

ACADEMIC ITEM APPROVAL MEMORANDUM

Compiled here are academic items approved since the November 2024 Board of Regents Meeting. This memorandum from November 2024, and January 2025, 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.

- November 2024 Academic Item Memorandum
- January 2025 Academic Item Memorandum

LEVEL I MEMORANDUM

DATE: December 5, 2024

TO: Chief Academic Officers, Montana University System

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

RE: November and December 2024 Level I Academic Items

Contained within this memorandum are Level I proposals submitted by the institutions of the Montana University System in November and December 2024. 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 Level I Chief Academic Officer's conference call on Wednesday, December 18, 2024. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, December 20, 2024. You will be notified of the proposals approved by Thursday, January 2, 2025. The Board of Regents will be notified of the proposals approved at the March 2025 meeting of the Board.

1. Campus Approvals

University of Montana:

- Notification of establishing a certificate in Logistics and Supply Chain Management
[#1001-LI1224](#)
- Notification to establish a graduate certificate in Logistics and Supply Chain Management
[#1002-LI1224](#)
- Notification to offer the existing graduate certificate in Cybersecurity Management via online delivery
[#1006-LI1224](#)
- Notification to place the Master of Arts in English with concentration in English Teaching into moratorium
[#1007-LI1224](#)

Great Falls College Montana State University:

- Notification of the establishment of a certificate of technical studies in addictions counseling
[#2901-LI1124](#)

2. OCHE Approvals

University of Montana:

- Notification to terminate multiple certificates: Data Visualization and Business
[#1003-LI1224](#)

LEVEL I MEMORANDUM

- Request for authorization to terminate multiple programs: Bachelor of Science in Computational Biochemistry, Bachelor of Science in Chemistry: Environmental Chemistry concentration, Bachelor of Science in Chemistry: Pharmacology concentration
[#1004-LI1224](#)
- Request for authorization to terminate the Minor in Greek
[#1005-LI1224](#)

Montana State University:

- Request to re-title BS in Microbiology- Environmental Health option to BS in Environmental Sciences - Environmental Health option
[#2013-LI1224](#)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

November/2024

ITEM 1001-LI1224

ITEM TITLE – Notification of establishing a certificate in Logistics and Supply Chain Management

Institution: University of Montana – Missoula

CIP Code: 52.0203

Program/Center/Institute Title: Logistics and Supply Chain Management

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

Options: _____

Proposal Summary [360 words maximum]

What: Establishment of a new certificate: Logistics and Supply Chain Management (LSCM).

Why: Logistics and supply chain management are mission-critical components in virtually all industries, including e-commerce, manufacturing, and wholesale/retail trade. The LSCM certificate creates awareness of career opportunities and prepares students for internships and jobs in global logistics, transportation, distribution, procurement, inventory planning, and supply chain analysis, management, or consulting.

Resources: The certificate is 15 credits. All courses are already offered within COB and do not require additional resources.

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

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

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 Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

November/2024

ITEM 1002-LI1224

ITEM TITLE – Notification to establish a graduate certificate in Logistics and Supply Chain Management

Institution: **University of Montana - Missoula**

CIP Code: **52.0203**

Program/Center/Institute Title: **Logistics and Supply Chain Management**

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

Options: _____

Proposal Summary [360 words maximum]

What: Establishment of a new certificate: Logistics and Supply Chain Management (LSCM) – Graduate Level.

Why: Logistics and supply chain management are mission-critical components in virtually all industries, including e-commerce, manufacturing, and wholesale/retail trade. The LSCM certificate creates awareness of career opportunities and prepares students for internships and jobs in global logistics, transportation, distribution, procurement, inventory planning, and supply chain analysis, management, or consulting.

Resources: The certificate is 12 credits. All courses are already offered within COB and do not require additional resources.

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**

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 Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

November/2024

ITEM 1003-LI1224

ITEM TITLE – Notification to terminate multiple certificates: Data Visualization and Business

Institution: University of Montana - Missoula

CIP Code: _____

Program/Center/Institute Title: _____

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

Options: _____

Proposal Summary [360 words maximum]

What: The University of Montana’s Anthropology department will be terminating both graduate and undergraduate certificates in Data Visualization. The department of Management and Marketing will terminate their certificate in Business.

Why: There are currently no students enrolled in any of the certificates listed.

Resources: None

ATTACHMENTS

None

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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**

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**

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

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

B. Level II:

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

November/2024

ITEM 1004-LI1224

ITEM TITLE – Request for authorization to terminate multiple programs:
Bachelor of Science in Computational Biochemistry
Bachelor of Science in Chemistry: Environmental Chemistry concentration
Bachelor of Science in Chemistry: Pharmacology concentration

Institution: University of Montana - Missoula

CIP Code: _____

Program/Center/Institute Title: Department of Chemistry and Biochemistry

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

Options: _____

Proposal Summary [360 words maximum]

What: The department of Chemistry and Biochemistry wishes to terminate the BS in Computational Biochemistry and two concentrations in the Chemistry BS: Environmental Chemistry and Pharmacology.

Why: During the spring 2024 programmatic review by the Provost's office, Chemistry was identified as having numerous low enrolled BS programs that were not always meeting the needs of the students. We have addressed this by combining multiple programs into one BS Chemistry program while giving the students significant flexibility in their junior and senior years to pursue individual interests.

Resources: None

ATTACHMENTS

Attachment #1 – 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>.

 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

_____ 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

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:

Program is being Placed into moratorium Terminated

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

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

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

Spring 2026

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee 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

November/2024

ITEM 1005-LI1224

ITEM TITLE – Request for authorization to terminate the Minor in Greek

Institution: University of Montana - Missoula

CIP Code: _____

Program/Center/Institute Title: Department of World Languages and Cultures

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

Options: _____

Proposal Summary [360 words maximum]

What: The University of Montana’s World Languages and Cultures department would like to terminate the minor in Greek.

Why: The program has had no students enrolled in it.

Resources: None

ATTACHMENTS

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>.

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:

Program is being Placed into moratorium Terminated

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

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

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee 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

November/2024

ITEM 1006-LI1224

ITEM TITLE – Notification to offer the existing graduate certificate in Cybersecurity Management via online delivery

Institution: University of Montana - Missoula

CIP Code: 52.1202

Program/Center/Institute Title: Cybersecurity Management

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

Options: _____

Proposal Summary [360 words maximum]

What: Offering the graduate-level Certificate in Cybersecurity Management as an official online program.

Why: This proposal seeks to transition the Graduate-Level Certificate in Cybersecurity Management to an online format. The shift to online delivery aims to enhance accessibility and flexibility for students pursuing advanced studies in cybersecurity. As our other graduate programs are already offered online, this transition aligns with existing delivery methods, making certificate completion more feasible for a wider range of students.

Resources: No additional resources are needed, as the courses are already available in the online environment.

ATTACHMENTS

None

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 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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

_____ 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

November/2024

ITEM 1007-LI1224

ITEM TITLE – Notification to place the Master of Arts in English with concentration in English Teaching into moratorium

Institution: University of Montana - Missoula

CIP Code: _____

Program/Center/Institute Title: English M.A. – English Teaching

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

Options: _____

Proposal Summary [360 words maximum]

What: The University of Montana’s English department will be placing the English Teaching concentration within the M.A. in English into moratorium.

Why: The department no longer has the current personnel resources to continue offering the program.

Resources: None

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

 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*

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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: 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?

Spring 2026

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

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

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?

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

A hire that we had (somewhat) expected, behind the retirement of Prof. Beverly Chin, will not happen. Her replacement, Jeff Ross, the Director of English Teaching, was laid off in July 2024.

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: X N:

The English Department's faculty are naturally very upset to lose both a highly valued colleague and a program with a longstanding history of success, a loss which adversely impacts our other graduate programs, as well. The current graduate students have expressed various levels of distress, as expected, but we should be in a good position to help them finish the degree program they were promised when they started. The program was no doubt on shaky ground because the graduate and undergraduate programs were essentially being run by a single faculty member (with help from adjunct appointments), and I should add that both the CHS Deans Office and the staff and faculty of the College of Education have been very supportive and helpful in terms of helping us strategize how to move forward.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

NOVEMBER/2024

ITEM 2901-L11124

NOTIFICATION OF THE ESTABLISHMENT OF A CERTIFICATE OF TECHNICAL STUDIES IN ADDICTIONS COUNSELING

Institution: **Great Falls College MSU**

CIP Code: **51.1505**

Program/Center/Institute Title: **Addictions Counseling CTS**

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

Options: _____

Proposal Summary [360 words maximum]

What: The Addictions Counseling CTS is a 28-credit, one-year program which will allow individuals with bachelor's and master's level degrees in alcohol and drug studies; psychology; sociology; social work; counseling; human services; psychiatric rehabilitation; or community health to complete the required coursework to become licensed addictions counselors in Montana without needing to enroll in the AA in Substance Abuse and Addictions Counseling degree and complete coursework not required for licensure as an addictions counselor.

Why: According to members of the Substance Abuse and Addictions Counseling Program Advisory board, there is an industry need in Montana for licensed addictions counselors. One of the members who is the Administrator of the Benefis Behavioral Health Department, has stated that their biggest need is dually licensed clinicians in both mental health and addictions counseling. This CTS would fulfill this industry need.

Resources: There are no additional resources required. These courses are already offered as part of the AA in Substance Abuse. If enrollment increases in the future, there may be a need to hire additional adjunct faculty. If there is sufficient enrollment, it is hoped both online and face-to-face courses could be offered.

ATTACHMENTS

2901-L11124_Curriculum

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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

Addictions Counseling Certificate of Technical Studies
Program Course Requirements
Required After Formal Acceptance

Course Prefix and Number	Course Title	Credits
FIRST YEAR		
Semester (Choose Fall, Spring, or Summer): Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/>		
CAS 140+	Addictions and Diversity	3
CAS 242*+	Fundamentals of Substance Abuse and Addiction	3
CAS 243*+	Substance Abuse Counseling I	3
CAS 254*+	Co-occurring Disorders- Assessment & Treatment Planning	2
CAS 231 *+	Pharmacology/Addictions	3
	Credits	14
Semester (Choose Fall, Spring, or Summer) Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer <input type="checkbox"/>		
CAS 248*+	Substance Abuse Counseling II	3
CAS 250*+	Assessment and Case Management Processes	4
CAS 252*+	Gambling & Gaming Disorders in Substance Abuse Counseling	2
CAS 260*+	Addiction Assessment/Documentation	3
CAS 279*+	Legal, Ethical, and Professional Issues in Substance Abuse Counseling	2
	Credits	14
	Total Program Credits	28

* Indicates prerequisites needed- Prerequisites waived for students in this program based on work experience

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

+ Choose one of the following:

- A grade of C (not C-) is required for graduation
- A grade of C- is required for graduation

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

December/2024

ITEM 2013-LI1224

ITEM TITLE Retitling BS in Microbiology – Environmental Health option to BS in Environmental Sciences – Environmental Health option

Institution: Montana State University

CIP Code: 26.0503

Program/Center/Institute Title: BS in Microbiology – Environmental Health to BS in Environmental Sciences – Environmental Health

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

Options: Environmental Health

Proposal Summary [360 words maximum]

What: Retitling the BS in Microbiology – Environmental Health to a BS in Environmental Sciences – Environmental Health

Why: The Environmental Health option is currently in the Department of Microbiology & Cell Biology. However, most of the coursework now lies outside of the Microbiology & Cell Biology's purview. The program is a better fit as an option in the Department of Land Resources & Environmental Sciences (LRES). LRES is proposing to oversee the Environmental Health option and make the necessary small changes to the curriculum such that it is an option within the Environmental Sciences major. LRES will ensure the coursework and program meets and maintains national accreditation requirements and standards for this major and option.

Resources: No additional resources are required for this retitling.

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

_____ 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*

_____ 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

LEVEL I MEMORANDUM

DATE: January 16, 2025

TO: Chief Academic Officers, Montana University System

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

RE: January 2025 Level I and Level II Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in January 2025. 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 Level I Chief Academic Officer's conference call on Wednesday, January 22, 2025. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, January 24, 2025. You will be notified of approved proposals by Tuesday, January 28, 2025. The Board of Regents will be notified of the approved proposals at the March 2025 meeting of the Board.

Level I:

1. Campus Approvals

University of Montana

- Notification to place multiple concentrations in the BS in Environmental Science and Sustainability and Integrative Physiology into moratorium.
[Item #1002-LI0125](#)
- Notification to establish a certificate in Chemical Pharmacology
[Item # 1003-LI0125](#)
- Notification to terminate the Communicative Sciences and Disorders Leveling certificate
[Item #1007-LI0125](#)

Montana Technological University

- Notification to place Metals Fabrication into moratorium
[Item #1501-LI0125](#)

2. OCHE Approvals

University of Montana

- Request for authorization to retitle the Master of Physician Assistant Studies to Master of Physician Associate Studies
[Item #1001-LI0125](#)
- Request for authorization to retitle the BS in Microbiology to Microbiology, Immunology and Infectious Disease
[Item #1004-LI0125](#)
- Request for authorization to retitle the BS in Environmental Science and Sustainability with concentration in Resource Conservation to BS in Environmental Science and Sustainability
[Item #1005-LI0125](#)
- Request for authorization to terminate the BS in Sustainability Science and Practice
[Item #1006-LI0125](#)

LEVEL I MEMORANDUM

- Request for authorization to terminate multiple programs
[Item # 1008-LI0125](#)
- Request for authorization to retitle the BS in Integrative Physiology with concentration in Exercise science pre-professional to BS in Integrative Physiology with concentration in Health and Exercise Science
[Item #1009-LI0125](#)

Level II:

University of Montana

- Request for authorization to establish a School of Physician Associate Studies
[Item #1010-LI0125](#)
- Request for authorization to retitle the Division of Biological Sciences to the Division of Biological and Biomedical Sciences
[Item #1011-LI0125](#)
- Request for authorization to establish a Master of Fine Arts in Game Design and Interactive Media
[Item #1012-LII0125](#)
- Request for authorization to establish a Bachelor of Science in Human Biology and Biomedical Sciences
[Item #1013-LII0125](#)
- Request for authorization to establish a Bachelor of Arts in Integrative Microbiology
[Item # 1014-LII0125](#)

University of Montana Western

- Request to establish a Minor in Environmental Writing
[Item #1601-LII0125](#)
- Request to establish a Minor in Professional Communications
[Item #1602-LII0125](#)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2025

ITEM 1002-LI0125

ITEM TITLE – Notification to place multiple concentrations in the B.S. in Environmental Science and Sustainability and Integrative Physiology into moratorium.

B.S. ESS: Climate Science and Environmental Change

B.S. ESS: Ecosystem Science and Restoration

B.S. ESS: Environmental Policy and Planning

B.S. ESS: Sustainable Livelihoods and Communities

B.S. ESS: Water Resources

B.S. IP: Applied Human Physiology

B.S. IP: Sports Medicine

B.S. IP: Pre-Athletic Training

B.S. IP Exercise Science applied

Institution: University of Montana - Missoula

CIP Code: 03.0104

Program/Center/Institute Title: _____

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

Options: _____

Proposal Summary [360 words maximum]

What: The department of Forest Management will be placing the following concentrations in the B.S. in Environmental Science and Sustainability into moratorium:

Climate Science and Environmental Change

Ecosystem Science and Restoration

Environmental Policy and Planning

Sustainable Livelihoods and Communities

Water Resources

The department of Integrative Physiology and Athletic Training will be placing the following concentrations in the B.S. in Integrative Physiology into moratorium:

Applied Human Physiology

Sports Medicine

Pre-Athletic Training

Exercise Science applied

Why: The departments would like to remove the concentrations and maintain the B.S. in Environmental Science and Sustainability and Integrative Physiology while giving students the option to explore areas of interest within the programs.

Resources: None

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ATTACHMENTS

Attachments – Program termination/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**
- _____ 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)

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 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: 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? Spring 2030

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 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

January 2025

ITEM 1003-LI0125

ITEM TITLE – Notification to establish a certificate in Chemical Pharmacology

Institution: University of Montana - Missoula

CIP Code: 40.0599

Program/Center/Institute Title: Chemical Pharmacology

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

Options: _____

Proposal Summary [360 words maximum]

What: The University of Montana’s department of Chemistry & Biochemistry is creating a new certificate in Chemical Pharmacology that replaces the previous concentration in Pharmacology.

Why: We envision the new Certificate in Chemical Pharmacology to be a stackable credential that complements our revised BS in Chemistry curriculum. Many chemistry majors are interested in pursuing Pharmacy School or graduate work in pharmacology or drug design after finishing their Bachelor of Science undergrad program. Successful completion of this certificate will demonstrate that they have received the adequate background knowledge to be successful in both.

