences; 3) collect, analyze, and apply field, laboratory, computational and modeling data to the interpretation of scientific questions involving the solid Earth, its water, and its climate; 4) evaluate data, formulate interpretations, and communicate findings to diverse audiences using a variety of formats; and 5) research a wide variety of career fields in Earth, water, and climate sciences.

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]*

The proposed degree will provide UM students a STEM-based approach to studying the environmental and natural-resource problems facing human society, including climate change, sea level rise, redistribution of global weather patterns, water scarcity, energy and mineral resource sustainability, and the need to feed an increasing population. The anticipated demand for earth scientists with the field, laboratory, and computational skill sets needed to address these issues is high, and this proposal is responding directly to that need by providing a broad foundation in Earth, water, and climate dynamics and the evolution of these over geologic timeframes, in addition to engaging students in research and a providing a focus on career readiness.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

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 B.S. degree does not substantially duplicate any other program offered in the MUS system.

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]*

This proposal was developed following advice in 2019 from the UM CFC Dean to focus on Earth Systems, as opposed to Environmental Sciences/Sustainability. Substantial discussions also were had with colleagues at UM-Western to assure that our B.S. in Earth, Water, and Climate Science did not compete with, but rather would complement, their B.S. degree in Environmental Sciences.

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]*

Fall Semester, 2022

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

Fall Headcount Enrollment					Graduates				
AY22-23	AY23-24	AY24-25	AY25-26		AY___	AY___	AY___	AY___	
10	25	40	55		0	0	10	15	

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

The projected enrollment is based on the perceived interest UM students have in addressing the Grand Challenges humans face through improved understanding of Earth's natural systems and how they operate over geologic and historic timeframes.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

c. What is the initial capacity for the program?

about 70 students

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

Success of the program will be determined by comparison with predicted/anticipated headcounts over the first four years.

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 exercises will take place within each course and during each year of the degree. Within each course, assessments will include formative and summative varieties and be used to evaluate student content mastery as well as course pedagogical efficiency. At the end of each program year, students will be assessed via individual direct assessments that measure student mastery of degree learning outcomes.

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

Direct measures include focus group discussions that provide insight into student mastery of course content and individual questionnaires similarly designed to test student progress within each class and at the end of each year academic year.

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

Assessment data will be compiled for each course and across the Geosciences curriculum each year. These data will be compiled into a database that can be used to monitor progress towards achieving the learning outcomes of each course and the degree as a whole.

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

N/A

9. **Physical resources.**

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

The facilitities, equipment, space, laboratory, and computer equipment currently used by the Geosciences Department will be adequate to support the proposed B.S. degree in Earth, Water, and Climate Science.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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]*

No additional facilities, equipment, space, laboratory, or computing facilities are needed to support the proposed new degree.

10. Personnel resources.

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

The anticipated increased use of Geoscience personnel and facilities as a result of the new degree is well within the ability of current department resources. It is anticipated that most Geoscience majors will pursue the B.S. in Earth, Water, and Climate Science and that many of our more traditional classes in Geosciences will be discontinued. Ultimately, we may elect to discontinue our B.S. degree in Geosciences and focus all undergraduate teaching efforts on the new degree.

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

No new personnel must be hired to support the proposed program.

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]*

Yes; available library and information resources are adequate for the proposed new degree.

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

Yes, existing student services have the capacity to accommodate the new degree. The degree provides a new pathway for MUS students to undertake STEM-related study of Earth, its mineral resources, hydrology, and climate and how these have evolved together over geologic time frames. No other program at UM does this, so our new degree will provide significant added value to students studying other aspects of Earth's environment and sustainability.

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

It is anticipated that the new B.S. degree will improve UM's financial situation by attracting students interested in a STEM-related education that focuses on Earth, its history through geologic time, and the water, energy, and mineral resources humans need to live sustainably.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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	$11,000	$21,000	$31,000
Expenses			
Net Income/Deficit (revenues-expenses)			

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

Year 1 expenses were calculated using FY21 financial numbers for the Geosciences Department, year 2 expenses were calculated from FY22 financial numbers for Geosciences department; year 3 are projected FY23 financial numbers for Geosciences. The revenue numbers assume $1000/FTE students ONLY for students pursuing the new proposed B.S. degree in Earth, Water, and Climate Science and does NOT include projected revenue from students graduating with a B.S. in Geosciences, a dual B.S. in International Field Geosciences, or a joint B.S. in International Field Geosciences.

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]*

N/A

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

N/A

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

N/A

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

N/A

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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.

    ERTH101 - $25 field trip fee

    ERTH102 - $50 lab fee

    GEO201 - $40 field trip fee

    GEO303 - $100 field instrumentation fee

    GEO307 - $40 field trip fee

14. Complete 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.

B.S. in Earth, Water, and Climate Science

Description

The B.S. in Earth, Water, and Climate Science is a STEM degree for students who want to use evidence-based knowledge to address Earth's grand challenges, including: global climate change, water and mineral resource availability and sustainability, natural hazards such as earthquakes and flooding, and shifting global energy resources. Using a STEM approach to study these challenges, students gain skills in critical thinking, problem solving, technical communication, and data analysis. Coursework includes topics related to the nature and history of the Earth, the processes that shape Earth's surface and its water and climate systems, and the impacts those processes have on Earth's inhabitants and the environment. Students completing this degree are global citizens that can take the knowledge and skills developed to professional careers in natural resources or environmental sciences, graduate school for advanced studies, or any future career or professional experience where scientific thinking is used.

Student Learning Outcomes

1. Students will be able to describe the fundamental principles, interactions, and importance of Earth, water, and climate processes that have shaped our planet.

2. Students will formulate research questions, develop hypotheses, and apply design methods that are supported by the knowledge base and established literature within the Earth, water, and climate sciences.

3. Students will collect, analyze, and apply field, laboratory, computational and modeling data to the interpretation of fundamental scientific questions involving the solid Earth, its water, and its climate.

4. Students will apply physics, chemistry, mathematical, and computational methods to solve problems in Earth, water, and climate systems and cycles.

5. Students will effectively communicate scientific ideas and their societal relevance, evaluate data, and formulate interpretations to diverse audiences using a variety of formats (e.g. written, graphical, oral).

6. Students will identify and research a wide variety of career fields and opportunities in Earth, water, and climate sciences, understand and plan for future educational and/or professional pursuits, and articulate their transferable skills to employers, graduate, and/or professional schools.

Justification

The B.S. in Earth, Water, and Climate Science (EWCS) is a STEM degree for students who want to acquire skills in critical thinking and problem solving in the context of the grand challenges posed by changes in Earth's climate and the need for discovery and development of environmentally sustainable approaches for future human inhabitation of Earth. Tomorrow's scientists, professionals, teachers, managers, and leaders will need to have a foundation in Earth, water, and climate science to face the environmental and natural-resource problems facing human society, including climate change, sea level rise, redistribution of global weather patterns, water scarcity, energy and mineral resource sustainability, and the need to feed an increasing population. The proposed B.S. in EWCS fits with UM's Priorities for Action, especially Priority 1 (Place students at the center of what we do); Priority 3 (Mission First, People Always); and Priority 4 (Partner with Place).

Focusing student learning on these fundamental challenges represents the core of the Department of Geosciences mission and the most impactful application of the faculty's collective expertise in preparing UM students for future careers. Using western Montana as the platform for experiential learning with a strong field component, the new B.S. degree will deepen the ties that graduates with this degree develop to the state's natural setting and the dynamics behind its changing environments.

Catalog Language

Earth, Water, and Climate Science B.S.
Bachelor of Science - Earth, Water, and Climate Science
College of Humanities & Sciences

Note: This STEM degree is for students who seek post-graduate employment as professional geoscientists, hydrologists, and environmental/climate scientists working with federal, state, or local government or environmental consulting agencies. This degree also serves as excellent preparation for graduate study in Earth, water, and climate science and related fields.

Degree Specific Credits: 65-73
Required Cumulative GPA: 2.0

Catalog Year: 2022-23

Summary

Lower-Division Required Core	13
Upper-Division Required Core	6

Upper-Division Electives	18-22
Upper-Division Experiential Learning	3-6
Cognate Science and Math Courses Required Outside of Major	24-26

Physics
Chemistry
Math
Computer Science

Total hours	65-73

Lower-Division Core

Rule: Complete the following courses.

ERTH 194	Getting to Know Earth, Water, and Climate Science	1
ERTH 101N	Earth Systems Science	3
AND		
ERTH 102N	Earth Systems Science Lab	1
or		
GEO 103	Earth and Human Interactions	3
AND		
GEO 104N	Earth and Human Interactions Lab	1
or		
GEO 107N	Natural Disasters	3
AND		
GEO 104N	Earth and Human Interactions Lab	1
AND		
GEO 201	The Rocky Planet	4
GEO 202	The Water Planet	4
Total Hours		13

Minimum required grade: C-

Upper-Division Core

Rule: Complete the following courses.

GEO 308 Computational Methods in Earth, Water, and Climate Science	3
GEO 303 Field Methods in Earth, Water, and Climate Science	3
Total Hours	6

Upper-Division Degree Electives

Rule: Complete two courses from each of the following three categories. At least one course from each category must be a GEO course.

Earth Science		
GEO 302	Mineralogy and Optical Mineralogy	4
GEO 305	Igneous and Metamorphic Petrology	4
GEO 309	Sedimentation and Stratigraphy	4
GEO 327	Geochemistry	4
GEO 306	Earth Resources and Sustainability	3
GEO 433	Global Tectonics 3	
GEO 439	Introduction to Geophysics	3
GEO 443	Principles of Sedimentary Petrology	4
Water Science		
GEO 320W	Global Water	4
GEO 420	Hydrogeology	4
GEO 421	Hydrology	3
GEO 460	Process Geomorphology	4
NRSM 385	Watershed Hydrology	3
Climate Science		
ERTH 303	Weather and Climate	3
GEO 307	Energy and the Environment	3
GEO 318	Earth's Changing Climate	3
GEO 488	Snow, Ice, and Climate	3
NRSM 408	Global Cycles and Climate	3
Total Hours		19-22

Upper-Division Experiential Learning

Rule: Complete 3 credits of experiential learning. Course substitutions must be approved by the department.

GEO 390	Getting Started in Research	2
GEO 409	Careers in Earth, Water, and Climate Science	1
GEO 498	Internship	1-4
GEO 499	Senior Thesis	3-6
Other experiential learning course, such as an advanced field course (with department approval)		
Total Hours:		3-6

Minimum required grade C-

Cognate Sciences

Rule: The following cognate courses are required. Course substitutions must be approved by the department.

Physics		10
PHSX 205N	College Physics I	5
PHSX 206N	College Physics I Laboratory	
or		
PHSX 215N	Fund of Physics w/Calc I	5
PHSX 216N	Physics Laboratory I w/Calc	
And		
PHSX 207N	College Physics II	5
PHSX 208N	College Physics II Laboratory	
or		
PHSX 217N	Fund of Physics w/Calc II	5
PHSX 218N	Physics Laboratory II w/Calc	
Chemistry		3-5
CHMY 121N	Introduction to General Chemistry	3
or		
CHMY 141N	College Chemistry I	5
Math and Statistics		11
M 171	Calculus I	4
and		
M 172	Calculus II	4
or STAT 216	Introduction to Statistics	4

Computer Science		3
CSCI 100	Introduction to Computer Programming	3
Total Hours		24-26

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: Mountain Campus	
AWARD LEVEL:	UG
PROGRAM NAME:	**B.S. degree in Earth, Water, and Climate Science**
PROGRAM CODE:	**40.0699**

	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	10	12	15	18	21
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	16	16	16	16	16
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	5.333333333	6.4	8	9.6	11.2
Completions					
Annual number of program completers	0	0	0	10	15
REVENUE					
Tuition Revenue (net of waivers)	38303.36	45964.032	57455.04	68946.048	80437.056
Institutional Support	$0	$0	$0	$0	$0
Other Outside Funds (grants, gifts, etc.)	$0	$0	$0	$0	$0
Program Tuition/Fees	$0	$0	$0	$0	$0
Total Revenue	**$38,303**	**$45,964**	**$57,455**	**$68,946**	**$80,437**
Total Revenue per Student FTE	**$7,182**	**$7,182**	**$7,182**	**$7,182**	**$7,182**
EXPENDITURES					
Tenure Track Faculty — FTE	0.0	0.0	0	0	0
Tenure Track Faculty — Salary + Benefits	0.0	0.0	0	0	0
Non-tenure Track Faculty *Includes Adjunct Instructors — FTE	0.0	0.0	0	0	0
Non-tenure Track Faculty *Includes Adjunct Instructors — Salary + Benefits	0.0	0.0	0	0	0
Graduate Teaching Assistants — FTE	0.0	0.0	0	0	0
Graduate Teaching Assistants — Salary + Benefits	0.0	0.0	0	0	0
Staff — FTE	0.0	0.0	0	0	0
Staff — Salary + Benefits	0.0	0.0	0	0	0
Total Faculty & Staff — FTE	0.0	0.0	0	0	0
Total Faculty & Staff — Salary + Benefits	0.0	0.0	0	0	0
Operations (supplies, travel, rent, etc)					
Start-up Expenses (OTO)	$1,000				
Total Expenses	**$1,000**	**$0**	**$0**	**$0**	**$0**
Student FTE to Faculty (TT + NTT) Ratio	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**
Net Income/Deficit (Revenue - Expenses)	**$37,303**	**$45,964**	**$57,455**	**$68,946**	**$80,437**

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.

