




LEVEL I APPROVAL MEMORANDUM

Compiled here is the Level I  memorandum containing items approved since the March 202 Board of Regents Meeting. This memorandum from March and April 202 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.

- March 202 Level I  Memorandum
- April 202 Level I  Memorandum



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

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

April 1, 2025

To: Chief Academic Officers

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

RE: Approval of March 2025 Academic Items

The following March 2025 academic items have been approved:

LEVEL I ITEMS:

1. Campus Approvals

Helena College

Notification of placing AAS Cloud DevOps into Moratorium

[Item #1901-LI0325](#)

Notification to place CAS IT Help Desk into Moratorium

[Item #1902-LI0325](#)

Notification to place CTS Service Now into Moratorium

[Item #1903-LI0325](#)

Notification of placing CTS Web Design into Moratorium

[Item #1904-LI0325](#)

Montana State University:

Request for authorization to change modality of Graduate Certificate in Culturally and Linguistically Diverse Education to online

[Item #2011-LI0325](#)

Montana Technological University:

Notice of the establishment of a 10-credit graduate/post-bac certificate in Mineral Deposit Exploration

[Item #1502-LI0325](#)

Notice of the establishment of a 10-credit graduate/post-bac certificate in Mining Engineering

[Item #1503-LI0325](#)

Notice of the establishment of a 9-credit graduate/post-bac certificate in Project Engineering and Management

[Item #1504-LI0325](#)

OCHE Approvals

Montana State University Billings:



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

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

- Request for authorization to terminate multiple programs: Psychology Teaching Minor, Health and Physical Education Teaching Minor, Geography Minor
[Item #2701-LI0325](#)

Montana Technological University:

Request for authorization to retile the MS and PhD programs in Materials Science to Materials Science and Engineering
[Item #1501-LI0325](#)

Dawson Community College:

- Request for authorization to retile the AA in Chemical Dependency Counseling to an AA in Addiction Studies
[Item #201-LI0325](#)

Montana State University:

- Request for authorization to retile the MS and PhD programs in Materials Science to Materials Science and Engineering
[Item #2012-LI0125](#)

LEVEL II ITEMS:

The University of Montana:

- Request for authorization to establish a Bachelor of Science in Business Administration in Entertainment, Event, and Sport Management
[Item #1014-LII0325](#)

Montana State University Billings:

- Request for authorization to establish an MS in Criminal Justice
[Item #2704-LII0325](#)

Montana State University :

- Request for authorization to establish a Certificate of Applied Science in Hospitality
[Item #2012-LII0325](#)

Sincerely,

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

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

ACADEMIC ITEMS MEMORANDUM

DATE: March 10, 2025

TO: Chief Academic Officers, Montana University System

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

RE: March 2025 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in March 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. Issues not resolved should be submitted in writing to OCHE by noon on Friday, March 21, 2025. You will be notified of approved proposals by April 3, 2025. The Board of Regents will be notified of the approved proposals at the May 2025 meeting of the Board.

LEVEL I ITEMS:

- **Campus Approvals**

Helena College

- Notification of placing AAS Cloud DevOps into Moratorium
[Item #1901-LI0325](#)
- Notification to place CAS IT Help Desk into Moratorium
[Item #1902-LI0325](#)
- Notification to place CTS Service Now into Moratorium
[Item #1903-LI0325](#)
- Notification of placing CTS Web Design into Moratorium
[Item #1904-LI0325](#)

Montana State University:

- Request for authorization to change modality of Graduate Certificate in Culturally and Linguistically Diverse Education to online
[Item #2011-LI0325](#)

Montana Technological University:

- Notice of the establishment of a 10-credit graduate/post-bac certificate in Mineral Deposit Exploration
[Item #1502-LI0325](#)
- Notice of the establishment of a 10-credit graduate/post-bac certificate in Mining Engineering
[Item #1503-LI0325](#)
- Notice of the establishment of a 9-credit graduate/post-bac certificate in Project Engineering and Management
[Item #1504-LI0325](#)

ACADEMIC ITEMS MEMORANDUM

OCHE Approvals

Montana State University Billings:

- Request for authorization to terminate multiple programs: Psychology Teaching Minor, Health and Physical Education Teaching Minor, Geography Minor
[Item #2701-LI0325](#)

Montana Technological University:

- Request to retile the Materials Science and Engineering Program as MUS Collaborative Materials Science
[Item #1501-LI0325](#)

Dawson Community College:

- Request for authorization to retile the AA in Chemical Dependency Counseling to an AA in Addiction Studies
[Item #201-LI0325](#)

LEVEL II ITEMS:

The University of Montana:

- Request for authorization to establish a Bachelor of Science in Business Administration in Entertainment, Event, and Sport Management
[Item #1015-LII0325](#)

Montana State University Billings:

- Request for authorization to establish an MS in Criminal Justice
[Item #2704-LII0325](#)

Montana State University :

- Request for authorization to establish a Certificate of Applied Science in Hospitality
[Item #2012-LII0325](#)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

March 2025

ITEM 1901-LI0325

ITEM TITLE Notification of placing AAS Cloud DevOps into Moratorium

Institution: **Helena College University of Montana**

CIP Code: **11.0201**

Program/Center/Institute Title: **AAS Cloud DevOps**

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

Options: _____

Proposal Summary [360 words maximum]

What: Helena College will place the AAS in Cloud DevOps on Moratorium beginning AY 25-26.

Why: In an effort to capitalize on existing enrollment within the program, the decision has been made to focus on one AAS degree option and to place all other options on moratorium for the time being.

Resources: No additional resources are needed. Resources are better utilized by placing the AAS in moratorium.

ATTACHMENTS

AAS CDO ProgramMoratoriumForm 2025

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 (**moratorium**) (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: **AAS Cloud DevOps**

Program is being X Placed into moratorium Terminated

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

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

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

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

2. Will any faculty layoffs or changes in working conditions occur because of the termination/moratorium? (If yes, please answer questions a - b below.) Faculty were involved in the decision to place the degree option on moratorium. 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 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

March 2025

ITEM 1902-LI0325

ITEM TITLE Notification to place CAS IT Help Desk into Moratorium

Institution: **Helena College University of Montana**

CIP Code: **11.0201**

Program/Center/Institute Title: **CAS IT Help Desk**

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

Options: _____

Proposal Summary [360 words maximum]

What: Helena College will place the CAS in IT Help Desk on Moratorium beginning AY 25-26.

Why: In an effort to capitalize on existing enrollment within the program, the decision has been made to focus on one AAS degree option and to place all other options on moratorium for the time being.

Resources: No additional resources are needed. Resources are better utilized by placing the CAS in moratorium.

ATTACHMENTS

HC ITHD ProgramMoratoriumForm 2025

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 (**moratorium**) (Program Termination and Moratorium Form)

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

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

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

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

 B. Level II:

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **CAS IT Help Desk**

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.) 2 students currently enrolled. Y: X N:

a.) Have all students currently enrolled in the program been met with and informed of the impending termination/moratorium? Academic advisors and faculty will work to ensure that the students can complete the CAS in AY 25-26. This will not be an issue. Y: X N:

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

Fall 2025 or 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.) Faculty were involved in the decision to place the degree option on moratorium. 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 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

March 2025

ITEM 1903-LI0325

ITEM TITLE Notification to placing CTS Service Now into Moratorium

Institution: **Helena College University of Montana**

CIP Code: **11.0201**

Program/Center/Institute Title: **CTS Service Now Administration and Development**

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

Options: _____

Proposal Summary [360 words maximum]

What: Helena College will place the CTS in Service Now Administration and Development on Moratorium beginning AY 25-26.

Why: In an effort to capitalize on existing enrollment within the program, the decision has been made to focus on one AAS degree option and to place all other options on moratorium for the time being.

Resources: No additional resources are needed. Resources are better utilized by placing the CTS in moratorium.

ATTACHMENTS

HC CTS SN ProgramMoratoriumForm 2025

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

X **6. Terminating an existing postsecondary educational program (moratorium)** (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: **CTS Service Now Administration and Development**

Program is being X Placed into moratorium Terminated

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

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

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

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

2. Will any faculty layoffs or changes in working conditions occur because of the termination/moratorium? (If yes, please answer questions a - b below.) Faculty were involved in the decision to place the degree option on moratorium. 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 NA

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

SUBMISSION MONTH/YEAR

ITEM 1904-LI0325

ITEM TITLE Notification of placing CTS Web Design in Moratorium

Institution: **Helena College University of Montana**

CIP Code: **11.0201**

Program/Center/Institute Title: **CTS Web Design**

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

Options: _____

Proposal Summary [360 words maximum]

What: Helena College will place the CTS in Web Design on Moratorium beginning AY 25-26.

Why: In an effort to capitalize on existing enrollment within the program, the decision has been made to focus on one AAS degree option and to place all other options on moratorium for the time being.

Resources: No additional resources are needed. Resources are better utilized by placing the CTS in moratorium.

ATTACHMENTS

HC CTS WD ProgramMoratoriumForm 2025

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 (**moratorium**) (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: **CTS Web Design**

Program is being X Placed into moratorium Terminated

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

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

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

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

2. Will any faculty layoffs or changes in working conditions occur because of the termination/moratorium? (If yes, please answer questions a - b below.) Faculty were involved in the decision to place the degree option on moratorium. 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 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

March, 2025

ITEM 2011-LI0325

ITEM TITLE Request authorization to change modality of Graduate Certificate in Culturally and Linguistically Diverse Education to online

Institution: Montana State University

CIP Code: 13.1401

Program/Center/Institute Title: Graduate Certificate in Culturally and Linguistically Diverse Education

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

Options: _____

Proposal Summary [360 words maximum]

What: change the modality of the graduate Certificate in Culturally and Linguistically Diverse Education from face-to-face to online

Why: The Culturally and Linguistically Diverse Education (CLDE) graduate certificate program is for all of Montana's teachers or students preparing to be teachers who are currently or will serve Limited English Proficient (LEP) students in mainstream pre-K-12 classrooms. This certificate program is designed to systematically provide educators with the knowledge, skills, and dispositions to help their students master specific course material while improving their academic English literacy skills. Furthermore, this unique program will enhance the statewide efforts to meet federal requirements for serving LEP students and making learning accessible through language and cultural barriers. Changing to an online modality will make the program more accessible to Montana's teachers.

Resources: Because this program is switching modality, current resources and faculty time and effort are sufficient to teach these courses.

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)

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**

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

OCHE Approvals

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

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

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

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

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

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

 B. Level II:

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

March 2025

ITEM 1502-LI0325

Notice of the establishment of a 10-credit graduate/post bac certificate in Mineral Deposit Exploration

Institution: Montana Technological University

CIP Code: 40.0606

Program/Center/Institute Title: LCME Graduate Program - Mineral Deposit Exploration

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

Options: _____

Proposal Summary [360 words maximum]

What: Notice of the establishment of a 10-credit graduate/post bac certificate in Mineral Deposit Exploration

Why: The Mineral Deposit Exploration Certificate will prepare students and professionals to function effectively as mineral-exploration geologists, with an emphasis on critical mineral commodities. This certificate is part of the DPA funded Micro-Credentials in Extractive Technologies project.

Resources: Montana Tech library to ensure needed materials and media are available.

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

March 2025

ITEM 1503-LI0325

Notice of the establishment of a 10-credit graduate/post-bac certificate in Mining Engineering

Institution: Montana Technological University

CIP Code: 14.2101

Program/Center/Institute Title: LCME Graduate Program – Mining Engineering

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

Options: _____

Proposal Summary [360 words maximum]

What: Notice of the establishment of a 10-credit graduate/post-bac certificate in Mining Engineering

Why: The Mining Engineering Certificate will prepare students to fill traditional mining engineering roles for mining operations. Students who complete this certificate will be able to analyze slope, stability and ground support requirements, evaluate mine ventilation requirements, apply mine planning and design principles, and produce economic evaluations. This certificate is part of the DPA funded Micro-Credentials in Extractive Technologies project.

Resources: Montana Tech library to ensure needed materials and media are available.

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

March 2025

ITEM 1504-LI0325

Notice of the establishment of a 9-credit graduate/post-bac certificate in Project Engineering and Management

Institution: **Montana Technological University**

CIP Code: **15.1501**

Program/Center/Institute Title: **LCME Graduate Program – Project Engineering and Management**

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

Options: _____

Proposal Summary [360 words maximum]

What: Notice of the establishment of a 9-credit graduate/post-bac certificate in Project Engineering and Management

Why: The Project Engineering and Management Certificate will provide basic project engineering and management skills to students who want to update their skills, but do not have the need or desire to get a full Masters in Project Engineering and Management. It can also provide a stepping stone for students on their way to the MPEM.

Resources: Montana Tech library to ensure needed materials and media are available.

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

February 2025

ITEM 2701 L1-0225

ITEM TITLE Request for Authorization to Terminate multiple programs:

Psychology Teaching Minor

Health and Physical Education (K-12) Teaching Minor

Geography Minor

Institution: **Montana State University Billings**

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: Montana State University Billings requests authorization from the Montana Board of Regents to terminate the following programs:

Psychology Teaching Minor

Health and Physical Education (K-12) Teaching Minor

Geography Minor

Why: These programs were placed on moratorium in 2019 and 2020. We have not had renewed student or faculty interest since the moratorium went into effect.

Resources: None.

ATTACHMENTS

Program Termination Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

A. Level I:

Campus Approvals

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

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

B. Level II:

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

Montana 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: **Psychology Teaching Minor**
Health and Physical Education (K-12) Teaching Minor
Geography Minor

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: ☒

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

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

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

a.) Internal Curriculum Committees x

b.) Faculty Senate x

c.) Program Public Advisory Committee X (where
 appropriate)

d.) Articulation Partners N/A

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

March 2025

ITEM 1501-LI0325

Request for authorization to retitle the Materials Science and Engineering Program as MUS Collaborative Materials Science PhD Program

Institution: **Montana Technological University**

CIP Code: **40.1001**

Program/Center/Institute Title: **Materials Science Ph. D. Program**

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

Options: _____

Proposal Summary [360 words maximum]

What: Request for authorization to retitle the Materials Science and Engineering Program as MUS Collaborative Materials Science PhD Program

Why: Campus program directors at Montana State University and Montana Technological University have consulted participating faculty, program graduates and current PhD students. The response on both campuses has overwhelmingly supported the proposed change in program title to the MUS Collaborative Materials Science and Engineering Program.

Resources: Montana Tech library will ensure needed materials and media are available.

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

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

 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

March 2025

ITEM 201-LI0325

ITEM TITLE Request for authorization to re-title the AA in Chemical Dependency Counseling program to an AA in Addiction Studies

Institution: Dawson Community College

CIP Code: 51.1501

Program/Center/Institute Title: Chemical Dependency Counseling

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

Options: AA

Proposal Summary [360 words maximum]

What: DCC is requesting to re-title the Chemical Dependency Counseling program to Addiction Studies.

Why: Addiction Studies more accurately captures the comprehensive nature of the program as the program learning outcomes encompass addictions outside of the chemical dependency scope.

Resources: None required

ATTACHMENTS

None required

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

X **A. Level I:**

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

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

March 2025

ITEM 1015-LII0125

ITEM TITLE – Request for authorization to establish a Bachelor of Science in Business Administration in Entertainment, Event, and Sport Management

Institution: **University of Montana - Missoula**

CIP Code: **52.0201**

Program/Center/Institute Title: **B.S. Business Administration in Entertainment, Event, and Sport Management**

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

Options: _____

Proposal Summary [360 words maximum]

What: The College of Business (COB) proposes a new business major in Entertainment, Events & Sport Management (EESM) with the same lower core, upper core, and capstone requirements as other business majors. EESM will build on the curriculum offered through Management & Marketing (M&M) and Missoula College's Business Management Offerings. The EESM major, like the COB strategic plan, emphasizes curriculum integration across business disciplines. The major's core comprises courses offered within the University of Montana Entertainment Management (UMEM) Certificate.

Why: The EESM major is a natural extension of our popular Entertainment Management Certificate. Expanding to a major comes from student demand, advisory board member requests, and feedback from local employers. More broadly, the Bureau of Labor Statistics projects growth in Entertainment, Events, and Sports Management fields of 5-13% over the next ten years. Lightcast projections are even higher. No other program in the state concentrates on Entertainment, events, and Sports management.

Resources: The program will be supported by faculty across the College of Business. The program requires an additional funded full-time lecturer or clinical faculty line. The Dean of the College of Business (COB) is committed to support this program on the condition of an additional funded full-time lecturer or clinical faculty line. This program will add students to existing courses in the COB as well as increase enrollments to general education courses and electives at UM.

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 XXX-XXX-XXXXX

September 2023

Item Name – Request for authorization to plan a Bachelor of Science in Business Administration in Entertainment, Event, and Sport Management

Program/Center/Institute Title: **B.S. in Business Administration in Entertainment, Event, and Sport Management** Planned 6-digit CIP code: **52.9999**

Campus, School/Department: **University of Montana, College of Business, Management and Marketing** Expected Final Submission Date: **Fall 2024**

Contact Name/Info: **Theresa Floyd (theresa.floyd@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 are proposing a new business major with multiple career tracks: sports management, hotel and events management, and entertainment management (SHEEM). This major is an extension of the College of Business' current Entertainment Management certificate, and represents an attempt to leverage the strengths of an existing, and popular program, equipping students with promising new career opportunities. The current certificate has a focus on the music/recording industry. We are expanding "entertainment" to conceptually include sports management (inclusive of sponsorships and ticket sales), events management (inclusive of hospitality/hotels, events, convention centers, etc.), and a wider entertainment focus to encompass the growing film and television industry in Montana. Based on feedback from our industry partners and observed trends in Montana and the wider U.S., we believe this major will be a success. It expands on an already successful program, and leverages existing industry contacts to build upon Entertainment Management's excellence in experiential learning and job placement. The proposed major will include the College of Business lower core and 25 upper- division business credit hours.

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 new SHEEM program addresses current interest among existing and potential students. Entertainment Management is among the most popular certificates in the business school (32 students graduated with the certificate in 2022) and draws students from a variety of majors across campus. Students in the College of Business, Missoula College, and other majors have expressed interest in hospitality and sports management, with many beginning their careers in these fields. In addition to student demand, the new major would meet state workforce needs. Hospitality and sports have emerged as major economic drivers in Montana with many companies struggling to meet staffing needs. By providing a steady stream of trained professionals, University of Montana could meet workforce demands while satisfying preexisting student interests. The pre-existing Entertainment Management certificate program already has a dedicated group of industry partners who are committed to the program's success and will help it grow. Finally, we look to exploit a new industry that has recently gained traction in Montana: film and television production.

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.