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

 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**

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

_____ **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

January 2025

ITEM 1007-LI0125

ITEM TITLE – Notification to terminate the Communicative Sciences and Disorders Leveling certificate

Institution: University of Montana - Missoula

CIP Code: 51.0201

Program/Center/Institute Title: Communicative Sciences and Disorders Leveling

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

Options: _____

Proposal Summary [360 words maximum]

What: The department of Speech, Language, Hearing and Occupational Sciences is terminating its Communicative Sciences and Disorders Leveling certificate.

Why: The department is making changes to its programs based on student demand.

Resources: None

ATTACHMENTS

Attachments

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

 A. Level I:

Campus Approvals

 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 Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2025

ITEM 1501-LI0125

Notification of placing Metals Fabrication into moratorium

Institution: Highlands College of Montana Tech

CIP Code: 48.0599

Program/Center/Institute Title: Metals Fabrication AAS

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

Options: _____

Proposal Summary [360 words maximum]

What: Notification of placing Metals Fabrication into moratorium

Why: The Metals Fabrication program was developed as an avenue for students to stack the previous Precision Machining Certificate of Applied Science and the previous Welding Technology Certificate of Applied Science into an AAS degree. Highlands College now has both a Precision Machining Technology AAS and a Welding Technology AAS and is developing a Smart Manufacturing Technology Certificate of Applied Science. Once the Smart Manufacturing Technology CAS is completed, the plan is to bring back Metals Fabrication as an Advanced Manufacturing Technology AAS which combines the Smart Manufacturing CAS with courses in both Precision Machining and Welding. The Highlands College Industry Advisory Board has indicated that the Metals Fabrication program no longer provides the appropriate amount of advanced training in either Precision Machining or Welding and support placing the Metals Fabrication in moratorium and development of the Smart Manufacturing Technology CAS with a future Advanced Manufacturing Technology AAS.

Resources: n/a

ATTACHMENTS

Program Termination/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)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

_____ **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: **Metals Fabrication AAS**

Program is being X Placed into moratorium Terminated

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

a.) Have all students currently enrolled in the program been met with and informed of the impending termination/moratorium? The impacted students will begin courses fall 2024 and will complete Spring 2026. They will still be able to complete all of the courses as required. Y: N: X

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

Spring 2026

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

2. Will any faculty layoffs or changes in working conditions occur because of the termination/moratorium? (If yes, please answer questions a - b below.) The Metals Fabrication Program is a combination of the Welding Technology CAS and the Precision Machining Technology CAS which are still offered. 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?

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 _____

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

January 2025

ITEM 1001-LI0125

ITEM TITLE – Request for authorization to retitle the Master of Physician Assistant Studies to Master of Physician Associate Studies

Institution: University of Montana - Missoula

CIP Code: 51.0912

Program/Center/Institute Title: College of Health – Department of Integrative Physiology and Athletic Training

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

Options: _____

Proposal Summary [360 words maximum]

What: The College of Health requests for authorization to retitle the “Master of Physician Assistant Studies” to “Master of Physician Associate Studies.”

Why: On May 24, 2021, the American Academy of PAs (AAPA) House of Delegates (HOD) passed a resolution affirming “physician associate” as the official title of the PA profession. <https://www.aapa.org/title-change/>

Resources: None

ATTACHMENTS

Attachments

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

A. Level I:

Campus Approvals

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

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*

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

January 2025

ITEM 1004-LI0125

ITEM TITLE – Request for authorization to retitle the B.S. in Microbiology to Microbiology, Immunology & Infectious Disease

Institution: University of Montana - Missoula

CIP Code: 26.0502

Program/Center/Institute Title: Microbiology, Immunology & Infectious Disease

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

Options: _____

Proposal Summary [360 words maximum]

What: We propose to re-title the current BSM in Microbiology as BS "Microbiology, Immunology & Infectious Disease". The current BS in Medical Laboratory Science (MLS) will be folded into this re-titled program.

Why: The name for the new BS in "Microbiology, Immunology & Infectious Disease" better reflects the breadth of workplace opportunities and demands in industrial, biotech, biomedical, healthcare and other applied fields, which continue to increase at local, state and national levels (Hanover Research, Academic Portfolio Optimization). The new major will increase the visibility of these different career options and was chosen based on survey responses from current, mostly undeclared students.

Resources: This is a re-title and merging request that may be implemented with existing courses; consequently, it will not result in a need for significant new resources.

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

_____ 2. 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*

_____ 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

January 2025

ITEM 1005-LI0125

ITEM TITLE – Request for authorization to retitle the B.S. in Environmental Science and Sustainability with concentration in Resource Conservation to B.S. in Environmental Science and Sustainability

Institution: University of Montana - Missoula

CIP Code: 03.0104

Program/Center/Institute Title: B.S. Environmental Science and Sustainability

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

Options: _____

Proposal Summary [360 words maximum]

What: The department of Society and Conservation proposes to remove the Resource Conservation concentration in the B.S. in Environmental Science and Sustainability.

Why: We are eliminating all of the concentrations and removing courses that are no longer taught (both within FCFC and across campus) because it was very difficult for students in some concentrations to progress to graduation in a timely manner, due to the need for numerous substitutions. This also made advising onerous and created confusion and frustration for students.

We aligned our curriculum closely with our goals (as articulated in the ESS Theory of Change) and our core competencies. To do so, we expanded the core curriculum that all ESS students take by adding several requirements at the lower- and upper-division, including a freshman spring semester natural science requirement, a sophomore sustainability requirement, a planning and management requirement, a water and climate requirement, and a capstone requirement. We expanded several menus to include existing courses that met the objectives for that requirement.

We carefully assessed faculty capacity at every step to ensure that we have the capacity to offer this curriculum. There is only one new course in this revision. All other courses already exist and nearly all courses are offered every year.

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:**

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

 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*

_____ **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

January 2025

ITEM 1006-LI0125

ITEM TITLE – Request for authorization to terminate the B.S in Sustainability Science and Practice

Institution: University of Montana - Missoula

CIP Code: 30.3301

Program/Center/Institute Title: B.S. Sustainability Science and Practice

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

Options: _____

Proposal Summary [360 words maximum]

What: The department of Environmental Sciences proposes to terminate the B.S. in Sustainability and Practice.

Why: The department is undergoing restructuring of its academic programs.

Resources: None

ATTACHMENTS

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>.

 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: **B.S. Sustainability Science and Practice**

Program is being Placed into moratorium Terminated

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

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

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

Fall 2026

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee 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

January 2025

ITEM 1008-LI0125

ITEM TITLE – Request for authorization to terminate multiple programs:

B.S. Biology with concentration in Cellular and Molecular Biology

B.S. Biology with concentration in Field Ecology

B.S. Biology with concentration in Human Biological Sciences

B.S. Microbiology with concentration in Microbial Ecology

Institution: **University of Montana - Missoula**

CIP Code: _____

Program/Center/Institute Title: **Division of Biological Sciences**

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

Options: _____

Proposal Summary [360 words maximum]

What: The Division of Biological Sciences within the College of Humanities and Sciences proposes to terminate the following concentrations:

B.S. Biology: Cellular and Molecular Biology

B.S. Biology: Field Ecology

B.S. Biology: Human Biological Sciences

B.S. Microbiology: Microbial Ecology

Why: The Division of Biological Sciences is restructuring their curriculum.

Resources: None

ATTACHMENTS

Attachment – 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)

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**

 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:

Program is being Placed into moratorium Terminated

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

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

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

The graduation dates vary for students that are enrolled in these programs. All courses for the concentrations will continue to be offered to current students that wish to complete the required courses in the concentrations. New students will be encouraged to select from the revised programs within DBS.

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee 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

January 2025

ITEM 1009-LI0125

ITEM TITLE – Request for authorization to retitle the B.S. Integrative Physiology with concentration in Exercise Science Pre-Professional to B.S. Integrative Physiology with concentration in Health and Exercise Science

Institution: University of Montana - Missoula

CIP Code: 26.0908

Program/Center/Institute Title: B.S. Integrative Physiology with concentration in Health and Exercise Science

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

Options: _____

Proposal Summary [360 words maximum]

What: We are proposing revision to title- change from Exercise Science pre-professional to Health and Exercise Science for the 25-26 academic year and moving forward in addition to modifying the requirements within the concentration.

Why: The newly titled Health and Exercise Science will be the primary concentration for IPAT undergraduate students. Current students have 6 concentrations to choose from and the proposed curriculum will reduce this to two: 1) Health and Exercise Science and 2) Health Enhancement. Health and Exercise Science is broad enough to capture students into a centralized option, provide a clearer path to graduation, and afford them curricular flexibility to meet their professional aspirations upon graduation.

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

_____ 2. 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*

_____ 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

January 2025

ITEM 1010-LII0125

ITEM TITLE – Request for authorization to establish a School of Physician Associate Studies

Institution: University of Montana - Missoula

CIP Code: _____

Program/Center/Institute Title: School of Physician Associate Studies

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

Options: _____

Proposal Summary [360 words maximum]

What: The College of Health is in the process of establishing the first MUS sponsored Physician Associates program. The Accreditation Review Commission on Education for the Physician Assistant/Associate (ARC-PA) mandates the sponsoring institution be committed to the success of the program and provide effective oversight. Currently, the College of Health is home to six unique academic health care units identified as schools, and the Family Medicine Residency of Western Montana. This proposal requests that the PA Program be established as a distinct unit of the College of Health, named The School of Physician Associate (PA) Studies, in accordance with existing nomenclature and to ensure commitment to success and effective oversight.

Why: The establishment of a School of Physician Associate Studies recognizes the uniqueness of care provided by Physician Associates and ensures consistency with how the college names individual health care units. Part of the reason for the adoption of naming unique health care units as schools is due to the mandate of the Accreditation Council for Pharmacy Education that programs that confer the degree of PharmD be recognized as Schools or Colleges. The College of Health at the University of Montana meets this requirement by organizing Pharmacy as a School of Pharmacy. This gave cause to organize each unique health care unit as a School exemplified by the following nomenclature for college programs:

School of Public and Community Health Sciences

School of Integrative Physiology and Athletic Training

School of Physical Therapy

School of Social Work

School of Pharmacy

School of Speech, Language, Hearing, and Occupational Sciences

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

It is noted that many of these units exist in other institutions as stand-alone departments. This is also true for Physician Associate Studies programs. Our schools functionally operate as departments and are led by academic chairpersons. This will be the case for our Physician Associates program as well.

Resources: None

ATTACHMENTS

Attachment #1 – Request to Plan Form

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

 A. Level I:

Campus Approvals

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

X **B. Level II:**

- _____ **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Request to Plan Form)
- _____ **2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request to Plan Form)
- _____ **3. Exceeding the 120-credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- 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 1010-LI0125

Meeting Date

Item Name -Request for authorization to plan to establish a School of Physician Associate Studies

Program/Center/Institute Title: **School of Physician Associate Studies**

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

Campus, School/Department: **University of Montana – Missoula/College of Health**

Expected Final Submission Date: **Fall 2024**

Contact Name/Info: **Reed Humphrey (reed.humphrey@mso.umt.edu)**

This form is meant to increase communication, collaboration, and problem-solving opportunities throughout the MUS in the program/center/institute development process. The completed form should not 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 College of Health at the University of Montana-Missoula respectfully requests to plan to establish a School of Physician Associate Studies, to align with the six other professional schools in the College of Health.

UM has NWCCU and BOR prior approval to offer a Master of Physician Assistant Studies (MPAS) degree. This RTP is to establish the School to house the program, as required by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The MPAS is a full-time program that begins each Fall and spans 24 months over 6 semesters with continuous blocks of instruction with predetermined, mandatory curricula topics, also reviewed and approved by the graduate council at UM. This program will be part of the College's portfolio of health education programs, which includes five post-baccalaureate health professions programs and includes the Family Medicine Residency of Western Montana. The program will require an ARC-PA site visit accreditation prior to the matriculation of the first cohort of students.

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).

There is a need for Physician Assistants across the United States, including Montana, particularly in the area of primary and rural care. Employment of physician assistants is projected to grow 28-31 percent from 2021 to 2031--faster than the average for all occupations. As demand for healthcare services grows and policies change, physician assistants will be needed to provide care to patients in broadening capacities. At present, there are no public options for Montana residents to pursue this degree, markedly decreasing affordability and access. (<https://www.bls.gov/ooh/healthcare/physician-assistants.htm>).

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

Montana University System
REQUEST TO PLAN FORM

New faculty, staff, infrastructure and curricula are required. The program director was hired April 1, 2024. The fiscal analysis has been previously submitted and approved by the University and BOR. Once established, the program becomes fiscally sustainable within two years, and covers the first two-year start-up costs by year four.

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).

There are no similar programs within the MUS but as a post-baccalaureate degree, will be actively seeking qualified applicant from students at other MUS institutions. Within UM the MPAS program will be collaborating with several academic units within the College of Health (physical therapy anatomy, family medicine residency, among others).

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.

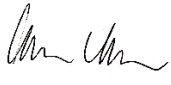
The mission of the College of Health is focused on serving the needs in rural and underserved areas of Montana and the region where most of the state is severely short on healthcare providers. This proposal aligns with the University's mission to provide high-quality and accessible education, and furthers the portfolio of interprofessional education programs in the health professions.

Signature/Date

Chief Academic Officer: approved by Reed Humphrey 4/16/2024

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**  4/22/2024

Flagship President:**

Montana University System
REQUEST TO PLAN FORM

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2025

ITEM 1011-LII0125

ITEM TITLE – Request for authorization to retitle the Division of Biological Sciences to the Division of Biological and Biomedical Sciences

Institution: University of Montana - Missoula

CIP Code: _____

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

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

Options: _____

Proposal Summary [360 words maximum]

What: The faculty of the Division of Biological request that the Division's name be modified to the Division of Biological & Biomedical Sciences to better reflect and inform students of the breadth of its academic offerings, faculty expertise and research programs.

Why: The Division of Biological Sciences (DBS) is currently the administrative home for undergraduate degrees in Biology, Microbiology, Medical Laboratory Science, and Neuroscience, as well as graduate degrees in Cellular, Molecular & Microbial Biology and Ecology & Evolution. The degree in Biology is further divided into eight concentrations that span Cellular & Molecular Biology to Human Biology to Ecology. In this respect, limiting the name of the Division to simply the “Biological Sciences” does not appropriately reflect either the breadth of the majors offered nor the research foci of the faculty, essentially keeping our strength in the biomedical sciences below the radar. Indeed, about two thirds of the Division’s 300+ majors fall within our “Biomedical Science” majors such as Human Biology and Neuroscience. Other relevant points to consider, beyond just more accurately portraying our majors, students and faculty, would include:

- Incorporating “Biomedical” would serve well to highlight UM’s growing Pre-Med and Healthcare related programs with the expectation to accelerate enrollment.
- Including “Biomedical” in the Division’s title also aligns with it becoming the administrative home of the relatively new and growing Neuroscience major.
- The term “Biomedical Sciences” (or Medical Sciences) is specifically included in the names of majors / concentrations at several of our regional universities, including CSU, UI, ISU, WSU, speaking to the significance and popularity of this focus.
- As part of the Provost Academic Playbook, we have been working with Assoc. Provost DeBoer on a plan to combine two of our existing concentrations (Human Biology and Cellular & Molecular Biology) into a new Human Biology & Biomedical Sciences major, again to raise the profile and impact enrollment of students interested in the Pre-Medical and Biomedical Sciences.

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

 5. Re-titling an existing postsecondary educational program

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

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

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

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

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

 x **B. Level II:**

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

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

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

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)

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2025

ITEM 1012-LII0125

ITEM TITLE – Request for authorization to establish a Master of Fine Arts in Game Design and Interactive Media

Institution: University of Montana - Missoula

CIP Code: 50.0411

Program/Center/Institute Title: MFA Game Design and Interactive Media

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

Options: _____

Proposal Summary [360 words maximum]

What: This proposal creates a new Master of Fine Arts (MFA) in Game Design and Interactive Media program in the School of Visual and Media Arts (SVMA) within the College of Arts and Media (CAM). This new degree offering will benefit existing and potential students in Montana, the region, nationally, and internationally. The intent is to create an MFA with two distinct modalities: online and in-person.

Why: There are few nationally recognized MFA programs in Game Design and Interactive Media. Of the existing programs, few are online. Offering two different modalities increases the ability to serve more students. Online learning has been generally accepted and will continue to grow, allowing students to learn in place. This program aims to meet the needs of our students in Montana and the region. Data shows that familiar needs, financial considerations, and accessibility have resulted in a growing student population requiring online learning. Offering a graduate program creates more opportunities.