VPOF 2-7-22

Chief Financial Officer Comments

Annual unduplicated headcount numbers are NEW students added to the program each year, not the cumulative number of students in the program.
These numbers assume that in year 1, Geosciences will have 6.5 'effective' FTE instructional faculty.
Profs. Maneta and Bendick will remain on temporarly leave, and Prof. Baldwin may remain on administrative assignment.
These numbers assume Geosciences will incur no additional net loss of FTE and will receive sufficient back-fill to cover all classes taught by faculty on sabbat

Montana University System

REQUEST TO PLAN FORM

ITEM 196-1001-R0921 **September 2021**

Request for authorization to plan a B.S. in Environmental Earth Sciences

Program/Center/Institute Title: **B.S. in Environmental Earth Sciences**

Planned 6-digit CIP code: **40.0601**

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

Expected Final Submission Date: **March 2022**

Contact Name/Info: **Andrew Wilcox, andrew.wilcox@umontana.edu**

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

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

The Department of Geosciences at the University of Montana intends to develop a B.S. degree in Environmental Earth Sciences (EES). This degree represents an innovative and timely undergraduate program with an environmental sciences orientation to earth science. The degree will create a "connected curriculum" with consistent through-lines from the lower to upper division levels, a unified set of learning outcomes underlying the curriculum, experiential learning and research engagement, and a focus on "grand challenges" in earth and environmental sciences. The EES B.S. incorporates 100-level General Education courses that will appeal to students across campus and attract students to the EES degree; at the 200 level, a two-semester sequence, Global Change and The Water Planet; at the 300 level, foundational courses in computational methods, research methods, and field methods, climate science, and upper-division writing; and at the 400 level, courses offering specialization in climate science, water science, and environmental earth processes, plus a capstone experience.

The EES major will also incorporate required and elective cognate courses from across campus, in physics, math, chemistry, ecology, GIS, computer science, communications, ethics, and policy. The EES degree will build on current environmental and water sciences offerings in geosciences (e.g., Earth's Changing Climate, Water Planet) as well as new and revised courses that more explicitly teach earth sciences in the context of global change, Earth's climate record, and environmental grand challenges. The major will provide career readiness through training in earth sciences, hydrology, climate, energy systems, and hazards, as well as technical, computational, communications, and systems-thinking skills. Career readiness elements will be integrated across lower to upper division courses. The degree will require 72 total credits.

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

Climate change, sea-level rise, glacial retreat, redistribution of global weather patterns, water scarcity, and the need to feed and provide energy and water for an increasing population are among the most pressing problems facing human society. Transitioning toward decarbonized energy systems (transportation, electricity, industrial) demands resources (lithium, cobalt, rare earth elements) whose extraction currently has substantial environmental impacts and geopolitical implications. Tomorrow's scientists, professionals, managers and leaders will need to have a foundation of understanding of earth and environmental science, underpinned by critical

Montana University System
REQUEST TO PLAN FORM

thinking, computational, quantitative, field, and communication skills, to face these problems. The program will prepare students for a range of future paths including graduate school and/or professional careers in environmental and resource management. Department faculty have strong credentials in environmental and earth system science, and this program will allow the university to provide students with an attractive and employable degree, while helping society face some of its largest problems. The need for the EES degree is confirmed by workforce data illustrating demand for environmental earth scientists to help meet critical societal needs (e.g., American Geosciences Institute 2020, Geosciences Supporting a Thriving Society in a Changing World), by studies of the future of undergraduate geosciences education (e.g., American Geosciences Institute, Vision and Change in the Geosciences), and by our communications with students and employers.

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

The proposed degree will entail delivery of a new curriculum that draws on a combination of existing, to-be-revised, and new courses. Where new courses are added, some existing courses will be sunsetted, such that our current faculty can deliver the proposed curriculum. No new financial, staff, or facility resources are needed to launch the new degree.

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).

Within the institution (UM), the proposed new degree includes several courses from other departments, and we anticipate that our courses will be attractive to students from across campus. We also see opportunities to attract students from other MUS institutions into our online courses, and if online courses at other MUS institutions are consistent with the learning outcomes and objectives of our new degree, we will be happy to incorporate those into the degree.

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

The proposed B.S. in EES fits with UM strategic initiatives as identified in the Priorities for Action and by the University Design Team. The degree especially fits with PFAs 1 (Place student success at the center of all we do), 2 (Drive excellence and innovation in teaching, learning, and research), and 4 (Partner with place), and also with 3 (Embody the principle of “mission first, people always”) and 5 (Proudly tell the UM story). The proposed degree is structured around one of the UDT’s cornerstone Strategic Initiatives: Tackle Grand Challenges. The degree will support a variety of educational pathways, student interests, and workforce preparation needs. The degree will build on UM’s natural geographic strengths by offering place-based, field learning that allows students to engage in our setting. The degree will contribute to the education of students and citizens that help solve local to global problems in the realm of environment and sustainability, thus improving the visibility of UM’s expertise in these realms and complementing other degree programs at UM and in the MUS.

Within UM’s existing institutional program array, the EES B.S. will complement the Environmental Studies B.A., Sustainability Science and Practice B.S., Geography B.S. Environmental Science and Sustainability B.S., Resource Conservation B.S., Wildlife Biology (Aquatic Option) B.S., as well as numerous minors (e.g. Climate Change Studies) and certificates. Elsewhere in the MUS, MSU offers a B.S. in Earth Science; UM Western offers a B.S. in Environmental Sciences; and Montana Tech has B.S. degrees in Geological Engineering, and Geophysics. Our proposed degree overlaps with but does not duplicate these options and degrees.

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1007-R0322

Request for Authorization for the creation of an Environmental Philosophy BA

Institution: **University of Montana – Missoula** CIP Code: **38.0104**

Program/Center/Institute Title: **College of Humanities and Sciences**

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

Options: _____

Proposal Summary [360 words maximum]

What:

The Department of Philosophy at UM would like to offer an option similar to those that exist in the Political Science Department at UM. We would like to offer an option entitled Environmental Philosophy. This option would require students to satisfy extant degree requirements for a Philosophy BA by choosing their electives in certain ways.

Why:

The motivation for this option is to emphasize a coherent sub-discipline of study and corresponding curriculum to our students, and to allow students to highlight more specific credentials to prospective employers or graduate and professional programs.

This program will require no new resources, and would provide a clear pathway for students.

No similar programs exist in the MUS.

Resources:

The resources required to administer the new degree are exactly the same as the extant B.A. in philosophy.

ATTACHMENTS

CurriculumProposalForm - Environmental Philosophy BA
FiscalAnalysisForm - Environmental Philosophy
RTP - Environmental Philosophy

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

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ACADEMIC PROPOSAL REQUEST FORM

____ A. Level I:

Campus Approvals

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

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

____ 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*

____ **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

REQUEST TO PLAN FORM

Signature/Date
Chief Academic Officer:
Chief Research Officer*:
Chief Executive Officer:
Flagship Provost:**
Provost (Chief Academic Officer) Status: *Approved* **Deadline:** *No deadline*
Flagship President:**
President (Chief Executive Officer) Status: *Approved* **Deadline:** *No deadline*

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

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CURRICULUM PROPOSAL FORM

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

The Department of Philosophy at UM would like to offer an option entitled Environmental Philosophy. This option would require students to satisfy extant degree requirements for a Philosophy BA by choosing their electives in certain ways.

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 mission statement of the University of Montana states, "We integrate the liberal arts and sciences into undergraduate, graduate and professional studies to shape global citizens who are creative and agile learners committed to expanding the boundaries of knowledge and to building and sustaining diverse communities."

Philosophy is a core discipline in the liberal arts. Our option in Environmental Philosophy would help students prepare for a career related to the environment, e.g., as lawyers, non-profit employees, or policy makers.

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

The Department of Philosophy has had several meetings and agreed on a curriculum for this new option. The option was proposed in the usual manner. No concerns were raised with the related RTP in the MUS system. On the advice of Nathan Lindsey, the proposal was moved forward to this level.

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	37
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	32
Credits of free electives	51
Total credits required to complete the program	120

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CURRICULUM PROPOSAL FORM

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

Students will develop:
1. An understanding of the major issues and positions within the history of Western philosophy.
2. The fundamental skills of critical thinking, including the capacities required to recognize issues, frame arguments, analyze concepts, expose assumptions, deal with value questions, evaluate the significance of evidence, recognize the differences and the shared ground in competing views, and synthesize diverse elements into a complex whole.
3. The capacities for the effective expression and communication, both oral and written, of complex ideas and analyses.
4. An understanding of different ways to conceptualize the environment and an understanding of our moral obligations to the environment.

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]*

The motivation for this option is to emphasize a coherent sub-discipline of study and corresponding curriculum to our students, and to allow students to highlight more specific credentials to prospective employers or graduate and professional programs.

There is data that supports the demand for skills generated through the study of philosophy generally, and hence through this option as well. The National Association of Colleges and Employers Job Outlook 2019 reports the following top attributes sought in employees:

Communication skills (written) 82.0% Problem-solving skills 80.9% Analytical/quantitative skills 71.9% Communication skills (verbal) 67.4% Detail-oriented 59.6%

Study of philosophy cultivates all of these skills.

The Environmental Philosophy option prepares students to meet the environmental challenges of the 21st century, which are pressing and of the utmost importance. A number of our students pursue careers in environmentally focused NPOs. Students pursuing this area of study will get a number of courses that provide relevant information and skills to anyone considering such a career.

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
University of Montana	BA	Philosophy
Montana State University	BA	Philosophy

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CURRICULUM PROPOSAL FORM

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

The proposed option is an option in philosophy, and hence related to other extant degrees in the system. The proposed option will require no additional resources, serve to attract students to philosophy, and better help them prepare for a career related to the environment.

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]*

No efforts were made to collaborate with similar programs at others institutions. UM has the extant resources for the option. MSU does not have an environmental philosophy option.

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]*

Implementation can begin as soon the curriculum is approved. To be conservative, an AY24 start date was assumed.

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

				Graduates			
AY24-25	AY25-26	AY26-27	AY27-28	AY24-25	AY25-26	AY26-27	AY27-28
2	2	2	2	0	0	2	2

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

Estimates were generated by estimating the percentage of current philosophy majors that might be interested in the proposed Option given the number of students pursuing the extant 5 year BA/MA in Environmental Philosophy. No general data particular to such an option are available.

c. What is the initial capacity for the program?

Average enrollment for courses in this option is 70%. We estimate capacity for 17 students..

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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]*

Program success will be determined by the number of students that sign up for the program, are retained in the program, and successfully complete the program. If the program isn't being utilized, students are not retained, or do not successfully complete the program, we will investigate the problems and attempt to determine what modifications might be made to correct them.

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

The curriculum for the proposed option was chosen so that students that successfully completed the program will have achieved the learning goals. Every five years we will examine the number of students that sign up for the program, are retained in the program, and successfully complete the program. If we see significant retention failures or failures to complete the program, we will endeavor to determine whether the cause and correct it.

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

Students are assessed in every philosophy class. A variety of assessment modalities are used including essays, exams, presentations, and research papers. The successful completion of the curriculum requirements ensures success at achieving learning goals.

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

The Department of Philosophy has an interest in all programs under its purview succeeding. All departments are required to undergo a self-study every seven years which is paired with an external examination of the program. Failure to utilize any significant assessment findings will be revealed at the time, and the usual oversight mechanisms would presumably compel the department to make use of those assessment findings.

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

N/A

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]*

Given that the classes that constitute the proposed curriculum are already offered at UM, and they have an average capacity of 70%, there appear to be ample existing facilities to the proposed program. Quite generally, UM has underutilized capacity due to almost a decade of enrollment drops.

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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]*

N/A

10. Personnel resources.

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

The existing instructional support that exists for the proposed program includes the faculty and administrators of the Department of Philosophy and the advising center of the College of Humanities and Sciences. Given the average capacity for courses in the curriculum is 70%, we do not see any burdens placed on instructional staff or administrators that exceed regular expectations. Advising resources at the College of Humanities and Sciences are tight, but the administration appears to recognize the importance of advising to retention rates.

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

No new personnel are required.

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 available library and information resources are adequate for the proposed program.

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]*

Existing student services have the capacity to accommodate the proposed program. The anticipated number of majors is significantly less than expected fluctuations in enrollment.

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

The new program has no new expenditures, only revenues.

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CURRICULUM PROPOSAL FORM

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	$4,700	$4,700	$4,700
0	0	0	$0
Net Income/Deficit (revenues-expenses)	$4,788	$4,788	$4,788

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

No expenses are associated with the implementation of the program.

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

N/A

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

N/A

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

N/A

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

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.

N/A

14. Complete the fiscal analysis form.

Montana Board of Regents

CURRICULUM PROPOSAL FORM

Signature/Date

College or School Dean:

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:

Flagship President*:

*Not applicable to the Community Colleges.

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Appendix A – Proposed New Curriculum

Environmental Philosophy B.A.

Bachelor of Arts - Philosophy

College of Humanities & Sciences

Degree Specific Credits: 37

Required Cumulative GPA: 2.0

Catalog Year: 2021-22

General Education Requirements

Information regarding these requirements can be found in the General Education Section of the catalog.

Summary

Lower-Division Core	12
Upper-Division Core	9
History	
Value	
Metaphysics and Epistemology	
Environmental Philosophy Core	9
Electives	6
Upper-Division Seminar Requirement	
Advanced Writing Course	1
Total Hours	37

Lower-Division Core

Rule: Complete four courses (12 credits). 12 total credits required.