While the plan for the new major incorporates many existing course offerings, both in the College of Business and across campus, new resources will be required to fund this major. In addition to the current faculty line for the director of UMEM, we project there will be a need for two new faculty. One new faculty member will teach new courses specific to the major (estimated 15 credit hours), and the other will teach new sections of existing COB core curriculum courses to cover increased enrollment due to the new major (estimated 13 credit hours). The new faculty will also require a travel budget for program-related and personal development. A thorough fiscal analysis will be conducted if the proposal is granted permission to plan.

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).

We have identified several opportunities for collaboration both within University of Montana as well as between MUS institutions. We met with Jenn Thomsen, Director of Parks, Recreation and Tourism Management and with Grace Gardner and Michelle Boller at Missoula College regarding the AAS in Culinary Arts. Both sets of colleagues are supportive of the new major and agree that it complements rather than competing with existing programs. Our colleagues at Missoula College were especially excited about the proposed SHEEM major, and believe a significant number of their students would want to advance to UM to continue their studies in this area.

There will also be potential for research collaboration with the Montana State faculty regarding their Hospitality Management degree. Although we have yet to discuss with the faculty at MSU, we have reviewed their degree program (which has a strong emphasis in culinary arts) and believe there is a substantial differentiation between their program and the proposed SHEEM degree, which makes SHEEM a unique value proposition.

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.

Below is how we meet the following the guiding principles of the Academic Priorities and Planning Statement:

Provide an education that prepares our students as both career-ready and tomorrow-proof - Through capitalizing on the booming population growth, and preeminent tourism destination, of Montana, we can provide students majoring in SHEEM a tomorrow-proof and career-ready degree. This is not wishful thinking: we have the industry contacts to develop an employment pipeline to career success.

Expand our conception of education to include learners at all stages of life and career - The SHEEM major will be particularly valuable to individuals coming back to college and who have already worked in some areas of sports, hospitality and entertainment. This program will be the perfect opportunity for someone to become qualified to transition into management within their organization. Additionally, Missoula College students can build upon their skills and earn careers in vibrant, growing industries.

Montana University System
REQUEST TO PLAN FORM

Expand the reaches of knowledge through research and graduate programs of national excellence and impact - By adding two research faculty for the SHEEM degree, we will continue the College of Business's momentum of publishing high-impact research.

Create programs that are interdisciplinary and inclusive - The SHEEM program is highly interdisciplinary in nature, drawing from multiple programs (e.g., hospitality, PTRM, management). SHEEM also provides career opportunities that appeal to students outside of the College of Business (for example, the College of Arts and Media and Missoula College). Finally, by providing a stepping stone to a bachelor's degree and career success for individuals who already work in sports, hospitality, and entertainment, we exemplify the University of Montana's goal of inclusive prosperity.

Signature/Date

Chief Academic Officer:

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**



12/27/2024

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 College of Business (COB) proposes a new business major in Entertainment, Events & Sport Management (EESM) with the same lower core, upper core, and capstone requirements as other business majors. EESM will build on the curriculum offered through Management & Marketing (M&M) and Missoula College's Business Management Offerings. The EESM major, like the COB strategic plan, emphasizes curriculum integration across business disciplines. The major's core comprises courses offered within the University of Montana Entertainment Management (UMEM) Certificate.

- 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 EESM major integrates sciences and liberal arts with world-class sports and entertainment courses. It aligns with UM's five PFAs:

PFA 1: The EESM major is rooted in employability, passion, and industry partnerships. Students choose majors they are passionate about and remain enrolled when they are academically engaged.

PFA 2: The major will focus on industry innovations in teaching and research, including but not limited to experiential learning, data, sustainable events, and artificial intelligence integration.

PFA 3: Sport and entertainment are inherently platforms for community creation, greater social change, inclusion, and diversity.

PFA 4: Missoula and Montana as a whole are continuing to grow as live entertainment destinations. Music, film, and sports are all significant economic drivers to the region.

PFA 5: The UMEM certificate program is a critical part of COB and UM's story. The certificate was founded by UM alumni that are renowned leaders in entertainment.

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

Implementing the new degree should be relatively straightforward, with the addition of a full-time instructor/clinical faculty member. The curriculum is built upon a common core for all Business Administration majors. It utilizes courses from the entertainment management certificate and existing courses across campus. Several entertainment management courses will be redesigned for the major and certificate, and one new course is proposed.

- 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.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

	Credits
Credits in required courses offered by the department offering the program	60
Credits in required courses offered by other departments	15-17
Credits in institutional general education curriculum	27
Credits of free electives	16-18
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. Apply theory to solve practical business problems in the sports and entertainment industries.
 2. Develop and implement workable solutions to various entertainment business and sports business problems with venues, events, agencies, athletic administration, and sales.
 3. Create and evaluate all aspects of an event including venue selection, budgeting, marketing, sales, staffing, and risk management.
 4. Identify, discuss, and apply the requisite skills needed for professional success in sport and entertainment careers.

- 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]*

As Montana and Montana's economy continues to attract new residents and tourism grows, entertainment will continue to grow as well. The EESM degree will position UM to be the best source for hiring prepared venue, event, sales, tour, and athletic managers.

Nationally, over 75% of jobs in sports and entertainment fall in sales and events which are two of the career pathways for the EESM degree. There are no other degrees within the Montana system focused on Sports and Entertainment Management. College of Business is uniquely positioned with current relationships with Logjam Presents, Pollstar, UM Athletics, NFHS, Nike, NJCAA, Missoula Paddleheads, WME, Big Sky Film Festival, USOPC, many minor/major league sport organizations. They have all expressed interest to hire students, offer internships, and/or partner with class projects.

- 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
UM	Certificate	Entertainment Management
UM	BS	Parks, Tourism, and Recreation Management
UM	Certificate	Creative Entrepreneurship

Montana Board of Regents
CURRICULUM PROPOSAL FORM

MSU	BS	Food Enterprise – Hospitality Management
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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]*

There are no other degrees within the Montana system focused specifically on Sports and Entertainment Management. The Food Enterprises hospitality program at Montana State University is the closest offering but is focused on lodging and restaurant management. The key distinction from a venue perspective is that the proposed EESM degree would focus on large entertainment and sports venues and temporary events instead of hotels, restaurants, and lodging.

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

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

Implementing the new degree should be relatively straightforward, with the addition of a full-time instructor/clinical faculty member. The curriculum is built upon a common core for all Business Administration majors. It utilizes courses from the entertainment management certificate and existing courses across campus. Several entertainment management courses will be redesigned for the major and certificate, and one new course is proposed.

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

Fall Headcount Enrollment					Graduates				
AY_25_	AY_26_	AY_27_	AY_28_	AY_29_	AY_0_	AY_1_	AY_2_	AY_3_	AY_4_
0	6	13	22	32	0	0	0	0	3

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

The enrollment projections assume 6 incoming students in Fall 2025, 13 incoming students in Fall 2026, and 22 incoming students in Fall 2027, holding steady at that level in the out-years of the plan. These projections do not account for double majors or majors shifting from management and marketing to entertainment and sport management. Each class retention rate was 72.4% for the second year, 56.9% for the third year, 49.1% for the fourth and 20.9% for the fifth. The College of Business worked through the UM Strategic Enrollment Planning process.

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

40 students

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Success will be measured by student enrollment of 20 students by year three and a minimum of 30 students by year four. Graduation rates should be at least 80% of the students who start the program should finish it. Post-graduate success should be 90% of graduates should gain relevant employment in the sports and entertainment industries. The success of the program will be evaluated by the ESM Director, College of Business, and the UM administration. If the program is unsuccessful, it would be discontinued. Data will be collected by the student success center within COB.

- 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]*

This major, because it is a business major, will fall under the scope of our AACSB-accreditation. Assessment requires students to demonstrate relevant sport and entertainment management skills. Skills are defined by the ESM Advisory Board, which includes working sport and entertainment professionals.

Assessment will occur at least every two years. Because the College of Business is AACSB accredited, students in the EESM program will be evaluated for COB Learning goals on an ongoing basis. Program-specific evaluations will occur in required courses in the major.

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

The direct measures will come from course assignments, projects, cases, quizzes, and exams. An indirect measure is the assessment survey questions that all COB graduates complete. Additionally, students participating in internships receive indirect assessment through a survey of internship supervisors.

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

Part of the assessment process requires department faculty (Dr. Keiper and the proposed new hire) to review the assessment findings and propose changes to the curriculum. The COB level assessment is reviewed by the undergraduate assessment committee, which also makes curriculum recommendations. Additionally, assessment results are shared with faculty, and advisory board members for feedback.

An essential part of the AACSB assessment review process is closing the loop (or program improvement through the assessment process). The COB has a well-designed assessment process that incorporates stakeholders and holds the COB accountable for assessment results.

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

This program will fall under the scope of the COB's AACSB accreditation for all business programs.

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated? *[200 words]*

The Gallagher Business building will be used for all courses. Gallagher has dedicated networking labs, computer labs, and classrooms with sufficient capacity to accommodate the students enrolled in the EESM major. The College of Business also built a new stage that will be used for various EESM classes. The College of Business has a laptop requirement for all students. Students can use their financial aid to purchase computers, and the College of Business has established funding available for students that can't afford a laptop.

We believe that the GBB has adequate physical space for the program and its expected enrollment. We are below peak enrollments in the college and have been able to accommodate previous classes.

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

No additional resources are required. However, there are several classrooms in the GBB in need of updates. These classrooms may be used in the major. The need for updates is independent of the new 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]*

The program will be supported by the faculty across the College of Business on the condition of an additional funded full-time lecturer or clinical faculty line. The Dean of the College of Business (COB) is committed to supporting this program on the condition of an additional funded full-time lecturer or clinical faculty line. This program will add students to existing courses in the COB and increase enrollments in general education courses and electives at UM.

- 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]*

See above.

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]*

UM has sufficient library and information technology resources to support this program.

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

UM has capacity in existing student services to support this program. The College of Business has the Gianchetta Student Success Center (GSSC) which will provide academic advising services and career services to the students in the program. The GSSC has sufficient staff to support this program.

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

We project that the program revenues will exceed expenses in year two. See below.

- 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	48192	165588	303971
Expenses	148300	150145	153899
Net Income/Deficit (revenues-expenses)	-100108	15443	150072

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

The salary and benefits cost of a new lecturer/clinical faculty member.

- 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]*

Not applicable.

- 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.

Additional funding for one lecturer or clinical professor, including benefits, is estimated at \$148,300. The funding would be needed starting AY 26.

- 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]*

Not applicable

- 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]*
- Not applicable.

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.

NA

14. Complete the fiscal analysis form.


Attached

Signature/Date

College or School Dean: Suzanne Tilleman 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.

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	UM - Missoula
AWARD LEVEL:	UG
PROGRAM NAME:	BS Business Administration - Entertainment Events and Sport Management
PROGRAM CODE:	EESM

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	-	9	21	36	51	61
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	-	10.0	11.6	12.2	12.8	13.1
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	-	3	8.1	14.6	21.7	26.7
Completions						
Annual number of program completers	-			1	3	6

REVENUE						
Tuition Revenue (net of waivers)		\$21,780	\$47,190	\$71,874	\$98,736	\$113,256
Institutional Support		\$23,400	\$50,700	\$77,220	\$106,080	\$121,680
Other Outside Funds (grants, gifts, etc.)						
Program Tuition/Fees		\$640	\$3,840	\$8,960	\$15,360	\$20,480
Total Revenue	\$0	\$45,820	\$101,730	\$158,054	\$220,176	\$255,416
Total Revenue per Student FTE	#VALUE!	\$15,273	\$12,559.26	\$10,826	\$10,146	\$9,566

EXPENDITURES						
Tenure Track Faculty	FTE					
	Salary + Benefits					
Non-tenure Track Faculty	FTE					
*Includes Adjunct Instructors	Salary + Benefits					
Graduate Teaching Assistants	FTE					
	Salary + Benefits					
Staff	FTE					
	Salary + Benefits					
Total Faculty & Staff	FTE					
	Salary + Benefits					
Operations (supplies, travel, rent, etc)						
Start-up Expenses (OTO)						
Total Expenses		\$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	\$45,820	\$101,730	\$158,054	\$220,176	\$255,416

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.


 UPO&F 1-31-25

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

February 2025

ITEM 2704 L2 0225

ITEM TITLE Request for authorization to establish a Master of Science in Criminal Justice

Institution: **Montana State University Billings**

CIP Code: **430104**

Program/Center/Institute Title: **Criminal Justice Master of Science**

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

Options: _____

Proposal Summary [360 words maximum]

What: Montana State University Billings requests authorization to establish a Master of Science in Criminal Justice

Why: Opportunities for employment in criminal justice are expected to increase over the next decade, both across the state and the nation. The supply of well-prepared candidates for these positions, particularly those with graduate level skill sets, lags demand. Employers have requested graduate level prepared students from the MSUB Criminal Justice faculty to fill their employment needs. Students who graduate from this program will be able to apply theory to understand important issues in the criminal justice system; collect and analyze data; and conduct independent research on criminal justice problems.

Resources: Current faculty resources are adequate for the program, however a small increase in instructional cost is projected during the first year as course rotations are adjusted to accommodate the new courses in the program.

ATTACHMENTS

Curriculum Form

Fiscal Analysis 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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

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

_____ **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**

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: MSU Billings

AWARD LEVEL: Master of Science

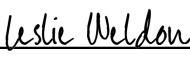
PROGRAM NAME: Criminal Justice

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		0	7	9	10	11	12
Credit Hours							
annual avg. credits hours earned per student in program related curriculum		0	36	36	36	36	36
Student FTE							
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24		0	10.5	13.5	15	16.5	18
Completions							
Annual number of program completers		0	6	8	8	10	11
REVENUE							
Tuition Revenue (net of waivers)		\$0	\$70,094	\$90,121	\$100,134	\$110,147	\$120,161
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	\$70,094	\$90,121	\$100,134	\$110,147	\$120,161
Total Revenue per Student FTE		#DIV/0!	\$6,676	\$6,676	\$6,676	\$6,676	\$6,676
EXPENDITURES							
Tenure Track Faculty	FTE	-	0.8571	0.8571	0.8571	0.8571	0.8571
	Salary + Benefits	\$0	\$83,330	\$85,235	\$87,188	\$89,190	\$91,238
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	-	0.8571	0.8571	0.8571	0.8571	0.8571
	Salary + Benefits	\$0	\$83,330	\$85,235	\$87,188	\$89,190	\$91,238
Operations (supplies, travel, rent, etc)		\$0	\$0	\$0	\$0	\$0	\$0
Start-up Expenses (OTO)		\$0	\$0	\$0	\$0	\$0	\$0
Total Expenses		\$0	\$83,330	\$85,235	\$87,188	\$89,190	\$91,238
Student FTE to Faculty (TT + NTT) Ratio		#DIV/0!	12.3	15.8	17.5	19.3	21.0
Net Income/Deficit (Revenue - Expenses)		\$0	-\$13,236	\$4,886	\$12,946	\$20,958	\$28,923

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.

DocuSigned by:



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2/4/2025

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana University System
REQUEST TO PLAN FORM**ITEM 2701 R1124****Meeting Date November 2024****Item Name: Request for Authorization to Plan a Master of Science in Criminal Justice**Program/Center/Institute Title: **Master of Science in Criminal Justice**Planned 6-digit CIP code: **430104**Campus, School/Department: **MSU Billings / Social Sciences & Cultural Studies**Expected Final Submission Date: **Spring 2025**Contact Name/Info: **Dr. Jennifer Scroggins / Jennifer.scroggins@msubillings.edu / 406-657-2935**

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

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

The Department of Social Sciences & Cultural Studies at MSU Billings currently offers an Associate of Science (AS) and Bachelor of Science (BS) degrees in Criminal Justice. We propose to build upon these programs with a Master of Science (MS) degree in Criminal Justice. All coursework for the proposed MS will be offered in HyFlex format so that students may choose to complete the program fully in-person, fully online, or via some combination of the two modalities. Each semester, four graduate-level courses (two in the first 8-week session and two in the second 8-week session) will be offered, and full-time students (those who take two courses during each 8-week session) can expect to complete the program in just one academic year (one fall, one spring, and one summer semester).

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).

Nationwide, opportunities for employment in criminal justice occupations are expected to increase over the next decade. By 2033, the U.S. Bureau of Labor Statistics forecasts 3% growth for occupations related to police and detective work, 3% growth for probation officers and correctional treatment specialists, 3% growth for emergency management specialists, 6% growth for private detectives and investigators, and 13% growth for forensic science technicians (U.S. Bureau of Labor Statistics, 2024). For those who hope to help prepare the next generation of criminal justice workers, there is an 8% growth in demand for post-secondary educators in criminal justice forecast for the next decade (Bureau of Labor Statistics, 2024). Despite increased demand for criminal justice professionals, the labor pool for criminal justice workers in Montana is undersupplied in most regions, and nationwide, 78% of law enforcement agencies report difficulty recruiting qualified candidates (International Association of Chiefs of Police, 2019; Montana Department of Labor & Industry, 2024).

At the undergraduate level, criminal justice education largely emphasizes understanding of the structure and functioning of the criminal justice system (Academy of Criminal Justice Sciences, 2022). At the graduate level, quantitative data analysis and critical thinking skills, understanding of ethical perspectives and ability to make ethical judgments, as well as knowledge of issues related to diversity and equity within the justice system are expected areas of emphasis (Academy of Criminal Justice Sciences, 2022). The United States Department of Justice (2019) associates these graduate-level skills with success in a range of criminal justice occupations, and some agencies have

Montana University System

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established a graduate-level degree as a minimum requirement for promotion into leadership positions (Gardiner, 2017).

Emphasis on graduate-level skills such as data analysis and critical thinking creates a stronger job candidate pool, and poorly qualified candidates are cited as one reason criminal justice agencies—including agencies across Montana—are currently understaffed (International Association of Chiefs of Police, 2019; Karch, 2024; Montana Department of Labor & Industry, 2024). Nationwide, fewer than 10% of law enforcement officers possess a graduate-level degree, although the need for criminal justice practitioners skilled in the collection, analysis, and implementation of research—graduate-level skillsets—is growing (Gardiner, 2017; Mitchell & Naoriz, 2021).

In response to staffing challenges and to better recruit and retain qualified candidates, more than half of the nation's criminal justice employers (55.8%) incentivize higher educational attainment through educational incentive pay and tuition reimbursement programs (Gardiner, 2017; Office of Community Oriented Policing Services 2019). The largest law enforcement agency in the state of Montana, the Billings Police Department, offers a tuition reimbursement program, as does Alternatives, Inc, a Yellowstone County leader in community corrections (www.billingsmt.gov; www.altinc.net).