Resources: There are no new facilities, staff, or faculty required. The intention is to create a degree path that ensures clarity for students about how to proceed using the current resources and faculty in place while altering, enhancing, and clarifying the curriculum.

The base infrastructure exists in SVMA, and many undergraduate courses have a graduate increment. The graduate classes may need renaming for clarity and a precise degree map that iterates from the general MFA in SVMA.

ATTACHMENTS

- Attachment #1 – curriculum proposal form
- Attachment #2 – fiscal analysis form
- Attachment #3 – completed request to plan form
- Attachment #4 – required courses form

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 A. Level I:

Campus Approvals

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

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

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

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

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

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

 x **B. Level II:**

 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
ACADEMIC PROPOSAL REQUEST FORM

Montana University System
REQUEST TO PLAN FORM

ITEM 212-1004-R0524

Meeting Date: May 2024

Item Name – Request for authorization to plan a Master of Fine Arts in Game Design and Interactive Media

Program/Center/Institute Title: **University of Montana - Missoula**

Planned 6-digit CIP code: **50.0411**

Campus, School/Department: **School of Visual and Media Arts**

Expected Final Submission Date: **Spring 2025**

Contact Name/Info: **Michael Cassens (michael.cassens@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 request to plan is a proposal for a new Master of Fine Arts (MFA) in Game Design and Interactive Media in the School of Visual and Media Arts (SVMA) within the College of Arts and Media (CAM). This new degree offering will benefit existing and potential students in Montana, the region, nationally, and internationally. The intent is to create an MFA with two distinct modalities: online and in-person. The importance of these two pathways cannot be understated.

As the University of Montana continues to explore different academic programs for current and potential students, the SVMA is looking for ways to lead in creativity and innovation. Additionally, by focusing on access, inclusion, and community, the MFA GDIM degree path reduces barriers for diverse students, appeals to a broader learner audience, and meets them where they are.

SVMA's undergraduate concentration originated in 2019 and became a fully recognized BFA in 2022. Several MFA candidates are interested in Game Design and Interactive Media, but SVMA does not offer an MFA in this area. This program would alleviate this discrepancy and create clarity in this area.

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).

There are few nationally recognized MFA programs in Game Design and Interactive Media. They are primarily on the East Coast and one on the West Coast. Of those, few are online.

Offering two different modalities increases the ability to serve more students. Since the COVID-19 pandemic, online learning has been more generally accepted and will continue to grow because it allows students to learn in place.

This program aims to meet the needs of our students in Montana and even more broadly. The data shows that familiar needs, financial considerations, and accessibility have resulted in a growing student population requiring online learning options. As SVMA's undergraduate GDIM program grows, offering a graduate program in this area creates additional student options.

Montana University System
REQUEST TO PLAN FORM

Research in online learning environments: Priorities and methodologies

<https://www.sciencedirect.com/science/article/pii/S0360131511000054>

The Necessity of Considering Cultural Influences in Online Collaborative Learning.

<https://www.learntechlib.org/p/8270/>

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

There are no new facilities, staff, or faculty required. The intention is to create a degree path that ensures clarity for students about how to proceed using the current resources and faculty in place while altering, enhancing, and clarifying the curriculum.

The base infrastructure exists in SVMA, and many undergraduate courses have a graduate increment. The graduate classes may need renaming for clarity and a precise degree map that iterates from the general MFA in SVMA.

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 intends to create multiple pathways for students who may start in other institutions, especially in our tribal communities (Blackfoot Community College, Stone Child College, Salish Kootenai College, etc.), other 2-year colleges, and other universities. With articulation agreements, students have options to apply, enroll, and earn a bachelor's degree and then possibly continue to a master's degree in a much more accessible way.

SVMA has an articulation agreement with Flathead Valley Community College to invite students into the undergraduate and graduate programs.

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.

Priority for Action 1: Place student success at the center of all we do.

One key objective is to "Retain and support a diverse student population through strategic planning and assessment." This program aims to facilitate a degree path that will help game designers tell their stories and ensure that those traditionally underrepresented or marginalized are given a high level of visibility and opportunity through these experiences.

Priority for Action 2: Drive excellence and innovation in teaching, learning, and research.

Another key objective in this priority for action is to "Encourage diversity, equity, and inclusion in teaching practices, classroom management, and University citizenship." One of the fundamental tenets of the School of

Montana University System REQUEST TO PLAN FORM

Visual and Media Arts is to embody and centralize a place of acceptance and inclusion throughout the curriculum and within our teaching practice. There is a culture of respect ensuring the elevation of all voices.

In addition, another objective states, "Encourage diversity, equity, and inclusion through research and creative scholarship." As creative technologists, game designers have a unique opportunity to create experiences that foster the culture of community with games built by diverse voices and perspectives. As a graduate program, students will have more opportunities to explore the intersection between game theory research and the creation of games.

Priority for Action 4: Partner with place

Finally, two key objectives are "Increase access to programs and activities for historically underserved populations in the region" and "Deepen, strengthen, and elevate preexisting partnerships with regional Indigenous communities," which this graduate program will facilitate. As an institution, students from all backgrounds and with different needs must be considered within the programmatic offerings.

As student populations change, the University of Montana must adapt to students' needs to thrive. Today's students are different from those from years past. The demographics have shifted, and the University of Montana has an opportunity to provide a high-quality education for students at a distance.

Achieving this goal requires creating a highly interactive and experiential online experience for students, focusing on community and connectedness so students remain engaged and supported. To be fully invested in the online experience, students must feel a sense of belonging and inclusion, which the University of Montana is uniquely positioned to do, given its successful online BA within the School of Visual and Media Arts.


Signature/Date

Chief Academic Officer: Approved by the dean of the College of Arts and Media 3/15/2024

Approved by the dean of the Graduate School 3/12/2024

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**  3/22/2024

Flagship President:**

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

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- 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]*

An MFA program in game design and interactive media offers a unique blend of creativity, technical skills, and industry knowledge, equipping students to excel in a vibrant and evolving field. It not only prepares graduates for careers in game development, but beyond. Our department, Game Design and Interactive Media, is an emerging technological hub that allows for expansive connections across the entire campus.

- 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]*

Priority for Action 1: Place student success at the center of all we do.

This program aims to facilitate a degree path that will help game designers tell their stories and ensure that those traditionally underrepresented or marginalized are given high visibility and opportunity through these experiences.

Priority for Action 2: Drive excellence and innovation in teaching, learning, and research.

As creative technologists, game designers have a unique opportunity to create experiences that foster a community with games built by diverse voices and perspectives. As a graduate program, students will have more opportunities to explore the intersection between game theory research and game creation.

Priority for Action 4: Partner with place

This requires a highly interactive and experiential in-person and online experience, focusing on community and connectedness where students remain engaged and supported. Students must feel they belong to be fully invested in any graduate program.

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

This program underwent the Request to Plan (RTP) process during the spring 2024 term. It was presented at two different meetings, resulting in the approval of the RTP. Since approval, the Game Design and Interactive Media faculty have met weekly to work on the curriculum, learning outcomes, and pathways for the program. We have worked with other colleagues in the school to determine if the coursework and process aligned with other programs in our school. We have integrated coursework designed and approved and currently used in the MFA for Media Arts program. We have also proposed new courses and re-titled others to ensure that we accurately represent the work that an MFA in Game Design and Interactive Media student should take to succeed.

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

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CURRICULUM PROPOSAL FORM

a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	42
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	0
Credits of free electives	18
Total credits required to complete the program	60

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. Gain an operational understanding of games and interactive media as artistic mediums and technologies.
2. Create games, immersive experiences, and interactive art pieces from conception to publication to meet the needs of a client or game studio.
3. Understand and participate in discourse within games studies to the extent that graduates can succeed in games research positions or further higher education related to games and interactive media.
4. Gain teaching experience and explore pedagogical perspectives, if graduates want to pursue careers in games education.
5. Know different methods used to study games, conduct research, and how to present this research to peers, a game development team, and/or the academic community.
6. Obtain a critical vocabulary unique to games and interactive media so that graduates can communicate with professionals in the games industry, games academics, clients, as well as laypeople.
7. Gain mastery with the process of publishing games and interactive experiences and exhibiting creative work at conferences, expos, galleries, and/or museums.
8. Possess the skills and materials required to apply for jobs in the games industry and related sectors, pursue a career as an interactive artist, and/or a self-employed entrepreneur.

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]*

Our program would be one of the few that offers graduate degrees in Game Design and Interactive Media in a growing industry. Even more advantageous and rare, this program is being offered online. This creates accessibility not only across Montana, but increases our marketability worldwide. Furthermore, the growth of Game Design and Interactive Media MFA students within the current Media Arts MFA has showcased a need to offer more specific classes to prepare them for the workforce. GDIM is continuing to overlap and lead the way

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in emerging technologies on campus such as AI and Immersive tech. Being an R1 University, it is imperative that we attract researchers in these areas and provide a home for these industry leaders of tomorrow.

- 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]*

NA

- 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]*

NA

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

The program will be offered beginning fall semester of 2025-26 academic year.

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

Fall Headcount Enrollment					Graduates				
AY_0__	AY_1__	AY_2__	AY_3__	AY_4__	AY_0__	AY_1__	AY_2__	AY_3__	AY_4__
0	4	4	5	5	0	3	0	1	3

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

We currently have four students enrolled in the MFA for Media Arts program. We would transition those students into the new MFA if approved. After the first year, three of those students will have graduated, and we are projecting the addition of three new students in the fall of year 2. After the second year, we would not have any students graduate. In the third year, we anticipate adding two more students to the

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program, with one student graduating in the spring. We anticipate having two new students in the fourth year, resulting in five students in total, with three graduating in the spring.

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

Based on our current faculty and staff, we could handle 5 students per year.

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

The success of the program will be measured through a variety of means. First, through our graduates publishing their games and other interactive experiences on online game storefronts, such as Steam or Itch.io, where industry professionals and artists exhibit their work. Depending on the nature of the student's creative work, another alternative would be showcasing their games in galleries or museums. Next, through the presentation of creative scholarship at state, regional, and national conferences and at UM's Media Arts expo. Lastly, through students being paid to submit their game or game-related work to a client, organization, or storefront. If these standards of success are not met, we will revise our program course offerings to ensure students are better equipped to exhibit and present their work in the industry.

- 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]*

We will evaluate student success through the quality of their thesis (creating a game or interactive experience) and other course work, lecturing undergraduates, and outreach to the surrounding community map directly to program outcomes. In addition, the number of students participating at industry/academic conferences, publishing games and interactive experiences, and working within their preferred industry will be used to assess the program.

Assessment activities occur throughout the school year and, depending on a student's research or creative interests, over the summer. These activities will occur every 2-3 weeks during the year, and every 1-2 months over the summer. During their final year, students will complete a thesis project tailored to their specific creative endeavors and research interests.

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

Direct measures include course work like writing, presentations, group discussions, the creation of interactive projects including games, peer-to-peer feedback, and students' final thesis project. Indirect measures include graduate success at teaching, presenting scholarly and/or creative work at conferences, engaging with the community, successful entrepreneurship, and obtaining work within their industry of choice.

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

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In-class assessments are determined by the faculty; all assessments have been designed to support the quality of the program through mapping directly to learning outcomes. Additionally, presenting their thesis project presentations at conferences and/or gallery exhibits, or publication of that work online, supports student success and career readiness.

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

Our new program will reside in the School of Visual and Media Arts. As such, it will fall under the National Association of Schools of Art and Design, which was renewed two years ago, and the University of Montana's accreditation. We continue to be accredited based on the 2024-2025 audit report.

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]*

Six central spaces support the program. Two fully outfitted computer labs with a mixture of PC and Mac computers facilitate development and design. One classroom has over 30 computers, while the second has 20. Multiple display monitors and Owl technologies connect in-person and distance students with the instructor. The other four spaces are used for production, video review, and conference meetings.

- 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]*

We do not anticipate new facilities, equipment, space, or laboratory instruments needed for this program.

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]*

We have three full-time tenure-track and tenured professors in the program. We are currently rotating course delivery to provide high-quality instruction, which has had minimal impact on other programs. Several full-time tenured professors, lecturers, and adjunct professors deliver programming for our different programs.

- 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]*

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We have hired two new tenure-track professors over the past two years. They were initially hired after a nationwide search, and their salaries were paid through the Strategic Enrollment Program. This next fiscal year, the College of Arts and Media will continue to pay their wages.

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]*

We do not have any Game Design and Interactive Media-specific journals or texts in the library. We currently find these resources online. We hope to collaborate with the library to expand those resources when possible.

- 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]*

We do not anticipate any negative impacts on student services. Still, we aim to integrate our graduate students into the classroom as teaching assistants and deliver course content to our undergraduate population, which serves the entire campus.

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

- a. Please complete the following table of budget projections using the corresponding information from the fiscal analysis form for the first three years of operation of the new program.

	Year 1	Year 2	Year 3
Revenues	\$13,378	\$13,378	\$16,723
Expenses	0	0	0
Net Income/Deficit (revenues-expenses)	\$13,378	\$13,378	\$16,723

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

All expenses associated with the program are based on salaries, with an expected increase of 4% each fiscal year. Although each year is a net deficit, when the undergraduate students in the program are factored in, the overall net result is accretive.

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

NA

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

NA

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

NA

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

NA

- 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.

NA

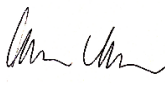
- 14.** Complete the fiscal analysis form.

Signature/Date

College or School Dean: Michael Musick, signed in CourseLeaf 9/27/2024

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:  01/06/2025

Montana Board of Regents
CURRICULUM PROPOSAL FORM

A handwritten signature in black ink, appearing to be 'S. R.', written over a horizontal line.

Flagship President*:

01/06/2025

*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Master of Fine Arts (M.F.A.) in

Game Design and Interactive Media

Degree Specific Credits: 60

Required Cumulative GPA: 3.0

Notes/Description

The Master of Fine Arts in Game Design and Interactive Media is a three-year program committed to the growth of game developers, artists and designers who are working in one or more areas of the Game Design and Interactive Media.

Our students come from a wide range of backgrounds and thrive in a multi-disciplinary environment. Students expand on skill sets they already have while adding new ones. They work on individual projects and collaborate with others. They work to bring a deep foundation of research to their practices as they develop their unique point-of-view and creative voice.

The entire program requires the building of a portfolio that includes artistic and academic work assuring that each student is prepared to leave school and enter the professional world of game design and interactive media with the capstone in the last semester.

Students work on an individual project each semester, meeting one-on-one with professors, participating in group critique with peers, and refining skills. Simultaneously, students take core classes with their cohort. They also construct a path to other classes within the program and across campus to support their technical and research development.

Checkpoints

Year 1: Committee reviews year end portfolio to determine continuing the program.

Year 2: Student works on developing thesis proposal for final year autumn semester.

Year 3: Pre thesis proposal in autumn semester with a presentation and prototype to determine moving forward.

Thesis semester: Student works with committee members and advisor for thesis project, paper and defense.

Summary

Game Seminar	18
Core Research & Theory	12

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CURRICULUM PROPOSAL FORM

Professional Development	6
Independent Study and Research	12
Pre-thesis/Thesis	12
Total Hours	60

Graduate Game Seminar

CODE	TITLE	HOURS
MART 581 Semester 1-6		
Total Hours	Graduate Game Seminar	3
		18

Core Research and Theory

CODE	TITLE	HOURS
Complete 12 credits of the following courses:		
MART 522	Games Analysis & Theory	3
MART 603	Advanced topics in games	3/9
MART 582	Graduate Game Studio	3/9

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Total Hours	12
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Minimum Required Grade: C

Professional Development Electives

Professional development requires different skill sets and educational experiences in the world of Media Arts. Students are advised to find 6 credits of courses from these or other courses across the university.