Note: The following courses also satisfy general education requirements:

- PHL 210E fulfills the "Intermediate Writing" and "Ethics and Human Values" requirements.
- PHL 261Y and PHL 262Y both fulfill the "Democracy and Citizenship" requirement.

Code	Title	Hours

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CURRICULUM PROPOSAL FORM

Complete all of the following courses:		
PHL 210E	Moral Philosophy	3
PHL 233	Intro to Logic: Deduction	3
PHL 261Y	History of Ancient Philosophy	3
PHL 262Y	History of Modern Philosophy	3
Total Hours		12

Minimum Required Grade: C-

Upper-Division Core

Rule: Complete three courses (9 credits) with one course (3 credits) in each of the following three content areas. 9 total credits required.

I. History

Note: Special Topics courses taught at the 300- or 400-level (PHL 391 and PHL 491) may count as upper-division area courses provided that they have a suitable content (consult the department advisor).

Code	Title	Hours
Complete one of the following courses:		3
PHL 403	Early Wittgenstein	
PHL 404	Later Wittgenstein	
PHL 449	History of Moral and Political Philosophy	
PHL 462	Early Modern Philosophy	
PHL 464	Kant	
PHL 465	Plato	
PHL 466	Aristotle	
PHL 467	19th Century Continental Philosophy	
PHL 468	20th Century Continental Philosophy	
PHL 469	Rousseau	
PHL 470	Hegel	
PHL 472	Thoreau	
Total Hours		3

Minimum Required Grade: C-

II. Value

Note: Special Topics courses taught at the 300- or 400-level (PHL 391 and PHL 491) may count as upper-division area courses provided that they have a suitable content (consult the department advisor).

Code	Title	Hours

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CURRICULUM PROPOSAL FORM

Complete one of the following courses:	3
PHL 422 Environmental Philosophy	
PHL 427 Topics in Philosophy of Art	
PHL 429 Philosophy and Literature	
PHL 449 History of Moral and Political Philosophy	
PHL 450 Contemporary Moral/Political Theory	
PHL 455 Philosophy of Society and Culture	
PHL 469 Rousseau	
PHL 470 Hegel	
PHL 472 Thoreau	
Total Hours	3

Minimum Required Grade: C-

III. Metaphysics and Epistemology

Note: Special Topics courses taught at the 300- or 400-level (PHL 391 and PHL 491) may count as upper-division area courses provided that they have a suitable content (consult the department advisor).

Code	Title	Hours
Complete one of the following courses:		3
PHL 403	Early Wittgenstein	
PHL 404	Later Wittgenstein	
PHL 407	Epistemology	
PHL 408	Philosophy of Mind	
PHL 423	Science and the Environment	
PHL 445	Central Issues in Philosophy of Science	
Total Hours		3

Minimum Required Grade: C-

Environmental Philosophy Core

Rule: Complete three courses (9 credits).

Code	Title	Hours
Complete three of the following courses:		9
PHL 112E	Introduction to Environmental Ethics	
PHL 323	Ethics of Climate Change	
PHL 422	Environmental Ethics	
PHL 423	Science and the Environment	
PHL 472	Thoreau	

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Electives

Rule: Complete two courses (6 credits); at least one of the two courses must be at the 300-level or higher (3 credits; 3 of these 6 credits must be in courses other than 398 or 498). 6 total credits required.

Note: Any course taken to fulfill part of the upper-division core cannot also count as an upper-division elective.

Code	Title	Hours
Complete two of the following courses:		6
PHL 101L	Introduction to Philosophy	
PHL 102L	Introduction to Existentialism	
PHL 110E	Introduction to Ethics	
PHL 112E	Introduction to Ethics and Environment	
PHL 114E	Introduction to Political Ethics	
PHL 191	Special Topics	
PHL 241N	History & Philosophy of Science	
PHL 291	Special Topics	
PHL 292	Independent Study	
PHL 309E	The Art of Living	
PHL 316	Historical Figures in Philosophy	
PHL 317E	Law and Morality	
PHL 319E	Law and Discrimination	
PHL 321E	Philosophy & Biomedical Ethics	
PHL 323	Ethics of Climate Change	
PHL 327L	Aesthetics and the Arts	
PHL 351	Philosophy and Feminism	
PHL 390	Research	
PHL 391	Special Topics	
PHL 392	Independent Study	
PHL 394	Seminar	
PHL 403	Early Wittgenstein	
PHL 404	Later Wittgenstein	
PHL 407	Epistemology	
PHL 408	Philosophy of Mind	
PHL 422	Environmental Philosophy	
PHL 423	Science and the Environment	
PHL 427	Topics in Philosophy of Art	

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PHL 429	Philosophy and Literature	
PHL 445	Central Issues in Philosophy of Science	
PHL 449	History of Moral and Political Philosophy	
PHL 450	Contemporary Moral/Political Theory	
PHL 462	Early Modern Philosophy	
PHL 464	Kant	
PHL 465	Plato	
PHL 466	Aristotle	
PHL 467	19th Century Continental Philosophy	
PHL 468	20th Century Continental Philosophy	
PHL 469	Rousseau	
PHL 470	Hegel	
PHL 472	Thoreau	
PHL 490	Research	
PHL 491	Special Topics	
PHL 492	Independent Study	
PHL 494	Seminar	
Total Hours		6

Minimum Required Grade: C-

Upper-Division Seminar Requirement

Rule: Complete three courses (9 credits) at the 400-level (excluding PHL 498). 9 total credits required.

Note: Of the following upper-division requirements (upper-division core and upper-division electives), 9 of the required 18 credits must be at the 400-level.

Advanced Writing Course

Rule: Complete one course (1 credit). 1 total credit required.

Note: PHL 400 fulfills the Advanced College Writing requirement.

Code	Title	Hours
Complete the following course:		
PHL 400	Advanced Writing in Philosophy	1
Total Hours		1

Minimum Required Grade: C-

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CURRICULUM PROPOSAL FORM

Extant Philosophy Degree:

Philosophy B.A.

Bachelor of Arts - Philosophy

College of Humanities & Sciences

Degree Specific Credits: 37

Required Cumulative GPA: 2.0

Catalog Year: 2021-22

General Education Requirements

Information regarding these requirements can be found in the General Education Section of the catalog.

Summary

Lower-Division Core	12
Upper-Division Core	9
History	
Value	
Metaphysics and Epistemology	
Electives	15
Upper-Division Seminar Requirement	
Advanced Writing Course	1
Total Hours	37

Lower-Division Core

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Rule: Complete four courses (12 credits). 12 total credits required.

Note: The following courses also satisfy general education requirements:

- PHL 210E fulfills the "Intermediate Writing" and "Ethics and Human Values" requirements.
- PHL 261Y and PHL 262Y both fulfill the "Democracy and Citizenship" requirement.

Code	Title	Hours
Complete all of the following courses:		
PHL 210E	Moral Philosophy	3
PHL 233	Intro to Logic: Deduction	3
PHL 261Y	History of Ancient Philosophy	3
PHL 262Y	History of Modern Philosophy	3
Total Hours		12

Minimum Required Grade: C-

Upper-Division Core

Rule: Complete three courses (9 credits) with one course (3 credits) in each of the following three content areas. 9 total credits required.

I. History

Note: Special Topics courses taught at the 300- or 400-level (PHL 391 and PHL 491) may count as upper-division area courses provided that they have a suitable content (consult the department advisor).

Code	Title	Hours
Complete one of the following courses:		3
PHL 403	Early Wittgenstein	
PHL 404	Later Wittgenstein	
PHL 449	History of Moral and Political Philosophy	
PHL 462	Early Modern Philosophy	
PHL 464	Kant	
PHL 465	Plato	
PHL 466	Aristotle	
PHL 467	19th Century Continental Philosophy	
PHL 468	20th Century Continental Philosophy	
PHL 469	Rousseau	
PHL 470	Hegel	
PHL 472	Thoreau	
Total Hours		3

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Minimum Required Grade: C-

II. Value

Note: Special Topics courses taught at the 300- or 400-level (PHL 391 and PHL 491) may count as upper-division area courses provided that they have a suitable content (consult the department advisor).

Code	Title	Hours
Complete one of the following courses:		3
PHL 422	Environmental Philosophy	
PHL 427	Topics in Philosophy of Art	
PHL 429	Philosophy and Literature	
PHL 449	History of Moral and Political Philosophy	
PHL 450	Contemporary Moral/Political Theory	
PHL 455	Philosophy of Society and Culture	
PHL 469	Rousseau	
PHL 470	Hegel	
PHL 472	Thoreau	
Total Hours		3

Minimum Required Grade: C-

III. Metaphysics and Epistemology

Note: Special Topics courses taught at the 300- or 400-level (PHL 391 and PHL 491) may count as upper-division area courses provided that they have a suitable content (consult the department advisor).

Code	Title	Hours
Complete one of the following courses:		3
PHL 403	Early Wittgenstein	
PHL 404	Later Wittgenstein	
PHL 407	Epistemology	
PHL 408	Philosophy of Mind	
PHL 423	Science and the Environment	
PHL 445	Central Issues in Philosophy of Science	
Total Hours		3

Minimum Required Grade: C-

Electives

Rule: Complete five courses (15 credits); at least three of the five courses must be at the 300-level or higher (9 credits; 6 of these 9 credits must be in courses other than 398 or 498). 15 total credits required.

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Note: Any course taken to fulfill part of the upper-division core cannot also count as an upper-division elective.

Code	Title	Hours
Complete five of the following courses:		15
PHL 101L	Introduction to Philosophy	
PHL 102L	Introduction to Existentialism	
PHL 110E	Introduction to Ethics	
PHL 112E	Introduction to Ethics and Environment	
PHL 114E	Introduction to Political Ethics	
PHL 191	Special Topics	
PHL 241N	History & Philosophy of Science	
PHL 291	Special Topics	
PHL 292	Independent Study	
PHL 309E	The Art of Living	
PHL 316	Historical Figures in Philosophy	
PHL 317E	Law and Morality	
PHL 319E	Law and Discrimination	
PHL 321E	Philosophy & Biomedical Ethics	
PHL 323	Ethics of Climate Change	
PHL 327L	Aesthetics and the Arts	
PHL 351	Philosophy and Feminism	
PHL 390	Research	
PHL 391	Special Topics	
PHL 392	Independent Study	
PHL 394	Seminar	
PHL 403	Early Wittgenstein	
PHL 404	Later Wittgenstein	
PHL 407	Epistemology	
PHL 408	Philosophy of Mind	
PHL 422	Environmental Philosophy	
PHL 423	Science and the Environment	
PHL 427	Topics in Philosophy of Art	
PHL 429	Philosophy and Literature	
PHL 445	Central Issues in Philosophy of Science	
PHL 449	History of Moral and Political Philosophy	
PHL 450	Contemporary Moral/Political Theory	
PHL 462	Early Modern Philosophy	
PHL 464	Kant	
PHL 465	Plato	
PHL 466	Aristotle	
PHL 467	19th Century Continental Philosophy	
PHL 468	20th Century Continental Philosophy	

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PHL 469	Rousseau	
PHL 470	Hegel	
PHL 472	Thoreau	
PHL 490	Research	
PHL 491	Special Topics	
PHL 492	Independent Study	
PHL 494	Seminar	
Total Hours		15

Minimum Required Grade: C-

Upper-Division Seminar Requirement

Rule: Complete three courses (9 credits) at the 400-level (excluding PHL 498). 9 total credits required.

Note: Of the following upper-division requirements (upper-division core and upper-division electives), 9 of the required 18 credits must be at the 400-level.

Advanced Writing Course

Rule: Complete one course (1 credit). 1 total credit required.

Note: PHL 400 fulfills the Advanced College Writing requirement.

Code	Title	Hours
Complete the following course:		
PHL 400	Advanced Writing in Philosophy	1
Total Hours		1

Minimum Required Grade: C-

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	UM-Missoula
AWARD LEVEL:	UG
PROGRAM NAME:	Environmental Philosophy BA
PROGRAM CODE:	PHIL

ENROLLMENT PROJECTIONS	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	0	2	2	2	2
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	0	10	10	10	10
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	0	0.666666667	0.666666667	0.666666667	0.666666667
Completions					
Annual number of program completers	0	0	2	2	2

REVENUE					
Tuition Revenue (net of waivers)	$0	$4,788	$4,788	$4,788	$4,788
Institutional Support	$0	$0	$0	$0	$0
Other Outside Funds (grants, gifts, etc.)	$0	$0	$0	$0	$0
Program Tuition/Fees	$0	$0	$0	$0	$0
Total Revenue	**$0**	**$4,788**	**$4,788**	**$4,788**	**$4,788**
Total Revenue per Student FTE	**#DIV/0!**	**$7,182**	**$7,182**	**$7,182**	**$7,182**

EXPENDITURES						
Tenure Track Faculty	FTE	$0	$0	$0	$0	$0
	Salary + Benefits	$0	$0	$0	$0	$0
Non-tenure Track Faculty *Includes Adjunct Instructors	FTE	$0	$0	$0	$0	$0
	Salary + Benefits	$0	$0	$0	$0	$0
Graduate Teaching Assistants	FTE	$0	$0	$0	$0	$0
	Salary + Benefits	$0	$0	$0	$0	$0
Staff	FTE	$0	$0	$0	$0	$0
	Salary + Benefits	$0	$0	$0	$0	$0
Total Faculty & Staff	FTE	$0	$0	$0	$0	$0
	Salary + Benefits	$0	$0	$0	$0	$0
Operations (supplies, travel, rent, etc)		$0	$0	$0	$0	$0
Start-up Expenses (OTO)		$0	$0	$0	$0	$0
Total Expenses		**$0**	**$0**	**$0**	**$0**	**$0**
Student FTE to Faculty (TT + NTT) Ratio		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
Net Income/Deficit (Revenue - Expenses)		**$0**	**$4,788**	**$4,788**	**$4,788**	**$4,788**

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.