The criminal justice faculty at MSU Billings have worked closely with the Billings Police Department to better understand the educational training needs of police officers that lead to enhanced skillsets, as well as pave the path for career growth opportunities. In November 2023, the criminal justice faculty engaged in planning conversations with Administrative Lieutenant Matt Lennick of Billings Police Department regarding preliminary plans to add a graduate program in criminal justice; following that conversation, Lieutenant Lennick discussed the plan with officers under his supervision, and those officers expressed significant interest in enrolling in the program should it be approved. In March 2024, faculty also spoke with Training Sergeant Jeff Stovall of Billings Police Department regarding the fast-track degree completion (3 semesters of full-time study) made possible by the planned graduate program. Sergeant Stovall indicated willingness to partner with MSU Billings to identify paths to graduate program enrollment and completion for officers under his command.

Additionally, the criminal justice faculty spoke with Alpha House Director John Williams in both December 2023 and May 2024 about plans for the department to offer a graduate degree in criminal justice. In both conversations, Director Williams expressed support for the plan, noting the need for well-trained (graduate-level) staff, including those with advanced data analysis skills, within his own agency. In support of his claims, Director Williams shared that case management staff at Alternatives, Inc. (the parent organization of Alpha House) who hold a master's degree are offered a higher starting wage than those with only an undergraduate education.

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

Addition of the MS degree in criminal justice necessitates development of a graduate curriculum in the discipline. Proposed courses for the MS program include advanced coursework on contemporary issues in each of the three primary areas of criminal justice (policing, corrections, and the courts), advanced exploration of special topics such as victimology and juvenile delinquency, as well as advanced coursework on public organization dynamics, ethics and public policy, leadership, theories of crime and criminal justice, and applied research methods (how to collect and make sense of data within criminal justice organizations). The proposed curriculum will consist of 39 credits, and MS students will receive training that aligns directly with graduate-level skills known to benefit criminal justice organizations, as well as the qualifications listed in the variety of criminal justice occupations/job openings available on the State of Montana Careers website.

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In anticipation of the proposed MS degree, a new tenure-track faculty line was added to the criminal justice program effective the 2024-25 AY. No additional staff, facility, or technology needs are anticipated.

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).

During the 2023-24 AY, criminal justice faculty at MSU Billings consulted with the Department of Sociology & Anthropology at MSU Bozeman (Dr. Cody Warner, Chair), and with the Department of Sociology at the University of Montana Missoula (Dr. Daisy Rooks, Chair) regarding our plans for developing the MS in criminal justice. Neither program identified concerns regarding our proposed addition of the graduate program at MSU Billings.

In addition to consultation with faculty at MSU Bozeman and the University of Montana Missoula, criminal justice faculty also consulted with faculty in the Psychology and Public Relations graduate programs at MSU Billings regarding opportunities to share required and/or restricted elective coursework. Both programs expressed support.

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 MSU Billings Strategic Plan includes four themes: (1) Build educational programs to support student need; (2) Progressively grow the university; (3) Strengthen relationships with the community to enhance partnership opportunities; and (4) Unify, invigorate, and engage MSUB's structure and culture (<https://www.msubillings.edu/chancellor/pdf/MSUB-Strategic-Plan.pdf>). The proposed MS in Criminal Justice is aligned with each of these themes.

First, the proposed MS in Criminal Justice builds educational programs to support student need. Specifically, it adds a programmatic offering that is need-responsive to an important segment of the Montana economy. It also helps address workforce shortfalls in a range of criminal justice careers, while providing a flexible opportunity (via its HyFlex design) for working professionals to pursue graduate studies.

Second, the proposed MS in Criminal Justice helps progressively grow the university. Specifically, it will increase student enrollment via the addition of the state's only master of science graduate program in Criminal Justice (The Department of Sociology at the University of Montana offers a MA program in sociology, and students in that program may choose criminology as their area of emphasis within the discipline of sociology.) The proposed program also addresses an important gap in graduate programs currently offered at MSU Billings, as extant programs do not provide adequate training or preparation for most criminal justice careers. For students whose educational needs are met by current programs (in psychology, for example), the proposed program offers additional choice in restricted elective offerings.

Third, the proposed MS in Criminal Justice helps strengthen relationships with the community to enhance partnership opportunities. Local employers including the Billings Police Department, Yellowstone County Sheriff's Office, and Alternatives, Inc., turn to MSU Billings to aid in their recruitment efforts by participating in on-campus job fairs and sending guest speakers to relevant classes to discuss employment opportunities for graduates. A required course in the proposed MS program will be an internship/leadership practicum, in which late-stage

Montana University System
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graduate students will be expected to work with a relevant criminal justice agency to gain leadership and problem-solving experience. We expect this experience will enhance partnership opportunities throughout the criminal justice community and lead to better employment outcomes for our graduates.

Finally, the proposed MS in criminal justice helps unify, invigorate, and engage MSUB’s structure and culture. Specifically, we expect that growth in the graduate student body brought about by the addition of a graduate program in Criminal Justice will contribute to a vibrant campus atmosphere, especially given the range of experiences (both personal and professional) those students are likely to bring to campus.

Signature/Date	
Chief Academic Officer:	<div>Signed by: Sep Eskandari 9/3/2024 151D5B91B28F4B0...</div>
Chief Research Officer*:	
Chief Executive Officer:	<div>DocuSigned by: Stefani Hieswa 9/3/2024 84C8ED970C4E4C7...</div>
Flagship Provost**:	
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 proposed program is a Master of Science degree in Criminal Justice. The program will require completion of 36 credit hours of coursework (12 courses), and full-time students should expect to complete the program in one fall, one spring, and one summer semester. All program courses will be offered in HyFlex format, and courses will run in 8-week blocks so that students complete 12 credits per semester but only 6 credits at a time. The proposed program does not require changes to existing criminal justice programs on campus (AS and BS degrees).

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

The proposed program addresses the four needs outlined in MSU Billings’ strategic plan: (1) It adds an educational program to support student need; (2) It will progressively grow the university through enrollment increases; (3) It will strengthen relationships with the community to enhance partnership opportunities; and (4) It will unify, invigorate, and engage MSUB’s structure and culture.

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

During the 23-24 AY, we consulted with Dr. Cody Warner from MSU Bozeman and Dr. Daisy Rooks from UM about the proposed program. We also consulted with representatives from local area criminal justice agencies regarding our plans and to determine whether the program would meet the needs of individuals working for these organizations. Discussions were supportive.

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	36
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	0

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CURRICULUM PROPOSAL FORM

Credits of free electives	0
Total credits required to complete the program	36

- 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) Explain the American criminal justice system and its key components.
 - (2) Apply theory to discuss important topics in criminal justice and criminology.
 - (3) Collect and analyze data about crime and criminal justice.
 - (4) Conduct and present findings from independent research on a contemporary criminal justice issue.

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]*

Nationwide, opportunities for employment in criminal justice occupations are expected to increase over the next decade. The BLS forecasts 3% growth for occupations related to police and detective work, probation officers and correctional treatment specialists, and emergency management specialists, 6% growth for private detectives and investigators, and 13% growth for forensic science technicians (2024). Despite increased demand for criminal justice professionals, the labor pool for these workers is undersupplied in Montana, and nationwide 78% of law enforcement agencies report difficulties recruiting qualified candidates.

Emphasis on graduate-level skills such as data analysis and critical thinking creates a stronger job candidate pool, and poorly qualified candidates are one reason criminal justice agencies remain understaffed. Nationwide, fewer than 10% of law enforcement officers possess a graduate degree, though the need for criminal justice practitioners skilled in the collection, analysis, and implementation of research—a graduate-level skillset—is growing (Gardiner, 2017; Mitchell & Naoriz, 2021).

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

Institution Name	Degree	Program Title
University of Montana	MA	Sociology (Criminology 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] The proposed program does not substantially duplicate another program offered in the Montana University System. Though UM offers an MA in Sociology with a Criminology option, the curriculum for the program is very dissimilar to the curriculum for the proposed program.*
- 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]*

During the 23-24 AY, we consulted with Dr. Cody Warner from MSU Bozeman and Dr. Daisy Rooks from UM about the proposed program. These conversations were positive and neither faculty member/institution objected to further development of the proposed program.

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

The proposed program will be offered effective fall 2025. Implementation will not occur in phases.

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

Fall Headcount Enrollment					Graduates				
AY_24	AY_25_	AY__26_	AY_27__	AY__28_	AY__24_	AY_25__	AY__26_	AY_27__	AY_28__
0	5	7	9	11	0	5	7	9	11

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

Enrollment projections for the proposed program were developed using data on enrollments in two other graduate programs from the College of Liberal Arts and Social Sciences at MSUB. The first of these programs is the MS in Psychology, which supports between 9 and 15 students each academic year. The second program is the MS in Public Relations, which supports between 8 and 12 students each year.

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

Courses for the proposed program will be standalone (they will not be stacked with undergraduate courses). This approach will allow for a graduate program capacity of 15 students (the course capacity cutoff for our graduate courses) at the outset. If the program expands beyond that level, additional resources may be required to support additional sections of required courses.

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

Success of the program will be determined based on actual enrollment numbers. If we do not achieve our enrollment targets (identified above), we will consider whether enrollment can be increased via additional advertising (given its HyFlex format, the program should attract individuals outside of Yellowstone County). If this approach does not resolve enrollment shortcomings, we will work with our already-established Criminal Justice Advisory Council to review program curriculum and make necessary changes.

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

The department engages in ongoing assessment, using artifacts of student work to determine how well students are meeting program learning outcomes. Assessment efforts for the proposed program will begin in fall 2025, and the first annual assessment report for the program will be submitted in spring 2026. Reports will be submitted annually—in the spring—thereafter.

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

- (1) Explain the American criminal justice system and its key components.
Coursework from CJUS 501, CJUS 505, and CJUS 510 will be used to assess student learning for this outcome.
- (2) Apply theory to discuss important topics in criminal justice and criminology.
Coursework from SOCL 501, CJUS 501, and CJUS 580 will be used to assess student learning for this outcome.
- (3) Collect and analyze data about crime and criminal justice.
Coursework from CJUS 500, CJUS 550, and CJUS 599 will be used to assess student learning for this outcome.
- (4) Conduct and present findings from independent research on contemporary criminal justice issue.

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Coursework from CJUS 521, CJUS 591, and CJUS 599 will be used to assess student learning for this outcome.

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

Artifacts of student work will be used to assess student learning; courses from which these artifacts will be selected represent core/required coursework in the program. If we find that students do not appear to be achieving the stated learning outcomes, instructors will review the content and assignments for these courses to identify areas for change/improvement.

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

There is no applicable specialized accreditation for graduate programs in Criminal Justice. However, we relied on guidance from the Academy of Criminal Justice Sciences (ACJS) in creating program curriculum.

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 proposed program will be offered in HyFlex format. For all courses, instructors will need access to computers and classroom space; These are already provided by the university and are available in sufficient quantity to support addition of the graduate program.

- 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]*

At this time, no additional facilities, equipment, space, etc. must be obtained to support the proposed 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

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increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained? *[200 words]*

FIVE faculty members (Drs. Steve Eliason, Joy Honea, Robert Keeton, Jennifer Scroggins, and Joshua Hill) are available to support instruction in the new program. One program coordinator (Glenda Holbrook) is also available to support implementation of the program. In addition to these personnel, the department maintains sufficient computer equipment and classroom space for the program.

Existing departmental programs (AA in CJUS and BS in CJUS) will not be impacted by the addition of this program, as the department implemented curricular changes to both programs (effective the 24-25 AY) that ensure faculty workload is able to support both existing and new 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]*

If program enrollment exceeds 15 students, an additional faculty member may be required. In this case, a national search would be conducted. Salary is determined by the CBA, but would come to approximately \$65,000 annually

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]*

Already existing library and information resources are adequate for the proposed program and additional resources of this nature are not needed.

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

Existing student services have the capacity to accommodate the proposed program with no negative impact on the remainder of the student body.

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

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CURRICULUM PROPOSAL FORM

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

	Year 1	Year 2	Year 3
Revenues	\$50,067	\$70,094	\$90,121
Expenses	\$68,648	\$70,214	\$71,819
Net Income/Deficit (revenues-expenses)	-\$18,581	-\$120	\$18,301

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

No new expenses associated with the implementation of the new program are anticipated. One new faculty line was already added to the department for the 24-25AY in anticipation of the graduate program, and, with this addition, the department is appropriately staffed until program enrollment exceeds 15 new students per year. At this time, the department may need to add an additional faculty member so that it can increase the number of course sections it offers.

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

NA

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

NA

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

NA

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

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:

DocuSigned by:

Tami Haaland 1/31/2025
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Chief Academic Officer:

Signed by:

Joachim Beer 1/31/2025
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Chief Executive Officer:

DocuSigned by:

Stefani Hieswa 2/3/2025
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Flagship Provost*:

DocuSigned by:

Robert Mokwa 2/19/2025 | 11:30 AM MST
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Flagship President*:

*Not applicable to the Community Colleges.

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Montana Board of Regents

CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Required Courses

Code	Title	Credits
<i>Our Social World</i>		
<u>SOCL 501</u>	Our Social World ¹	3
<i>The Criminal Justice System</i>		
<u>CJUS 501</u>	Criminal Justice Perspectives	3
<u>CJUS 505</u>	Criminal Justice Policy	3
<u>CJUS 510</u>	Multicultural Issues in CJUS	3
<u>CJUS 521</u>	Ethics and Public Policy	3
<u>CJUS 598</u>	Graduate Internship	3
<i>Theory, Data, and Research</i>		
<u>CJUS 500</u>	Graduate Research Methods	3
<u>CJUS 550</u>	Data Analysis and Management	3
<u>CJUS 580</u>	Advanced Crime Theory and Data	3
<u>CJUS 599</u>	Graduate Capstone	3
<i>Advanced Study in Criminal Justice</i>		
<u>CJUS 591</u>	Special Topics in CJUS	3
Three additional credits of coursework at the 400- or 500-level. Must be selected in consultation with an advisor. ²		3
Total Minimum Credits		36

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ACADEMIC PROPOSAL REQUEST FORM**March**
2025**ITEM 2012-LII0325****ITEM TITLE:** Request authorization to establish a Certificate of Applied Science in Hospitality

Institution: **Gallatin College, Montana State University**CIP Code: **52.0901**Program/Center/Institute Title: **C.A.S. in Hospitality**

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

Proposal Summary [360 words maximum]

What: Gallatin College requests to establish a Certificate of Applied Science (CAS) in Hospitality which will provide students with relevant coursework and training for the growing Hospitality industry. This 30-credit program will strategically combine instruction from culinary, business and hospitality disciplines to prepare students for entry level roles in event planning, entertainment/recreation management, food service management, lodging management, and similar positions required in small to large scale hospitality facilities. Coursework will include traditional and experiential learning that aligns with Montana's culture and strong tourism industry.

Why: The U.S. Bureau of Labor Statistics projects that 8.3 million jobs will be added to Montana's economy from 2021-2031, with 1.9 million, or 23.1 percent, expected in the leisure and hospitality industry, the largest projected increase across all employment sectors. At a regional level, Gallatin County has the fastest growing economy in the state (2023 Montana Economic Report) with the service industry as the largest industry in the region (2023 Prospera Economic Report) due to the draw of unparalleled outdoor recreation opportunities and quick access to Yellowstone National Park. The Montana Department of Labor and Industry projects a total of 118 annual Event/Convention Planner, Food Service Manager, and Lodging Manager openings through 2031 just in Southwest Montana; this equates to 40% of the total 296 projected equivalent job openings statewide. With continued population and tourism growth, development and support of the hospitality industry is critical to the success of Gallatin County and Montana economies. Conversations with Gallatin College's Hospitality advisory council members support the need for trained hospitality employees with industry members hiring employees as quickly as possible. Program graduates will have the opportunity to join this burgeoning industry with an anticipated average annual salary of around \$55,000 after just a few years of experience. The ability for students to enter the workforce after two semesters has the potential to significantly alleviate employer hiring needs and contribute to the state's vitality.

Resources: The CAS in Hospitality combines existing courses from Gallatin College's Business Administration and Culinary Arts programs with new courses to be developed in alignment with MSU's Hospitality Management bachelor's degree program. With existing courses in place, facility and instructor resources are already established for half of the program. The additional courses will either require minimal equipment or will take place in collaboration with local hospitality industry partners while instructors and curriculum development will be shared between the certificate program and MSU's bachelor's program. Funding for the program's first four years is provided through a grant from the Arther M. Blank Family Foundation.

ATTACHMENTS

Curriculum Proposal Form

Fiscal Analysis Form

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ACADEMIC PROPOSAL REQUEST FORM

Request to Plan

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

A. Level I:

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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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

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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]*

Gallatin College requests to establish a Certificate of Applied Science (CAS) in Hospitality which will provide students with relevant coursework and training for the growing Hospitality industry. This 30-credit program strategically combines instruction from culinary, business and hospitality disciplines to prepare students for entry level roles in event planning, entertainment/recreation management, food service management, lodging management, and similar positions required in small to large scale hospitality facilities. Coursework will include traditional and experiential learning that aligns with Montana’s strong tourism industry.

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 certificate aligns with Gallatin College’s Mission to “provide a comprehensive, accessible, responsive, student-centered learning environment that facilitates and supports the achievement of individuals’ professional and personal goals, and enhances the development of Montana’s citizens, communities and economy” as well as MSU’s vision of “integrat[ing] education, creation of knowledge...and service to communities”. The Hospitality Certificate directly aligns with the following MSU Strategic Plan Goals:

GOAL 1.1: "broaden access for underrepresented populations and increase academic success for all students." Being one year in length with a total cost of under \$4,000 for residents, the program is affordable for those who are unable to shoulder significant financial debt. Students can also increase their skill set and wage opportunities with minimal time investment.

GOAL 3.2: "grow mutually beneficial partnerships across Montana [...] attain collaboratively defined outcomes that improve the lives and livelihoods of Montanans." The Hospitality certificate answers an immediate need Gallatin County is facing. After one year, students will be equipped to confidently complete skilled entry level roles while directly serving fellow Montanans and visitors. Gallatin College students generally originate from and remain in the surrounding area. Once certified, they are likely to continue to provide high value service to Montana’s burgeoning hospitality industry.

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

Gallatin College has provided southwest Montana's hospitality industry with trained culinary arts graduates starting in 2017. With the steady increase in tourism since then, our hospitality industry partners have expressed a high need for additional employees in guest services, event management, lodging and more. As detailed below, state labor and industry projections confirm this need.

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

See Appendix A

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

	Credits
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Credits in required courses offered by the department offering the program	0
Credits in required courses offered by other departments	21
Credits in institutional general education curriculum	3
Credits of free electives	6
Total credits required to complete the program	30

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

- 1) Explain fundamental hospitality concepts in the restaurant and lodging industries.
- 2) Evaluate and apply information to solve hospitality and customer issues.
- 3) Demonstrate effective oral and written skills to communicate with employers and clients in a professional manner.
- 4) Interpret, illustrate, and evaluate quantitative and qualitative information utilized in the hospitality industry.