CODE	TITLE	HOURS
Complete 6 credits of the following courses		
ARTZ 506	Graduate Pedagogy	3
MART 520	Peer Teaching	3
MART 442	Professional Dev in Games	3
MART 503	Professional Presentation in Games	
ARTZ – Semester 5 or 6	Beyond the Classroom	
BMGT 402/403 Semester 2, 3, 4	Prin. of Entertainment Management I and II	3/6
Total Hours		6

Minimum Required Grade: C

Independent Study and Research

CODE	TITLE	HOURS
Complete 12 Credits of the following		

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MART 592	Independent Study	3
MART 578	Grad Studio	3

Minimum Required Grade: C

Pre Thesis / Thesis

CODE	TITLE	HOURS
Complete all of the following courses:		
MART 687 – Semester 5	Final Portfolio I	3
MART 699 – Final Semester	Final Portfolio II	9
Total Hours		12

Academic Degree Program Proposal - Fiscal Analysis Form

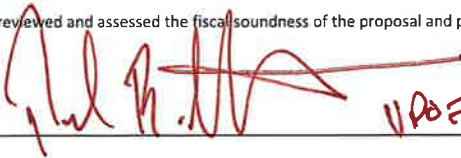
CAMPUS: UM - Missoula
AWARD LEVEL: GR
PROGRAM NAME: Game Design and Interactive Media
PROGRAM CODE: 50.0411

ENROLLMENT PROJECTIONS		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount							
annual unduplicated headcount of students with declared major or minor within the program		4	4	4	5	5	5
Credit Hours							
annual avg. credits hours earned per student in program related curriculum		12	12	12	12	12	12
Student FTE							
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24		2	2	2	2.5	2.5	2.5
Completions							
Annual number of program completers		-	1	2	2	2	2

REVENUE		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition Revenue (net of waivers)			\$13,378	\$13,378	\$16,723	\$16,723	\$16,723
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	\$13,378	\$13,378	\$16,723	\$16,723	\$16,723
Total Revenue per Student FTE		\$0	\$6,689	\$6,689	\$6,689	\$6,689	\$6,689

EXPENDITURES		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tenure Track Faculty	FTE						
	Salary + Benefits						
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE						
	Salary + Benefits						
Graduate Teaching Assistants	FTE						
	Salary + Benefits						
Staff	FTE						
	Salary + Benefits						
Total Faculty & Staff	FTE						
	Salary + Benefits		\$0	\$0	\$0	\$0	\$0
Operations (supplies, travel, rent, etc)							
Start-up Expenses (OTO)							
Total Expenses		\$0	\$0	\$0	\$0	\$0	\$0
Student FTE to Faculty (TT + NTT) Ratio		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Net Income/Deficit (Revenue - Expenses)		\$0	\$13,378	\$13,378	\$16,723	\$16,723	\$16,723

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.


 VAE 1-8-25

 Campus Chief Financial Officer Signature

Chief Financial Officer Comments

No new resources required.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2025

ITEM 1013-LII0125

ITEM TITLE – Request for authorization to establish a Bachelor of Science in Human Biology and Biomedical Sciences

Institution: University of Montana - Missoula

CIP Code: 26.9999

Program/Center/Institute Title: Bachelor of Science in Human Biology and Biomedical Sciences

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

Options: _____

Proposal Summary [360 words maximum]

What: We propose a new BS degree/major in Human Biology & Biomedical Sciences that would be created as a result of terminating the existing Biology BS concentrations in Human Biology and Cellular & Molecular Biology and merging them into this new major. Essentially, we are proposing to take two closely related concentrations in the “biomedical sciences” and merge them into a new, stand-alone degree/major.

Why: UM’s Biology BS degree now encompasses five different concentrations, ranging from Cellular & Molecular Biology to Field Ecology. Combining Human Biology and Cellular & Molecular Biology concentrations into a single new major will position the program to better inform and independently serve about half of the current majors who are interested in the biomedical sciences. This strategy benefits students by providing greater flexibility in pursuing their interests, a more efficient path to earning their degree, and allows more attention to be focused on discipline-specific outcomes.

Resources: As this proposal encompasses terminating two existing concentrations and creating a single new major, it will not result in a need for significant new resources.

ATTACHMENTS

- Attachment #1 – curriculum proposal form
- Attachment #2 – fiscal analysis form
- Attachment #3 – signed request to plan form
- Attachment #4 – required courses 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:

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*

 X 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

ITEM 212-1001-R0524

Meeting Date: May 2024

Item Name – Request for authorization to plan a Bachelor of Science in Human Biology and Biomedical Sciences

Program/Center/Institute Title: **University of Montana - Missoula**

Planned 6-digit CIP code: **26.0102**

Campus, School/Department: **Division of Biological Sciences**

Expected Final Submission Date: **Fall 2024**

Contact Name/Info: **Scott Miller (scott.miller@umontana.edu)**

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

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

We propose a new BS degree/major in Human Biology & Biomedical Sciences that would be created as a result of terminating the existing Biology BS concentrations in Human Biology and Cellular & Molecular Biology and merging them into this new major. Essentially, we are proposing to take two closely related concentrations in the “biomedical sciences” and merge them into a new, stand-alone degree/major.

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).

Currently, our BS in Biology consists of five different concentrations that range from Cellular & Molecular Biology to Field Ecology. This wide range of subject matter is so large that it can prove confusing to students who are looking to pursue more specific fields of study. Removing the Human Biology and Cellular & Molecular Biology concentrations from this collection and creating a new major will position our program to better inform and independently serve two large cadres of students: those interested in the “biomedical sciences” and those interested in “ecological and organismal biology”. Indeed, students in the Human Biology and Cellular & Molecular Biology concentrations represent ≈ 60% of the current Biology major enrollment. It also highlights the strength and depth of our faculty expertise and curriculum in the biomedical sciences, which is often overshadowed by our programs in ecology and organismal biology, owing to our location in Montana.

The decision to create a new major from two existing concentrations will also benefit students by providing greater flexibility in pursuing their interests as well as a more efficient path to earning their degree. Thus, the requirement to complete the new major in Human Biology & Biomedical Sciences will be broader and less prescriptive than in a more narrowly focused concentration (see UM catalog). This not only allows students more options in completing the degree and becoming more competitive for specific career paths, it also alleviates delays and bottlenecks, such as when a required course is not offered every semester or year.

Lastly, the demand for students appropriately prepared to enter the biotech, biomedical and healthcare fields continues to increase at both a local, state and national levels (Hanover Research, Academic Portfolio Optimization). The new major will increase the visibility of these pathways and better support students to meet this demand. Indeed, this need (and strategy) is exemplified by the fact that other regional universities, including CSU, UI, ISU, and WSU, all now offer majors/concentrations with “Biomedical” in their titles.

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.

As this proposal encompasses terminating two existing concentrations and creating a single new major, it will not result in a need for significant new resources.

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

The creation of the new major will facilitate collaborative efforts with the pre-professional programs in the College of Health, especially the pre-medical sciences program. In other words, having a major specifically focused on Human Biology & Biomedical Sciences (and distinct from the major general Biology, will make it easier to respond and adapt to curricular and skills training to changing needs in the health fields. Similarly, it will make collaborative efforts with UM's other "biomedical" majors, such as Neuroscience and Biochemistry more straightforward.

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.

It is well recognized that students are drawn to and connect with universities primarily through their majors. The driving force behind our proposal is to create a major that will attract and support students specifically interested in the biomedical sciences, rather than lump them all together in a general Biology major. This refined focus will allow us to be more responsive to students, build and/or update curricula with greater relevance and flexibility, and more effectively connect with career paths, including the professional healthcare programs on campus. This aligns with multiple "Priorities for Action" including: Place student success at the center of all we do, and Embody the principle of Mission First, People Always.

UM's Bio-STEM programs have been particularly successful in providing exceptional experiential training opportunities for undergraduates that are both knowledge- and skills-based. Indeed, that fact that the majority of research on campus is student-driven, rather than postdoc-driven, affords students the opportunity to genuinely participate in the discovery process, as well as increase their competitiveness for postgraduate study or employment. The new major and the faculty it will bring together will facilitate student access to the opportunities, as well as allow the curriculum to be modified to include more career skills. Clearly these aspects of the major align well with the Priority to Drive excellence and innovation in teaching, learning, and research.

Having a vibrant program/major in Human Biology & Biomedical Sciences also aligns with and supports UM's strength and future growth in preparing students for the health professions (such as those available in UM's College of Health) by providing the necessary curricular foundation. Indeed, when the strong basic biomedical sciences (DBS/CHS) and clinical sciences (COH) available through an R1 research intensive university are combined with Missoula's large medical community, it creates an overall training environment not found elsewhere in Montana. In this respect the new major aligns the Priority to Partner with Place.

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Signature/Date

Chief Academic Officer: Approved by dean of the College of Humanities and Sciences

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**



3/22/2024

Flagship President:**

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

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- 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]*

Combining two existing “concentrations” in UM’s Biology BS degree (Human Biology and Cell & Molecular Biology) into a single new major (Human Biology & Biomedical Sciences) will selectively cater to the interests and needs of about half of the current Biology majors with career goals in the health professions and/or biomedical sciences. At the same time, this will simplify the remaining concentrations in the Biology BS to better serve students with interests and career goals more focused in Organismal, Ecological and Evolutionary Biology.

The decision to create a new major from two existing concentrations will also benefit students by providing greater flexibility in pursuing their interests, a more efficient path to earning their degree, and allow more attention to be focused on discipline-specific outcomes. Thus, the requirements to complete the new major in Human Biology & Biomedical Sciences will be broader and less prescriptive than in a more narrowly focused concentration. This not only allows students more options in completing the degree and becoming more competitive for specific career paths, it also alleviates delays and bottlenecks, such as when a required course is not offered every semester or year.

Lastly the demand for students appropriately prepared to enter the biotech, biomedical and healthcare fields continues to increase at both a local, state and national levels . The new major will increase the visibility of these pathways, highlight UM’s faculty strength in the biomedical sciences and better support students to meet this demand. Indeed, this need (and strategy) is exemplified by the fact that other regional universities, including CSU, UI, ISU, and WSU, all now offer majors/concentrations with “Biomedical” in their titles.

While multiple campuses within MUS offer bachelor’s degrees in Biology (UM, MSU, UMW) and programs to support students in the pre-health professions, concentrations specific to Human Biology and Cellular & Molecular Biology are limited to UM. The proposed BS degree in Human Biology and Biomedical Sciences, which would result from the merger of these two concentrations, will also only be offered on the UM campus. The closest derivative is a Biomedical Sciences “option” within the Cell Biology & Neuroscience degree available at MSU.

- 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]*

For almost two years UM leadership and faculty have been undertaking a "portfolio review" to update our curriculum to better meet the needs of students, especially with a focus on increased efficiency, clearer paths to graduation and greater alignment with career goals. In the context of that effort, the Division of Biological Sciences proposes to sunset two current concentrations within the Biology BS (Human Biology and Cellular & Molecular Biology) and replace them with a new BS degree in Human Biology & Biomedical Sciences. Having a major specifically focused in the biomedical sciences, and distinct from the general Biology major, will enhance program-aligned student support (advising, mentoring, experiential training, etc.), as well as provide the greater curricular flexibility and adaptability need to provide the relevant knowledge and skills necessary for our students to succeed in the rapidly evolving biomedical, biotech and healthcare fields.

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

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The plan to terminate the BS Biology concentrations in Human Biology and Cellular & Molecular Biology and merge them into the newly proposed major (Human Biology & Biomedical Sciences) was prompted by the campus process of "Portfolio Review". The new major was then developed over about three semesters by the DBS Curriculum Committee with additional input from DBS faculty delivering the curriculum, Associate Provost DeBoer and Academic Policy Specialist Megan Burns. The plan was further discussed and endorsed by the DBS faculty as a whole. An RTP was prepared in the Spring of 2024 and approved by the Provost. It was subsequently approved by the BOR. The present Level II proposal was prepared by the DBS Assoc. Dean, Curriculum Committee Chair, and DBS Biology Advisor, again in consultation with Associate Provost DeBoer and Academic Policy Specialist Megan Burns.

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	41-48
Credits in required courses offered by other departments	29-42
Credits in institutional general education curriculum	18
Credits of free electives	12-32
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.
1. Understand the conduct of science and adopt the scientific method (logical generation of testable predictions based on hypotheses)
 2. Critically think and evaluate scientific methods, data and evidence (including statistical inference)
 3. Be able to communicate science clearly and concisely
 4. Integrate knowledge and concepts across biological subdisciplines and cognates
 5. Understand and share knowledge of the human body at the level of molecules, cells, and systems, and apply this understanding to human function.
 6. Integrate knowledge of molecular, cellular, genetic, evolutionary, and physiological mechanisms to describe the cause and consequence of human disease states.
 7. Develop skills in experimental design, results, data analysis, and statistical methods to solve problems in cellular, molecular, and human biology.

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8. Critically evaluate the scientific merits of primary biomedical literature and widely disseminated information from the public domain as it applies to human health.

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 need to prepare students to enter an array of post-graduate educational and career paths in the biomedical and healthcare sectors continues to increase state and nation-wide. This demand ranges from the traditional health professions, including medicine, to the emerging biotech sector in Montana, and underlies UM's prioritization for attracting and training students in these disciplines. The driving force behind this proposal is to create a major that will attract and support students specifically interested in the biomedical sciences, rather than lump them all together in a general Biology major. To address this, we propose merging (and sun-setting) two existing concentrations within the Biology degree to create a new BS in Human Biology & Biomedical Sciences. This new major will provide students a more flexible curriculum that is better aligned with career paths, improved program-specific advising and mentoring, and increased opportunities for acquiring career-linked skills and experiential training; all of which should result in a more efficient path to graduation.

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]*

NA

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]*

NA

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

The program will be offered in fall of 2025.

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

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Fall Headcount Enrollment					Graduates				
AY__0__	AY__1__	AY__2__	AY__3__	AY__4__	AY__0__	AY__1__	AY__2__	AY__3__	AY__4__
0	25	50	80	110	0	0	0	0	20

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

Y1 projections are based on Fall 2023 InfoGriz freshmen headcounts in the two concentrations that will be replaced by the new major. Out-year projections reflect ~5% continuous growth, a rate consistent with Fall 2022-2024 estimates. Importantly, these headcounts and graduate numbers reflect only new students enrolling in the major and do not include previously enrolled students who transfer from the two sun-setting concentrations. Thus, it remains likely that there will be higher headcounts and graduate numbers in Y1-3 attributable to student transfers.

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

200; Based upon Fall 2024 estimates.

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

The success of the major will be judged on the ability of graduates to fulfill the program outcomes as described above. In combination with data on outcomes provided by surveys regarding career opportunities and placement such as entrance rates in professional health care programs, i.e., medical school. Anticipated success should be demonstrated by meeting or exceeding enrollment projections over the next five years. The program will be subject to review and modification if success is not met.

- 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 measurements include:

"Did not pass" / drop rates in program specific courses within the major

Course evaluations and course surveys

Enrollment trends

Exit interviews

Graduation rates

Post-graduate acceptance into graduate and professional schools

- During and at the conclusion of program specific courses (each semester)
- End of semester course evaluations

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- Exit survey at graduation (yearly)
- b. What direct and indirect measures will be used to assess student learning? *[100 words]*

Direct measures:

- "Did not pass"/ drop rates in program specific courses within the major
- Retention in major and/or retention in STEM
- GPA

Indirect measures:

- Course evaluations and course surveys
- Exit interviews / survey of graduates
- Alumni surveys

- 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 reviewed at multiple levels, including: the Associate Dean in consultation with faculty instructor and major advisor, as well as by the DBS Curriculum committee. When data suggests a lack of success in direct and indirect measures, the DBS Curriculum committee will facilitate a discussion of potential changes to get the program back on track.

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

The Human Biology & Biomedical Science major is not affiliated with any accrediting body.

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]*

We will retain all of the existing facilities, space, lab equipment, computational infrastructure etc. that supports our current Human Biology and Cell and Molecular concentrations in the BS Biology curriculum.

- 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]*

As the new major is being created from two currently operational majors, there will be no need for new facilities, equipment, space or laboratory equipment.

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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]*

As the new major is being created from two currently operational majors, the existing instructional and administrative resources provided by the Division of Biological Sciences will be sufficient for the new program.

- 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]*

As the new major is being created from two currently operational majors, the existing instructional and administrative personnel within the Division of Biological Sciences will be sufficient to deliver the new 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.

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

There will be no additional impacts or implications of the new program for student services.

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

The new BS in Human Biology and Biomedical Sciences is expected to attract more students, enhance enrollment, and positively impacting the institution's financial situation through increased tuition revenue. Note that the projections below are cumulative, Y3 contains combined revenue from Y1,Y2,&Y3.

- 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	\$128,010	\$256,020	\$409,632
Expenses	\$0	\$0	\$0
Net Income/Deficit (revenues-expenses)	\$128,010	\$256,020	\$409,632

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

As the new major is being created from two currently operational majors within DBS, there will be no new expenses.

- 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]*

As the new major is being created from two currently operational majors within DBS, the state appropriated funds for these two terminated concentrations will be directed toward the new major.

- 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.

An increase in base funding is not requested.

- 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]*

There are no one-time resources being directed toward the new major.

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

No extramural grant funding is being used to establish the new major.