VPOF 2-7-22

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana University System

REQUEST TO PLAN FORM

ITEM 196-1007-R0921 **September 2021**

Request for authorization to plan an Environmental Philosophy Option in the Philosophy BA

Program/Center/Institute Title:	**Environmental Philosophy option in the Philosophy BA**	Planned 6-digit CIP code:	**38.0101**
Campus, School/Department:	**College of Humanities and Sciences, University of Montana – Missoula**	Expected Final Submission Date:	**March 2022**
Contact Name/Info:	**Armond Duwell, armond.duwell@umontana.edu**		

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

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

The Department of Philosophy at UM would like to offer an option similar to those that exist in the Political Science Department at UM. We would like to offer an option entitled Environmental Philosophy. This option would require students to satisfy extant degree requirements for a Philosophy BA by choosing their electives in certain ways.

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 motivation for this option is to emphasize a coherent sub-discipline of study and corresponding curriculum to our students, and to allow students to highlight more specific credentials to prospective employers or graduate and professional programs. No data that pertains to this specific option is available. That said, there is data that supports the demand for skills generated through the study of philosophy generally, and hence through this option as well. The National Association of Colleges and Employers Job Outlook 2019 reports the following top attributes sought in employees:

Communication skills (written) - 82.0%
Problem-solving skills - 80.9%
Analytical/quantitative skills - 71.9%
Communication skills (verbal) - 67.4%
Detail-oriented - 59.6%

Study of philosophy cultivates all of these skills. Philosophy also cultivates skills essential to graduate work. The ETS GRE report from 2015-2018 indicates that Philosophy majors have the highest average verbal and analytic writing scores on the GREs, and the highest quantitative scores among the humanities. The Environmental Philosophy option prepares students to meet the environmental challenges of the 21st century, which are pressing and of the utmost importance. A number of our students pursue careers in environmentally focused NPOs. Students pursuing this area of study will get a number of courses that provide relevant information and skills to anyone considering such a career.

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.

No new resources are required. The courses associated with the proposed option are regularly taught without reliance on adjuncts. Absolutely no change in our teaching schedule will be required to offer these options.

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 attempts have been made to collaborate with other institutions. Existing resources are sufficient.

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

The mission statement of the University of Montana states, "We integrate the liberal arts and sciences into undergraduate, graduate and professional studies to shape global citizens who are creative and agile learners committed to expanding the boundaries of knowledge and to building and sustaining diverse communities." Philosophy is a core discipline in the liberal arts which provides education essential to becoming a well-informed citizen. According the most recent Academic Priorities and Planning Statement, UM will have six different areas of interdisciplinary focus. One of them is Environment and Sustainability. The Environmental Philosophy Option would fit well in that area of interdisciplinary focus.

Signature/Date
Chief Academic Officer:
Chief Research Officer*:
Chief Executive Officer:
Flagship Provost:**
Provost (Chief Academic Officer) Status: *Approved* **Deadline:** *No deadline*
Flagship President:**
President (Chief Executive Officer) Status: *Approved* **Deadline:** *No deadline*

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

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1008-R0322

Request for Authorization for the creation of an Environmental Philosophy option within the Philosophy BA

Institution: **University of Montana – Missoula** CIP Code: **38.0199**

Program/Center/Institute Title: **College of Humanities and Sciences -- Philosophy**

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

Options: _____

Proposal Summary [360 words maximum]

What:

The Department of Philosophy at UM would like to offer an option similar to those that exist in the Political Science Department at UM. We would like to offer an option entitled Philosophy and Law. This option would require students to satisfy extant degree requirements for a Philosophy BA by choosing their electives in certain ways.

Why:

The motivation for this option is to emphasize a coherent sub-discipline of study and corresponding curriculum to our students, and to allow students to highlight more specific credentials to prospective employers or graduate and professional programs.

This program will require no new resources, and would provide a clear pathway for students.

No similar programs exist in the MUS.

Resources:

The resources required to administer the new degree are exactly the same as the extant B.A. in philosophy.

ATTACHMENTS

CurriculumProposalForm - Philosophy and Law BA
RTP - Philosophy and Law 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.

____ A. Level I:

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

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*

_____ **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 Department of Philosophy at UM would like to offer an option entitled Philosophy and Law. This option would require students to satisfy extant degree requirements for a Philosophy BA by choosing their electives in certain ways.

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 mission statement of the University of Montana states, "We integrate the liberal arts and sciences into undergraduate, graduate and professional studies to shape global citizens who are creative and agile learners committed to expanding the boundaries of knowledge and to building and sustaining diverse communities."

   Philosophy is a core discipline in the liberal arts. Our option in Philosophy and Law would help students prepare for a career in the law in some way, shape or form, but often as lawyers.

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

   The Department of Philosophy has had several meetings and agreed on a curriculum for this new option. The option was proposed in the usual manner. No concerns were raised with the related RTP in the MUS system. On the advice of Nathan Lindsey, the proposal was moved forward to this level.

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	37
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	32
Credits of free electives	51
Total credits required to complete the program	120

   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.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Students will develop:
1. An understanding of the major issues and positions within the history of Western philosophy.
2. The fundamental skills of critical thinking, including the capacities required to recognize issues, frame arguments, analyze concepts, expose assumptions, deal with value questions, evaluate the significance of evidence, recognize the differences and the shared ground in competing views, and synthesize diverse elements into a complex whole.
3. The capacities for the effective expression and communication, both oral and written, of complex ideas and analyses.
4. An understanding of different theories of justice and how legal systems succeed and fail in promoting different conceptions of justice.

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]*

The motivation for this option is to emphasize a coherent sub-discipline of study and corresponding curriculum to our students, and to allow students to highlight more specific credentials to prospective employers or graduate and professional programs. No data specific to this option is available. That said, there is indirect data that suggest demand for such a program.

1. There is a widely recognized shortage of lawyers right now (Merken, S. (2021) New law firm data shows 'skyrocketing' demand for U.S. lawyers. Reuters https://www.reuters.com/business/legal/new-law-firm-data-shows-skyrocketing-demand-us-lawyers-2021-05-19/). It is well known that a degree in philosophy prepares one for a career in the law. Our option Philosophy and Law will do even better.

2. Roughly half of the existing philosophy majors at UM pursue a career in the law. I expect that most of them would pursue the proposed option.

3. The prelaw program at UM has remained resilient in the face of enrollment drops, and participants in that program will provide a steady stream of students for the proposed option.

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
University of Montana	BA	Philosophy
Montana State University	BA	Philosophy

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

The proposed option is an option in philosophy, and hence related to other extant degrees in the system. The proposed option will require no additional resources, serve to attract students to philosophy, and better help them prepare for a career in the law.

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]*

No efforts were made to collaborate with similar programs at others institutions. UM has the extant resources for the option. MSU does not have a Law and Philosophy option.

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]*

Implementation can begin as soon the curriculum is approved. To be conservative, an AY24 start date was assumed.

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

AY24-25	AY25-26	AY26-27	AY27-28	AY24-25	AY25-26	AY26-27	AY27-28
2	4	6	4	0	1	2	3

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

Estimates were generated by estimating the percentage of current philosophy majors that might be interested in the proposed Option for headcount enrollment with modest increases and some fluctuation. There are no general data on this particular option available.

c. What is the initial capacity for the program?

Given the average 70% enrollment in courses, we can accomodate 17 new majors with no changes.

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]*

Program success will be determined by the number of students that sign up for the program, are retained in the program, and successfully complete the program. If the program isn't being utilized, students are not retained, or do not successfully complete the program, we will investigate the problems and attempt to determine what modifications might be made to correct them.

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]*

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CURRICULUM PROPOSAL FORM

The curriculum for the proposed option was chosen so that students that successfully completed the program will have achieved the learning goals. Every five years we will examine the number of students that sign up for the program, are retained in the program, and successfully complete the program. If we see significant retention failures or failures to complete the program, we will endeavor to determine whether the cause and correct it.

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

Students are assessed in every philosophy class. A variety of assessment modalities are used including essays, exams, presentations, and research papers. The successful completion of the curriculum requirements ensures success at achieving learning goals.

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

The Department has an interest in all programs under its purview succeeding. Also, departments are required to undergo a self-study every seven years which is paired with an external examination of the program. Failure to utilize any significant assessment findings will be revealed at the time, and the usual oversight mechanisms would presumably compel the department to make use of those assessment findings.

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

N/A

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]*

Given that the classes that constitute the proposed curriculum are already offered at UM, and they have an average capacity of 70%, there appear to be ample existing facilities to the proposed program. Quite generally, UM has underutilized capacity due to almost a decade of enrollment drops.

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]*

N/A

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]*

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CURRICULUM PROPOSAL FORM

The existing instructional support that exists for the proposed program includes the faculty and administrators of the Department of Philosophy and the advising center of the College of Humanities and Sciences. Given the average capacity for courses in the curriculum is 70%, we do not see any burdens placed on instructional staff or administrators that exceed regular expectations. Advising resources at the College of Humanities and Sciences are tight, but the administration appears to recognize the importance of advising to retention rates.

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

No new personnel are required.

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 available library and information resources are adequate for the proposed program.

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]*

Existing student services have the capacity to accommodate the proposed program. The anticipated number of majors is significantly less than expected fluctuations in enrollment.

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

The proposed program costs nothing and is only expected to generate new revenue for the university.

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	$4,700	$9,576	$14,000
Expenses	0	0	0
Net Income/Deficit (revenues-expenses)	$4,788	$9,576	$14,364

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

No expenses are anticipated with the implementation of the new program.

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

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CURRICULUM PROPOSAL FORM

N/A

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

N/A

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

N/A

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

N/A

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.

N/A

14. Complete 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.

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CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Philosophy and Law B.A.

Bachelor of Arts - Philosophy

College of Humanities & Sciences

Degree Specific Credits: 37

Required Cumulative GPA: 2.0

Catalog Year: 2021-22

General Education Requirements

Information regarding these requirements can be found in the General Education Section of the catalog.

Summary

Lower-Division Core	12
Upper-Division Core	9
History	
Value	
Metaphysics and Epistemology	
Philosophy and Law Core	9
Electives	6
Upper-Division Seminar Requirement	
Advanced Writing Course	1
Total Hours	37

Lower-Division Core

Rule: Complete four courses (12 credits). 12 total credits required.

Note: The following courses also satisfy general education requirements:

- PHL 210E fulfills the "Intermediate Writing" and "Ethics and Human Values" requirements.
- PHL 261Y and PHL 262Y both fulfill the "Democracy and Citizenship" requirement.

Code	Title	Hours

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CURRICULUM PROPOSAL FORM

Complete all of the following courses:		
PHL 210E	Moral Philosophy	3
PHL 233	Intro to Logic: Deduction	3
PHL 261Y	History of Ancient Philosophy	3
PHL 262Y	History of Modern Philosophy	3
Total Hours		12

Minimum Required Grade: C-

Upper-Division Core

Rule: Complete three courses (9 credits) with one course (3 credits) in each of the following three content areas. 9 total credits required.

I. History

Note: Special Topics courses taught at the 300- or 400-level (PHL 391 and PHL 491) may count as upper-division area courses provided that they have a suitable content (consult the department advisor).

Code	Title	Hours
Complete one of the following courses:		3
PHL 403	Early Wittgenstein	
PHL 404	Later Wittgenstein	
PHL 449	History of Moral and Political Philosophy	
PHL 462	Early Modern Philosophy	
PHL 464	Kant	
PHL 465	Plato	
PHL 466	Aristotle	
PHL 467	19th Century Continental Philosophy	
PHL 468	20th Century Continental Philosophy	
PHL 469	Rousseau	
PHL 470	Hegel	
PHL 472	Thoreau	
Total Hours		3

Minimum Required Grade: C-

II. Value

Note: Special Topics courses taught at the 300- or 400-level (PHL 391 and PHL 491) may count as upper-division area courses provided that they have a suitable content (consult the department advisor).

Code	Title	Hours

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Complete one of the following courses:	3
PHL 422 Environmental Philosophy	
PHL 427 Topics in Philosophy of Art	
PHL 429 Philosophy and Literature	
PHL 449 History of Moral and Political Philosophy	
PHL 450 Contemporary Moral/Political Theory	
PHL 455 Philosophy of Society and Culture	
PHL 469 Rousseau	
PHL 470 Hegel	
PHL 472 Thoreau	
Total Hours	3

Minimum Required Grade: C-

III. Metaphysics and Epistemology

Note: Special Topics courses taught at the 300- or 400-level (PHL 391 and PHL 491) may count as upper-division area courses provided that they have a suitable content (consult the department advisor).

Code	Title	Hours
Complete one of the following courses:		3
PHL 403	Early Wittgenstein	
PHL 404	Later Wittgenstein	
PHL 407	Epistemology	
PHL 408	Philosophy of Mind	
PHL 423	Science and the Environment	
PHL 445	Central Issues in Philosophy of Science	
Total Hours		3

Minimum Required Grade: C-

Philosophy and Law Core

Rule: Complete three courses (9 credits).