- 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 U.S. Bureau of Labor Statistics projects that 8.3 million jobs will be added to Montana's economy from 2021-2031, with 1.9 million, or 23.1 percent, expected in the leisure and hospitality industry, the largest projected increase across all employment sectors. At a regional level, Gallatin County has the fastest growing economy in the state (2023 Montana Economic Report) with the service industry as the largest industry in the region (2023 Prospera Economic Report) due to the draw of unparalleled outdoor recreation opportunities and quick access to Yellowstone National Park. The Montana Department of Labor and Industry projects a total of 118 annual Event/Convention Planner, Food Service Manager, and Lodging Manager openings through 2031 just in Southwest Montana; this equates to 40% of the total 296 projected equivalent job openings statewide. With continued population, community development, and tourism growth, support of the hospitality industry is critical to the success of Gallatin County and Montana economies. Conversations with Gallatin College's Hospitality advisory council members support the need for trained hospitality employees with industry members hiring employees as quickly as possible. Program graduates will have the opportunity to join this burgeoning industry with an anticipated average annual salary of around \$55,000 after just a few years of experience. The ability for students to enter the workforce after two semesters has the potential to significantly alleviate employer hiring needs and contribute to the state's vitality.

- 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
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Missoula College	AAS	Food Service Entrepreneurship
MSU	BS	Hospitality Management
MSU	BS	Business

- 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]

Missoula College offers a two-year Associate of Applied Science degree in Food Service Entrepreneurship and Hospitality. It is offered as a continuation to the college's Culinary Arts certificate program with heavy emphasis on the restaurant/food-service industry and minimal (one course) emphasis on lodging and tourism. According to the college's website, the AAS degree "can prepare students to create business plans, develop profitable food service concepts and market restaurant ventures to target audiences." The Gallatin College Hospitality Certificate shares three established courses with the Missoula AAS Food Service Entrepreneurship degree which will help facilitate the transfer of credits, however, the Gallatin College certificate will support Montana students in a wide range of hospitality pursuits.

- 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]

In December 2023, Gallatin College was awarded a grant from the Arthur M. Blank Family Foundation to specifically develop a Hospitality certificate with pathways into MSU's bachelors programs. As such, this program has been developed in partnership with MSU's College of Health and Human Development's (EHHD) Hospitality Management program and the College of Business and Entrepreneurship's (CBE) Business program to ensure a 1+3 option for students.

In April 2024, Gallatin College hosted a curriculum development workshop with representatives from EHHD and CBE, as well as 12 hospitality industry representatives from a range of businesses including Lambert Hotels, Yellowstone Club, Marriot, Columbia Hospitality, Sage Lodge, Valerie Joy Events, and West Creek Ranch. This workshop underscored the high need for certificate graduates and clarified the specific skills and knowledge required for a successful career in the industry. This collaboration resulted in the proposed plan of study as well as industry internship opportunities for our students.

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 expected start of the program is Fall 2025. Implementation will not be phased.

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

Fall Headcount Enrollment					Graduates				
AY_25__	AY_26__	AY_27__	AY_28__	AY_29__	AY_25__	AY_26__	AY_27__	AY_28__	AY_29__
7	10	12	15	18	5	8	10	13	15

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

Enrollment predictions are based on a current estimation of student interest, historical enrollment numbers of the Culinary Arts AAS and Business Management CTS programs, existing space restrictions Gallatin College is experiencing, and instructor capacity.

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

We estimate the initial capacity to be around 15-20 students.

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

Program success will be determined by enrollment numbers, student completion rates, graduate job placement rates, and industry response. Each of these areas will be tracked by Gallatin College staff and the Hospitality program manager. If success is not met in any of these areas, the college will work with involved parties to determine potential barriers and possible solutions to strengthen the program and success markers.

- 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]*

On an annual basis, the college's Associate Dean and program directors complete program assessments to ensure student learning outcomes are being met at an acceptable rate. Faculty of relevant classes provide artifacts from coursework and internship performance following established assessment rubrics. Student assessments are measured in points and then categorized as 'Strongly Present', 'Developing', or 'Not Observed'. We expect that at least 70% of students in each category should have either Strongly Present or Developing skills in each area assessed. The results of the assessments are reviewed by the Program Director and program faculty to determine how students are meeting Program Learning Outcomes. Adjustments to course curricula and/or delivery are discussed and documented in the Program Assessment report that is reviewed by the Gallatin College Associate Dean and MSU Assessment and Outcomes committee. Course and program changes are then built into faculty onboarding each semester.

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

Direct measures will include tests, quizzes, and skills competencies. Indirect measures will include the level and quality of participation in discussions, assignment reflections from a student's internship, and internship evaluations from site supervisors.

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

Successful student completion of the coursework will be assessed at 70% or above. Successful student completion of the internship experience will be assessed by practice of knowledge and skills in the field and positive evaluations from the site supervisor. Negative results of the above mentioned markers would indicate gaps or a need to reevaluate course materials and/or concepts.

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

Specialized accreditation is not required for this program.

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 CAS in Hospitality combines existing courses from Gallatin College's Business Administration and Culinary Arts programs along with MSU's Hospitality Management bachelor's degree program. With existing courses in place, facility and instructor resources are already established. Additional course sections will be added once enrollment numbers outpace course capacities. Internships will take place in collaboration with local hospitality industry partners. Funding for the program's first four years is provided through a grant from the Arther M. Blank Family Foundation.

- 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]*

Existing facilities, equipment and space will be utilized. Start-up funding will be available to the Culinary Arts program on an annual basis to support hospitality program equipment maintenance.

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 existing courses are being utilized to form this program, instructors and course capacities are already in place. If additional course sections must be added, funding will be provided by a grant from the Arthur M. Blank Family Foundation (AMBFF).

- 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]*

A Hospitality Program Manager will be hired to provide hospitality program and industry specific advising to students in the program. This staff member will support the current Gallatin College Business Administration Program Director in program start-up tasks. They will also serve as a liaison between MSU EHHD and JJCBE hospitality program representatives to encourage additional education based on each student's career goals and continued education 1+3 pathway options.

Program development and employee costs will be funded by a grant from the Arthur M. Blake Family Foundation (AMBFF).

Montana Board of Regents

CURRICULUM PROPOSAL FORM

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]*

Textbook resources may be added to the library for student use.

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

The enrollment capacity for the Hospitality program is set at 15-20 students. A program manager/advisor will be hired to assist with the additional student services load. This employee will also assist Culinary Arts students, thus lightening the workload for current college advisors.

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

Gallatin College was awarded a grant from the Arthur M. Blank Family Foundation to assist in the development of this certificate. For this reason, the financial implications will be minimal for Gallatin College. By the fifth year of the program, we anticipate a positive net income around \$35,732; this is with an 18-student enrollment level. The financial projections are conservative; additional revenue is highly likely. In the first 3 years, the program will be covered by the grant with further expenses covered through Gallatin College Mill Levy funding.

- 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 FY26	Year 2 FY27	Year 3 FY28
Revenues	\$112,136	\$130,597	\$141,720
Expenses	\$96,080	\$106,063	\$106,494
Net Income/Deficit (revenues-expenses)	\$16,056	\$24,533	\$35,226

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

Expenses necessary for the implementation of the program include salary and benefits for an annual program manager and a non-tenure track faculty member, as well as initial startup expenses. These expenses will be covered by the grant from AMBFF. Existing classrooms and equipment will be utilized to minimize facility and equipment 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]*

n/a

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

n/a

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

Additional base funding may be required beginning FY 2029 when funding from the AMBFF grant ends. This would be provided through Gallatin College Mill Levy funding or a partnership between Gallatin College and MSU's Hospitality programs.

- 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]*

The startup costs of this program will be funded by the AMBFF grant which will run through FY 2028. By the time funding ends, this program is projected to be self-sustained through student tuition dollars. We anticipate continuing to offer it as a Gallatin College workforce program.

- 13. Student fees.** If the proposed program intends to impose new course, class, lab, or program fees, please list the type and amount of the fee.

Fees currently exist for the following course:

- CULA 102 - Introduction to Culinary Arts: \$110 – consumables for culinary skills training
- CULA 105 - Food Safety Sanitation: \$40 – consumables

Students completing culinary related courses will be expected to provide their own knives and uniforms, estimated at \$150-200 per student, and industry exam fees (national ServSafe Manager Exam and TIPS Exam for Alcohol Awareness and Safety).

- 14.** Complete the fiscal analysis form.

Please see attached.

Signature/Date

College or School Dean:

DocuSigned by:
Stephanie May
846EB00FC0D245E...

2/26/2025 | 1:06 PM MST

Chief Academic Officer:

DocuSigned by:
Robert Mokuwa
212A28411AC04BD...

2/26/2025 | 1:06 PM MST

Montana Board of Regents
CURRICULUM PROPOSAL FORM**Chief Executive Officer:**

DocuSigned by:

Waded Cruzado

7D6A4CE96C3F415...

2/26/2025 | 1:06 PM MST

Flagship Provost*:

DocuSigned by:

Robert Mokuwa

212A28411AC04BD...

2/26/2025 | 1:06 PM MST

Flagship President*:

DocuSigned by:

Waded Cruzado

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2/26/2025 | 1:06 PM MST

*Not applicable to the Community Colleges.

Appendix A – Proposed Curriculum**Year 1****Credits**

FALL

SPRING

BMGT 205 - Prof Business Communication

3

CULA 102 - Introduction to Culinary Arts

3

CULA 105 - Food Safety Sanitation

1

HTR 107 - Intro to Hospitality Management

3

HTR 201 - Hotel Management & Operations

3

Choose one of the following courses:

3

ACTG 201 - Principles of Financial Accounting

CULA 247 - Bar and Beverage Management

NUTR 221CS - Basic Human Nutrition

M 121Q - College Algebra

CULA 220 - Purchasing and Cost Control

2

CULA 250 - Hospitality Supervision and Customer Service

3

HTR 204 - Restaurant Management and Operations

3

HTR 298 - Hospitality Management Internship

3

Choose one of the following courses:

3

BGEN 235 - Business Law

HTR 202 - Introduction to Event Management

HTR 220 - Sustainability in the Hospitality Industry

HTR 230 - Fundamentals of Tourism Management

M 121Q - College Algebra

Credits per Semester

16**14**

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Total Program Credits: 30

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	Gallatin College Montana State University
AWARD LEVEL:	Certificate of Applied Science
PROGRAM NAME:	Hospitality Management
PROGRAM CODE:	

	FY2026	FY2027	FY2028	FY2029	FY2030
ENROLLMENT PROJECTIONS					
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	7	10	12	15	18
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	30	30	30	30	30
Student FTE					
Undergrad: (Headcount x CH)/30	7.00	10.00	12.00	15.00	18.00
Completions					
Annual number of program completers	5	8	10	13	15

REVENUE					
Tuition Revenue (net of waivers)	\$33,065	\$48,180	\$58,972	\$75,189	\$92,032
Institutional Support (Mill Levy, State Funds)	\$0	\$0	\$0	\$0	\$0
Other Outside Funds (grants, gifts, etc.) Aurthur Blank	\$77,915	\$80,765	\$80,765	\$0	\$0
Program Tuition/Course Fees	\$1,157	\$1,653	\$1,983	\$2,479	\$2,975
Total Revenue	\$112,136	\$130,597	\$141,720	\$77,668	\$95,006
Total Revenue per Student FTE	\$16,019	\$13,060	\$11,810	\$5,178	\$5,278

EXPENDITURES					
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 (30-31cr. = 1.0 FTE)	0.3	0.4	0.4	0.5
	Salary + Benefits	\$16,908	\$23,446	\$23,446	\$42,462
Graduate Teaching Assistants	FTE	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0
Staff & Dept. Head	FTE	1.00	1.00	1.00	0.15
	Salary + Benefits	\$71,248	\$74,098	\$74,098	\$11,115
Total Faculty & Staff	FTE	1.3	1.4	1.4	0.7
	Salary + Benefits	\$88,156	\$97,544	\$97,544	\$53,576

Operations (supplies, maintenance, etc)	\$1,257	\$1,853	\$2,283	\$2,879	\$3,475
Start-up Expenses (OTO) Program Promotion	\$6,667	\$6,667	\$6,667	\$0	\$0
Total Expenses	\$96,080	\$106,063	\$106,494	\$56,455	\$59,274

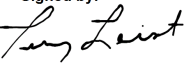
Student FTE to Faculty (TT + NTT) Ratio	23.3	25.0	30.0	30.0	36.0
Net Income/Deficit (Revenue - Expenses)	\$16,056	\$24,533	\$35,226	\$21,213	\$35,732

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.

DS



Signed by:



5302B6562C4746C...

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

NOTE: Completion of the fiscal form does not guarantee funding for described expenses. The request for additional funding should be included in standard campus processes for investments in new programs if internal funding, within unit, cannot be reallocated. Estimates student mix in GC is 83% resident and 17% non-resident based on current student enrollment. Staff FTE accounts for increased admin duties, including advising and college staff. Funding was received by the foundation to support a 1 FTE for 1st 3 years, then will revisit at the end of year 3 to see if there is a need for an admin to support the 3 hospitality management programs between EHHD, GC and Jabs. 1 year certificate - 30 credits Course fees will be the following: CULA 102 \$110.25, CULA 105 \$40, HTR 204 \$15
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Montana University System
REQUEST TO PLAN FORM**ITEM 2010-R0524****Meeting Date: May, 2024****Item Name Request to Plan a Certificate of Applied Science in Hospitality**Program/Center/Institute Title: **Montana State University**Planned 6-digit CIP code: **52.0901**Campus, School/Department: **Gallatin College – Small Business
Administration**Expected Final Submission Date: **Spring 2024**Contact Name/Info: **Anna Reardon, Director of Program Development, anna.reardon@montana.edu**

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

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

The Certificate of Applied Science (CAS) in Hospitality will provide students with relevant coursework and training in the Hospitality industry. This 30-35 credit program will strategically combine instruction from culinary, business and hospitality disciplines to prepare students for entry level roles in event planning, entertainment/recreation management, food service management, lodging management, and similar positions required in small to large scale hospitality facilities. Coursework will include traditional and experiential learning that aligns with Montana's culture and strong tourism industry.

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 U.S. Bureau of Labor Statistics projects that 8.3 million jobs will be added to Montana's economy from 2021-2031, with 1.9 million, or 23.1 percent, expected in the leisure and hospitality industry, the largest projected increase across all employment sectors. At a regional level, Gallatin County has the fastest growing economy in the state (2023 Montana Economic Report) with the service industry as the largest industry in the region (2023 Prospera Economic Report) due to the draw of unparalleled outdoor recreation opportunities and quick access to Yellowstone National Park. The Montana Department of Labor and Industry projects a total of 118 annual Event/Convention Planner, Food Service Manager, and Lodging Manager openings through 2031 just in Southwest Montana; this equates to 40% of the total 296 projected equivalent job openings statewide. With continued population and tourism growth, development and support of the hospitality industry is critical to the success of Gallatin County and Montana economies. Conversations with Gallatin College's Hospitality advisory council members support the need for trained hospitality employees with industry members hiring employees as quickly as possible. Program graduates will have the opportunity to join this burgeoning industry with an anticipated average annual salary of around \$55,000 after just a few years of experience. The ability for students to enter the workforce after two semesters has the potential to significantly alleviate employer hiring needs and contribute to the state's vitality.

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

The CAS in Hospitality combines existing courses from Gallatin College's Business Administration and Culinary Arts programs with new courses to be developed in alignment with MSU's Hospitality Management bachelor's degree program. With existing courses in place, facility and instructor resources are already established for half of the program. The additional courses will either require minimal equipment or will take place in collaboration with local hospitality industry partners while instructors and curriculum development will be shared between the certificate program and MSU's bachelor's program. Funding for the program's first four years will be provided through a grant from the Arther M. Blank Family Foundation.

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).

Faculty from MSU Education Health Human Development, MSU Jake Jabs College of Entrepreneurship and Business and Gallatin College MSU's Culinary Arts and Small Business Management programs will participate in development of the certificate in order to align the one-year certificate with bachelor's degree options in hospitality management. Consideration will also be given to potential curriculum collaboration on existing courses utilized by Missoula College's Associate of Applied Science in Food Service Entrepreneurship and Hospitality.




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.

Through coursework and hands-on training, this certificate is directly in line with MSU's vision of "integrat[ing] education, creation of knowledge...and service to communities". This program will provide relevant education and training to Southwest Montana students which will prepare them to immediately enter the workforce. The technical skills obtained by these students will be valuable to the local community and state, especially with tourism continuing to be the top industry in our county and employers in critical need of trained workers to maintain their services.

The Hospitality certificate directly aligns with the MSU Strategic Plan as it serves to advance Goals 1.1 and 3.2. The intent of GOAL 1.1 is to "broaden access for underrepresented populations and increase academic success for all students through excellence in undergraduate education." This program will be one year in length with a total cost of around \$3,785 for Montana residents. It will thus be affordable for those who are not able to shoulder financial debt and/or who would like to begin working in a high-demand position as soon as possible. Similarly, it will also be accessible to adult learners who may already be working seasonal or evening positions but have a desire to increase their skill set and wage opportunities without a significant time investment (1.1.1). Additionally, Hospitality Certificate earners will contribute to the metric of "increasing 1-year and 2-year degrees and certificates awarded by 50% by 2024" (1.1.4).

Strategic Plan GOAL 3.2 is to "grow mutually beneficial partnerships across Montana; Montana State University and its partners attain collaboratively defined outcomes that improve the lives and livelihoods of Montanans." As mentioned earlier, this program is answering a specific need that Gallatin County is currently experiencing (3.2.4). After two semesters, students will be equipped to directly serve employers, community members, and visitors of Southwest Montana and the state thus sustaining and enhancing our economy and communities.