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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.

NA


14. Complete the fiscal analysis form.

Signature/Date

College or School Dean: Matthew Semanoff approved in CourseLeaf 9/27/2024

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:  **01/06/2025**

Flagship President*:  **01/06/2025**

*Not applicable to the Community Colleges.

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Appendix A – Proposed New Curriculum

BACHELOR OF SCIENCE – Human Biology and Biomedical Sciences

Human Biology and Biomedical Sciences is for students interested in health, biomedical and biotechnology. Students are provided a solid background in the biological, biomedical and related physical sciences, and are prepared for careers in biomedical research as well as professional health programs (medical, M.D./Ph.D., dental, physician’s assistant, physical therapy, etc.).

Course Requirements

Code	Title	Hours
Biology/Microbiology Lower-Division Core ¹		
Complete all of the following courses:		
BIOB 160	Principles of Living Systems	3
BIOB 161N	Principles of Living Systems Lab	1
BIOB 170N	Principles of Biological Diversity	3
BIOB 171N	Principles of Biological Diversity Lab	2
BIOB 260	Cellular and Molecular Biology	4
BIOB 272	Genetics and Evolution	4

Human/Biomedical 300-level Depth Courses

Complete at least three of the following courses (labs required):

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Code	Title	Hours
BIOB 301	Developmental3 Biology	3
BIOB 375	General Genetics	3
BIOH 365 & BIOH 366	Human Anatomy and Physiology for Health Professions I and Human Anatomy and Physiology for Health Professions I Laboratory	4
BIOH 370 & BIOH 371	Human Anatomy and Physiology for Health Professions II and Human Anatomy and Physiology for Health Professions II Laboratory	4
BIOM 360 & BIOM 361	General Microbiology and General Microbiology Lab	5
NEUR 380	Molecular Neuroscience	3
Biochemistry Requirement		
Complete one of the following sequences:		4-6
One Semester:		
BCH 380	Biochemistry	

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Code	Title	Hours
Full Year:		
BCH 480 & BCH 482	Advanced Biochemistry I and Advanced Biochemistry II	
Human/Biomedical 400-level Depth Courses		
Complete three (if BCH 480-482) or four (if BCH 380) of the following courses:		9-13
BCH 486	Biochemistry Research Lab	3
BIOB 410	Immunology	3
BIOB 425	Advanced Cellular & Molecular Biology	3
BIOB 468	Endocrinology	3
BIOB 486	Genomics	3
BIOB/BIOM/BCH 490	Advanced Undergraduate Research	3
BIOB 499	Undergraduate Thesis	3
BIOH 405	Hematology	3
BIOH 447	Genes and Development Lab	3
BIOH 462	Principles of Medical Physiology	3
BIOM 402	Pathogenic Microbes	3
BIOM 420	Host-Microbe Interactions	3

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Code	Title	Hours
BIOM 427 & BIOM 428	General Parasitology and General Parasitology Lab	4
BIOM 435	Virology	3
Careers Course		
Choose at least one of the following:		
BIOB 194 Your Future in Biology		1
HMED 140 Intro to Health Professions		2
Related Mathematical and Social Sciences		
Complete at least three of the following courses (only one calculus):		9-11
CSCI 150 Intro to Computer Science		3
M 162	Applied Calculus	4
or M 171	Calculus I	
PSYX 100S	Intro to Psychology	3
SOCI 101S	Intro to Sociology	3
STAT 216	Introduction to Statistics	4
Chemistry ²		
Complete either the introductory or the advanced sequence of chemistry:		10-20
Introductory Chemistry (10 credits):		
CHMY 121N	Introduction to General Chemistry	

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Code	Title	Hours
CHMY 123 & CHMY 124	Introduction to Organic and Biochemistry and Introduction to Organic and Biochemistry Lab	
Advanced Chemistry (20 credits):		
CHMY 141N & CHMY 142N	College Chemistry I and College Chemistry I Lab	
CHMY 143N & CHMY 144N	College Chemistry II and College Chemistry II Lab	
CHMY 221 & CHMY 222	Organic Chemistry I and Organic Chemistry I Lab	
CHMY 223 & CHMY 224	Organic Chemistry II and Organic Chemistry II Lab	
Physics		
Complete a Physics sequences:		10
Algebra- and Trigonometry-based Physics:		
PHSX 205N & PHSX 206N	College Physics I and College Physics I Laboratory	

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Code	Title	Hours
PHSX 207N & PHSX 208N	College Physics II and College Physics II Laboratory	
Calculus-based Physics:		
PHSX 215N & PHSX 216N	Fundamentals of Physics with Calculus I and Physics Laboratory I with Calculus	
PHSX 217N & PHSX 218N	Fundamentals of Physics with Calculus II and Physics Laboratory II with Calculus	
Advanced Writing Requirement		
To complete the General Education Requirement for Writing in the Disciplines, Human Biology and Biomedical Sciences students can either take a complete writing course (in or outside of DBS) or partial writing courses (2-3) within the DBS Distributed Model.		
Total Hours		71-90
Course List		

¹The lower-division core should be completed before attempting most upper-division major courses. AP Biology credit with a score of 3 may be substituted for either [BIOB 160/BIOB 161N](#) or [BIOB 170N/BIOB 171N](#).

²Students who begin in the advanced chemistry sequence may substitute those courses for introductory sequence courses at the discretion of the major advisor. If students plan to apply to a graduate or professional school such as medical or dental, they should plan to complete the advanced chemistry sequence. If they plan to pursue nursing or a graduate program in physical therapy, the introductory chemistry sequence is most likely sufficient. The advanced chemistry option is more flexible, and keeps more options open for future careers. Check the requirements of your intended professional program to help determine which sequence is most appropriate.

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: UM -Missoula
AWARD LEVEL: UG
PROGRAM NAME: B.S. Human Biology and Biomedical Sciences
PROGRAM CODE: HBBS

ENROLLMENT PROJECTIONS		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount							
annual unduplicated headcount of students with declared major or minor within the program			25	50	80	110	
Credit Hours							
annual avg. credits hours earned per student in program related curriculum			20	20	20	20	
Student FTE							
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24			16.66666667	33.33333333	53.33333333	73.33333333	
Completions							
Annual number of program completers			0	0	0	20	

REVENUE		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition Revenue (net of waivers)			\$126,510	\$253,020	\$404,832	\$556,644	
Institutional Support			\$0	\$0	\$0	\$0	
Other Outside Funds (grants, gifts, etc.)			\$0	\$0	\$0	\$0	
Program Tuition/Fees			\$1,500	\$3,000	\$4,800	\$6,600	
Total Revenue		\$0	\$128,010	\$256,020	\$409,632	\$563,244	\$0
Total Revenue per Student FTE		#VALUE!	\$7,681	\$7,681	\$7,681	\$7,681	#DIV/0!

EXPENDITURES		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tenure Track Faculty	FTE		0.0	0.0	0.0	0.0	
	Salary + Benefits		\$0	\$0	\$0	\$0	
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE		0.0	0.0	0.0	0.0	
	Salary + Benefits		\$0	\$0	\$0	\$0	
Graduate Teaching Assistants	FTE		0.0	0.0	0.0	0.0	
	Salary + Benefits		\$0	\$0	\$0	\$0	
Staff	FTE		0.0	0.0	0.0	0.0	
	Salary + Benefits		\$0	\$0	\$0	\$0	
Total Faculty & Staff	FTE		0.0	0.0	0.0	0.0	
	Salary + Benefits		\$0	\$0	\$0	\$0	
Operations (supplies, travel, rent, etc)			0.0	0.0	0.0	0.0	
Start-up Expenses (OTO)			\$0	\$0	\$0	\$0	
Total Expenses		\$0	\$0	\$0	\$0	\$0	\$0
Student FTE to Faculty (TT + NTT) Ratio		#VALUE!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Net Income/Deficit (Revenue - Expenses)		\$0	\$128,010	\$256,020	\$409,632	\$563,244	\$0

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.

[Handwritten Signature]
 1-8-25

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

No New Resources Required.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2025

ITEM 1014-LII0125

ITEM TITLE – Request for authorization to establish a Bachelor of Arts in Integrative Microbiology

Institution: University of Montana - Missoula

CIP Code: 26.0502

Program/Center/Institute Title: Bachelor of Arts in Integrative Microbiology

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

Options: _____

Proposal Summary [360 words maximum]

What: We propose a new BA degree in Integrative Microbiology within DBS. This request is accompanied by an accompanying re-titling of the BS in Microbiology to "Microbiology, Immunology & Infectious Disease".

Why: Together, these BA and BS options will better reflect the breadth of workplace opportunities. The new BA in "Integrative Microbiology" enables: (1) enhanced student choice of emphasis in a microbiology degree (health microbiology; brewing/oenology; analytics/programming; water microbiology; soil microbiology) for a variety of career options that do not require a BS; (2) a streamlined degree with fewer required courses outside the major vs. the BS degree; and (3) better modularity in course selection to suit a student's ultimate career goal.

Resources: Because this proposal may be realized with existing courses, it will not result in a need for significant new resources.

ATTACHMENTS

- Attachment #1 – curriculum proposal form
- Attachment #2 – fiscal analysis form
- Attachment #3 – completed request to plan form
- Attachment #4 – required courses 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)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

 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

ITEM 212-1003-R0524

Meeting Date: May 2024

Item Name – Request for authorization to plan a Bachelor of Arts in Integrative Microbiology

Program/Center/Institute Title: **University of Montana - Missoula**

Planned 6-digit CIP code: **26.0502**

Campus, School/Department: **Division of Biological Sciences**

Expected Final Submission Date: **Fall 2024**

Contact Name/Info: **Scott Miller (scott.miller@umontana.edu)**

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

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

We propose a new BA degree in Integrative Microbiology within DBS.

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

A new BA in "Integrative Microbiology" enables: (1) enhanced student choice of emphasis in a microbiology degree (health microbiology; brewing/oenology; analytics/programming; water microbiology; soil microbiology) for a variety of career options that do not require a BS; (2) a streamlined degree with fewer required courses outside the major vs. the BS degree; and (3) better modularity in course selection to suit a student's ultimate career goal.

This request is accompanied by an upcoming change of title of the BS in Microbiology to "Microbiology, Immunology & Infectious Disease" that will be proposed in Fall 2024 via a different mechanism. Together, these BA and BS options will better reflect the breadth of workplace opportunities and demands in industrial, biotech, biomedical, healthcare and other applied fields, which continue to increase at local, state and national levels (Hanover Research, Academic Portfolio Optimization).

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

Because this proposal may be realized with existing courses, it will not result in a need for significant new resources.

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

The creation of the new BA offers collaborative opportunities with other units on campus. For example, the emphasis in brewing/oenology will foster cross pollination between DBS and Chemistry, which currently offers a

Montana University System
REQUEST TO PLAN FORM

brewing certificate. Other BA emphases, including soil microbiology and water microbiology, could also involve faculty in different programs, including Forestry, Chemistry, etc.

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 motivation behind our proposal is to create modern degree opportunities that will attract and support students specifically interested in careers involving microbiological applications, including medical and graduate school, pre-professional schools, and careers in clinical microbiology, industry, biotech etc. We predict that it will also enhance recruitment of undergraduate majors for its multidisciplinary approach, flexibility and applicability to several career choices. This aligns with multiple "Priorities for Action" including: Place student success at the center of all we do, and Embody the principle of Mission First, People Always.

Providing learning and research opportunities for our undergraduate students is a priority for DBS faculty involved in the microbiology curriculum. We have been particularly successful in providing exceptional experiential training opportunities for undergraduates that are both knowledge- and skills-based, which affords students the opportunity to genuinely participate in the discovery process, as well as increase their competitiveness for postgraduate study or employment. The new BA will foster continued student access to these opportunities, as well as allow the curriculum to be modified in the future to dynamically respond to changing workforce opportunities. These aspects align well with the Priority to Drive excellence and innovation in teaching, learning, and research.

Finally, our proposal aligns with the Priority to Partner with Place by providing the necessary curricular foundation to prepare students for diverse career opportunities with microbiological applications growing throughout Montana, ranging from public health, to industry and biotechnology, and environmental quality.


Montana University System
REQUEST TO PLAN FORM

Signature/Date

Chief Academic Officer: Approved by the dean of the College of Humanities and Sciences 3/22/2024

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**  3/22/2024

Flagship President:**

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

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 new program provides a degree and career path for students who do not need a BS for workplace opportunities with microbiological applications. Demands in industrial, biotech, healthcare, environmental quality and other applied fields continue to increase at local, state and national levels (Hanover Research, Academic Portfolio Optimization). The new program directs students toward specific career opportunities through different integrative science electives that build on a solid microbiology foundation; these elective tracks include health microbiology, brewing/oenology, analytics/programming, water microbiology and soil microbiology options.

- 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 motivation behind our proposal is to create modern degree opportunities that will attract and support students specifically interested in careers involving microbiological applications. This aligns with multiple "Priorities for Action" including: Place student success at the center of all we do, and embody the principle of Mission First, People Always.

The new BA will foster continued student access to student learning and research opportunities, as well as allow the curriculum to be modified in the future to dynamically respond to changing workforce opportunities. These aspects align well with the Priority to Drive excellence and innovation in teaching, learning, and research.

Finally, our proposal aligns with the Priority to Partner with Place by providing the curricular foundation to prepare students for diverse career opportunities with microbiological applications growing throughout Montana, including public health, to industry and biotechnology, and environmental quality.

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

This program was developed during meetings of a working group of participating microbiology faculty, together with the DBS Biology Advisor. The group had been charged by the DBS Undergraduate Curriculum Committee with discussing ways to update our microbiology curriculum in order to create modern degree opportunities that will attract and support students specifically interested in careers involving microbiological applications. Following additional input from Associate Provost DeBoer and Academic Policy Specialist Megan Burns, the plan was further discussed and endorsed by the DBS faculty, after which it was submitted as an RTP to the Provost in Spring 2024. It was then approved by the BOR. This proposal was prepared by the DBS Assoc. Dean, Curriculum Committee Chair, and DBS Biology Advisor, in consultation with Associate Provost DeBoer and Megan Burns. The program will be launched with existing resources and courses in place, for a streamlined implementation.

- 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	42
Credits in required courses offered by other departments	30-33
Credits in institutional general education curriculum	21
Credits of free electives	27-30
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.

1. Understand the conduct of science and adopt the scientific method (logical generation of testable predictions based on hypotheses)
2. Critically think and evaluate scientific methods, data and evidence (including statistical inference)
3. Be able to communicate science clearly and concisely
4. Integrate knowledge and concepts across biological subdisciplines and cognates
5. Understand the breadth of microbial diversity, the evolutionary processes by which this diversity is generated, and how it enables microbes to live in diverse environments
6. Demonstrate knowledge of how genetics and biochemistry are used to understand microbial organization and function
7. Understand how microorganisms interact with animals, plants and other microbes in beneficial, neutral or detrimental ways
8. Understand and be able to use good microbiological practices in a laboratory setting

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 behind our proposal is to create modern degree opportunities that will attract and support students specifically interested in careers involving microbiological applications, including medical and graduate school, pre-professional schools, and careers in clinical microbiology, industry, biotech etc. We predict that it will also enhance recruitment of undergraduate majors for its multidisciplinary approach, flexibility and applicability to several career choices.

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

Institution Name	Degree	Program Title

Montana 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]

NA

- 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]

NA

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

The program will be available to students beginning fall of 2025.

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

Fall Headcount Enrollment					Graduates				
AY__0__	AY__1__	AY__2__	AY__3__	AY__4__	AY__0__	AY__1__	AY__2__	AY__3__	AY__4__
0	5	11	17	23	0	0	0	0	4

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

Projections are based on Fall 23 InfoGriz freshmen headcounts based on our expectation that 75% of current Microbiology majors with a concentration in Microbial Ecology will switch to the Integrative Microbiology degree, along with 25% of other Microbiology majors. We then project that the program will initially grow at a 5% rate and have included only NEW students. Out-year projections reflect ≈5% continuous growth, a rate consistent with Fall 22-24 estimates. Importantly, these headcounts and do not include students we expect will transfer from the concentration and degree mentioned above.

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

41, based on InfoGriz data for Microbiology majors in 2020, prior to impact from the pandemic.

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

The success of the major will be judged on the ability of graduates to fulfill the program outcomes as described above. In combination with data on outcomes provided by surveys regarding career opportunities and

Montana Board of Regents
CURRICULUM PROPOSAL FORM

placement such as entrance rates in graduate programs or research positions. Anticipated success should be demonstrated by meeting or exceeding enrollment projections over the next five years. The program will be subject to review and modification if success is not met.