Code	Title	Hours
Complete three of the following courses:		9
PHL 114E	Introduction to Political Philosophy	
PHL 317E	Law and Morality	
PHL 319E	Law and Discrimination	
PHL 450	Contemporary Moral/Political Theory	
PHL 506	Philosophy of Law	

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CURRICULUM PROPOSAL FORM

Electives

Rule: Complete two courses (6 credits); at least one of the two courses must be at the 300-level or higher (3 credits; 3 of these 6 credits must be in courses other than 398 or 498). 6 total credits required.

Note: Any course taken to fulfill part of the upper-division core cannot also count as an upper-division elective.

Code	Title	Hours
Complete two of the following courses:		**6**
PHL 101L	Introduction to Philosophy	
PHL 102L	Introduction to Existentialism	
PHL 110E	Introduction to Ethics	
PHL 112E	Introduction to Ethics and Environment	
PHL 114E	Introduction to Political Ethics	
PHL 191	Special Topics	
PHL 241N	History & Philosophy of Science	
PHL 291	Special Topics	
PHL 292	Independent Study	
PHL 309E	The Art of Living	
PHL 316	Historical Figures in Philosophy	
PHL 317E	Law and Morality	
PHL 319E	Law and Discrimination	
PHL 321E	Philosophy & Biomedical Ethics	
PHL 323	Ethics of Climate Change	
PHL 327L	Aesthetics and the Arts	
PHL 351	Philosophy and Feminism	
PHL 390	Research	
PHL 391	Special Topics	
PHL 392	Independent Study	
PHL 394	Seminar	
PHL 403	Early Wittgenstein	
PHL 404	Later Wittgenstein	
PHL 407	Epistemology	
PHL 408	Philosophy of Mind	
PHL 422	Environmental Philosophy	

PHL 423	Science and the Environment
PHL 427	Topics in Philosophy of Art
PHL 429	Philosophy and Literature
PHL 445	Central Issues in Philosophy of Science
PHL 449	History of Moral and Political Philosophy
PHL 450	Contemporary Moral/Political Theory
PHL 462	Early Modern Philosophy
PHL 464	Kant
PHL 465	Plato
PHL 466	Aristotle
PHL 467	19th Century Continental Philosophy
PHL 468	20th Century Continental Philosophy
PHL 469	Rousseau
PHL 470	Hegel
PHL 472	Thoreau
PHL 490	Research
PHL 491	Special Topics
PHL 492	Independent Study
PHL 494	Seminar
Total Hours	6

Minimum Required Grade: C-

Upper-Division Seminar Requirement

Rule: Complete three courses (9 credits) at the 400-level (excluding PHL 498). 9 total credits required.

Note: Of the following upper-division requirements (upper-division core and upper-division electives), 9 of the required 18 credits must be at the 400-level.

Advanced Writing Course

Rule: Complete one course (1 credit). 1 total credit required.

Note: PHL 400 fulfills the Advanced College Writing requirement.

Code	Title	Hours
Complete the following course:		
PHL 400	Advanced Writing in Philosophy	1
Total Hours		1

Minimum Required Grade: C-

Extant Philosophy Degree:

Philosophy B.A.

Bachelor of Arts - Philosophy

College of Humanities & Sciences

Degree Specific Credits: 37

Required Cumulative GPA: 2.0

Catalog Year: 2021-22

General Education Requirements

Information regarding these requirements can be found in the General Education Section of the catalog.

Summary

Lower-Division Core	12
Upper-Division Core	9
History	
Value	
Metaphysics and Epistemology	
Electives	15
Upper-Division Seminar Requirement	
Advanced Writing Course	1
Total Hours	37

Lower-Division Core

Rule: Complete four courses (12 credits). 12 total credits required.

Note: The following courses also satisfy general education requirements:

- PHL 210E fulfills the "Intermediate Writing" and "Ethics and Human Values" requirements.

- PHL 261Y and PHL 262Y both fulfill the "Democracy and Citizenship" requirement.

Code	Title	Hours
Complete all of the following courses:		
PHL 210E	Moral Philosophy	3
PHL 233	Intro to Logic: Deduction	3
PHL 261Y	History of Ancient Philosophy	3
PHL 262Y	History of Modern Philosophy	3
Total Hours		12

Minimum Required Grade: C-

Upper-Division Core

Rule: Complete three courses (9 credits) with one course (3 credits) in each of the following three content areas. 9 total credits required.

I. History

Note: Special Topics courses taught at the 300- or 400-level (PHL 391 and PHL 491) may count as upper-division area courses provided that they have a suitable content (consult the department advisor).

Code	Title	Hours
Complete one of the following courses:		3
PHL 403	Early Wittgenstein	
PHL 404	Later Wittgenstein	
PHL 449	History of Moral and Political Philosophy	
PHL 462	Early Modern Philosophy	
PHL 464	Kant	
PHL 465	Plato	
PHL 466	Aristotle	
PHL 467	19th Century Continental Philosophy	
PHL 468	20th Century Continental Philosophy	
PHL 469	Rousseau	
PHL 470	Hegel	
PHL 472	Thoreau	
Total Hours		3

Minimum Required Grade: C-

II. Value

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Note: Special Topics courses taught at the 300- or 400-level (PHL 391 and PHL 491) may count as upper-division area courses provided that they have a suitable content (consult the department advisor).

Code	Title	Hours
Complete one of the following courses:		3
PHL 422	Environmental Philosophy	
PHL 427	Topics in Philosophy of Art	
PHL 429	Philosophy and Literature	
PHL 449	History of Moral and Political Philosophy	
PHL 450	Contemporary Moral/Political Theory	
PHL 455	Philosophy of Society and Culture	
PHL 469	Rousseau	
PHL 470	Hegel	
PHL 472	Thoreau	
Total Hours		3

Minimum Required Grade: C-

III. Metaphysics and Epistemology

Note: Special Topics courses taught at the 300- or 400-level (PHL 391 and PHL 491) may count as upper-division area courses provided that they have a suitable content (consult the department advisor).

Code	Title	Hours
Complete one of the following courses:		3
PHL 403	Early Wittgenstein	
PHL 404	Later Wittgenstein	
PHL 407	Epistemology	
PHL 408	Philosophy of Mind	
PHL 423	Science and the Environment	
PHL 445	Central Issues in Philosophy of Science	
Total Hours		3

Minimum Required Grade: C-

Electives

Rule: Complete five courses (15 credits); at least three of the five courses must be at the 300-level or higher (9 credits; 6 of these 9 credits must be in courses other than 398 or 498). 15 total credits required.

Note: Any course taken to fulfill part of the upper-division core cannot also count as an upper-division elective.

Code	Title	Hours

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Complete five of the following courses:		15
PHL 101L	Introduction to Philosophy	
PHL 102L	Introduction to Existentialism	
PHL 110E	Introduction to Ethics	
PHL 112E	Introduction to Ethics and Environment	
PHL 114E	Introduction to Political Ethics	
PHL 191	Special Topics	
PHL 241N	History & Philosophy of Science	
PHL 291	Special Topics	
PHL 292	Independent Study	
PHL 309E	The Art of Living	
PHL 316	Historical Figures in Philosophy	
PHL 317E	Law and Morality	
PHL 319E	Law and Discrimination	
PHL 321E	Philosophy & Biomedical Ethics	
PHL 323	Ethics of Climate Change	
PHL 327L	Aesthetics and the Arts	
PHL 351	Philosophy and Feminism	
PHL 390	Research	
PHL 391	Special Topics	
PHL 392	Independent Study	
PHL 394	Seminar	
PHL 403	Early Wittgenstein	
PHL 404	Later Wittgenstein	
PHL 407	Epistemology	
PHL 408	Philosophy of Mind	
PHL 422	Environmental Philosophy	
PHL 423	Science and the Environment	
PHL 427	Topics in Philosophy of Art	
PHL 429	Philosophy and Literature	
PHL 445	Central Issues in Philosophy of Science	
PHL 449	History of Moral and Political Philosophy	
PHL 450	Contemporary Moral/Political Theory	
PHL 455	Philosophy of Society and Culture	
PHL 462	Early Modern Philosophy	
PHL 464	Kant	
PHL 465	Plato	
PHL 466	Aristotle	
PHL 467	19th Century Continental Philosophy	
PHL 468	20th Century Continental Philosophy	
PHL 469	Rousseau	
PHL 470	Hegel	

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PHL 472	Thoreau	
PHL 490	Research	
PHL 491	Special Topics	
PHL 492	Independent Study	
PHL 494	Seminar	
Total Hours		15

Minimum Required Grade: C-

Upper-Division Seminar Requirement

Rule: Complete three courses (9 credits) at the 400-level (excluding PHL 498). 9 total credits required.

Note: Of the following upper-division requirements (upper-division core and upper-division electives), 9 of the required 18 credits must be at the 400-level.

Advanced Writing Course

Rule: Complete one course (1 credit). 1 total credit required.

Note: PHL 400 fulfills the Advanced College Writing requirement.

Code	Title	Hours
Complete the following course:		
PHL 400	Advanced Writing in Philosophy	1
Total Hours		1

Minimum Required Grade: C-

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	UM-Missoula
AWARD LEVEL:	UG
PROGRAM NAME:	Philosophy and Law BA
PROGRAM CODE:	PHIL

ENROLLMENT PROJECTIONS	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	0	2	2	2	2
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	0	10	10	10	10
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	0	0.666666667	0.666666667	0.666666667	0.666666667
Completions					
Annual number of program completers	0	0	2	2	2

REVENUE					
Tuition Revenue (net of waivers)	$0	$4,788	$4,788	$4,788	$4,788
Institutional Support	$0	$0	$0	$0	$0
Other Outside Funds (grants, gifts, etc.)	$0	$0	$0	$0	$0
Program Tuition/Fees	$0	$0	$0	$0	$0
Total Revenue	**$0**	**$4,788**	**$4,788**	**$4,788**	**$4,788**
Total Revenue per Student FTE	**#DIV/0!**	**$7,182**	**$7,182**	**$7,182**	**$7,182**

EXPENDITURES						
Tenure Track Faculty	FTE	$0	$0	$0	$0	$0
	Salary + Benefits	$0	$0	$0	$0	$0
Non-tenure Track Faculty *Includes Adjunct Instructors	FTE	$0	$0	$0	$0	$0
	Salary + Benefits	$0	$0	$0	$0	$0
Graduate Teaching Assistants	FTE	$0	$0	$0	$0	$0
	Salary + Benefits	$0	$0	$0	$0	$0
Staff	FTE	$0	$0	$0	$0	$0
	Salary + Benefits	$0	$0	$0	$0	$0
Total Faculty & Staff	FTE	$0	$0	$0	$0	$0
	Salary + Benefits	$0	$0	$0	$0	$0
Operations (supplies, travel, rent, etc)		$0	$0	$0	$0	$0
Start-up Expenses (OTO)		$0	$0	$0	$0	$0
Total Expenses		**$0**	**$0**	**$0**	**$0**	**$0**
Student FTE to Faculty (TT + NTT) Ratio		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
Net Income/Deficit (Revenue - Expenses)		**$0**	**$4,788**	**$4,788**	**$4,788**	**$4,788**

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.

VPOF 2-7-22

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana University System

REQUEST TO PLAN FORM

ITEM 196-1008-R0921 **September 2021**

Request for authorization to plan a Philosophy and Law Option in the Philosophy BA

Program/Center/Institute Title:	**Philosophy and Law option in the Philosophy BA**	Planned 6-digit CIP code:	**38.0101**
Campus, School/Department:	**University of Montana – Missoula, College of Humanities and Sciences, Philosophy**	Expected Final Submission Date:	**March 2022**
Contact Name/Info:	**Armond Duwell, armond.duwell@umontana.edu**		

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

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

The Department of Philosophy at UM would like to offer an option similar to those that exist in the Political Science Department at UM. We would like to offer an option entitled Philosophy and Law. This option would require students to satisfy extant degree requirements for a Philosophy BA by choosing their electives in certain ways.

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 motivation for this option is to emphasize a coherent sub-discipline of study and corresponding curriculum to our students, and to allow students to highlight more specific credentials to prospective employers or graduate and professional programs. No data that pertains to this specific option is available. That said, there is data that supports the demand for skills generated through the study of philosophy generally, and hence through this option as well. The National Association of Colleges and Employers Job Outlook 2019 reports the following top attributes sought in employees:

Communication skills (written) - 82.0%
Problem-solving skills - 80.9%
Analytical/quantitative skills - 71.9%
Communication skills (verbal) - 67.4%
Detail-oriented - 59.6%

Study of philosophy cultivates all of these skills. Philosophy also cultivates skills essential to graduate work. The ETS GRE report from 2015-2018 indicates that Philosophy majors have the highest average verbal and analytic writing scores on the GREs, and the highest quantitative scores among the humanities. Philosophy and Law is designed for students that are strongly considering a career in the law. Philosophy is well-known to be excellent preparation for law school as it stands. Students pursuing this area of study will get a number of courses that provide relevant information and skills to anyone considering such a career.

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.

No new resources are required. The courses associated with the proposed option are regularly taught without reliance on adjuncts. Absolutely no change in our teaching schedule will be required to offer these options.

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 attempts have been made to collaborate with other institutions. Existing resources are sufficient.