Montana University System
REQUEST TO PLAN FORM

Signature/Date		
Chief Academic Officer:	<div>DocuSigned by:  846EB00FC0D245E...</div>	3/29/2024 9:51 AM MDT
Chief Research Officer*:		
Chief Executive Officer:		3/29/2024 9:51 AM MDT
Flagship Provost**:	<div>DocuSigned by:  212A28411AC04BD...</div>	
Flagship President**:	<div>DocuSigned by:  7D6A4CE96C3F415...</div>	3/29/2024 9:51 AM MDT
<div>*Center/Institute Proposal only **Not applicable to the Community Colleges.</div>		



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

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

May 7, 2025

To: Chief Academic Officers

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

RE: Approval of April 2025 Academic Items

University of Montana

- Notification of establishing a Certificate in Finance Data Analytics
Item #1003-LI0525
- Notification of placing the BA in English, Literature and the Environment Concentration in moratorium
Item #1008-LI0525

Montana State University

- Request authorization to place BS in Cell Biology and Neuroscience: Cell Biology and Neuroscience Option into moratorium
Item #2010-LI0125
- Notification of offering the existing "Master of Education in School Counseling" program via online delivery
Item #2012-LI0425

Flathead Valley Community College

- Notification of the establishment of a CTS in General Studies
Item # 301-LI0425

University of Montana Western:

- Notification of placing Special Education Certificate into moratorium
Item #1601-LI0425
- Notification of placing Special Education concentration into moratorium
Item #1602-LI0425
- Notification of placing the Special Education K12 minor into moratorium
Item #1603-LI0425
- Request to establish a Graduate Certificate: Special Education, K-12 Licensure
Item #1604-LI0425
- Notification to place Business and Technology Outdoor Industry Minor into moratorium
Item #1605-LI0425
- Notification to place Business and Technology Outdoor Industry Specialist AAS into moratorium
Item #1606-LI0425
- Request to establish a Certificate of General Studies
Item # 1607-LI0425
- Notification to place Teacher Librarian Minor into moratorium
Item #1608-LI0425



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

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

Great Falls College MSU:

- Notification of termination of Cybersecurity Certificate of Technical Studies
Item #2901-LI0425

University of Montana

- Notification of termination of Certificate in Innovation
Item #1001-LI0425

Montana State University

- Request to retitle the graduate certificate "Certificate in Crop Breeding and Biotechnology" to "Professional Certificate in Crop Breeding and Biotechnology"
Item #2010-LI0425
- Request authorization for Termination of Doctor of Philosophy in Neuroscience
Item #2011-LI0125
- Request authorization to retitle BS Hospitality Management option names 1) Restaurant Management: Farm to Table Option" to "Sustainable Hospitality Option" and 2) "Lodging and Facility Option" to "Hospitality Business Option"
Item #2011-LI0425
- Request authorization to retitle "BS Technology Education" to "BS Applied Technology Management and CIP code change
Item #2013-LI0425

Montana State University Billings

- Request to retitle the Computer Systems Technology AAS to Cybersecurity/Computer Systems AAS
Item #2703-LI0225

University of Montana

- Request for authorization to retitle the BA in Biology (Natural History Concentration) to the BA in Interdisciplinary Biology
Item #1002-LI0525

Level II:

University of Montana

- Request for authorization to establish a Bachelor of Music in Performance
Item #1004-LII0525
- Request for authorization to establish a Bachelor of Music in Composition
Item #1005-LII0525
- Request for authorization to establish a BA in Music with a Concentration in Instrumental Jazz Studies
Item #1006-LII0525
- Request for authorization to establish a BA in Special Education
Item #1007-LII0525
- Request for authorization to eliminate the Shafizadeh Rocky Mountain Center for Wood and Carbohydrate Chemistry
Item #1009-LII0525



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

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

- Request for authorization to form the Center for the Advancement of Positive Education
Item #1011-LII0525
- Request for authorization to form the Center for Hunting and Conservation
Item #1012-LII0525

Montana State University

- Request authorization to retitle the Human Development Clinic to the Community Counseling Clinic
Item #2014-LII0525

Sincerely,

A handwritten signature in blue ink that reads "Joseph W. Thiel". The signature is written in a cursive style.

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

LEVEL I MEMORANDUM

DATE: April 24, 2025

TO: Chief Academic Officers, Montana University System

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

RE: April 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 April 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, April 30, 2025. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, May 2, 2025. You will be notified of approved proposals by Tuesday, May 6, 2025. The Board of Regents will be notified of the approved proposals at the May 2025 meeting of the Board.

Level I:

1. Campus Approvals

University of Montana

- Notification of establishing a Certificate in Finance Data Analytics
[Item #1003-LI0525](#)

Montana State University

- Request authorization to place BS in Cell Biology and Neuroscience: Cell Biology and Neuroscience Option into moratorium
[Item #2010-LI0125](#)
- Notification of offering the existing "Master of Education in School Counseling" program via online delivery
[Item #2012-LI0425](#)

Flathead Valley Community College

- Notification of the establishment of a CTS in General Studies
[Item # 301-LI0425](#)

University of Montana Western:

- Notification of placing Special Education Certificate into moratorium
[Item #1601-LI0425](#)
- Notification of placing Special Education concentration into moratorium
[Item #1602-LI0425](#)
- Notification of placing the Special Education K12 minor into moratorium
[Item #1603-LI0425](#)
- Request to establish a Graduate Certificate: Special Education, K-12 Licensure
[Item #1604-LI0425](#)
- Notification to place Business and Technology Outdoor Industry Minor into moratorium
[Item #1605-LI0425](#)
- Notification to place Business and Technology Outdoor Industry Specialist AAS into moratorium

LEVEL I MEMORANDUM

[Item #1606-LI0425](#)

- Request to establish a Certificate of General Studies
[Item # 1607-LI0425](#)
- Notification to place Teacher Librarian Minor into moratorium
[Item #1608-LI0425](#)

Great Falls College MSU:

- Notification of termination of Cybersecurity Certificate of Technical Studies
[Item #2901-LI0425](#)

University of Montana

- Notification of termination of Certificate in Innovation
[Item #1001-LI0425](#)

2. OCHE Approvals

Montana State University

- Request to retitle the graduate certificate “Certificate in Crop Breeding and Biotechnology” to “Professional Certificate in Crop Breeding and Biotechnology”
[Item #2010-LI0425](#)
- Request authorization for Termination of Doctor of Philosophy in Neuroscience
[Item #2011-LI0125](#)
- Request authorization to retitle BS Hospitality Management option names 1) Restaurant Management: Farm to Table Option” to “Sustainable Hospitality Option” and 2) “Lodging and Facility Option” to “Hospitality Business Option”
[Item #2011-LI0425](#)
- Request authorization to retitle “BS Technology Education” to “BS Applied Technology Management and CIP code change
[Item #2013-LI0425](#)

Montana State University Billings

- Request to retitle the Computer Systems Technology AAS to Cybersecurity/Computer Systems AAS
[Item #2703-LI0225](#)

University of Montana

- Request for authorization to retitle the BA in Biology (Natural History Concentration) to the BA in Interdisciplinary Biology
[Item #1002-LI0525](#)

Level II:

University of Montana

- Request for authorization to establish a Bachelor of Music in Performance
[Item #1004-LII0525](#)
- Request for authorization to establish a Bachelor of Music in Composition
[Item #1005-LII0525](#)
- Request for authorization to establish a BA in Music with a Concentration in Instrumental Jazz Studies
[Item #1006-LI0525](#)
- Request for authorization to establish a BA in Special Education
[Item #1007-LII0525](#)

LEVEL I MEMORANDUM

Montana State University

- Request authorization to retitle the Human Development Clinic to the Community Counseling Clinic
[Item #2014-LII0525](#)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

APRIL 2025

ITEM 1003-LI0525

ITEM TITLE Notification of Establishing a Certificate in Finance Data Analytics

Institution: University of Montana-Missoula

CIP Code: 52.0801

Program/Center/Institute Title: College of Business—Accounting & Finance

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

Options: _____

Proposal Summary [360 words maximum]

What: Finance students need familiarity with big data and enterprise systems. They require expertise in knowing how to get the data required and how to apply it. The ability to create data visualizations accessible to non-finance specialists will also be critical.

Why: Students have a basic working knowledge of Excel, but that is no longer sufficient as Excel is not suitable for manipulating large data sets. Knowledge of Tableau, Python, and R is likely to be increasingly needed. The certificate will help broaden the skill set for the certificate holders.

Resources: None beyond what we already have, although we think a finance data analytics program could be developed with the certificate as a starting point

ATTACHMENTS

N/A

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

A. Level I:

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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 2010-L0125

ITEM TITLE: Request authorization to place BS in Cell Biology and Neuroscience: Cell Biology and Neuroscience Option into moratorium

Institution: Montana State University

CIP Code: 26.0401

Program/Center/Institute Title: BS in Cell Biology and Neuroscience: Cell Biology and Neuroscience Option

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

Options: _____

Proposal Summary [360 words maximum]

What: Place the BS in Cell Biology and Neuroscience: Cell Biology and Neuroscience option into moratorium

Why: This option has evolved to be only one math course different from the BS in Cell Biology and Neuroscience: Biomedical Science option. The CBN option has relatively few students in the option.

Resources:

ATTACHMENTS

Program Termination and Moratorium Form

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

X **A. Level I:**

Campus Approvals

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

ITEM 2012-LI0425

Institution: **Montana State University**

CIP Code: **13.1101**

Program/Center/Institute Title: **Master of Education in School Counseling**

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

Options:

Proposal Summary [360 words maximum]

What: MSU will be offering the existing “Master of Education in School Counseling” program via online delivery in addition to the face-to-face offering.

Why: The Rural Mental Health Preparation/Practice Pathway Partnership program that specifically places school counselors in rural areas can only reach so many rural schools. The number of schools reaching out with individuals who would like to attend school, but who are place bound and cannot move to Bozeman is significant. A hybrid option was discussed, but ultimately cost of hotels was prohibitive for a robust residency program. To meet the needs of Montana's rural educators, the MEd School Counseling program will be offered in both face-to-face and fully online modalities.

Resources: The online option will operate as a mostly summer-only program. There are a few courses AC 501, 506, and HDCO 554 that are already offered in online format during the academic year. Additionally, since public schools operate during the academic year, students will need to take practicum and internship credits during the academic year. The College of Education and Health and Human Development funds will start up the program going until reaching the desired capacity of at least 16 students per course at which point direct summer returns should fully support the courses. Additionally, other funding is being sought by the dean to cover the cost of the additional practicum and internship sections. Each of these courses come with ratio requirements per our Council for Accreditation of Counseling and Related Educational Programs accreditation.

ATTACHMENTS

Support Letter

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

 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

December 12, 2024

Dear Montana State University Department of Counseling,

I am pleased to learn that Montana State University Department of Counseling plans to launch an online School Counseling Master's program, and I write to offer my support. Together, our institutions will partner to meet the critical need for qualified and well-trained school counselors in our state.

The University of Montana Department of Counseling transitioned our in-person School Counseling program online in the summer of 2024, after years of declining enrollment. In just a few months of marketing the new program, we more than doubled the applicant numbers we had seen in recent years. Many of the students in our program are practicing teachers in rural Montana schools, and the online program has proven accessible to them while they continue to teach. I believe that many more educators, as well as other school personnel, will be attracted to an online program that will allow them to remain in place while completing their Master's programs.

The partnership between UM's and MSU's Counseling programs has given way to a \$3 million US Department of Education Mental Health Service Professional Demonstration Grant. Over the next five years these funds will be used to recruit and pay the cost of attendance for school counselors in training in UM's and MSU's online programs, serving high-needs, rural Montana schools.

Retention has long been an issue for the school counseling profession. The high demands of the job, coupled with few resources and little support often lead to burnout and attrition. Following the COVID-19 pandemic, students' mental health and academic needs have soared, while access to mental health care, specifically within the school setting, has diminished. We need a workforce committed to service in K-12 schools, making the existing school personnel prime for recruitment and retention. I trust that our sister institutions will recruit enough high-quality applicants to fill both programs, staffing our Montana schools with skilled school counselors prepared to meet the growing needs of our youth.

Please contact me if I can provide any additional support for MSU in developing an online school counseling program. I look forward to many future collaborations with MSU's Department of Counseling.

Best,



Veronica I. Johnson

PROFESSOR & DEPARTMENT CHAIR
DEPARTMENT OF COUNSELING
PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION

ED 338 | Missoula, Montana
t: (406) 243-4205 | e: veronica.johnson@mso.umt.edu

UNIVERSITY OF MONTANA

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

April 2025

ITEM 301-LI0425

ITEM TITLE Notification of the establishment of a C.T.S. in General Studies

Institution: **Flathead Valley Community College**

CIP Code: **24.0102**

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

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

Options: _____

Proposal Summary [360 words maximum]

What: FVCC's Board of Trustees has approved the establishment of a 30-credit C.T.S. in General Studies.

Why: This certificate program mirrors others around the state that support student success in completing the lower-division general education requirements.

Resources: This C.T.S. request does not fit neatly into any of the Level I options. However, due to the unconventional way programs in General Studies are handled across the system as detailed below, FVCC decided to move forward with this proposal. Montana Technical College offers a 30-31 credit certificate in General Studies, Great Falls College offers a 31-credit certificate in Montana University System Core, and the following colleges offer a C.A.S. in General Studies: Dawson Community College, Helena College, Highlands College, Miles Community College, and Missoula College.

ATTACHMENTS

Click or tap here to enter text.

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

 X **A. Level I:**

Campus Approvals

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

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

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

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 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: **Special Education Certificate**

Program is being X Placed into moratorium Terminated

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

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

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

May 2027

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

N/A

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee X

d.) Articulation Partners X

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Special Education Concentration**

Program is being X Placed into moratorium Terminated

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

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

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

May 2027

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

N/A

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee X

d.) Articulation Partners X

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Special Education K-12 Minor**

Program is being X Placed into moratorium Terminated

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

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

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

May 2027

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

N/A

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee X

d.) Articulation Partners X

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

April/2025

ITEM 1604-LI0425

ITEM TITLE: Request to establish a Graduate Certificate: Special Education, K-12 Licensure

Institution: **University of Montana Western**

CIP Code: **13.1099**

Program/Center/Institute Title: **Graduate Certificate: Special Education, K-12 Licensure**

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

Options: _____

Proposal Summary [360 words maximum]

What: Three undergraduate programs (Special Education Certificate, Special Education Concentration, and Special Education K-12 Minor) are being placed into moratorium. They are being replaced by a Graduate Certificate in Special Education K-12 Licensure.

Why: These courses are specifically designed for in-service teachers seeking to pursue licensure in special education. Featuring advanced content and high rigor, the courses are well-suited for these experienced educators. Consequently, the course numbers should reflect this advanced level. This advancement signifies our alignment with current best practices and research (Cook et al., 2015), ensuring the curriculum meets the depth required for professionals to effectively address rural and trauma-informed contexts. Additionally, courses have been assessed for alignment with state licensure standards (ARM 10.58.510).

Cook, B. G., Buysse, V., Klingner, J., Landrum, T. J., McWilliam, R. A., Tankersley, M., & Test, D. W. (2015). CEC's standards for classifying the evidence base of practices in special education. *Remedial & Special Education, 36*(4), 220–234.
<https://doi.org/10.1177/0741932514557271>

Resources:

ATTACHMENTS

Attachments: 1604-LI0425 A1 SPED CP

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

 A. Level I:

Campus Approvals

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

 B. Level II:

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

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

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

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

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

Montana 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: **Business & Technology Outdoor Industry Minor (BS)**

Program is being X Placed into moratorium Terminated

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

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

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

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

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

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

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

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
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b.) Faculty Senate	X
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c.) Program Public Advisory Committee	X
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d.) Articulation Partners	X
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4. Has there been any negative feedback received from students, faculty, or other constituents regarding the impending termination/moratorium? (If yes, please explain below.) Y: _____ N: X

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Business & Technology Outdoor Industry Specialist (A.A.S.)**

Program is being X Placed into moratorium Terminated

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

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

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee X

d.) Articulation Partners X

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

ITEM 1607-LI0425

ITEM TITLE Request to establish a Certificate of General Studies

CIP Code: **24.0102**

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

Options:

Proposal Summary [360 words maximum]

NB: *the proposed certificate is over the “29 hours or less”* listed on the UMW Curriculum Proposal form but is in line with other Certificate of General Studies offerings in the MUS and Montana BoR requirements for certificates of this kind. For more information on MUS policies governing general certificate programs, see <https://mus.edu/borpol/bor300/>, specifically policies 301.10 and 301.12. For updates to policy 301.12, see https://mus.edu/board/meetings/2023/may/arsa/301-12_redlined.pdf

(Exceeds 29 credits – Earn a minimum of 32 credits, at least 16 of which must be taken at UMW. Justification above.)

Why: According to BoR policy 301.12 [rev. 2023], “The certificate of general studies is designed for transfer and recognizes completion of an approved general education program that satisfies the requirements of board policy 301.10.” As noted by the Certificate of General Studies overview for University of Montana’s certificate, “Students may use the certificate to demonstrate completion of lower-division general education requirements when transferring within the MUS or as a milestone to earning an Associate of Arts or Associate of Science degree.” Given the BoR’s commitment to making transfer easier for students within the MUS and related Montana schools, emphasis on limiting lost credits and additional time to completion when transferring, and recent efforts to establish more certificate-level credentials, there are multiple advantages to UMW adding a CGS to its catalog. These include

- allowing for more seamless transfer to and from another school, thus helping UMW to attract additional transfer students.
- attracting students who don't think we offer the final degree they want but for whom UMW is a better present option. A CGS more easily facilitates students coming to UMW to complete their general education requirements, which is particularly useful for recruiting from the growing number of dual enrollment students.
- facilitating the return of students who have completed their gen eds and then stopped out (for any number of reasons). A CGS would make it easier for these students to return to UMW and/or transfer to another school to finish a degree without losing gen ed credits as catalogs change.
- supporting the institution's two-year mission more effectively.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Resources: For examples of Certificate of General Studies options in the MUS, see the offering at UM's Bitterroot and Missoula Colleges and MSU's Great Falls College: <https://www.umt.edu/bitterroot-college/academic-programs/gen-studies.php>

<https://catalog.umt.edu/colleges-schools-programs/missoula-college/applied-arts-sciences/cert-general-studies/>

<https://catalog.gfcmu.edu/academic-programs/montana-university-system-core/>

ATTACHMENTS

Attachments: 1607-LI0425_A1 CP - General Studies Certificate

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 (*Exceeds 29 credits – Earn a minimum of 32 credits, at least 16 of which must be taken at UMW. Justification above.*)

X

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

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

B. Level II:

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

Montana 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: **Teacher Librarian Minor**

Program is being X Placed into moratorium Terminated

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

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

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

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

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

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

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

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
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b.) Faculty Senate	X
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c.) Program Public Advisory Committee	X
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d.) Articulation Partners	X
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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

APRIL/2025

ITEM 2901-L10425

Notification of termination of Cybersecurity Certificate of Technical Studies

Institution: Great Falls College Montana State University

CIP Code: 11.0501

Program/Center/Institute Title: CTS - Cybersecurity

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

Options: _____

Proposal Summary [360 words maximum]

What: Great Falls College is terminating the Cybersecurity Certificate of Technical Studies degree

Why: Enrollment in the 20-credit Cybersecurity Certificate of Technical Studies (CTS) has been low, with no students currently enrolled. While the courses in this program were designed to prepare students for industry-recognized certification exams, feedback from faculty and our advisory board indicates that employers prioritize the certifications themselves over the CTS credential. We will continue to provide students with vouchers for the high-demand industry certifications.

Given this, and the fact that the CTS is not a stackable credential within our program pathway, we have decided to discontinue it. This decision does not impact the Cybersecurity AAS degree.

Resources: There is no impact to current faculty or resources.