- 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 measurements include:

"Did not pass" / drop rates in program specific courses within the major

Course evaluations and course surveys

Enrollment trends

Exit interviews

Graduation rates

Post-graduate acceptance into graduate and professional schools

Assessment activities occur:

- During and at the conclusion of program specific courses (each semester)
- End of semester course evaluations
- Exit survey at graduation (yearly)

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

Direct measures:

- "Did not pass"/ drop rates in program specific courses within the major
- Retention in major and/or retention in STEM
- GPA

Indirect measures:

- Course evaluations and course surveys
- Exit interviews / survey of graduates
- Alumni surveys

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

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CURRICULUM PROPOSAL FORM

Assessment data will be reviewed at multiple levels, including: the Associate Dean in consultation with faculty instructor and major advisor, as well as by the DBS Curriculum committee. When data suggests a lack of success in direct and indirect measures, the DBS Curriculum committee will facilitate a discussion of potential changes to get the program back on track.

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

NA

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]*

We will retain all of the existing facilities, space, lab equipment, computational infrastructure etc. that supports our current microbiology curriculum.

- 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]*

There will be no need for new facilities, equipment, space or laboratory equipment.

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 and administrative resources provided by the Division of Biological Sciences will be sufficient for the new program.

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

The existing instructional and administrative resources provided by the Division of Biological Sciences will be sufficient for the new 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]*

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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]*

There will be no additional impacts or implications of the new program for student services. The new BA in Integrative Microbiology is expected to attract more students, enhance enrollment, and positively impact the institution's financial situation through increased tuition revenue. Note that the projections below are cumulative, meaning Y3 contains combined revenue from Y1, Y2, and Y3.

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

- a. Please complete the following table of budget projections using the corresponding information from the fiscal analysis form for the first three years of operation of the new program.

	Year 1	Year 2	Year 3
Revenues	\$22,772	\$50,098	\$77,424
Expenses	0	0	0
Net Income/Deficit (revenues-expenses)	\$22,772	\$50,098	\$77,424

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

Because we currently have an operational Microbiology BS, no new resources will be needed for the BA.

- 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]*

Since we are anticipating that 75% of current students with a concentration in Microbial Ecology along with 25% of students majoring in other Microbiology majors will transfer in to the BA of Integrative Microbiology, the reallocation of funds will "follow" the transfer of students.

- 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.

An increase in base funding is not requested.

- 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]*

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There are no one-time resources being directed toward the new major.

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

No extramural grant funding is being used to establish the new major.

- 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.


- 14.** Complete the fiscal analysis form.

Signature/Date

College or School Dean: Matthew Semanoff approved in CourseLeaf 9/27/2024

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:  01/06/2025

Flagship President*:  01/06/2025

*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

BACHELOR OF ARTS – Integrative Microbiology

Microbiology is the study of microorganisms including bacteria, fungi, viruses, and protozoa. The Integrative Microbiology major takes an interdisciplinary approach to the study of microbial structure and function and encourages the integration of microbiology with the study of other disciplines.

Course Requirements

Code	Title	Hours
------	-------	-------

Biology/Microbiology Lower-Division Core

Complete all of the following courses:

BIOB 160	Principles of Living Systems	3
BIOB 161N	Principles of Living Systems Lab	1
BIOB 170N	Principles of Biological Diversity	3
BIOB 171N	Principles of Biological Diversity Lab	2
BIOB 260	Cellular and Molecular Biology	4
BIOB 272	Genetics and Evolution	4

Upper-Division Microbiology Core Courses

Complete all of the following courses:

BIOM 360	General Microbiology	3
BIOM 361	General Microbiology Lab	2

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Code	Title	Hours
BIOM 410	Microbial Genetics	3
BIOM 411	Experimental Microbial Genetics Lab	1
BIOM 415	Microbial Diversity Ecology & Evolution	3
BIOM 450	Microbial Physiology	3
BIOM 451	Microbial Physiology Lab	1
Microbiology Upper Division Electives		
Complete 9 credits from the following courses (labs must be taken if available).		9
BIOB 410 & BIOB 411	Immunology and Immunology Laboratory	5
BIOB 483	Phylogenics and Evolution	3
BIOB 486	Genomics	3
BIOE 400	Aquatic Microbial Ecology	3
BIOM 327	Vector-Borne Diseases	3
BIOM 402 & BIOM 403	Pathogenic Microbes and Lab	5
BIOM 420	Host-Microbe Interactions	3
BIOM 427 & BIOM 428	General Parasitology and General	4

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Code	Title	Hours
	Parasitology Lab	
BIOM 435	Virology	3
BIOM 460	Ecology of Infectious Diseases	3
BIOM 490	Advanced Undergraduate Research	1-3

Math Languages

Complete two of the following courses:

CSCI 150	Intro to Computer Science	3
M 162	Applied Calculus	4
or M 171	Calculus I	
M 172	Calculus II	4
STAT 216	Introduction to Statistics	4
PHSX 205N/206n or PHSX 215N/217n	College Physics I or Physics I with Calculus	5
PHSX 207N/208N or PHS 217N/218N	College Physics II or Physics II with Calculus	5

Chemistry/Biochemistry

Complete all of the following 14

CHMY 121N	Introduction to General Chemistry	4
CHMY 123 & CHMY 124	Introduction to Organic and	6

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Code	Title	Hours
	Biochemistry and Introduction to Organic and Biochemistry Lab	
BCH 380	Biochemistry	4
Integrative Science Electives		
Complete 9 credits from the following courses (from any category):		9
Health Microbiology		
BIOH 365	Human A&P for 3 Health Professions I	
BIOH 366	Human A&P for 1 Health Professions I lab	
BIOH 370	Human A&P for 3 Health Professions II	
BIOH 371	Human A&P for 1 Health Professions II lab	
PUBH 155	Reimagining Global Health: Biosocial Persp	3
PUBH 325	Environmental and Occupational Health	3
Brewing/Oenology		
CHMY 311	Analytical Chemistry	4

Montana Board of Regents
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Code	Title	Hours
CHMY 313	Intro to Brewing Science	1
CHMY 314	Brewing Science	3
Analytics/Programming		
CSCI 151	Interdisciplinary Computer Science I	3
CSCI 152	Interdisciplinary Computer Science II	3
CSCI 172	Intro to Computer Modeling	3
STAT 451	Statistical Methods I	3
STAT 457	Statistical Methods I lab	1
STAT 452	Statistical Methods II	3
STAT 458	Statistical Methods II lab	1
Water Microbiology		
GEO 202	The Water Planet	4
GEO 320	Global Water	3
GEO 421	Hydrology	3
NRSM 345	Watershed Dynamics and Management Issues	3
NRSM 385	Watershed Hydrology	3

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Code	Title	Hours
Soil Microbiology		
NRSM 210N	Soils, Water and Climate	3
NRSM 211N	Soils and Water 2	
NRSM 212N	Ecology, Physics1 and Taxonomy of Soils	
NRSM 415	Environmental Soil Science	3

Advanced Writing Requirement

To complete the General Education Requirement for Writing in the Disciplines, Integrative Microbiology students can either take a complete writing course (in or outside of DBS) or partial writing courses (2-3) within the DBS Distributed Model.

Total Hours **72-75**

Course List

¹The lower-division core should be completed before attempting most upper-division major courses. AP Biology credit with a score of 3 may be substituted for either [BIOB 160/BIOB 161N](#) or [BIOB 170N/BIOB 171N](#).

Academic Degree Program Proposal - Fiscal Analysis Form

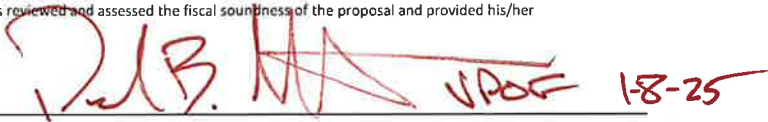
CAMPUS: UM -Missoula
AWARD LEVEL: UG
PROGRAM NAME: B.A. Integrative Microbiology
PROGRAM CODE: INMI

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
ENROLLMENT PROJECTIONS						
Headcount						
annual unduplicated headcount of students with declared major or minor within the program	-	5	11	17	23	
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	-	18	18	18	18	
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	-	3	6.6	10.2	13.8	
Completions						
Annual number of program completers	-	0	0	0	4	

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
Tuition Revenue (net of waivers)		\$22,772	\$50,098	\$77,424	\$104,750	
Institutional Support		\$0	\$0	\$0	\$0	
Other Outside Funds (grants, gifts, etc.)		\$0	\$0	\$0	\$0	
Program Tuition/Fees		\$300	\$660	\$1,020	\$1,380	
Total Revenue	\$0	\$23,072	\$50,758	\$78,444	\$106,130	\$0
Total Revenue per Student FTE	#VALUE!	\$7,691	\$7,691	\$7,691	\$7,691	#DIV/0!

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
EXPENDITURES							
Tenure Track Faculty	FTE	0.0	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE	0.0	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Graduate Teaching Assistants	FTE	0.0	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Staff	FTE	0.0	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Total Faculty & Staff	FTE	0.0	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Operations (supplies, travel, rent, etc)		0.0	0.0	0.0	0.0	0.0	0.0
Start-up Expenses (OTO)		\$0	\$0	\$0	\$0	\$0	\$0
Total Expenses		\$0	\$0	\$0	\$0	\$0	\$0
Student FTE to Faculty (TT + NTT) Ratio		#VALUE!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Net Income/Deficit (Revenue - Expenses)		\$0	\$23,072	\$50,758	\$78,444	\$106,130	\$0

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



Campus Chief Financial Officer Signature

Chief Financial Officer Comments

No new resources required.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January/2025

ITEM 1601-LII0125

ITEM TITLE: Request to establish a Minor in Environmental Writing

Institution: **The University of Montana Western**

CIP Code: **03.9999**

Program/Center/Institute Title: **Minor in Environmental Writing/UMW Division of Arts, Humanities, and Social Sciences and UMW Division of Mathematics and Natural Sciences/The University of Montana Western**

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

Options:

Proposal Summary [360 words maximum]

What: The Environmental Writing minor is an interdisciplinary program focused on combining the knowledge, approaches, and experiences of the scientific study of the natural world with the skills in creativity and communication of professional writing. As an interdisciplinary minor, the program brings together courses from several different areas of study, including biology, geology, natural resource management, environmental science and sustainability, and English, with the goal of providing students a broad foundation in science and communication while also ensuring enough flexibility to pursue any personal areas of interest at the upper division. The program is designed to be open to students of any major or field of study.

Why: The Environmental Writing minor fulfills several differing needs for UMW's students, both as citizens of their communities and as learners at our institution. As environmental concerns increasingly shape policy, industry, and community life in Montana and the Mountain West, the need for greater scientific understanding has become fundamentally tied to the need to communicate that understanding to a variety of audiences. "Environmental solutions cannot come from one type of knowledge or way of thinking," states Middlebury College's Environmental Studies Program website: "They come instead from leaders, thinkers, and innovators who can draw skills and knowledge from multiple fields of knowledge and work with teams of thinkers from every corner of the campus and the globe" (Environmental Studies"). The Environmental Writing minor will equip UMW's students with the interdisciplinary skills and knowledge necessary to be those leaders, thinkers, and innovators and to thrive in a variety of careers related to environmental study, sustainability, and communications locally, regionally, and nationally.

Resources: No additional resources are required for this minor—all courses are already in the catalog, in rotation, and currently taught.

ATTACHMENTS

Attachments:

1601-LII0125_Request to Plan Env Writ Minor

1601-LII0125_Curr Env Writ Minor

1601-LII0125_Fisc Env Writ 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)

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

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

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

 x **B. Level II:**

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 1. 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 Environmental Writing minor is an interdisciplinary program focused on combining the knowledge, approaches, and experiences of the scientific study of the natural world with the skills in creativity and communication of professional writing. The proposed minor brings together courses from several different areas of study, including biology, geology, natural resource management, environmental science and sustainability, and English, providing students a broad foundation in science and communication while also ensuring enough flexibility to pursue personal areas of interest at the upper division. The program is designed to be open to students of any major or field of study.

- 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]*

This minor provides students opportunities to bring interdisciplinary understanding and critical analysis to a common part of their day-to-day lives; this is a truly experiential education, one connected directly to their lived experiences. It also directly aligns with UMW's Mission: "As a leader and innovator in experiential education, the University of Montana Western educates undergraduate students through immersive practices in their field of study." Further, it supports UMW's Strategic Plan's Objective One, "Strengthening Experiential Learning." As mentioned above, this also expands on institutional program offerings and available credentials for students in all areas of study.

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

Representatives from the UMW's English department met with members of the Biology and Environmental Sciences departments to build the program, discuss resource needs and potential impacts, and complete a draft of the curriculum. From there, the MUS Request to Plan was completed and submitted and has since been approved. A UMW curriculum proposal, along with these required MUS curriculum proposal documents, has been completed, after which the whole program proceeded through the UMW curriculum approval process, including review by all campus departments and Faculty Senate, with final approval provided by the Provost and Chancellor.

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

See Appendix A for proposed program catalog information and course offerings.

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

	Credits
Credits in required courses offered by the department offering the program	28
Credits in required courses offered by other departments	-
Credits in institutional general education curriculum	-
Credits of free electives	-
Total credits required to complete the program	28

- 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 completing the Environmental Writing minor will be able to:

- Demonstrate knowledge about the human and natural processes that create and shape our environment
- Explain local and global environmental information to a lay audience
- Professionally write about the environment in a number of ways, including scientific papers, reports, public informational materials, and creative forms.

- 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 Environmental Writing minor fulfills several needs for UMW’s students, both as learners and community members. As environmental concerns increasingly shape policy, industry, and community life in the Mountain West, the need for greater scientific understanding has become fundamentally tied to communicating that understanding to a variety of audiences. “Environmental solutions cannot come from one type of knowledge or way of thinking,” states Middlebury College’s Environmental Studies Program website: “They come instead from leaders, thinkers, and innovators who can draw skills and knowledge from multiple fields of knowledge and work with teams of thinkers from every corner of the campus and the globe” (Environmental Studies”). The Environmental Writing minor will equip UMW’s students with the interdisciplinary skills and knowledge necessary to be those leaders, thinkers, and innovators and to thrive in a variety of careers related to environmental study and communications.

On the larger level, as the workforce is shifting towards sustainability and environmental stewardship across numerous industries, companies, nonprofits, and government agencies are increasingly seeking employees who have a strong understanding of environmental issues, regulations, and practices and the ability to communicate related information effectively. As stated by University of Pennsylvania, “Successful communication [in this area] requires strong scientific and industry expertise and practical messaging skills to bridge the knowledge gap between researchers and other diverse groups” (“Why Excellent Communication”). An Environmental Writing minor prepares students from various majors to communicate

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CURRICULUM PROPOSAL FORM

this way with practical experience and skills in writing, critical thinking, environmental policy, ecological literacy, and problem solving.

- 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
U of Montana	Graduate	Environmental Studies, Writing Focus
U of Montana	Certificate	Environmental and Nature Writing
U of Montana	Undergrad	English B.A., Literature and the Environment

- 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]*

Several other institutions in the MUS have related courses and programs; however, the focus of each program differs from our proposed minor in ways that avoid significant duplication. As an undergraduate minor, Environmental Writing includes more coursework than the certificate programs while also allowing students from many different majors access due to its smaller overall credit load versus majors and major options. The Environmental Writing minor is also designed to provide a balanced foundation in both professional writing and environment-related sciences, whereas other programs tend to favor one or the other, especially creative writing. Finally, the proposed minor also allows students to customize their path, selecting a particular scientific focus or a specific writing path, including upper-division capstone courses, making for a tailored experience that more easily aligns with student goals. In these ways, the Environmental Writing minor brings something unique to the greater MUS offerings in this area.

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

Given the differing focuses of related programs in the MUS, no efforts were made to collaborate with other institutions. The proposed minor's balanced course requirements allow students to take courses in both environmental sciences and studies and professional writing; while individual courses in each are available across the MUS, the minor's structure is such that it is not duplicated at other institutions.

- 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]*

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Since the program is composed of courses already being taught and requires no phasing or additional implementation, it can be offered immediately upon approval; given this, UMW hopes to begin offering the minor in the AY 2025-2026 catalog.

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

Fall Headcount Enrollment					Graduates					
AY25	AY26	AY27	AY28	AY29	AY25	AY26	AY27	AY28	AY29	AY30
0	2	4	6	8	0	0	0	0	2	4

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

These enrollment and graduation numbers were provided via the Fiscal Analysis form, as calculated by UMW's Chief Financial Officer based on historical enrollment trends for new minors.