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

The mission statement of the University of Montana states, "We integrate the liberal arts and sciences into undergraduate, graduate and professional studies to shape global citizens who are creative and agile learners committed to expanding the boundaries of knowledge and to building and sustaining diverse communities." Philosophy is a core discipline in the liberal arts which provides education essential to becoming a well-informed citizen. According the most recent Academic Priorities and Planning Statement, UM will have six different areas of interdisciplinary focus. One of them is Justice, Policy, and Public Service. The Philosophy and Law Option would fit well in that area of interdisciplinary focus.

Signature/Date
Chief Academic Officer:
Chief Research Officer*:
Chief Executive Officer:
Flagship Provost:**
Provost (Chief Academic Officer) Status: *Approved* **Deadline:** *No deadline*
Flagship President:**
President (Chief Executive Officer) Status: *Approved* **Deadline:** *No deadline*

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

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1009-R0322

Request for Authorization for the creation of a Pre-Dance Therapy Option in the Dance BA

Institution: **University of Montana – Missoula** CIP Code: **50.0399**

Program/Center/Institute Title: **College of the Arts and Media – Theatre & Dance**

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

Options: _____

Proposal Summary [360 words maximum]

What:

The School of Theatre and Dance proposes to combine existing coursework in Dance, Theatre, and Psychology curriculum into an official option in "Pre-Dance Therapy" under the existing BA degree in Dance. The official Level II option is preferred in order to guide, promote and track students in the program in the field of movement therapy, specifically Pre-Dance Therapy.

Why:

The field of dance/movement therapy (DMT) has grown exponentially in the past decade. There has been an increased awareness of the importance of mental health, physical health, and the holistic and transformative potential of the mind-body relationship. When we adopt the Option of Pre-Dance Therapy to our BA in Dance, UM will be the only such program in the state. Even though this is a growing field, there are very few options in the country. UM will shine and attract students from coast to coast.

We, in the College of the Arts and Media, serve a very important role in the State of Montana. We house the only dance program in the state. We want to stay strong and relevant and will best serve our community and future students.

The positive impact of the Pre-Dance Therapy Option in the Dance BA is focused on cross-discipline practices. Equally so, it focuses on community and civic engagement during the students' time at UM and after they graduate. Dance/movement therapy (DMT) is "the psychotherapeutic use of movement to promote emotional, social, cognitive and physical integration of the individual, for the purpose of improving health and well-being." (American Dance Therapy Association definition) This Option implies a desire to help individuals and communities to connect, thrive or heal. Some recipients of this Option will use their expertise in post-BA employment at dance studios, public schools, and wellness or community centers. They will also be prepared to immediately enter a master's program in DMT (supporting the furthering of their education). This Option integrates body, mind, and movement into one holistic practice, directly addressing UM's interdisciplinary focus and three of the six Communities of Excellence: Health and Human Development, Communication and Artistic Expression, and Justice, Policy and Public Service.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

While there is no exact duplicate of this program in the MUS, we are encouraged by the Masters of Arts in Arts Therapy and Counseling at MSU Billings. The implication that all Art Therapy disciplines are anticipated to grow in the next few years is encouraging and we want to be ahead of that curve.

There are very few Pre-Dance Therapy options in the US, and virtually none in our region. We have the opportunity to attract more in-state students (rather than see them study Dance and related fields out of state) as well as to attract more students from across the nation.

Resources:

No new resources are needed. The existing PARTV Center will continue to function as the home of the School of Theatre & Dance and this degree option. We do not anticipate further physical resources beyond those that we regularly utilize.

For the Theatre and Dance courses, we have tenure track and adjunct faculty expertise required to teach the full Pre-Dance Therapy curriculum. The Department of Psychology also holds the staffing necessary to accommodate our shared students in their classes.

ATTACHMENTS

CurriculumProposalForm - Pre-Dance Therapy Option in the Dance BA
RTP - Pre-Dance Therapy option in the Dance BA

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)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST 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*

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 Theatre and Dance proposes to combine existing coursework in Dance, Theatre, and Psychology courses into an official option in "Pre-Dance Therapy" under the existing BA degree in Dance. The official Level II option is preferred in order to guide, promote and track students in the program in the field of dance wellness, specifically Pre-Dance Therapy.

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 positive impact of the Pre-Dance Therapy Option in the Dance BA is focused on cross-discipline practices. Equally so, it focuses on community and civic engagement during the students' time at UM and after they graduate. Dance/movement therapy (DMT) is "the psychotherapeutic use of movement to promote emotional, social, cognitive and physical integration of the individual, for the purpose of improving health and well-being." (American Dance Therapy Association definition) Some recipients of this Option will immediately use their expertise in dance studios, public schools, and wellness or community centers, or they may enter a master's program in DMT (supporting the furthering of their education). This Option integrates body, mind, and movement into one holistic practice, directly addressing UM's interdisciplinary focus and three of the six Communities of Excellence: Health and Human Development, Communication and Artistic Expression, and Justice, Policy and Public Service.

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

   We have seen a significant trend in our students wanting to pursue work in the field of Dance/Movement Therapy. Recently, two UM dance alumni have gone on to receive their master's degrees in DMT. Two members of the just-graduated UM Class of 2021 have this as a goal as well. More than half of the rising seniors in our program are interested in this career path and would have selected this Option had it been available. We already have the resources available on campus to support the program. This BA Option will bring national recognition to our program.

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	46
Credits in required courses offered by other departments	18
Credits in institutional general education curriculum	12
Credits of free electives	0

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Total credits required to complete the program	64

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.

-Continued growth as artists through self-reflection and personal exploration
-The ability to describe and analyze the elements of dance
-The role of movement in non-verbal communication, self-inquiry and integration, emotional experience, cultural and social behavior
-The power of empathy; while gaining tools to reduce stress, increase well-being, heighten creativity and develop resilience
-A variety of improvisational, somatic approaches that involve listening to the wisdom of our bodies and make meaning of the experience
-Excellence in the effort to conduct research to help support the development of individual creative processes and better substantiate the subject central to their creative scholarship

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]*

The field of dance/movement therapy (DMT) has grown exponentially in the past decade. There has been an increased awareness of the importance of mental health, physical health, and the holistic and transformative potential of the mind-body relationship.

More than half of the rising seniors in our program are interested in this career path and would have selected this Option had it been available. Consistently, we receive calls from prospective students who are drawn to UM because of the dance curriculum that involves creativity, community engagement, and dance as a healing art.

When we adopt the Option of Pre-Dance Therapy, UM will be the only such program in the state. Even though this is a growing field, there are very few similar options in the country. UM will shine and attract students from coast to coast.

Graduates of this Option will be on a clear path to a rewarding and successful vocation: “Dance/movement therapists work in a variety of settings including nursing homes, schools, psychiatric, rehabilitation and medical facilities, drug treatment centers, counseling and crises centers, and wellness and alternative health care centers.” (https://www.adta.org/become-a-dance-movement-therapist)

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
MSU, Billings	MA	Master of Arts in Arts Therapy and Counseling

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CURRICULUM PROPOSAL FORM

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

There is no duplication of the proposed curricula within the MUS.

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]*

After reading MSU's Master of Arts in Art Therapy intent to plan (2020) it was determined that there would be little to no overlap. The similarity is in the philosophy of the programs. However, Art and Dance as disciplines are quite different, requiring different training. Finally, we are pursuing an undergraduate program, and they a graduate program.

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]*

All of the coursework for the option is already in place. Several of our students are interested in this option and would have selected it, had it been in place. Assuming this proposal is accepted, we can begin advising students immediately. The first time we will be able to register students under this option will be during the 2022-2023 year. Because of the current level of interest in our program, the first time we will be able to graduate students under this option will be 2023-2024.

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

				Graduates			
AY22-23	AY23-24	AY24-25	AY25-26	AY22-23	AY23-24	AY24-25	AY25-26
3	2	5	4	0	0	0	1

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

3 of the students graduating this year have expressed interest in this degree option, but will not be able to take advantage of it before they graduate. The next graduating class of dance majors will not chose this degree option. Our current 1st and 2nd-year students will be advised in this coming year, to determine how many may chose this option. We estimate at least 3 students to make this choice. We have confidence that with proper visibility of this very specific BA option in Pre-Dance Therapy, we will gain notoriety and increase our numbers in the major by several a year.

c. What is the initial capacity for the program?

Limited faculty lines will limit our maximum capacity of BA dance majors to 40.

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CURRICULUM PROPOSAL FORM

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

Success will be measured by examining: ~Enrollment of students into the program. We have already seen the desire for this field of study and the success of students who are putting together the curriculum on their own.

~Graduation rates; and job placement.

After 5 years, an evaluation of this program will give us the opportunity to adapt and remain current in the field and to serve student needs for successful completion and career placement.

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]*

- With the completion of each technique class a faculty evaluation will be given
- Twice annually, individual advisement in the degree option
- Feedback sessions following projects or employment in the community
- Post-graduation - admission into MA programs in Dance Movement Therapy

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

- Successful participation in and completion of courses in the following areas: technique, creative practice, teaching internships, science of dance, and psychology
- Consistent and constant feedback to students through close faculty and professional mentorship

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

- Student program and field research reviews
- Critical analysis of experiences and practices related to pre-dance therapy

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

The existing Performing Arts and Radio/Television Center will continue to function as the home of the School of Theatre & Dance. This is in addition to studio spaces in McGill Hall, Schreiber Gym, and storage at Fort Missoula. The core courses in the Psychology program will continue to be taught in their traditional classroom spaces in the main campus Skaggs building. We do not anticipate further physical resources beyond those that we regularly utilize.

9. Physical resources.

a. Describe the <u>existing</u> 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]*

Montana Board of Regents
CURRICULUM PROPOSAL FORM

The existing Performing Arts and Radio/Television Center will continue to function as the home of the School of Theatre & Dance. This is in addition to studio spaces in McGill Hall, Schreiber Gym, and storage at Fort Missoula. The core courses in the Psychology program will continue to be taught in their traditional classroom spaces in the main campus Skaggs building. We do not anticipate further physical resources beyond those that we regularly utilize.

b. List <u>needed</u> 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]*

The resources to support these endeavors are part of our regular annual budgeting. We will now institute formal training in these areas but the materials and facilities already exist.

10. Personnel resources.

a. Describe the <u>existing</u> 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]*

For the School of Theatre and Dance courses, we have the tenure track and adjunct faculty expertise necessary to teach the full Pre-Dance Therapy curriculum. The Department of Psychology also holds and will maintain the staffing necessary to accommodate our shared students in their classes. There are no new courses designed for this degree Option, but rather a new outlook on, and collection of pre-existing courses driving this focus. Therefore no new resources are needed.

b. Identify <u>new</u> 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]*

At this time, we can offer the program with our existing faculty and staff. However, these numbers must be maintained in order to also maintain the new degree Option.

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]*

Yes.

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

Yes. None.

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

N/A

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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	$29,700	$59,849	$59,849
Expenses	0	0	0
Net Income/Deficit (revenues-expenses)	$29,700	$59,849	$59,849

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

We will be able to manage the influx of new students through restructuring requirements to an alternating year cycle which frees up tenure track faculty to teach a broader range of courses.

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]*

N/A

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]*

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

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

We do not intend to create new courses to support the program, however, if we do, each will carry the standard Dance Accompanist ($40) fee that many of our existing courses carry.

14. Complete the fiscal analysis form.

Montana Board of Regents

CURRICULUM PROPOSAL FORM

Signature/Date

College or School Dean:

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:

Flagship President*:

*Not applicable to the Community Colleges.

Montana University System

REQUEST TO PLAN FORM

ITEM 196-1010-R0921 **September 2021**

Request for authorization to plan a Pre-Dance Therapy Option in the Dance BA

Program/Center/Institute Title: **Pre-Dance Therapy Option in the Dance BA**

Planned 6-digit CIP code: **50.0399**

Campus, School/Department: **University of Montana – Missoula, College of the Arts and Media / Theatre & Dance**

Expected Final Submission Date: **March 2022**

Contact Name/Info: **Heidi Eggert, heidi.eggert@umontana.edu**

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

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

This Pre-Dance Therapy Option in the Dance BA is an exploration of dance and movement arts in the context of therapeutic practice. It is designed to give students a full understanding of dance/movement therapy (DMT) and will prepare them to enter a master's program in said discipline, should they choose. This broad study of dance and wellness leads to meaningful art making and is easily translatable to working in schools or a variety of community centers where there is a goal of improving quality of life or addressing other health-related psychological concerns. Classes will include (but are not limited to) Dance as a Healing Art, Science of Dance, Somatics, Dance History/World Dance, Creative Practice, New Visions Dance, Children's Dance, and technique courses in multiple disciplines, plus selected courses in psychology and social work.

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 field of dance/movement therapy (DMT) has grown exponentially in the past decade. "Research in this area grew considerably from 1.3 detected studies/year in 1996–2012 to 6.8 detected studies/year in 2012–2018." (https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01806/full).

Perhaps more poignantly, as a result of the COVID-19 pandemic, there has been an increased awareness of the importance of mental health, physical health, and the holistic and transformative potential of the mind-body relationship.

In the past five years, two UM dance alumni have gone on to receive their master's degrees in DMT. Two members of the just-graduated UM Class of 2021 have this as a goal as well. More than half of the rising seniors in our program are interested in this career path and would have selected this option were it already available. In the past year, the School of Theatre and Dance has received calls from several prospective students who were drawn from out of state to UM because of the dance curriculum that involves creativity, community engagement, and dance as a healing art.

Montana University System
REQUEST TO PLAN FORM

When we adopt the Option of Pre-Dance Therapy, UM will be the only such program in the state. Even though this is a growing field, there are very few similar options in the country. UM will shine and attract students from coast to coast.