ATTACHMENTS

Attachments

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

A. Level I:

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

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

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

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

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

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

 B. Level II:

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

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

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

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

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

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: Cybersecurity Certificate of Technical Studies

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

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

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

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate N/A

c.) Program Public Advisory Committee X

d.) Articulation Partners N/A

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

APRIL 2025
ITEM 1001-LI0525

NOTIFICATION OF TERMINATION OF CERTIFICATE IN INNOVATION

Institution: University of Montana-Missoula

CIP Code: NA

Program/Center/Institute Title: Certificate in Innovation

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

Options: _____

Proposal Summary [360 words maximum]

What: The University of Montana requests authorization to terminate the Certificate in Innovation.

Why: The certificate has not seen significant enrollment or completion since its inception.

Resources: N/A.

ATTACHMENTS

N/A

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

A. Level I:

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

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

SUBMISSION MONTH/YEAR: April 2025

ITEM 2010-LI0425

ITEM TITLE Request to retitle the graduate certificate "Certificate in Crop Breeding and Biotechnology" to "Professional Certificate in Crop Breeding and Biotechnology"

Institution: Montana State University

CIP Code: 01.1104

Program/Center/Institute Title: Certificate in Crop Breeding

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

Options: _____

Proposal Summary [360 words maximum]

What: Retitle the graduate certificate "Certificate in Crop Breeding and Biotechnology" to "Professional Certificate in Crop Breeding and Biotechnology"

Why: The request name change better reflects the professional nature of the certificate (coursework only), a pathway that is desired by the crop breeding and biotechnology industries to specifically prepare their workforce. This retitle will also link the certificate as a stackable credential to the Professional Masters in Plant Science as was originally intended.

Resources: No additional resources will be needed to implement this retitle.

ATTACHMENTS

Attachments

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

X **A. Level I:**

Campus Approvals

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

 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**

_____ **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**

ITEM 2011-L0125

ITEM TITLE Request authorization for Termination of Doctor of Philosophy in Neuroscience

CIP Code: **26.1501**

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

Options:

Proposal Summary [360 words maximum]

Resources: none

ATTACHMENTS

Program Termination and 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

- ### 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: **NEUA-PHD : Doctor of Philosophy in Neuroscience**

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

April, 2025

ITEM 2011-LI0425

ITEM TITLE Request for authorization to retitle B.S. Hospitality Management option names 1) “Restaurant Management: Farm to Table Option” to “Sustainable Hospitality Option” and 2) “Lodging and Facilities Option” to “Hospitality Business Option”

Institution: **Montana State University**

CIP Code: **52.0901**

Program/Center/Institute Title: **BS Hospitality Management**

Includes (please specify below): Face-to-face Offering: X Online Offering: Blended Offering:
Options: 1) Food Enterprise, 2) Lodging & Facilities Management, 3) Restaurant Management: Farm-to-Table

Proposal Summary [360 words maximum]

What:

- Retitle B.S. Hospitality Management (Restaurant Management: Farm to Table Option) to B.S. Hospitality Management (Sustainable Hospitality Option)
- Retitle B.S. in Hospitality Management (Lodging & Facilities Management option) to B.S. in Hospitality Management (Hospitality Business option)

Why: The B.S. in Hospitality Management program is restructuring its options to more closely align with degree name recognition for the industry, clarify option differences for students, and better reflect student curricular demands for each option. Students complete a series of existing introductory hospitality courses, including introduction to hospitality management, hotel management and operations, and restaurant management.

Overall restructure of the three options for the BS in Hospitality Management:

Current option	Change to	College/Dept
Restaurant Management: Farm to Table Option	Sustainable Hospitality Option	EHHD/Food Systems, Nutrition & Kinesiology
Lodging & Facilities Option	Hospitality Business Option	Business
Food Enterprise Option	Proposal forthcoming to terminate the option in favor of a certificate program	EHHD/Food Systems, Nutrition & Kinesiology

Resources: No additional resources are required for this retitling. Coursework is consistent with the existing tourism, event administration, business management, food and nutrition, culinary arts, nutrition, and sustainable food systems offerings for these two options and other MSU programs and program learning outcomes. Curriculums have been minimally revised (non-substantive change) and, where necessary, resources reallocated to meet adjusted program learning outcomes.

ATTACHMENTS

Attachments

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

 X **A. Level I:**

Campus Approvals

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

 X 5. Re-titling an existing postsecondary educational program

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

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

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

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

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

 B. Level II:

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

SUBMISSION MONTH/YEAR: April 2025

ITEM 2013-LI0425

ITEM TITLE Request authorization to retitle “BS Technology Education” to “BS Applied Technology Management” and CIP code change

Institution: Montana State University CIP Code: Currently 13.1319
change and split will occur

Program/Center/Institute Title: BS Technology Education

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

Options: Industrial Technology Option, Broadfield Teaching Option

Proposal Summary [360 words maximum]

What: Retitle both options in BS Technology Education and change CIP codes as follows:

- 1) Retitle “BS Technology Education (Industrial Technology Option)” to “BS Applied Technology Management” and change CIP Code to 15.0612
- 2) Retitle “BS Technology Education (Broadfield Teaching Option)” to “BS Applied Technology Management (Broadfield Teaching Option)” and change CIP Code to 13.1309

Why: The title changes reflect a change in the prevalent industry employer of our graduates and the departure of the Applied Technology Management curriculum from the necessary broadfield teacher preparation. The title change is in keeping with our peer institutions with similar programs. Our graduates struggle to get interviews because employers no longer understand or use the terminology “Industrial Technology”. The antiquated name is a holdover from the 1960’s when technology education was called industrial arts. Recent changes in state teacher licensing that allows for practitioners to teach also drives an emphasis on the Applied Technology Management field. Lastly, naming the major with the field of discipline and offering a teaching option also puts this program in alignment with other teaching programs.

Resources: no resources are needed to change the name of these programs

ATTACHMENTS

Attachments

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

x **A. Level I:**

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

SUBMISSION February 2025

ITEM 2703 L1 2025

ITEM TITLE Request to retitle the Computer Systems Technology AAS to Cybersecurity/Computer Systems AAS

Institution: City College Montana State University Billings

CIP Code: 11.0901

Program/Center/Institute Title: Computer Systems Technology

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

Options: none

Proposal Summary [360 words maximum]

What: Montana State University Billings requests to retitle the Computer Systems Technology AAS to Cybersecurity/Computer Systems AAS.

Why: City College currently offers degrees in Cyber Security/Network Technology and in Computer Systems Technology. The department plans to streamline curriculum between these two degrees, which would include offering Cyber Security in the coursework for the Computer Systems Technology degree. Retitling the Computer System Technology AAS would allow students, future graduates and employers a better representation of the degree outcomes. The proposed change is not a significant departure from the current academic offerings.

Resources: Current staffing in the department will cover the curriculum.

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

APRIL 2025

ITEM 1002-LI0525

Request for authorization to retitle the BA in Biology (Natural History Concentration) to the BA in Interdisciplinary Biology

Institution: University of Montana-Missoula

CIP Code: 26.0101

Program/Center/Institute Title: College of Humanities and Sciences—Division of Biological 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 to re-title the B.A. Biology degree with Natural History concentration to the B.A. Interdisciplinary Biology with no concentration.

Why: The B.A. Biology degree with a Natural History concentration has always been at its core an interdisciplinary degree, so the new title will more accurately reflect this purpose. We would also like to broaden the disciplines that students are allowed/encouraged to combine with the biological sciences, and give students more flexibility in their degree requirements.

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

ATTACHMENTS

N/A

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

APRIL 2025

ITEM 1004-LII0525

Request for Authorization to Establish a Bachelor of Music in Performance

Institution: **University of Montana-Missoula**

CIP Code: **50.0903**

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

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

Options: Concentration in Voice; Concentration in Instrumental; Concentration in Keyboard

Proposal Summary [360 words maximum]

What: The School of Music proposes changes within the Bachelor of Music degree, reducing credits to align with the 80-credit maximum for an extended major and creating distinct majors in Performance and Composition with concentrations to replace our unofficial advising tracks.

Why: The Provost is requiring unofficial advising tracks be removed from the catalog and DegreeWorks and formalized as official concentrations. This requirement aligns with our recent National Association of Schools of Music (NASM) recommendation to conduct a comprehensive curriculum revision that formalizes concentrations in Instrumental Jazz Studies, Music Performance, and Music Composition across the Bachelor of Arts and Bachelor of Music programs. Our current Bachelor of Music has one major in Music with four advising tracks in performance and two in composition. We are proposing creating more descriptive majors in Performance and Composition. Students majoring in Performance will have to select a concentration in Voice, Instrumental, or Keyboard.

Resources: This proposal utilizes the existing resources in the School of Music.

ATTACHMENTS

- Attachment #1 – curriculum proposal form
- Attachment #2 – completed request to plan form
- Attachment #3 – curriculum appendix A – Voice
- Attachment #4 – curriculum appendix A – Instrumental
- Attachment #5 – curriculum appendix A – Keyboard
- Attachment #6 – Fiscal Analysis

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**

BM--Major in Performance [upper-division courses in red]

Students must complete all core requirements and choose a concentration in Instrumental, Keyboard, or Voice

CORE REQUIREMENTS

First-Year Seminar

MUSI 194	1 st -Year Seminar	1
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Music Theory

Complete the following courses:

MUSI 105	Music Theory I	2
MUSI 106	Music Theory II	2
MUSI 205	Music Theory III	2
MUSI 206	Music Theory IV	2

Aural Perception

Complete the following courses:

MUSI 140	Aural Perception I	2
MUSI 141	Aural Perception II	2
MUSI 240	Aural Perception III	2
MUSI 241	Aural Perception IV	2

Keyboard Skills

Complete the following courses:

MUSI 135A	Keyboard Skills I	1
MUSI 136A	Keyboard Skills II	1
MUSI 235	Keyboard Skills III	1
MUSI 236	Keyboard Skills IV	1

History and Culture

Complete the following courses:

MUSI 207X	World Music	3
MUSI 301H	Music History I	3
MUSI 302H	Music History II	3

Assessment

MUSI 296	Upper Division Required Performance (required to advance to upper-division study)	0
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Literature, Form, and Analysis

Complete 1 of the following courses:

MUSI 101L	Enjoyment of Music	3
MUSI 130L	History of Jazz	3

~~MUSI 132L History of Rock and Roll 3~~

Complete at least 2 credits from the following courses: (2-3 credits)

MUSI 356	Form and Analysis	2
MUSI 418	Advanced Topics in Music Theory	3
MUSI 460	Jazz Theory and Improvisation II	3

Ensembles

Students in the BA or BM degrees must enroll in a minimum of one qualifying ensemble each semester while registered as a full-time student, resulting in at least 8 semesters of ensemble participation to satisfy degree requirements. Qualifying ensembles are determined by a student's auditioned principal instrument in consultation with their faculty mentor and professional advisor.

Complete 4 credits over 4 semesters from the following courses: 4

MUSI 108A	Orchestra: UMSO
MUSI 112A	Choir or Chamber Chorale
MUSI 114A	UM Concert Band or Symphonic Wind Ensemble
MUSI 162A	Chamber Ensembles

Complete 4 credits over 4 semesters credits from the following courses: 4

MUSI 308	Orchestra: UMSO (String principals)
MUSI 310	Opera Theatre (Voice principals)
MUSI 312	Choir or Chamber Chorale (Voice or Piano principals)
MUSI 314	UM Concert Band or Symphonic Wind Ensemble (Instrumental principals)
MUSI 331	Jazz Ensemble I or II. 1 (Jazz Principals)
MUSI 362	Chamber Ensemble III: (Piano and Guitar Principals)

Concert Attendance

All students majoring in music are required to attend a minimum of 100 approved recitals/concerts prior to graduation. Students should register for the following course in their final semester:

MUSI 388	Concert Attendance UM	0
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Advanced Writing

Choose 1 course from the following: 3

MUSI 415	Music of the 20 th C. to Present
MUSI 416	Historical Topics in Music
MUSI 417	Cultural Topics in Music

Senior Recital/Professional Project

Complete the following course:

MUSI 499	Senior Recital/Capstone Project	1
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[Lower-Division Core Total Credits: 28 credits]

[Upper-Division Core Total: 16-17]

BM Performance—Voice concentration

Complete all of the following courses:

MUSI 195	Applied Study I	4
MUSI 295	Applied Study II	4
MUSI 395	Applied Study III	4
MUSI 495	Applied Study IV	4
MUSI 281	Diction: English, Italian	2
MUSI 282	Diction: German & French (equiv 382)	2
MUSI 310	Opera Theatre II	2
MUSI 336	Choral Conducting	2
MUSI 342	Vocal Repertoire I	2
MUSI 343	Vocal Repertoire II	2
MUSI 442	Vocal Studio Pedagogy and Lit	2
MUSI 419	Pedagogy and Wellness	2
	Upper-Division Electives in Music	3
THTR 120A	Acting I	3

12 lower division

20 upper-division credits

Lower-Division 28 (core) + 12 (concentration) = 40 credits

Upper-Division 16/17 (core)+ 23 = 40

80 total credits for Major + Concentration

BM--Major in Performance [upper-division courses in red]

CORE REQUIREMENTS

First-Year Seminar

MUSI 194	1 st -Year Seminar	1
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Music Theory

Complete the following courses:

MUSI 105	Music Theory I	2
MUSI 106	Music Theory II	2
MUSI 205	Music Theory III	2
MUSI 206	Music Theory IV	2

Aural Perception

Complete the following courses:

MUSI 140	Aural Perception I	2
MUSI 141	Aural Perception II	2
MUSI 240	Aural Perception III	2
MUSI 241	Aural Perception IV	2

Keyboard Skills

Complete the following courses:

MUSI 135A	Keyboard Skills I	1
MUSI 136A	Keyboard Skills II	1
MUSI 235	Keyboard Skills III	1
MUSI 236	Keyboard Skills IV	1

History and Culture

Complete the following courses:

MUSI 207X	World Music	3
MUSI 301H	Music History I	3
MUSI 302H	Music History II	3

Assessment

MUSI 296	Upper Division Required Performance (required to advance to upper-division study)	0
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Literature, Form, and Analysis

Complete 1 of the following courses:

MUSI 101L	Enjoyment of Music	3
MUSI 130L	History of Jazz	3
MUSI 132L	History of Rock and Roll	3

Complete at least 2 credits from the following courses: (2-3 credits)

MUSI 356	Form and Analysis	2
MUSI 418	Advanced Topics in Music Theory	3
MUSI 460	Jazz Theory and Improvisation II	3

Ensembles

Students in the BA or BM degrees must enroll in a minimum of one qualifying ensemble each semester while registered as a full-time student, resulting in at least 8 semesters of ensemble participation to satisfy degree requirements. Qualifying ensembles are determined by a student's auditioned principal instrument in consultation with their faculty mentor and professional advisor.

Complete 4 credits over 4 semesters from the following courses: 4

MUSI 108A	Orchestra: UMSO
MUSI 112A	Choir or Chamber Chorale
MUSI 114A	UM Concert Band or Symphonic Wind Ensemble
MUSI 162A	Chamber Ensembles

Complete 4 credits over 4 semesters credits from the following courses: 4

MUSI 308	Orchestra: UMSO (String principals)
MUSI 310	Opera Theatre (Voice principals)
MUSI 312	Choir or Chamber Chorale (Voice or Piano principals)
MUSI 314	UM Concert Band or Symphonic Wind Ensemble (Instrumental principals)
MUSI 331	Jazz Ensemble I or II. 1 (Jazz Principals)
MUSI 362	Chamber Ensemble III: (Piano and Guitar Principals)

Concert Attendance

All students majoring in music are required to attend a minimum of 100 approved recitals/concerts prior to graduation. Students should register for the following course in their final semester:

MUSI 388	Concert Attendance UM	0
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Advanced Writing

Choose 1 course from the following: 3

MUSI 415	Music of the 20 th C. to Present
MUSI 416	Historical Topics in Music
MUSI 417	Cultural Topics in Music

Senior Recital/Professional Project

Complete the following course:

MUSI 499	Senior Recital/Capstone Project	1
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[Lower-Division Core Total Credits: 28 credits]

[Upper-Division Core Total: 16-17]

BM Performance—Instrumental concentration

MUSI 195	Applied Study I	4
MUSI 295	Applied Study II	4
MUSI 395	Applied Study III	4
MUSI 495	Applied Study IV	4
MUSI 362	Chamber Ensemble	4
MUSI 419	Advanced Topics in Pedagogy	2
MUSI 335	Instrumental Conducting	2
	Upper-Div Music Electives	3
Total		27 credits

[lower-division credits: 8 + 28 core = 36]

[upper-division credits: 19 + 16/17 = 35-36] 72 total credits for Major + Concentration

BM--Major in Performance [upper-division courses in red]

Students must complete all core requirements and choose a concentration in Instrumental, Keyboard, or Voice

CORE REQUIREMENTS

First-Year Seminar

MUSI 194	1 st -Year Seminar	1
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Music Theory

Complete the following courses:

MUSI 105	Music Theory I	2
MUSI 106	Music Theory II	2
MUSI 205	Music Theory III	2
MUSI 206	Music Theory IV	2

Aural Perception

Complete the following courses:

MUSI 140	Aural Perception I	2
MUSI 141	Aural Perception II	2
MUSI 240	Aural Perception III	2
MUSI 241	Aural Perception IV	2

Keyboard Skills

Complete the following courses:

MUSI 135A	Keyboard Skills I	1
MUSI 136A	Keyboard Skills II	1
MUSI 235	Keyboard Skills III	1
MUSI 236	Keyboard Skills IV	1

History and Culture

Complete the following courses:

MUSI 207X	World Music	3
MUSI 301H	Music History I	3
MUSI 302H	Music History II	3

Assessment

MUSI 296	Upper Division Required Performance (required to advance to upper-division study)	0
----------	--	---

Literature, Form, and Analysis

Complete 1 of the following courses:

MUSI 101L	Enjoyment of Music	3
MUSI 130L	History of Jazz	3

~~MUSI 132L History of Rock and Roll 3~~

Complete at least 2 credits from the following courses: (2-3 credits)

MUSI 356	Form and Analysis	2
MUSI 418	Advanced Topics in Music Theory	3
MUSI 460	Jazz Theory and Improvisation II	3

Ensembles

Students in the BA or BM degrees must enroll in a minimum of one qualifying ensemble each semester while registered as a full-time student, resulting in at least 8 semesters of ensemble participation to satisfy degree requirements. Qualifying ensembles are determined by a student's auditioned principal instrument in consultation with their faculty mentor and professional advisor.