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

Based on the number of faculty with advising as part of their contractual obligations, the initial capacity for the minor is 10-12. This represents 1-2 minors per faculty member for initial advising, a reasonably small increase in advising load during the program's first year. After that, increased familiarity with the new minor will allow faculty in other areas to advise minor students as well, increasing the capacity and keeping advising loads more evenly balanced.

- 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 for the program will be considered met if 70% or more of declared minors meet standards of proficiency in the program outcomes, listed above in 4b, as determined by assessment of a submitted portfolio. If these standards are not met, the instructors teaching in the minor will meet to review the areas of weakness and consider implementation of more support for instruction and student engagement in those areas. As with any assessment effort, the goal for the program is continuous improvement in student learning and achievement, so all assessment data will be used to review and improve support for the program outcomes.

- 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

Assessment will be done by collecting a portfolio of four projects, two of which must be from upper-division minor courses, by students in the program. Because the minor does not have a capstone, collecting a portfolio from each student will allow for more robust assessment with regard to the learning outcomes as well as a broader range of work from which to gauge needed improvements if standards are not being met. Each portfolio will be assessed by two instructors who teach upper-division minor courses, with a third brought in if results are split, to ensure inter-rater reliability.

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

Direct measures will include a portfolio of written and documented experiential projects from minor courses, including projects from the two required upper-division courses. These will be assessed as described in 8a above.

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

Instructors teaching in the minor will meet yearly to discuss the assessment results of portfolio submissions for the AY and any emerging trends over the past five years of assessment data. If areas of concern emerge, another meeting will be held with instructors connected to those areas to discuss needed support for student learning and potential improvements of minor-related curricula. From there, an action plan will be created as necessary, including an appropriate timeline for implementing any agreed-upon changes. Any current action plans will be reviewed at the yearly meeting.

- 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 program comprises courses already in the catalog, currently in rotation, and staffed, so the existing physical resources for successfully implementing the program are already in place. Other than a small uptick in enrollment, there should be no further impact on any existing programs with regard to physical 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]*

No new facilities, equipment, space, or other physical resources are needed to implement the program.

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CURRICULUM PROPOSAL FORM

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 that the program is composed of courses already in the catalog, currently in rotation, and staffed, the existing resources for implementing the program are already in place. Other than a small uptick in enrollment, there should be no further impact on any existing programs, either in staffing needs or quality and productivity.

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

No new personnel are needed to support the program and it should require no additional financial support.

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 resources are adequate.

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

Existing student services have the capacity to accommodate the program, and there are no expected impacts on the student body due to the new program.

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

Although the projections below present a minor deficit for the program, in actuality the Environmental Writing minor requires no additional resources and should be revenue neutral because the program comprises courses already taught by UMW faculty and currently either in rotation or planned for regular rotation. Further, the minor requirements at the 300- and 400-level will increase enrollments in courses

Montana Board of Regents
CURRICULUM PROPOSAL FORM

that historically have relatively low enrollments, especially seminar courses, increasing staffing efficiency and potentially avoiding the need for directed studies or running courses under-enrolled.

- 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.

This table is not applicable because the proposed minor's courses already exist, and the students who enroll in the minor will be existing students.

Revenues			
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]*

There are no anticipated expenses for program implementation.

- 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.

No new fees beyond those already included for existing courses are anticipated as part of this minor.

14. Complete the fiscal analysis form.

Please see the included Fiscal Analysis form.

Signature/Date

College or School Dean:

Chief Academic Officer:  **12/17/2024**

Chief Executive Officer:  **12/23/24**

Flagship Provost*:

Flagship President*:

*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum
Environmental Writing minor

If a student has declared a related major or minor (e.g. Environmental Science, Professional Writing), at least 16 credit hours of the Environmental Writing minor should be taken outside of courses in that field of study.

Credit Requirements (16 credits)

Choose one of the following:

- [BIOO 101 - Survey of Montana Wildlife & Habitats](#) or [BIOB 170 - Principles of Biological Diversity](#)
- Any ENSC 100—194
- Any GEO 100—194

Take the following:

- [ENSC 255 - Environmental Research and Writing](#) 4 Credit(s) (spring)
- [CRWR 240 - Introduction to Creative Writing Workshop](#) 4 Credit(s) (fall/spring)
- [WRIT 313 - Writing for Publication](#) 4 Credit(s) (fall/odd)

Select 1 course/4 credits from the following:

- [BIOE 250 - Conservation Biology](#) 4 credits (fall)
- [ENST 274 - Sustaining Water Resources](#) 4 Credit(s) (spring)
- [ENST 275 - Environmental Interpretation](#) 4 Credits (fall/odd)
- [ENST 384 - Environmental Policy](#) 4 Credit(s) (fall/even)
- [GEO 230 - Geology of The American West](#) 4 Credit(s) (fall)
- [NRSM 213 - Natural Resources Conflict Resolution](#) 4 Credit(s) (fall/odd)
- Any BIOE 300-level 4 Credit(s) (fall/spring)

Select 1 course/4 credits from the following

- [CRWR 312 - Intermediate Nonfiction Workshop](#) 4 Credit(s) (spring/odd)
- [CRWR 340 - Intermediate Creative Writing Workshop](#) 4 Credit(s) (fall/spring)
- [WRIT 305 - Advanced Essay Writing](#) 4 Credit(s) (spring/even)

Select 1 course/4 credits from the following

- [ENSC 394 - Topics in Environmental Sustainability](#) 4 Credit(s) (fall/spring)
- [GEO 394 – Topics in Environmental Science](#) 4 Credit(s) (fall/spring)
- Any BIOE 400-level 4 Credit(s) (fall/spring)
- [ENSC 430 - Human Dimensions of Global Change](#) 4 Credit(s) (fall/even)
- [ENST 498 - Internship/Cooperative Education](#) 1-15 Credit(s) (fall/spring)
- [NRSM 441 - Sustainable Resource Management](#) 4 Credit(s) (fall/odd)
- [WRIT 429 - Professional Writing](#) 4 Credit(s) (spring/even)
- [WRIT 498 - Internship/Cooperative Education](#) 1-15 Credit(s) (fall/spring—actually on demand)

Total credits: 28

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: The University of Montana Western
AWARD LEVEL: Minor
PROGRAM NAME: Environmental Writing
PROGRAM CODE:

ENROLLMENT PROJECTIONS						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount						
annual unduplicated headcount of students with declared major or minor within the program	-	3	4	5	5	5
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	-	7	7	7	7	7
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	-	0.875	1.166666667	1.458333333	1.458333333	1.458333333
Completions						
Annual number of program completers	-	0	0	2	3	4

REVENUE						
Tuition Revenue (net of waivers)	\$0	\$0	\$0	\$0	\$0	\$0
Institutional Support	\$0	\$0	\$0	\$0	\$0	\$0
Other Outside Funds (grants, gifts, etc.)	\$0	\$0	\$0	\$0	\$0	\$0
Program Tuition/Fees	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue per Student FTE	#VALUE!	\$0	\$0	\$0	\$0	\$0

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 <small>*Includes Adjunct Instructors</small>	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)						
Start-up Expenses (OTO)						
Total Expenses	\$0	\$0	\$0	\$0	\$0	\$0

Student FTE to Faculty (TT + NTT) Ratio	N/A	N/A	N/A	N/A	N/A	N/A
Net Income/Deficit (Revenue - Expenses)	\$0	\$0	\$0	\$0	\$0	\$0

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.


1-3-25
 Campus Chief Financial Officer Signature

Chief Financial Officer Comments _____
 The program comprises courses already in the catalog, currently in rotation, and staffed, so the existing resources for successfully implementing the program are already in

Montana University System
REQUEST TO PLAN FORM

ITEM 1601-LII0125

Meeting Date January 2025

Item Name: Request for Authorization to Plan a Minor in Environmental Writing

Program/Center/Institute Title: **Minor in Environmental Writing**

Planned 6-digit CIP code: **03.9999**

Campus, School/Department: **UMW Division of Arts, Humanities, and Social Sciences and UMW Division of Mathematics and Natural Sciences, The University of Montana Western**

Expected Final Submission Date: **January, 2025**

Contact Name/Info: **Brian Elliott / brian.elliott@umwestern.edu / 406-683-7104; Arica Crootof / arica.crootof@umwestern.edu**

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

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

The Environmental Writing minor is an interdisciplinary program focused on combining the knowledge, approaches, and experiences of the scientific study of the natural world with the skills in creativity and communication of professional writing. As an interdisciplinary minor, the program brings together courses from several different areas of study, including biology, geology, natural resource management, environmental science and sustainability, and English, with the goal of providing students a broad foundation in science and communication while also ensuring enough flexibility to pursue any personal areas of interest at the upper division. The program is designed to be open to students of any major or field of study.

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 Environmental Writing minor fulfills several differing needs for UMW's students, both as citizens of their communities and as learners at our institution. As environmental concerns increasingly shape policy, industry, and community life in Montana and the Mountain West, the need for greater scientific understanding has become fundamentally tied to the need to communicate that understanding to a variety of audiences. "Environmental solutions cannot come from one type of knowledge or way of thinking," states Middlebury College's Environmental Studies Program website: "They come instead from leaders, thinkers, and innovators who can draw skills and knowledge from multiple fields of knowledge and work with teams of thinkers from every corner of the campus and the globe" (Environmental Studies"). The Environmental Writing minor will equip UMW's students with the interdisciplinary skills and knowledge necessary to be those leaders, thinkers, and innovators and to thrive in a variety of careers related to environmental study, sustainability, and communications.

On the larger level, the workforce is shifting towards sustainability and environmental stewardship across numerous industries, including agriculture, energy, natural resources management, tourism, and government. Companies, nonprofits, and government agencies are increasingly seeking employees who have a strong understanding of environmental issues, regulations, and sustainable practices along with the ability to

Montana University System REQUEST TO PLAN FORM

communicate related information effectively. As stated by University of Pennsylvania's College of Liberal and Professional Studies website, "Successful communication [in this area] requires strong scientific and industry expertise and practical messaging skills to bridge the knowledge gap between researchers and other diverse groups" ("Why Excellent Communication"). An Environmental Writing minor prepares students from various majors to communicate in this way with practical experience and skills in writing, critical thinking, environmental policy, ecological literacy, and problem solving.

Because of the diverse courses and flexible requirements offered in the Environmental Writing minor, students can also choose to focus on creative writing, connecting with the long tradition of writing about nature and the landscape that is a quintessential part of Montana's history and culture. As Iowa State's Creative Writing and Environment MFA website reminds us, "From Homer's *Odyssey* to Melville's *Moby Dick*, from Black Elk to *Black Boy*, from Virginia Woolf to Tobias Wolff, the literary arts acknowledge an inherent connection between the imprint of place and environment on the stories and images that shape the work of literary writers" (Creative Writing). The Environmental Writing minor allows students to gain a background in the variety of complex issues involved in our current relationship with the natural world while also providing them the experience and guidance necessary to develop their own artistic voices.

References and further reading:

"Creative Writing and the Environment: MFA." *Department of English*, Iowa State University, <https://engl.iastate.edu/academics/graduate-studies/mfa-program-in-creative-writing-and-environment/>, Accessed 30 Aug 2024.

"Environmental Studies." *Environmental Studies Department*, Middlebury College, <https://www.middlebury.edu/college/academics/environmental-studies>. Accessed 30 Aug 2024.

"Why Excellent Communication Skills Are Vital to a Successful Science Career." *Penn LPS Online*, University of Pennsylvania, <https://lpsonline.sas.upenn.edu/features/why-excellent-communication-skills-are-vital-successful-science-career>. Accessed 30 Aug 2024.

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

Because the program comprises courses already taught by UMW faculty and currently either in rotation or planned to be introduced into regular rotation, the Environmental Writing minor requires no additional resources.

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



Several other institutions in the MUS have related courses and programs, including UM's undergraduate and graduate certificates in environmental and nature writing and Literature and the Environment BA and MSU's Environmental Writing option under the Liberal Studies BA. While the focus of each program differs from our proposed minor, the availability of courses in these areas, along with transfer potential and the additional credentials the certificate programs offer, means there is ample opportunity for collaboration without significant duplication of already-existing curricula.

Montana University System
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Further, the proposed Environmental Writing minor occupies a different space from these other programs, adding a new option to the MUS but avoiding too much overlap with existing offerings. As a minor, Environmental Writing includes more coursework than the certificate programs while also allowing students from many different majors access due to its smaller overall credit load versus majors and major options. The Environmental Writing minor is also designed to provide a balanced foundation in both writing and environment-related sciences, whereas other programs tend to favor one or the other. Finally, the proposed minor also allows students to customize their path, selecting a particular scientific focus or a specific writing path, including upper-division capstone courses, making for a tailored experience that more easily aligns with student goals. In these ways, the Environmental Writing minor brings something unique to the greater MUS offerings in this area.

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

This minor provides students opportunities to develop a tailored program that mixes scientific understanding with professional writing communication skills that will serve students in a wide array of jobs as well as graduate programs. This is a truly experiential education, one connected directly to their lived experiences. This supports both the UMW Mission and Strategic Plan's Objective One. As mentioned above, this also expands on institutional program offerings and available credentials for students in all areas of study.

Signature/Date
Chief Academic Officer:  10/7/2024
Chief Research Officer*:
Chief Executive Officer:  10/7/2024
Flagship Provost**:
Flagship President**:
<small>*Center/Institute Proposal only **Not applicable to the Community Colleges.</small>

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2025

ITEM 1602-LII0125

ITEM TITLE: Request to establish a Minor in Professional Communications

Institution: **The University of Montana Western**

CIP Code: **23.1301**

Program/Center/Institute Title: **Minor in Professional Communications/ UMW Division of Arts, Humanities, and Social Sciences
and UMW Division of Professional Studies/The University of Montana Western**

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

Options: _____

Proposal Summary [360 words maximum]

What: The Professional Communications minor is an interdisciplinary program focused on combining the knowledge, approaches, and experiences of business, art, digital media, and writing to provide students with the creative and critical skills to effectively communicate in a variety of mediums and settings. The proposed minor brings together courses from several different areas of study, including business management, marketing, traditional art, graphic design, and English, offering students a broad foundation in written and visual design while also ensuring the flexibility to pursue personal or professional areas of interest at the upper division. The program is designed to be open to students of any major or field of study.

Why: According to the Bureau of Labor Statistics, jobs in media and communications are expected to average over 100,000 openings per year between 2023 and 2033, with median annual wages above those of all occupations. As the University of Southern California notes, “Nearly every job posting contains the words ‘strong communication skills’ or ‘effective communication skills.’” (“Why is Effective Communication Important?”). With a foundation across four disciplines and the advantages of experiential learning our courses provide, UMW’s minor offers the skills and versatility that allow graduates to stand out, both in communicating with potential employers and in reaching target audiences once employed.

Beyond employment, effective communication has become a necessity of modern life. “How one communicates can be a make or break factor in securing a job, maintaining a healthy relationship, and healthy self expression,” says “The Importance of Effective Communication” page from Stevenson University. As multimedia and visual communication continues to grow, the ability to work effectively with both images and words also grows, a set of integrated skills this minor emphasizes. As the Center for Disease Control’s Visual Communication Resources page nicely frames it, “Visuals can make the presentation of complex information easier to comprehend and more attractive. They can also reinforce written or spoken... messages.” But, importantly, “visuals can’t speak for themselves.” UMW’s minor gives graduates the knowledge, experience, and skills in written and visual communication to effectively present information in the variety of ways necessary to live and work in our increasingly interconnected region and beyond.

Resources: No additional resources are required for this minor—all courses are already in the catalog, in rotation, and currently taught.

ATTACHMENTS

Attachments:

1602-LII0125_Request to Plan Prof Comm Minor

1602-LII0125_Curr Prof Comm Minor

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1602-LII0125_Fisc Prof Comm 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

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

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

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

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

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

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

 X **B. Level II:**

 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*

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

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

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- 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 Professional Communications minor is an interdisciplinary program focused on combining the knowledge, approaches, and experiences of business, art, digital media, and writing to provide students with the creative and critical skills to effectively communicate in a variety of mediums and settings. The proposed minor brings together courses from several different areas of study, including business management, marketing, traditional art, graphic design, and English, offering students a broad foundation in written and visual design while also ensuring the flexibility to pursue personal or professional areas of interest at the upper division. The program is designed to be open to students of any major or field of study.