Graduates of this option will be on a clear path to a rewarding and successful vocation: "Dance/movement therapists work in a variety of settings including nursing homes, schools, psychiatric, rehabilitation and medical facilities, drug treatment centers, counseling and crises centers, and wellness and alternative health care centers." (https://www.adta.org/become-a-dance-movement-therapist)

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

There are no significant new resources required to launch this option. The requirements consist of courses that already exist in the curricula of the School of Theatre and Dance and the Psychology Department, plus possibly in the School of Social Work. In order to sustain the degree option, however, we must maintain or even grow the number of faculty in the School of Theatre and Dance. Substantial faculty numbers are essential to the ability to offer the variety of courses required for this option.

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

This option is exemplary of an interdisciplinary UM experience. The Dance Program will be collaborating with the Psychology Department on campus to offer degree requirements and have conversations with the School of Social Work and Neuroscience Program to determine possible course-sharing and research options. It is anticipated that these cross-programmatic conversations will increase student awareness and interest across all art and science disciplines.

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

The positive impact of the Pre-Dance Therapy Option in the Dance BA is focused on crossdiscipline practices. Equally so, it focuses on community and civic engagement during the students' time at UM and after they graduate. Dance/movement therapy (DMT) is "the psychotherapeutic use of movement to promote emotional, social, cognitive and physical integration of the individual, for the purpose of improving health and well-being." (American Dance Therapy Association definition) This option implies a desire to help individuals or communities to connect, thrive or heal. Some recipients of this option will use their expertise in post-BA employment at dance studios, public schools, and wellness or community centers. They will also be prepared to immediately enter a master's program in DMT (supporting a furthering of their education). This option integrates body, mind and movement into one holistic practice, directly addressing UM's interdisciplinary focus and three of the six Communities of Excellence: Health and Human Development, Communication and Artistic Expression, and Justice, Policy and Public Service.

Montana University System

REQUEST TO PLAN FORM

Signature/Date

Chief Academic Officer:

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**

Provost (Chief Academic Officer) Status: *Approved*

Deadline: *No deadline*

Flagship President:**

President (Chief Executive Officer) Status: *Approved*

Deadline: *No deadline*

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

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1010-R0322

Request to terminate the Geography department

Institution: **University of Montana – Missoula** CIP Code: **09.9999**

Program/Center/Institute Title: **College of the Arts and Media; Communication Studies, Journalism**

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

Options: 50% in-person; 50% online

Proposal Summary [360 words maximum]

What:

Elimination of the Geography Department within FCFC.

Why:

The number of geography faculty members has decreased to two tenure-track members, this has had significant impact on the workloads of remaining the faculty and their capacities to sustain normal departmental activities and faculty evaluation procedures.

Due to multiple years of attrition and retirements, dating back to well before the department joined FCFC, the number of faculty members has decreased to only two tenure-track members following AY21-22. This has had significant impacts on the workloads of remaining faculty and their capacities to sustain normal departmental activities and faculty evaluation procedures. It's simply not possible given the overall economic realities of UM and the needs across FCFC for us to hire a sufficient number of new faculty members into a separate Geography department to make it robust and viable. That said, the discipline as a whole is broad and multiple faculty members in other departments have backgrounds relevant to geography, thus for now anyway, we plan to retain the Geography B.S and M.S. degree programs and integrating them into the other units. As noted below, it's likely that our overall degree offerings in the college will change some in the coming years, but the present Geography degrees will be evaluated in the context of our entire FCFC curriculum, as we move through a college-wide strategic planning process.

The department has functioned primarily as a unit for faculty evaluation procedures and curricular oversight. Given that both the undergraduate and graduate degree programs will be retained, the elimination of this department does not affect or change the institutional mission, strategic planning, or academic priorities. As noted above, FCFC is in the midst of strategic evaluation of its entire curricular approach and priorities, and we anticipate some changes in the future. But the backgrounds and expertise of the current Geography faculty members are relevant to multiple degree programs within the college, ensuring that they will have good intellectual homes regardless of how the college evolves.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Resources:

No additional reductions in faculty are required. The remaining two TT and one NTT Geography Department faculty will be integrated into existing departments within FCFC. The termination of this department reduces the need for administrative support for a department that is no longer of a viable size.

ATTACHMENTS

RTP - Termination of the Geography Department

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*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

B. Level II:

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

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

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

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

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

Montana University System
REQUEST TO PLAN FORM

ITEM 196-1005-R0921 **September 2021**

Request to Plan the elimination of the Geography Department

Program/Center/Institute Title: **Geography Department**

Planned 6-digit CIP code: **45.0701**

Campus, School/Department: **University of Montana – Missoula, W.A. Franke College of Forestry and Conservation / Geography**

Expected Final Submission Date: **March 2022**

Contact Name/Info: **Devi Zdziebko, devi.zdziebko@umontana.edu**

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

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

   Eliminate the Geography Department.

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).**

   Due to multiple years of attrition and retirements, dating back to well before the department joined FCFC, the number of faculty members has decreased to only two tenure-track members following AY21-22. This has had significant impacts on the workloads of remaining faculty and their capacities to sustain normal departmental activities and faculty evaluation procedures. It's simply not possible given the overall economic realities of UM and the needs across FCFC for us to hire a sufficient number of new faculty members into a separate Geography department to make it robust and viable. That said, the discipline as a whole is broad and multiple faculty members in other departments have backgrounds relevant to geography, thus for now anyway, we plan to retain the Geography B.S and M.S. degree programs and integrate them into the other units. As noted below, it's likely that our overall degree offerings in the college will change some in the coming years, but the present Geography degrees will be evaluated in the context of our entire FCFC curriculum, as we move through a college-wide strategic planning process.

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

   No additional reductions in faculty are required. The remaining two TT and one NTT Geography Department faculty will be integrated into existing departments within FCFC. The termination of this department reduces the need for administrative support for a department that is no longer of a viable size.

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).**

   Existing relationships will be maintained.

Montana University System
REQUEST TO PLAN FORM

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

The department has functioned primarily as a unit for faculty evaluation procedures and curricular oversight. Given that both the undergraduate and graduate degree programs will be retained, the elimination of this department does not affect or change the institutional mission, strategic planning, or academic priorities. As noted above, FCFC is in the midst of strategic evaluation of its entire curricular approach and priorities, and we anticipate some changes in the future. But the backgrounds and expertise of the current Geography faculty members are relevant to multiple degree programs within the college, ensuring that they will have good intellectual homes regardless of how the college evolves.

I do not anticipate any effects on our own class offerings given that our Geography UG and G programs will not be going away with the termination of our department. Further, given potential restricting in the College, some course will be (re)aligned with other programs (e.g., EES).

Signature/Date

Chief Academic Officer:

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**

Provost (Chief Academic Officer) Status: *Approved*

Deadline: *No deadline*

Flagship President:**

President (Chief Executive Officer) Status: *Approved*

Deadline: *No deadline*

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

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

March 2022

ITEM 199-1011-R0322

Request for Authorization for the creation of a transitional Doctor of Occupational Therapy (tOTD)

Institution: **University of Montana – Missoula** CIP Code: **51.2306**

Program/Center/Institute Title: **College of Health – Speech, Language, Hearing and Occupational Sciences**

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

Options: ____

Proposal Summary [360 words maximum]

What:

The School of Speech, Language, Hearing & Occupational Sciences in the College of Health requests to create a transitional Doctor of Occupational Therapy (tOTD) degree as a stand alone post-professional graduate program for licensed occupational therapists at the bachelor or master degree to elevate their academic credentials to the forthcoming required entry-level degree standard of Doctorate of Occupational Therapy (OTD). This program is 100% distance based, which allows post-professional occupational therapy students to access content asynchronously from virtually anywhere, at any time.

Why:

With a resident OTD program in development at UM, a tOTD will help us serve the needs of Montanans that are current practicing BS and MS degree level OTs wishing to elevate their academic credentials to complete curriculum at the doctorate level that offers "in-depth knowledge of clinical practice skills, research skills, administration, leadership, program & policy development, advocacy, education, and theory development" (AOTA), which the American Occupational Therapy Association will establish as the single point of entry for occupational therapist with a target date of 2025.

Since the prior approval of the entry-level, resident OTD program at UM, we have identified an additional need to address requests from current practicing BS and MS degree level OTs wishing to elevate their academic credentials to complete curriculum at the doctorate level. This program provides an avenue for existing OTs to enhance their qualifications without entering an entry level program offering a curriculum their existing degree already covers. The curriculum in the tOTD program is specially tailored to licensed, practicing OTs so as to prevent redundancies and is provided in an online-asynchronous format so that students can complete courses on their own schedule.

This program will provide similar content to the resident OTD program in development in the College of Health's School of Speech, Language, Hearing & Occupational Sciences and is structured similarly to the tDPT program in the School of Physical Therapy. As UM is the sole provider of the tDPT and forthcoming OTD curriculums, we do not anticipate collaboration between MUS institutions at this time.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

This program is needed in addition to the entry-level resident UM program to provide opportunities for current practicing BS and MS degree level OTs wishing to elevate their academic credentials to complete curriculum at the doctorate level without needing to complete an entry-level program.

Resources:

This program will be administered in partnership with Rehab Essentials, Inc. an existing partner of UM. The program is 100% online in an asynchronous cohort program. All coursework will be developed and taught by Rehab Essentials, Inc. in online Moodle classrooms supplied by RE and are not reliant upon the UM's physical infrastructure. Students will need access to an UM email account, CyberBear to register & pay for classes, and the Mansfield Library. Minimal human resources at UM will be needed to process admissions applications, graduation paperwork, and post-graduate credentialing forms.

ATTACHMENTS

CurriculumProposalForm - transitional Doctor of Occupational Therapy
FiscalAnalysisForm - tOTD
RTP - transitional Doctor of Occupational Therapy (tOTD)

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)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST 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*

_____ **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 transitional Doctor of Occupational Therapy (tOTD) degree is a stand alone post-professional graduate program for licensed occupational therapists at the BS or MS degree-level to elevate their academic credentials to the forthcoming required entry-level degree standard of Doctorate of Occupational Therapy (OTD). This program is 100% distance based, which allows post-professional occupational therapy students to access content asynchronously from virtually anywhere, at any time.

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 purpose of the program is to prepare graduates to excel in practice, education, administration, clinical scholarship, and leadership within the field of Occupational Therapy. The tOTD program aligns with UM's mission and core themes of student success and excellence and innovation. The program serves licensed OTs seeking to elevate their academic credentials to compete in a rapidly growing rehabilitation medicine field. By providing the opportunity for working professionals to participate in a transitional program we demonstrate our commitment to the success of students and the needs of Montana's workforce. The instructors providing the curriculum through Rehab Essentials, Inc. are national and international subject matter experts in the field of occupational therapy, which demonstrates a commitment to driving excellence and innovation in education. Instructors include the former research director of the AOTA and academic clinicians with more than 150 years of combined experience.

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

   The tOTD program was developed to complement our existing entry-level OTD program currently in development. It is endorsed by the dean of the College of Health and chair of the School of Speech, Language, Hearing, & Occupational Sciences. Our partner, Rehab Essentials, Inc. developed the curriculum based upon the American Occupational Therapy Association's (AOTA's) Vision 2025 Statement highlighting effectiveness, leadership, collaboration, accessibility and diversity, equity & inclusion, as well as other post-professional curricula and the needs and career pathways of post-professional students. Faculty for the tOTD program have been identified and have received training regarding best practices for online instruction. Similar programs have been successfully launched at other universities across the nation, and given our success with the Rehab Essentials tDPT program at UM, we fully expect successful implementation of the tOTD program at the University of Montana.

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	30
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	30

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

1. Knowledge & application of theories, delivery models and systems used in current and emerging settings
2. Ability to create & apply occupational therapy evaluations and interventions to facilitate participation in activities in a variety of settings
3. Be an effective consumer and contributor of research and clinical bases that support occupational therapy practice
4. Demonstrate professional development by keeping current with evidence-based practice, upholding ethical standards, values & attitudes of the profession, and active involvement with CE, leadership and advocacy
5. Commit to intra- and interprofessional collaboration and supervisory process
6. Synthesize in-depth knowledge in a practice area through a doctoral capstone

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]*

Within the next few years, several MS-level accredited occupational therapy programs will be graduating their last classes of masters prepared students as they move to graduating doctoral prepared students. The AOTA's transition to the OTD as the terminal degree suggests there will be a large number of bachelor and master prepared Occupational Therapists who will find themselves in a professional market competing with doctorate prepared recent graduates. We anticipate that these existing BS and MS prepared OTs will want to update their knowledge and skills, as we have seen with the field of physical therapy. The proposed tOTD program allows UM to capture students in Montana and the region who seek elevating their credentials through an affordable transitional doctoral program.

According to the U.S. Bureau of Labor Statistics, employment of occupational therapists is projected to grow 16 percent from 2019 to 2029, much faster than the average for all occupations. Occupational therapy will continue to be an important part of treatment for people with various illnesses and disabilities, such as Alzheimer's disease, cerebral palsy, autism, or the loss of a limb.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

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]*

This program complements, but does not duplicate, the entry-level Doctor of Occupational Therapy program currently in development at the University of Montana.

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

We did not pursue collaborations with other partners or institutions. The University of Montana has an existing relationship with Rehab Essentials, Inc. RE is familiar with UM policy and procedure, and, as the provider of the tDPT program, has proven to be extremely successful at marketing, recruitment, advising, curriculum development and student support.