Complete 4 credits over 4 semesters from the following courses: 4

MUSI 108A	Orchestra: UMSO
MUSI 112A	Choir or Chamber Chorale
MUSI 114A	UM Concert Band or Symphonic Wind Ensemble
MUSI 162A	Chamber Ensembles

Complete 4 credits over 4 semesters credits from the following courses: 4

MUSI 308	Orchestra: UMSO (String principals)
MUSI 310	Opera Theatre (Voice principals)
MUSI 312	Choir or Chamber Chorale (Voice or Piano principals)
MUSI 314	UM Concert Band or Symphonic Wind Ensemble (Instrumental principals)
MUSI 331	Jazz Ensemble I or II. 1 (Jazz Principals)
MUSI 362	Chamber Ensemble III: (Piano and Guitar Principals)

Concert Attendance

All students majoring in music are required to attend a minimum of 100 approved recitals/concerts prior to graduation. Students should register for the following course in their final semester:

MUSI 388	Concert Attendance UM	0
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Advanced Writing

Choose 1 course from the following: 3

MUSI 415	Music of the 20 th C. to Present
MUSI 416	Historical Topics in Music
MUSI 417	Cultural Topics in Music

Senior Recital/Professional Project

Complete the following course:

MUSI 499	Senior Recital/Capstone Project	1
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[Lower-Division Core Total Credits: 28 credits]

[Upper-Division Core Total: 16-17]

BM Performance—Keyboard concentration

Complete all of the following courses:

MUSI 102A	Performance Study	2
MUSI 162A	Chamber Ensemble	2
MUSI 195	Applied Study I	4
MUSI 295	Applied Study II	4
MUSI 395	Applied Study III	4
MUSI 495	Applied Study IV	4
MUSI 335/336	Instr/Choral Conducting	2
MUSI 332	Advanced Functional Piano	1
MUSI 432	Keyboard Literature I	3
MUSI 433	Keyboard Literature II	3
MUSI 435	Piano Methods & Materials I	3
MUSI 436	Piano Methods & Materials II	3
Total		31 credits

Lower-division: $12 + 28 \text{ (core)} = 40$

Upper-division: $23 + 16/17 = 39/40$

80 total credits for Major + Concentration

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 Provost is requiring unofficial advising tracks be removed from the catalog and DegreeWorks and formalized as official concentrations. This requirement aligns with our recent National Association of Schools of Music (NASM) recommendation to conduct a comprehensive curriculum revision that formalizes concentrations in Instrumental Jazz Studies, Music Performance, and Music Composition across the Bachelor of Arts and Bachelor of Music programs. Our current Bachelor of Music has one major in Music with four advising tracks in performance and two in composition. We are proposing creating more descriptive majors in Performance and Composition. Students majoring in Performance will have to select a concentration in Voice, Instrumental, or Keyboard.

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

The proposed changes to this degree are fully consistent with UM's mission, stated PFA's and Core Themes. The Bachelor of Music is a recognized professional degree, and UM is the only institution in Montana that offers this degree, which is fully accredited by the National Association of Schools of Music. For Montana, this degree offers students an in-state option for professional training in music. In community engagement throughout Montana as performers and educators, our faculty also provide a critical service to the state.

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

In Spring of 2024, the music faculty discussed changes to our BA and BM degrees consistent with recommendations from our accreditation site visit as well as campus-wide directives to phase out unofficial advising tracks and to propose formalized concentrations. This past September we submitted an RTP to OCHE, which was approved. In Fall semester 2025, the faculty discussed proposed changes to BA and BM programs, as well as which formal concentrations we'd like to pursue. The music faculty approved these changes in January 2025.

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	72-80
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	17-20
Credits of free electives	20-31
Total credits required to complete the program	120

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Performance Major:

- Develop functional keyboard skills
- Develop fundamental skills in conducting and rehearsing an ensemble
- Develop skills in listening and musical notation that improve their ability to sightread, identify musical intervals, chord progressions, and musical form.
- Understand how to interpret and analyze music within historical and cultural contexts.

Voice:

- Demonstrate advanced technique and artistic expression in voice in solo and group performances
- Understand best practices for vocal pedagogy and wellness

Instrumental:

- Demonstrate advanced technique and artistic expression on their principal instrument in solo and group performances
- Understand best practices for pedagogy and wellness on their principal instrument

Keyboard:

- Demonstrate advanced technique and artistic expression at the keyboard in solo and ensemble performances

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

The proposed changes to this BM are fully consistent with UM's mission, stated PFA's and Core Themes. Reducing credits in the BM core better aligns our program with the traditional intent of a broad liberal arts degree. Our current, unofficial advising tracks within the BM exceed 80 credits. Our proposed changes also clarify for students the differences in purpose and outcomes of degrees and concentrations. Our proposed changes eliminate unnecessary degree complexity that can affect retention and graduation goals. These changes also meet our students where they are, particularly the significant number that are also pursuing a major in a program outside of music. These changes also allow our faculty to concentrate efforts in those areas we've determined most important.

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

N/A

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

N/A

- 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]*

N/A

- 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]*

Pending faculty senate and OCHE approval, we hope to offer this program in Fall 2025. The curricular requirements are similar to our previous BM advising tracks in Composition, so we don't expect to encounter significant challenges in advising or delivering the proposed curriculum.

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

Fall Headcount Enrollment					Graduates				
AY25-26	AY26-27	AY27-28	AY29-30	AY30-31	AY25-26	AY26-27	AY27-28	AY29-30	AY30-31
32	32	32	32	32	10	10	10	10	10

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

The projections are based on current enrollment in our BM performance tracks.

(Fall headcount)

- Instrumental: 22
- Keyboard: 5
- Voice: 5

Graduation projections per year:

- Instrumental: 6
- Keyboard: 2
- Voice: 2

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

50

- 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 School of Music is a longstanding member of NASM, which confers our accreditation. NASM maintains a handbook, updated yearly, with standards for liberal arts degrees in music which all accredited institutions

Montana Board of Regents
CURRICULUM PROPOSAL FORM

must meet. In addition to continuing to meet these standards as a school, which help to guide us in assessing learning outcomes for our students, success also depends on a stable enrollment of students over time. If we fall short in meeting accreditation standards or fail to maintain consistent enrollment, we will reconsider our curriculum and capability to deliver the degree and specific concentrations.

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

Students in our BM are expected to achieve learning outcomes in areas related to performance, music literacy, and the analysis of music from various historical and cultural perspectives. Our curriculum is designed to develop these skills over four years with learning outcomes appropriate to each level of study, leading to increasing proficiency in these areas.

In the area of performance, students take applied lessons on their concentration. Each semester concludes with a jury assessed by faculty in Keyboard, Voice, Brass/Percussion, and Woodwinds in which students demonstrate their competency in meeting course learning outcomes for their level of study. Feedback is shared with students on a rubric completed by faculty. Students must complete a barrier assessment in their sophomore year to continue to upper-division study. In the area of music literacy and analysis, students meet learning outcomes in lower- and upper- division coursework. For example, in the area of historical analysis, students complete a research project in their sophomore year, and they also complete an advanced writing course in their junior or senior year, in which they show proficiency in three common types of professional writing in music: a program note, a critical review, and an opinion piece.

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

Direct:

Performances, juries, exams, papers, presentations, and assignment rubrics.

Indirect:

Surveys and evaluations, student evaluation committee, student representation through student music union

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

Individually, instructors continually adapt their courses based on direct and indirect assessment. At the programmatic level, meetings of faculty in the theory, history, and applied areas are the typical forum where we initially consider revision to standards or curricular changes or the BM, BA, and concentrations. Proposals for changes are then presented at a faculty meeting for further discussion and action.

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

Our degrees are accredited through NASM (National Association of Schools of Music)

9. Physical resources.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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]*

Music Building, Recital Hall, Ensemble Rehearsal Spaces, Dennison Theatre, Keyboard/Computer Lab, Recording Studio, Practice Rooms, and Classrooms. We also maintain a large collection of school-owned instruments, including pianos, brass, percussion, woodwind, and strings.

Our BM is a longstanding degree program. Benefactors of the School of Music have contributed considerable funds in the last 10 years toward the renovation of our building to accommodate our students. Funds for deferred maintenance and renovation for our current building have been identified as a priority for state appropriations.

- 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]*

Our BM with advising tracks in performance is a longstanding program in the School of Music. We don't anticipate the need for any additional facilities or materials.

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]*

No new personnel.

- 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.

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]*

We don't anticipate any impact on services to the broader student body.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Our BM is a longstanding degree program. Given current demographic trends we have taken a conservative approach to our enrollment projections. However, we anticipate that formalizing the concentration and advertising it as an official area of study within the School of Music will enhance the visibility of music performance at UM, improve our recruiting and retention efforts, and ultimately student outcomes.

- 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	\$182,535	\$182,535	\$182,535
Expenses	N/A	N/A	N/A
Net Income/Deficit (revenues-expenses)	\$182,535	\$182,535	\$182,535

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

We don't anticipate any additional expenses related to the implementation as it is an existing program within the School of Music. The numbers above reflect students who are currently enrolled in the School of Music and the trends in enrollment that we have seen over the past years. As these are not technically new programs, we do not anticipate net income or a deficit from formalizing these majors and concentrations.

- 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]*

Funding for the program currently exists in the School of Music budget.

- 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]*

Montana Board of Regents
CURRICULUM PROPOSAL FORM

N/A

- 13. Student fees.** If the proposed program intends to impose new course, class, lab, or program fees, please list the type and amount of the fee.

N/A


- 14.** Complete the fiscal analysis form.


Signature/Date

College or School Dean: Michael Musick Sign via courseleaf 2/3/2025

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:  4/9/2025

Flagship President*:  4/9/2025

*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum – See Attachments #3 (Voice), #4 (Instrumental), #5 (Keyboard)

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: UM - Missoula

AWARD LEVEL: Undergraduate

PROGRAM NAME: BM

Composition & BM Performance

PROGRAM CODE:

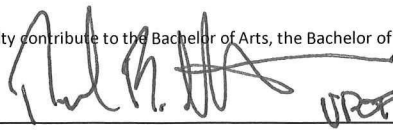
ENROLLMENT PROJECTIONS	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		AY25-26	AY26-27	AY27-28	AY29-30	AY30-31
Headcount						
annual unduplicated headcount of students with declared major or minor within the program	-	45	45	45	45	45
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	-	12	12	12	12	12
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	-	22.5	22.5	22.5	22.5	22.5
Completions						
Annual number of program completers	-	14	14	14	14	14

REVENUE						
Tuition Revenue (net of waivers)		\$182,535	\$182,535	\$182,535	\$182,535	\$182,535
Institutional Support						
Other Outside Funds (grants, gifts, etc.)						
Program Tuition/Fees						
Total Revenue	\$0	\$182,535	\$182,535	\$182,535	\$182,535	\$182,535
Total Revenue per Student FTE	#VALUE!	\$8,113	\$8,113	\$8,113	\$8,113	\$8,113

EXPENDITURES						
Tenure Track Faculty	FTE*	16.5	17.5	17.5	17.5	17.5
	Salary + Benefits					
Non-tenure Track Faculty	FTE*	5.4	4.4	4.4	4.4	4.4
*Includes Adjunct Instructors	Salary + Benefits					
Graduate Teaching Assistants	FTE					
	Salary + Benefits					
Staff	FTE					
	Salary + Benefits					
Total Faculty & Staff	FTE					
	Salary + Benefits					
Operations (supplies, travel, rent, etc)						
Start-up Expenses (OTO)						
Total Expenses		\$0	\$0	\$0	\$0	\$0
Student FTE to Faculty (TT + NTT) Ratio	#VALUE!	1.0	1.0	1.0	1.0	1.0
Net Income/Deficit (Revenue - Expenses)	\$0	\$182,535	\$182,535	\$182,535	\$182,535	\$182,535

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

*We are providing the FTE for total instruction in the School of Music as all faculty contribute to the Bachelor of Arts, the Bachelor of Music, and the Bachelor of Music Education. These are existing positions needed to deliver the curriculum.


 UPR 4-9-25
 Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

APRIL 2025

ITEM 1005-LII0525

Request for Authorization to Establish a Bachelor of Music in Composition

Institution: **University of Montana-Missoula**

CIP Code: **50.0904**

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

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

Options: **Concentration in Contemporary Classical; Concentration in Popular and Commercial**

Proposal Summary [360 words maximum]

What: The School of Music proposes changes within the Bachelor of Music degree, reducing credits to align with the 80-credit maximum for an extended major and creating distinct majors in Performance and Composition with concentrations to replace our unofficial advising tracks.

Why: The Provost is requiring unofficial advising tracks be removed from the catalog and DegreeWorks and formalized as official concentrations. This requirement aligns with our recent National Association of Schools of Music (NASM) recommendation to conduct a comprehensive curriculum revision that formalizes concentrations in Instrumental Jazz Studies, Music Performance, and Music Composition across the Bachelor of Arts and Bachelor of Music programs. Our current Bachelor of Music has one major in Music with four advising tracks in performance and two in composition. We are proposing creating more descriptive majors in Performance and Composition. Students majoring in Composition will have to select either a concentration in Contemporary Classical or Popular and Commercial Music.

Resources: This proposal utilizes the existing resources in the School of Music.

ATTACHMENTS

- Attachment #1 – curriculum proposal form
- Attachment #2 – completed request to plan form
- Attachment #3 – curriculum appendix A – Contemporary and Classical
- Attachment #4 – curriculum appendix A – Popular and Commercial
- Attachment #5 – Fiscal Analysis

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**

BACHELOR OF MUSIC, COMPOSITION CONTEMPORARY CLASSICAL CONCENTRATION

Core course requirements:

Music Theory

Complete all of the following courses:

MUSI 105	Music Theory I	2
MUSI 106	Music Theory II	2
MUSI 205	Music Theory III	2
MUSI 206	Music Theory IV	2

Aural Perception

Complete all of the following courses:

MUSI 140	Aural Perception I	2
MUSI 141	Aural Perception II	2
MUSI 240	Aural Perception III	2
MUSI 241	Aural Perception IV	2

Freshman Seminar

MUSE 194	Freshman Seminar	1
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Keyboard Skills

Complete all of the following courses:

MUSI 135A	Keyboard Skills I	1
MUSI 136A	Keyboard Skills II	1
MUSI 235	Keyboard Skills III	1
MUSI 236	Keyboard Skills IV	1

Music History and Culture

Complete all of the following courses:

MUSI 207x	World Music	3
MUSI 301H	Music History I	3
MUSI 302H	Music History II	3

Upper-Division Required Performance

MUSI 296	UDRP	0
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Ensembles, lower-division 4

Complete 4 credits in the following courses
over 4 semesters:

MUSI 108A Orchestra

MUSI 112A Choir

MUSI 114A Band

MUSI 162A Chamber Ensembles

Ensembles, upper-division 3

Complete 3 credits of the following courses
over 3 semesters:

MUSI 308 Orchestra II

MUSI 310 Opera Theater II

OR

MUSI 312 Choir III

MUSI 314 Band III

MUSI 331 Jazz Ensemble II

MUSI 362 Chamber Ensembles II

Concert Attendance

MUSI 388 0

Capstone

MUSI 499 Capstone project 1

Total credits in core: 38

Changes from current core requirements:

- MUSI 499 reduced from 2 credits to 1
- Removal of required advanced writing courses as part of the core requirements; moved to concentration
- Removal of lower-division literature, form, and analysis requirement
- Remove upper-division theory and analysis requirement from core, and move to concentration requirements

Concentration course requirements:

Composition

MUSI 180	Composition I	2
MUSI 280	Composition II	2
MUSI 380	Composition III	2
MUSI 480	Composition IV	6 (over 3 semesters)
MUSI 407	Counterpoint	3
MUSI 440	Orchestration	3

Applied Study

MUSI 195	Applied Study I	2 (over 2 semesters)
MUSI 295	Applied Study II	2 (over 2 semesters)
MUSI 395	Applied Study III	1

Music Technology

MUST 110	Digital Audio Multitracking	2
OR		
MART 245		
MUST 210	Synthesis	2
MUST 410	Designing the Show	2

Conducting 2

MUSI 335	Instrumental Conducting	
OR		
MUSI 336	Choral Conducting	

Theory and Analysis

MUSI 415	Music from the 20th Century to the Present	3
MUSI 418	Advanced Topics in Music Theory	3

Composition Electives 4

Take 2 of the following courses:

MUSI 317	Songwriting	
MUSI 356	Form and Analysis	
MUSI 460	Jazz Theory and Improv	

General Music Elective(s) 2

Take 2 credits in any upper-division music course

Total credits in concentration: 42

Changes from current advising track (to become concentration) requirements:

- Reduce the composition course (MUSI 180-480) requirement from 7 semesters to 6 semesters
- Reduce the music technology requirement by 2 credits
- Addition of upper-division theory and analysis requirement as part of concentration (removed from core requirements)
- Addition of 6 credits of composition and general music electives

BACHELOR OF MUSIC, COMPOSITION

POP AND COMMERCIAL CONCENTRATION

Core course requirements:

Music Theory

Complete all of the following courses:

MUSI 105	Music Theory I	2
MUSI 106	Music Theory II	2
MUSI 205	Music Theory III	2
MUSI 206	Music Theory IV	2

Aural Perception

Complete all of the following courses:

MUSI 140	Aural Perception I	2
MUSI 141	Aural Perception II	2
MUSI 240	Aural Perception III	2
MUSI 241	Aural Perception IV	2

Freshman Seminar

MUSE 194	Freshman Seminar	1
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Keyboard Skills

Complete all of the following courses:

MUSI 135A	Keyboard Skills I	1
MUSI 136A	Keyboard Skills II	1
MUSI 235	Keyboard Skills III	1
MUSI 236	Keyboard Skills IV	1

Music History and Culture

Complete all of the following courses:

MUSI 207x	World Music	3
MUSI 301H	Music History I	3
MUSI 302H	Music History II	3

Upper-Division Required Performance

MUSI 296	UDRP	0
----------	------	---

Ensembles, lower-division 4

Complete 4 credits in the following courses
over 4 semesters:

MUSI 108A Orchestra

MUSI 112A Choir

MUSI 114A Band

MUSI 162A Chamber Ensembles

Ensembles, upper-division 3

Complete 3 credits of the following courses
over 3 semesters:

MUSI 308 Orchestra II

MUSI 310 Opera Theater II

OR

MUSI 312 Choir III

MUSI 314 Band III

MUSI 331 Jazz Ensemble II

MUSI 362 Chamber Ensembles II

Concert Attendance

MUSI 388 0

Capstone

MUSI 499 Capstone project 1

Total credits in core: 38

Changes from current core requirements:

- MUSI 499 reduced from 2 credits to 1
- Removal of required advanced writing courses as part of the core requirements; moved to concentration
- Removal of lower-division literature, form, and analysis requirement
- Remove upper-division theory and analysis requirement from core, and move to concentration requirements

Concentration course requirements:

Composition

MUSI 180	Composition I	2
MUSI 280	Composition II	2
MUSI 317	Songwriting	2
MUSI 480	Composition IV	6 (over 3 semesters)
MUSI 407	Counterpoint	3
MUSI 440	Orchestration	3

Applied Study

MUSI 195	Applied Study I	2 (over 2 semesters)
MUSI 295	Applied Study II	2 (over 2 semesters)
MUSI 395	Applied Study III	1

Music Technology

MUST 110	Digital Audio Multitracking	2
OR		
MART 245		
MUST 210	Synthesis	2
MUST 310	Audio Production in the studio	2
MUST 410	Designing the Show	2

Topics in Music History

MUSI 391	Broke and Brilliant	3
MUSI 416	Topics in Music History	3
OR		
MUSI 417	Cultural Studies in Music	

Theory and Analysis

MUSI 418	Advanced Topics in Music Theory	3
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General Music Elective(s) 2

Take 2 credits in any upper-division music course

Media Design

MART 340	Principles of Interactive Media	3
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Marketing

BMKT 420	Integrated Online Marketing	3
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Total credits in concentration: 42

Changes from current advising track (to become concentration) requirements:

- Reduce the composition course (MUSI 180-480) requirement from 7 semesters to 6 semesters
- Addition of upper-division theory and analysis requirement as part of concentration (removed from core requirements)
- Addition of 2 credits of composition and general music electives
- Addition of coursework in media design
- Addition of coursework in marketing
- Renaming of MUST 310 from *Interactivity and Digital Signal Processing* to *Audio Production in the Studio*

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 Provost is requiring unofficial advising tracks be removed from the catalog and DegreeWorks and formalized as official concentrations. This requirement aligns with our recent National Association of Schools of Music (NASM) recommendation to conduct a comprehensive curriculum revision that formalizes concentrations in Instrumental Jazz Studies, Music Performance, and Music Composition across the Bachelor of Arts and Bachelor of Music programs. Our current Bachelor of Music has one major in Music with four advising tracks in performance and two in composition. We are proposing creating more descriptive majors in Performance and Composition. Students majoring in Composition will have to select either a concentration in Contemporary Classical or Popular and Commercial Music.