- 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]*

This program aligns with both UMW's mission and strategy as well as the MUS's current strategic goals. As a regional comprehensive university, UMW's mission, per BOR policy, includes contributing "to economic development, social and cultural enhancement, and civic engagement" locally and regionally. UMW's strategic plan includes the objective to "Strengthen the Experience One program," a subcategory of which is to increase high impact educational practices (HIPs), while the MUS strategic plan includes "workforce development." As an interdisciplinary program, the Professional Communications minor achieves UMW and MUS strategic goals in its use of high-impact practices like writing-intensive courses, collaborative work, and integration of knowledge, purposes, and practices from diverse perspectives. As a minor open to all learners the program also offers students an advantage over their competition in the job market and provides employers with higher-skilled employees, contributing to workforce and economic development.

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

Representatives from the UMW's English department met with members of the Business and Fine Arts departments to build the program, discuss resource needs and potential impacts, and complete a draft of the curriculum. From there, the MUS Request to Plan was completed and submitted and has since been approved. A UMW curriculum proposal, along with these required MUS curriculum proposal documents, has been completed, after which the whole program proceeded through the UMW curriculum approval process, including review by all campus departments and Faculty Senate, with final approval provided by the Provost and Chancellor.

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

See Appendix A for proposed program catalog information and course offerings.

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

	Credits
Credits in required courses offered by the department offering the program	28
Credits in required courses offered by other departments	-
Credits in institutional general education curriculum	-
Credits of free electives	-
Total credits required to complete the program	28

- 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 completing the Professional Communications minor will be able to:

- a. Apply skills in written communication to create emails, reports, and other written professional documents.
 - b. Design visually appealing materials for branding and marketing, presentations, and other forms of information sharing using foundational knowledge in visual design principles.
 - c. Craft clear, concise, and persuasive messages for various audiences through applying written, oral, and visual storytelling techniques.
- 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]

According to the Bureau of Labor Statistics, jobs in media and communications are expected to average over 100,000 openings per year between 2023 and 2033, with median annual wages above those of all occupations. As the University of Southern California notes, "Nearly every job posting contains the words 'strong communication skills' or 'effective communication skills.'" ("Why is Effective Communication Important?"). With a foundation across four disciplines and the advantages of experiential learning our courses provide, UMW's minor offers the skills and

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versatility that allow graduates to stand out, both in communicating with potential employers and in reaching target audiences once employed.

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References and further reading:

Center for Disease Control and Prevention. “Visual Communication Resources.” *Health Literacy*, U.S. Department of Health & Human Services, 7 Feb 2022, www.cdc.gov/healthliteracy/developmaterials/visual-communication.html. Accessed 24 Sept 2024.

“Why Is Effective Communication Important to Career Success?” *Annenberg School for Communication and Journalism*, University of Southern California, 15 Nov 2023, communicationmgmt.usc.edu/blog/improve-workplace-communication. Accessed 24 Sept 2024.

“The Importance of Effective Communication.” *Stevenson University Online*, Stevenson University, www.stevenson.edu/online/about-us/news/importance-effective-communication/. Accessed 24 Sept 2024.

U.S. Bureau of Labor Statistics. “Media and Communications Occupations.” *Occupational Outlook Handbook*, U.S. Dept. of Labor, 29 Aug 2024, www.bls.gov/ooh/media-and-communication/home.htm. Accessed 24 Sept 2024.

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
U of Montana	undergrad	Communication Studies, Organizational Communication Concentration
MSU Billings	undergrad	Business Administration, Marketing option; Communications, Organizational Comm option and Media Studies option

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- 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]*

Several other institutions in the MUS have related courses and programs; however, the focus of each program differs from our proposed minor in ways that avoid significant duplication. As an undergraduate minor, Professional Communications allows students from many different majors access due to its smaller overall credit load versus majors and major options. The Professional Communications minor is also designed to provide a balanced foundation in professional writing, visual design, digital media, and business communication, whereas other programs in the MUS tend to favor one of those areas, with limited or no exposure to the others. Finally, the proposed minor also allows students to customize their path by selecting a particular focus at the middle tier of courses and the upper-division capstone options, making for a tailored experience that more easily aligns with student goals. In these ways, the Professional Communications minor brings something unique to the greater MUS offerings in this area.

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

Given the diversity of focus of related current programs in the MUS, there is not currently an opportunity to collaborate with other institutions. The proposed minor's balanced course requirements allow students to take courses in business, art, digital media, and professional writing; while individual courses in each are available across the MUS, the minor's structure is such that it is not duplicated at other institutions.

For the future, UMW will consider possibilities for program expansion, both in additional options and tracks in the minor and in the possibility of a major, as we review student demands and interest and the availability of additional necessary resources. This opens the possibility of additional courses added through the MUS Course Exchange as well as collaboration with other campuses via the University of Montana Affiliation.

- 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]*

Since the program is composed of courses already being taught and requires no phasing or additional implementation, it can be offered immediately upon approval; given this, UMW hopes to begin offering the minor in the AY 2025-2026 catalog.

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

Fall Headcount Enrollment					Graduates				
AY23	AY24	AY25	AY26	AY27	AY23	AY24	AY25	AY26	AY27
3	4	5-10	5-10	5-10	-	-	2-4	3-6	4

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

These enrollment and graduation numbers were provided via the Fiscal Analysis form, as calculated by UMW's Vice Chancellor of Finance and Administration based on historical enrollment trends for new minors.

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

Based on the number of faculty with advising as part of their contractual obligations, the initial capacity for the minor is 10-12. This represents 1-2 minors per faculty member for initial advising, a reasonably small increase in advising load during the program's first year. After that, increased familiarity with the new minor will allow faculty in other areas to advise minor students as well, increasing the capacity and keeping advising loads more evenly balanced.

- 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 for the program will be considered met if 70% or more of declared minors meet standards of proficiency in the program outcomes, listed above in 4b, as determined by assessment of a submitted portfolio. If these standards are not met, the instructors teaching in the minor will meet to review the areas of weakness and consider implementation of more support for instruction and student engagement in those areas. As with any assessment effort, the goal for the program is continuous improvement in student learning and achievement, so all assessment data will be used to review and improve support for the program outcomes.

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

Assessment will be done by collecting a portfolio of four projects, two of which must be from upper-division minor courses, by students in the program; these will be assessed via

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CURRICULUM PROPOSAL FORM

rubrics based on the program outcomes detailed above in 4b. Because the minor does not have a single capstone course, collecting a portfolio from each student will allow for more robust assessment with regard to the outcomes as well as a broader range of work from which to gauge needed improvements if standards are not being met. Each portfolio will be assessed by two instructors who teach upper-division minor courses, with a third brought in if results are split, to ensure inter-rater reliability.

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

Direct measures will include a portfolio of written and documented experiential projects from minor courses, including projects from two upper-division courses. These will be assessed as described in 8a above.

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

Instructors teaching in the minor will meet yearly to discuss the assessment results of portfolio submissions for the AY and any emerging trends over the past five years of assessment data. If areas of concern emerge, another meeting will be held with instructors connected to those areas to discuss needed support for student learning and potential improvements of minor-related curricula. From there, an action plan will be created as necessary, including an appropriate timeline for implementing any agreed-upon changes. Any current action plans will be reviewed at the yearly meeting.

- 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 program comprises courses already in the catalog, currently in rotation, and staffed, so the existing physical resources for successfully implementing the program are already in place. Other than a uptick in enrollment, there should be no further impact on any existing programs with regard to physical resources.

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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]*

No new facilities, equipment, space, or other physical resources are needed to implement the program.

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 that the program is composed of courses already in the catalog, currently in rotation, and staffed, the existing resources for implementing the program are already in place. Other than a small uptick in enrollment, there should be no further impact on any existing programs, either in staffing needs or quality and productivity.

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

No new personnel are needed to support the program and it should require no additional financial support.

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

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CURRICULUM PROPOSAL FORM

Existing student services have the capacity to accommodate the program, and there are no expected impacts on the student body due to the new program.

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

The Professional Communications minor requires no additional resources and should be revenue neutral because the program comprises courses already taught by UMW faculty and currently either in rotation or planned for regular rotation. Further, the minor requirements at the 300- and 400-level will increase enrollments in some courses that historically have relatively low enrollments, especially seminar courses, increasing staffing efficiency and potentially avoiding the need for directed studies or running courses under-enrolled.

- 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.

N/A – This minor utilizes existing courses and existing students.

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

There are no anticipated expenses for program implementation.

- 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]*

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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 beyond those already included for existing courses are anticipated as part of this minor.

14. Complete the fiscal analysis form.

Please see the included Fiscal Analysis form.

Signature/Date

College or School Dean:

Chief Academic Officer:  **12/17/2024**

Chief Executive Officer:  **12/23/24**

Flagship Provost*:

Flagship President*:

*Not applicable to the Community Colleges.

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CURRICULUM PROPOSAL FORM

**Appendix A – Proposed New Curriculum
Professional Communications minor**

Credit Requirements (16 credits)

- ARTZ 106 - Visual Language—2-D Foundations
- MART 226 - Introduction to Digital Media 2 -D
- BGEN 217 - Business & Electronic Communications
- WRIT 313 - Writing for Publication

Select 2 course/8 credits from the following:

- BMKT 325 - Principles of Marketing
- MART 214 - Digital Publishing and Design
- WRIT 305 - Advanced Essay Writing
- BMKT 222 - Customer Service and Digital Marketing
- GDSN 145 - Introduction to Web Design
- GDSN 230 - Video Editing
- BMKT 337 - Consumer Behavior

Select 1 course/4 credits from the following:

- BMGT 335 - Management & Organization

Or

- WRIT 429 - Professional Writing

Or

- MART 326 - Intermediate Digital Media 2-D

Or

- Any rubric 494, 498, or 499 with advisor and instructor permission

Total credits: 28

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: The University of Montana Western
AWARD LEVEL: Minor
PROGRAM NAME: Professional Communication
PROGRAM CODE:

ENROLLMENT PROJECTIONS						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount						
annual unduplicated headcount of students with declared major or minor within the program	-	3	4	5	5	5
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	-	7	7	7	7	7
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	-	0.875	1.166666667	1.458333333	1.458333333	1.458333333
Completions						
Annual number of program completers	-	0	0	2	3	4

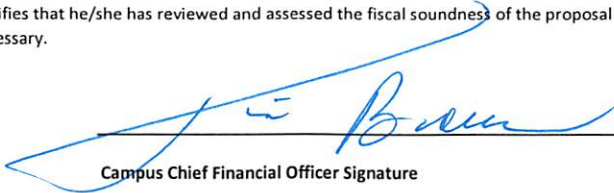
REVENUE						
Tuition Revenue (net of waivers)	\$0	\$0	\$0	\$0	\$0	\$0
Institutional Support	\$0	\$0	\$0	\$0	\$0	\$0
Other Outside Funds (grants, gifts, etc.)	\$0	\$0	\$0	\$0	\$0	\$0
Program Tuition/Fees	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue per Student FTE	#VALUE!	\$0	\$0	\$0	\$0	\$0

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 <small>*Includes Adjunct Instructors</small>	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)						
Start-up Expenses (OTO)						
Total Expenses	\$0	\$0	\$0	\$0	\$0	\$0

Student FTE to Faculty (TT + NTT) Ratio	N/A	N/A	N/A	N/A	N/A	N/A
Net Income/Deficit (Revenue - Expenses)	\$0	\$0	\$0	\$0	\$0	\$0

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.


1-3-25

Campus Chief Financial Officer Signature

Chief Financial Officer Comments _____
 The program comprises courses already in the catalog, currently in rotation, and staffed, so the existing resources for successfully implementing the program are already in

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ITEM 1602-LII0125

Meeting Date January 2025

Item Name: Request for Authorization to Plan a Minor in Professional Communications

Program/Center/Institute Title: **Minor in Professional Communications, The University of Montana Western**

Planned 6-digit CIP code: **23.1301**

Campus, School/Department: **UMW Division of Arts, Humanities, and Social Sciences and UMW Division of Professional Studies**

Expected Final Submission Date: **January, 2025**

Contact Name/Info: **Brian England / brian.english@umwestern.edu / 406-683-7178; Debbie Huber / debbie.huber@umwestern.edu / 406-683-7204; Brian Elliott / brian.elliott@umwestern.edu / 406-683-7104**

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 Professional Communications minor is an interdisciplinary program focused on combining the knowledge, approaches, and experiences of business, art, digital media, and writing to provide students with the creative and critical skills to effectively communicate in a variety of mediums and settings. The proposed minor brings together courses from several different areas of study, including business management, marketing, traditional art, graphic design, and English, offering students a broad foundation in written and visual design while also ensuring the flexibility to pursue personal or professional areas of interest at the upper division. The program is designed to be open to students of any major or field of study.

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).

According to the Bureau of Labor Statistics, jobs in media and communications are expected to average over 100,000 openings per year between 2023 and 2033, with median annual wages above those of all occupations. As the University of Southern California notes, "Nearly every job posting contains the words 'strong communication skills' or 'effective communication skills.'" ("Why is Effective Communication Important?"). With a foundation across four disciplines and the advantages of experiential learning our courses provide, UMW's minor offers the skills and versatility that allow graduates to stand out, both in communicating with potential employers and in reaching target audiences once employed.

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attractive. They can also reinforce written or spoken... messages.” But, importantly, “visuals can’t speak for themselves.” UMW’s minor gives graduates the knowledge, experience, and skills in written and visual communication to effectively present information in the variety of ways necessary to live and work in our increasingly interconnected region and beyond.

References and further reading:

Center for Disease Control and Prevention. “Visual Communication Resources.” *Health Literacy*, U.S. Department of Health & Human Services, 7 Feb 2022, www.cdc.gov/healthliteracy/developmaterials/visual-communication.html. Accessed 24 Sept 2024.

“Why Is Effective Communication Important to Career Success?” *Annenberg School for Communication and Journalism*, University of Southern California, 15 Nov 2023, communicationmgmt.usc.edu/blog/improve-workplace-communication. Accessed 24 Sept 2024.

“The Importance of Effective Communication.” *Stevenson University Online*, Stevenson University, www.stevenson.edu/online/about-us/news/importance-effective-communication/. Accessed 24 Sept 2024.

U.S. Bureau of Labor Statistics. “Media and Communications Occupations.” *Occupational Outlook Handbook*, U.S. Dept. of Labor, 29 Aug 2024, www.bls.gov/ooh/media-and-communication/home.htm. Accessed 24 Sept 2024.

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

Because the program comprises courses already taught by UMW faculty and currently either in rotation or planned to be introduced into regular rotation, the Professional Communications minor requires no additional resources.

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

Several other institutions in the MUS have related courses and programs; however, the focus of each program differs from our proposed minor in ways that avoid significant duplication. As an undergraduate minor, Professional Communications allows students from many different majors access due to its smaller overall credit load versus majors and major options. The Professional Communications minor is also designed to provide a balanced foundation in professional writing, visual design, digital media, and business communication, whereas other programs in the MUS tend to favor one of those areas, with limited or no exposure to the others. Finally, the proposed minor also allows students to customize their path by selecting a particular focus at the middle tier of courses and the upper-division capstone options, making for a tailored experience that more easily aligns with student goals. In these ways, the Professional Communications minor brings something unique to the greater MUS offerings in this area.

Given the diversity of focus of related current programs in the MUS, there is not currently an opportunity to collaborate with other institutions. The proposed minor’s balanced course requirements allow students to take courses in business, art, digital media, and professional writing; while individual courses in each are available across the MUS, the minor’s structure is such that it is not duplicated at other institutions. For the future, UMW will

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consider possibilities for program expansion, both in additional options and tracks in the minor and in the possibility of a major, as we review student demands and interest and the availability of additional necessary resources. This opens the possibility of additional courses added through the MUS Course Exchange as well as collaboration with other campuses via the University of Montana Affiliation.

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

This program aligns with both UMW's mission and strategy as well as the MUS's current strategic goals. As a regional comprehensive university, UMW's mission, per BOR policy, includes contributing "to economic development, social and cultural enhancement, and civic engagement" locally and regionally. UMW's strategic plan includes the objective to "Strengthen the Experience One program," a subcategory of which is to increase high impact educational practices (HIPs), while the MUS strategic plan includes "workforce development." As an interdisciplinary program, the Professional Communications minor achieves UMW and MUS strategic goals in its use of high-impact practices like writing-intensive courses, collaborative work, and integration of knowledge, purposes, and practices from diverse perspectives. As a minor open to all learners the program also offers students an advantage over their competition in the job market and provides employers with higher-skilled employees, contributing to workforce and economic development.

Signature/Date

Chief Academic Officer:

 10/7/2024

Chief Research Officer*:

Chief Executive Officer:

 10/7/2024

Flagship Provost:**

Flagship President:**

*Center/Institute Proposal only

**Not applicable to the Community Colleges.