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]*

As soon as approved - May 2022

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

AY22-23	AY23-24	AY24-25	AY25-26	AY22-23	AY23-24	AY24-25	AY25-26
30	50	60	60	0	0	30	50

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

Enrollment and graduation projections are based on our experience with the tDPT program. The average student will complete 36 credits (30 for MS level and 41 for BS level tracks) over the course of seven semesters.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

c. What is the initial capacity for the program?

Initial program capacity will be 30 students per cohort, with two cohorts admitted per year

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]*

Program success will be determined by applications, enrollment and program completion. Rehab Essentials outlines program outcomes: student improved sense of professional performance; student satisfaction with administrative processes, curriculum, delivery & instructor effectiveness; incorporation of contemporary content & practices; and faculty satisfaction with program participation. Success will be assessed each cohort with ongoing monitoring.

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]*

Students success is determined through coursework completion with passing grades. Early interventions are implemented for students who are struggling to participate and achieve learning outcomes as identified by grades and/or the instructor early on each semester.

Students also provide feedback to instructors through course evaluations every semester and feedback for the program on the whole at graduation.

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

Summative assessments include quizzes, exams, and specific assignments or projects.

Formative assessments include knowledge checks built into every lecture, discussion board assignments, reflection activities, case study analysis, and other assignments. Feedback from the program faculty as well as peers help to improve students' learning.

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

Annually, the Rehab Essentials Operations Team reviews, analyzes, and develops action plans for process improvements if needed based on the following information:
1. Course and instructor survey data
2. Program development and delivery survey data
3. Educational technology staff reports on course review, updates & revisions processes

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

ACOTE is recognized as the accrediting agency for entry-level occupational therapy education programs. Post-professional OT programs are not eligible for accreditation by ACOTE; as such, there is no need to seek additional accreditation.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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 is a fully online, asynchronous, cohort program. All courses are hosted and delivered via Moodle, supplied by Rehab Essentials Inc. and are not reliant upon the University of Montana's physical infrastructure. Students will need access to a UM email account, Cyberbear for finalizing registration/tuition, and access to the UM Mansfield Library for online resources.

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]*

This is a fully online, asynchronous, cohort program. All courses are hosted and delivered via Moodle, supplied by Rehab Essentials Inc. No additional resources from the University of Montana will be needed.

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]*

Rehab Essentials, Inc. faculty provide 100% of the teaching in this program and are given faculty affiliate status at the University of Montana. The program is delivered fully online via Moodle, supplied by Rehab Essentials Inc. Existing administrative staff within the College of Health will provide minimal program support to the program needed only for processing enrollments for new students into the University through Banner, processing graduation applications, and completing post-graduate information requests.

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

No new personnel will be required. Rehab Essentials, Inc. administers all aspects of the program after the student is accepted into the program (including application review and admission) outside of processes that involve UM's Banner system.

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]*

Current UM library access will be sufficient for students to successfully complete the curriculum.

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]*

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Yes. Existing personnel in the College of Health will provide student services and support in conjunction with Rehab Essentials for students enrolled in the program. Given the distanced-based nature of the program and primary support provided by RE, there should be little if no impact on the existing student body.

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

This new program should generate revenue in the form of designated funds for the University.

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	$242,300	$318,800	$391,000
Expenses	$169,600	$223,100	$95,700
Net Income/Deficit (revenues-expenses)	$391,000	$273,700	$117,300

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

The only expense associated with the program is the cost of an annual contract with Rehab Essentials, Inc to administer the program. Our current contract provides that Rehab Essentials bills UM for 70% of the tuition revenue received from the total number of students in program each semester.

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]*

N/A

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]*

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]*

Montana Board of Regents
CURRICULUM PROPOSAL FORM

N/A

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.

N/A

14. Complete 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

CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	University of Montana-Missoula
AWARD LEVEL:	Graduate
PROGRAM NAME:	transitional Doctor of Occupational Therapy (tOTD)
PROGRAM CODE:	51.2306

ENROLLMENT PROJECTIONS	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	0	30	50	60	60
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	0	19	15	15.33333333	13
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	0	23.75	31.25	38.33333333	32.5
Completions					
Annual number of program completers	0	0	0	30	50

REVENUE					
	Please note tuition revenue will be received as designated funds.				
Tuition Revenue (net of waivers)	$0	$242,250	$318,750	$391,000	$331,500
Institutional Support	$0	$0	$0	$0	$0
Other Outside Funds (grants, gifts, etc.)	$0	$0	$0	$0	$0
Program Tuition/Fees	$0	$0	$0	$0	$0
Total Revenue	**$0**	**$242,250**	**$318,750**	**$391,000**	**$331,500**
Total Revenue per Student FTE	**#DIV/0!**	**$10,200**	**$10,200**	**$10,200**	**$10,200**

EXPENDITURES						
Tenure Track Faculty	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	$0	$0	$0	$0	$0
Non-tenure Track Faculty *Includes Adjunct Instructors	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	$0	$0	$0	$0	$0
Graduate Teaching Assistants	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	$0	$0	$0	$0	$0
Staff	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	$0	$0	$0	$0	$0
Total Faculty & Staff	FTE	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
	Salary + Benefits	**$0**	**$0**	**$0**	**$0**	**$0**
Operations (supplies, travel, rent, etc)		$0	$169,575	$223,125	$273,700	$232,050
Start-up Expenses (OTO)		$0	$0	$0	$0	$0
Total Expenses		**$0**	**$169,575**	**$223,125**	**$273,700**	**$232,050**
Student FTE to Faculty (TT + NTT) Ratio		**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**
Net Income/Deficit (Revenue - Expenses)		**$0**	**$72,675**	**$95,625**	**$117,300**	**$99,450**

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.

VPOF 2-7-22

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana University System

REQUEST TO PLAN FORM

ITEM 196-1011-R0921 **September 2021**

Request for authorization to plan a transitional Doctor of Occupational Therapy (tOTD)

Program/Center/Institute Title:	**transitional Doctor of Occupational Therapy (tOTD)**	Planned 6-digit CIP code:	**51.2306**
Campus, School/Department:	**University of Montana – Missoula, College of Health / Speech, Language, Hearing and Occupational Sciences**	Expected Final Submission Date:	**March 2022**
Contact Name/Info:	**Jen Geist Quigley, jen.geistquigley@umontana.edu**		

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

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

The School of Speech, Language, Hearing & Occupational Sciences in the College of Health requests to plan a transitional Doctor of Occupational Therapy (tOTD) degree as a stand-alone post-professional graduate program, for licensed occupational therapists at the bachelor or master degree to elevate their academic credentials to the forthcoming required entry-level degree standard of Doctorate of Occupational Therapy (OTD) (see AOTA position statement on entry-level degree for occupational therapists).

This program is entirely distance based and is provided in a contemporary online format that allows post-professional occupational therapy students to access content asynchronously from virtually anywhere, at any time.

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).**

As the University of Montana has a resident Doctor of Occupational Therapy program in development, a need still exists for current practicing bachelor's and master's degree level Occupational Therapists wishing to elevate their academic credentials to complete curriculum at the doctorate level that offers "in-depth knowledge of clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development" which the American Occupational Therapy Association (AOTA) will establish as the single point of entry for occupational therapist with a target date of 2025. Within the next few years, a number of master's-level approved Occupational Therapy programs will be graduating their last classes of master's-level prepared students as they move to graduating doctoral prepared students. This means that there will be a large number of bachelor and master prepared occupational therapists who will find themselves in a professional market competing with recent graduates prepared at the doctoral level. It is anticipated that practicing occupational therapists will want to update their knowledge and skills through an affordable transitional doctoral program, as was the case for the physical therapy profession.

Montana University System
REQUEST TO PLAN FORM

According to the U.S. Bureau of Labor Statistics, employment of occupational therapists is projected to grow 16% from 2019 to 2029, much faster than the average for all occupations. Occupational Therapy will continue to be an important part of treatment for people with various illnesses and disabilities, such as Alzheimer's disease, cerebral palsy, autism, or the loss of a limb.

References:
http://www.aota.org
https://www.bls.gov/ooh/healthcare/occupational-therapists.htm

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

This program will be administered in partnership with Rehab Essentials, Inc. an existing partner of the University of Montana through our transitional Doctor of Physical Therapy program. The program is entirely distance-based administered online in an asynchronous cohort program. All coursework will be developed and taught by Rehab Essentials, Inc. in online Moodle classrooms also supplied by Rehab Essentials and are not reliant upon the University of Montana's physical infrastructure. Students will need access to an UM email account, CyberBear for finalizing registration and paying tuition, and online resources available through UM's Mansfield Library. It is anticipated that very minimal human resources at UM will be needed to process admissions applications, graduation paperwork, and post-graduate credentialing forms.

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

This program will work in collaboration with the Doctor of Occupational Therapy program in development through the College of Health's School of Speech, Language, Hearing & Occupational Sciences. Coursework used in this program may be leveraged in the resident program. Additionally, opportunities for students participating in the tOTD program may exist for collaboration with students in the transitional Doctor of Physical Therapy (tDPT) program in the School of Physical Therapy & Rehabilitation Science. As the University of Montana is the sole provider of the tDPT and forthcoming OTD curriculums, we do not anticipate collaboration between MUS institutions at this time.

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

The University of Montana currently promotes five Priorities for Action to serve the institutional mission and strategic plan; they are 1) place student success at the center of all we do, 2) drive excellence and innovation in teaching, learning, and research, 3) embody the principle of "Mission First, People Always", 4) partner with place, and 5) proudly tell the UM story. The proposed transitional Doctor of Occupational Therapy (tOTD) program highlights priorities for action 1 and 2. The program will serve working professionals who become our students seeking to elevate their academic credentials to compete in a rapidly growing rehabilitation medicine field. By providing the opportunity for working professionals to participate in a transitional program we demonstrate our commitment to the success of students and the needs of Montana's workforce. The instructors providing the curriculum through Rehab Essentials, Inc. are national and international subject matter experts in the field of occupational therapy, which demonstrates a commitment to driving excellence and innovation in education.

Montana University System
REQUEST TO PLAN FORM

Instructors include the former research director of the AOTA and academic clinicians with more than 150 years of combined experience.

This program also complements the existing programs available at the University of Montana. We currently host a transitional Doctor of Physical Therapy program, which is also administered through our partner, Rehab Essentials, Inc. And as we develop our resident OTD program, we expect to leverage the curriculum of this program.

Signature/Date
Chief Academic Officer:
Chief Research Officer*:
Chief Executive Officer:
Flagship Provost:**
Provost (Chief Academic Officer) Status: *Approved* **Deadline:** *No deadline*
Flagship President:**
President (Chief Executive Officer) Status: *Approved* **Deadline:** *No deadline*
*Center/Institute Proposal only **Not applicable to the Community Colleges.

ACADEMIC ITEMS MEMORANDUM

DATE: April 12, 2022

TO: Chief Academic Officers, Montana University System

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

RE: March 2022 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in March, 2022. These proposals include items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. These Level I items are being sent to you for your review. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, raise them at the Chief Academic Officer's conference call on April 27th. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, April 29th. You will be notified of approved proposals by May 3rd. The Board of Regents will be notified of the approved proposals at the May meeting of the Board.

LEVEL I ITEMS:

1. **Campus Approvals**

   Miles Community College:
   - Notification of establishing an Understanding Equine Certificate
     Item #401-LI0322 | Attachment #1

Montana Board of Regents

ACADEMIC PROPOSAL REQUEST FORM

ITEM **000-401-L10322** Submission Month or Meeting: **March 2022**

Institution: **Miles Community College** CIP Code: **01.050.7**

Program/Center/Institute Title: **Understanding Equine Certificate**

Includes (please specify below): Online Offering _____ Options _____

Please mark the appropriate type of request and submit with an Item Template and 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**

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*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

B. Level II:

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

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

3. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)

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

Proposal Summary [360 words maximum]

What: Miles Community College plans to establish a 29-credit Understanding Equine Certificate, effective Fall 2022.

Why: Miles Community College currently has an A.A.S. degree in Equine Studies. We are finding that some students prefer to leave school at the end of their first year. The Understanding Equine Certificate would ensure that students are completers and leave MCC with a credential in hand.

Resources: No additional resources are needed, as the Certificate would consist of courses already being taught. The Ad Advancement Center provides the ideal venue for the completion of this Certificate.

Relationship to similar MUS programs: UM Western and MSU-Bozeman have Equine programs. The Understanding Equine Certificate will not add any more competition to the other programs already in place.

Understanding Equine Certificate

This one-year certificate will give students the basic understanding of Equine. Students will be able to evaluate horses and better understand their behavior following the completion of the Understanding Equine Certificate.

Upon Completing the Certificate, the students will have the knowledge of:

- Basics of equine behavior
- Understand the history and management of equine
- Provide an understanding of Animal Science

Fall Semester : 16 Credits	Credits
EQUH 110 Western Equitation	3
AGSC 101 Intro to Ag and Environmental Resources	1
EQUH 155 Intro to Natural Horsemanship	3
EQUS 101 Introduction to Equine Studies	3
Oral Communication Core Requirement	3
ANSC 100 Intro to Animal Science	3
Spring Semester : 13 Credits	
EQUH 130/131 Hoof Care Science & Lab	1, 1
NRSM 236 Small Pasture Management	1
EQUS 206-Equine Ethology or EQUH 252 Natural Horsemanship: Building a relationship	3
EQUS 160 Equine Evaluation	1
M 108 Business Math *or Math Core*	3
Written Communication Core Requirement	3