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

The proposed changes to this degree are fully consistent with UM's mission, stated PFA's and Core Themes. The Bachelor of Music is a recognized professional degree, and UM is the only institution in Montana that offers this degree, which is fully accredited by the National Association of Schools of Music. For Montana, this degree offers students an in-state option for professional training in music. In community engagement throughout Montana as performers and educators, our faculty also provide a critical service to the state.

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

In Spring of 2024, the music faculty discussed changes to our BA and BM degrees consistent with recommendations from our accreditation site visit as well as campus-wide directives to phase out unofficial advising tracks and to propose formalized concentrations. This past September we submitted an RTP to OCHE, which was approved. In Fall semester 2025, the faculty discussed proposed changes to BA and BM programs, as well as which formal concentrations we'd like to pursue. The music faculty approved these changes in January 2025.

- 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	80
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	17-20
Credits of free electives	20-23

Montana Board of Regents CURRICULUM PROPOSAL FORM

Total credits required to complete the program	120
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- 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.
- Demonstrate advanced technique and artistic expression through music creation
 - Develop functional keyboard skills
 - Demonstrate advanced technique and artistic expression on their principal instrument in solo and group performances
 - Develop fundamental skills in conducting and rehearsing an ensemble
 - Develop skills in listening and musical notation that improve their ability to sightread, identify musical intervals, chord progressions, and musical form.
 - Understand how to interpret and analyze music within historical and cultural contexts.
 - Develop and employ advanced skills in music technology and recording

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

The proposed changes to this BM are fully consistent with UM's mission, stated PFA's and Core Themes. Reducing credits in the BM core better aligns our program with the traditional intent of a broad liberal arts degree. Our current, unofficial advising tracks within the BM exceed 80 credits. Our proposed changes also clarify for students the differences in purpose and outcomes of degrees and concentrations. Our proposed changes eliminate unnecessary degree complexity that can affect retention and graduation goals. These changes also meet our students where they are, particularly the significant number that are also pursuing a major in a program outside of music. These changes also allow our faculty to concentrate efforts in those areas we've determined most important.

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

N/A

- 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]*

N/A

- 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]*

N/A

- 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]*

Montana Board of Regents

CURRICULUM PROPOSAL FORM

Pending faculty senate and OCHE approval, we hope to offer this program in Fall 2025. The curricular requirements are similar to our previous BM advising tracks in Composition, so we don't expect to encounter significant challenges in advising or delivering the proposed curriculum.

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

Fall Headcount Enrollment					Graduates				
AY25-26	AY26-27	AY27-28	AY29-30	AY30-31	AY25-26	AY26-27	AY27-28	AY29-30	AY30-31
13	13	13	13	3	4	4	4	4	4

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

The projections are based on current enrollment in our BM composition tracks.

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

15

- 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 School of Music is a longstanding member of NASM, which confers our accreditation. NASM maintains a handbook, updated yearly, with standards for liberal arts degrees in music which all accredited institutions must meet. In addition to continuing to meet these standards as a school, which help to guide us in assessing learning outcomes for our students, success also depends on a stable enrollment of students over time. If we fall short in meeting accreditation standards or fail to maintain consistent enrollment, we will reconsider our curriculum and capability to deliver the degree and specific concentrations.

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

Students in our BM are expected to achieve learning outcomes in areas related to performance, music literacy, and the analysis of music from various historical and cultural perspectives. Our curriculum is designed to develop these skills over four years with learning outcomes appropriate to each level of study, leading to increasing proficiency in these areas.

In the area of composition, students take lessons. Each semester concludes with a jury assessed by faculty in which students demonstrate their competency in meeting course learning outcomes for their level of study. Feedback is shared with students on a rubric completed by faculty. Students must complete a barrier assessment in their sophomore year to continue to upper-division study. In the area of music literacy and analysis, students meet learning outcomes in lower- and upper- division coursework. For example, in the area of historical analysis, students complete a research project in their sophomore year,

Montana Board of Regents
CURRICULUM PROPOSAL FORM

and they also complete an advanced writing course in their junior or senior year, in which they show proficiency in three common types of professional writing in music: a program note, a critical review, and an opinion piece.

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

Direct:

Performances, juries, exams, papers, presentations, and assignment rubrics.

Indirect:

Surveys and evaluations, student evaluation committee, student representation through student music union

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

Individually, instructors continually adapt their courses based on direct and indirect assessment. At the programmatic level, meetings of faculty in the theory, history, and applied areas are the typical forum where we initially consider revision to standards or curricular changes or the BM, BA, and concentrations. Proposals for changes are then presented at a faculty meeting for further discussion and action.

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

Our degrees are accredited through NASM (National Association of Schools of Music)

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]*

Music Building, Recital Hall, Ensemble Rehearsal Spaces, Dennison Theatre, Keyboard/Computer Lab, Recording Studio, Practice Rooms, and Classrooms. We also maintain a large collection of school-owned instruments, including pianos, brass, percussion, woodwind, and strings.

Our BM is a longstanding degree program. Benefactors of the School of Music have contributed considerable funds in the last 10 years toward the renovation of our building to accommodate our students. Funds for deferred maintenance and renovation for our current building have been identified as a priority for state appropriations.

- 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]*

Our BM with advising tracks in composition is a longstanding program in the School of Music. We don't anticipate the need for any additional facilities or materials.

Montana Board of Regents
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]*

No new personnel.

- 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.

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]*

We don't anticipate any impact on services to the broader student body.

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

Our BM is a longstanding degree program. Given current demographic trends we have taken a conservative approach to our enrollment projections. However, we anticipate that formalizing the concentration and advertising it as an official area of study within the School of Music will enhance the visibility of Composition at UM, improve our recruiting and retention efforts, and ultimately student outcomes.

- 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	\$182,535	\$182,535	\$182,535
Expenses	N/A	N/A	N/A
Net Income/Deficit (revenues-expenses)	\$182,535	\$182,535	\$182,535

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

We don't anticipate any additional expenses related to the implementation as it is an existing program within the School of Music. The numbers above reflect students who are currently enrolled in the School of Music and the trends in enrollment that we have seen over the past years. As these are not technically new programs, we do not anticipate net income or a deficit from formalizing these majors and concentrations.

- 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]*

Funding for the program currently exists in the School of Music budget.

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

N/A

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

N/A

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

N/A


13. Student fees. If the proposed program intends to impose new course, class, lab, or program fees, please list the type and amount of the fee.


N/A

14. Complete the fiscal analysis form.

Signature/Date

College or School Dean: Michael Musick Sign via courseleaf 2/3/2025

Flagship Provost*:  4/9/2025

Flagship President*:  4/9/2025

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum – See Attachments #3 (Contemporary and Classical) and #4 (Popular and Commercial)

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: UM - Missoula

AWARD LEVEL: Undergraduate

PROGRAM NAME: BM

Composition & BM Performance

PROGRAM CODE:

ENROLLMENT PROJECTIONS

Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	AY25-26	AY26-27	AY27-28	AY29-30	AY30-31

Headcount

annual unduplicated headcount of students with declared major or minor within the program

-	45	45	45	45	45
---	----	----	----	----	----

Credit Hours

annual avg. credits hours earned per student in program related curriculum

-	12	12	12	12	12
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Student FTE

Undergrad: (Headcount x CH)/30
Graduate: (Headcount x CH)/24

-	22.5	22.5	22.5	22.5	22.5
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Completions

Annual number of program completers

-	14	14	14	14	14
---	----	----	----	----	----

REVENUE

Tuition Revenue (net of waivers)

Institutional Support

Other Outside Funds (grants, gifts, etc.)

Program Tuition/Fees

Total Revenue

Total Revenue per Student FTE

	\$182,535	\$182,535	\$182,535	\$182,535	\$182,535
\$0	\$182,535	\$182,535	\$182,535	\$182,535	\$182,535
#VALUE!	\$8,113	\$8,113	\$8,113	\$8,113	\$8,113

EXPENDITURES

Tenure Track Faculty

FTE*

Salary + Benefits

Non-tenure Track Faculty

FTE*

Salary + Benefits

*Includes Adjunct Instructors

Graduate Teaching Assistants

FTE

Salary + Benefits

Staff

FTE

Salary + Benefits

Total Faculty & Staff

FTE

Salary + Benefits

16.5	17.5	17.5	17.5	17.5	17.5
5.4	4.4	4.4	4.4	4.4	4.4

Operations (supplies, travel, rent, etc)

Start-up Expenses (OTO)

Total Expenses

\$0	\$0	\$0	\$0	\$0	\$0

Student FTE to Faculty (TT + NTT) Ratio

Net Income/Deficit (Revenue - Expenses)

#VALUE!	1.0	1.0	1.0	1.0	1.0
\$0	\$182,535	\$182,535	\$182,535	\$182,535	\$182,535

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

*We are providing the FTE for total instruction in the School of Music as all faculty contribute to the Bachelor of Arts, the Bachelor of Music, and the Bachelor of Music Education. These are existing positions needed to deliver the curriculum.

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana University System
REQUEST TO PLAN FORM

ITEM 215-1002-R1124

Meeting Date: November 2024

Item Name – Request for authorization to plan to create concentrations within the Bachelor of Music and Bachelor of Arts in Music degrees

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

Planned 6-digit CIP code: **50.0903**

Campus, School/Department: **School of Music**

Expected Final Submission Date: **Spring 2025**

Contact Name/Info: **James Randall (james.randall@umontana.edu)**

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

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

To align with recommendations from the UM's Office of the Provost and our accrediting body, the National Association of Schools of Music, we wish to eliminate 11 advising tracks within the Bachelor of Music and Bachelor of Arts degrees. In their place, we will propose 2-5 concentrations, which will better serve the current needs of our students, as well as the strengths of our faculty.

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).

Our 11 advising tracks across the BM and the BA create extra labor in advising and are poorly tracked on Degreeworks. Fewer, better-designed concentrations will make advising clearer for students and are fully tracked through Degreeworks. Concentrations also appear on student transcripts and diplomas, which better serve students in their applications for jobs and graduate study. Our current advising tracks are too specialized. For instance, within the BM, we offer specific tracks in Instrumental Performance, Vocal Performance, and Piano Performance. These would be consolidated under one "Performance" concentration. This process of consolidation also allows us to think strategically about courses which serve a greater number of students. For instance, rather than a specialized course that serves only pianists or vocalists, we can offer courses that serve a broader population of performance-oriented students. These classes include Studio Start-Up, which gives students skills in setting up a small business for music instruction, and Body Mapping, which instructs students on physiology and physical wellness to prevent performance injury. Both of these courses have proven popular as special topics offerings that students currently take as electives; however, they are important enough that they should really be integrated into our required coursework as part of a modernized performance curriculum.

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

No new resources are needed. Our new concentrations will be delivered by current faculty using existing courses in the catalog, or are courses offered as successful special topics by faculty in the past three years, which we now wish to include in designing our concentrations.

Montana University System
REQUEST TO PLAN FORM

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).

Under consideration as concentrations for our BA are Pre-Music Therapy and Popular and Commercial Music. Pre-Music Therapy would draw from existing courses offered in Psychology, as does the Pre-Dance Therapy concentration within the BA offered by UM's School of Theatre and Dance. Similarly, a Popular and Commercial Music concentration would draw from existing courses offered in the School of Visual and Media Arts. In the future, both the Pre-Music Therapy concentration, as well as the Commercial Music concentration offer opportunities for collaboration across the college and campus.

Additionally, in choosing requirements for our concentrations, we hope to embed curriculum from existing UM certificate programs where ever appropriate. This will allow students to strategically choose electives in areas of adjacent interest that resulting in a certificate that benefits them academically or professionally. For example, a student earning a BA with a concentration in Popular and Commercial Music, may be just a couple electives shy of a Certificate in Creative Entrepreneurship, a Certificate in Jazz Studies, or a Certificate in Entertainment Management.

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 design of new concentrations with the BM and BA fully aligns with UM's Priorities for Action, adapting our offerings in music to fit contemporary student need and to simplify advising in service of student success and retention. More specifically, this redesign serves UM's Objectives 1-4 in tangible and strategic ways. We hope that clearer and better designed degree pathways will result in a more discernable brand identity for our school, which also serves strategic marketing and recruitment. In our collaborative approach, which draws upon the strengths of our current music faculty, as well the strengths of faculty across our college, and in adjacent such as non-profit administration, business, and psychology, we hope to enhance student experience, increase retention and persistence, and model a more integrated curriculum.

Montana University System
REQUEST TO PLAN FORM

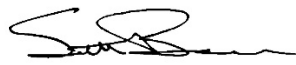
Signature/Date

Chief Academic Officer: approved 9/18/2024

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**  9/25/2024

Flagship President:**  9/26/2024

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

APRIL 2025

ITEM 1006-LII0525

Request for Authorization to Establish a BA in Music with a Concentration in Instrumental Jazz Studies

Institution: University of Montana-Missoula

CIP Code: 50.0910

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

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

Options: Instrumental Jazz Studies

Proposal Summary [360 words maximum]

What: We propose an official concentration in Instrumental Jazz Studies within the existing BA in Music.

Why: The Provost is requiring unofficial advising tracks be removed from the catalog and DegreeWorks and formalized as official concentrations. This requirement aligns with our recent National Association of Schools of Music (NASM) recommendation to conduct a comprehensive curriculum revision that formalizes concentrations in Instrumental Jazz Studies, Music Performance, and Music Composition across the Bachelor of Arts and Bachelor of Music programs. Our current BA has five advising tracks. We are eliminating four and proposing a single formal concentration in Instrumental Jazz Studies alongside the general BA in Music with no concentration.

Resources: This proposal utilizes the existing resources in the School of Music.

ATTACHMENTS

- Attachment #1 – curriculum proposal form
- Attachment #2 – completed request to plan form
- Attachment #3 – curriculum appendix A
- Attachment #4 –
- Attachment #5 –

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**

_____ **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**

[to replace current catalog language and requirements; **upper-division credits in red**]

BA in Music—Instrumental Jazz Studies Concentration

Course requirements:

First Year Seminar

MUSI 194	1 st -Year Seminar	1
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Applied

MUSI 195	Applied	2
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MUSI 295	Applied	2
----------	---------	---

Music Theory

MUSI 105	Music Theory I	2
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MUSI 106	Music Theory II	2
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Aural Perception

MUSI 140	Aural Perception I	2
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MUSI 141	Aural Perception II	2
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Keyboard

MUSI 135A	Keyboard Skills I	1
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MUSI 136A	Keyboard Skills II	1
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Assessment

MUSI 296	UDRP	0
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Literature, Form, Analysis

MUSI 130L	History of Jazz	3
-----------	-----------------	---

Ensembles

8

Students in the BA or BM degrees must enroll in a minimum of one qualifying ensemble each semester while registered as a full-time student, resulting in at least 8 semesters of ensemble participation to satisfy degree requirements. Qualifying ensembles are determined by a student's auditioned principal instrument in consultation with their faculty mentor and professional advisor.

Lower-Division: Complete 4 credits over 4 semesters from the following courses:

MUSI 108A	Orchestra: UMSO	1
-----------	-----------------	---

MUSI 112A	Choir or Chamber Chorale	1
-----------	--------------------------	---

MUSI 114A	UM Concert Band or Symphonic Wind Ensemble	1
-----------	--	---

MUSI 162A	Chamber Ensembles	1
-----------	-------------------	---

Upper-Division: Complete 4 credits over 4 semesters from the following courses:

MUSI 331A	Jazz Ensembles	4
-----------	----------------	---

Assessment

MUSI 296	UDRP	0
----------	------	---

History and Culture

MUSI 302H	Music History II	3
-----------	------------------	---

Advanced Writing

Choose 1 course from the following:	3
-------------------------------------	---

MUSI 415	Music of the 20 th C. to Present	
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MUSI 416	Historical Topics in Music	
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MUSI 417	Cultural Topics in Music	
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Jazz Core

MUSI 162A	Chamber Ensembles (Jazz Small Groups)	2
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MUSI 360	Jazz Theory and Imp I	2
----------	-----------------------	---

MUSI 362	Chamber Ensembles (Jazz)	1
----------	--------------------------	---

MUSI 395	Applied Study III (Jazz)	2
----------	--------------------------	---

MUSI 420	Jazz Pedagogy	3
----------	---------------	---

MUSI 460	Jazz Theory and Improv II	2
----------	---------------------------	---

MUSI 470	Jazz Arranging and Composition	3
----------	--------------------------------	---

Concert Attendance

All students majoring in music are required to attend a minimum of 100 approved recitals/concerts prior to graduation. Upon completion of this requirement, students should register for the following course (typically in their final semester before graduation).

MUSI 388	Concert Attendance	0
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Capstone

MUSI 499	Senior Recital/Capstone	1
----------	-------------------------	---

Lower-Division:	24 credits
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Upper-Division:	24 credits
-----------------	------------

TOTAL	48 credits
-------	------------

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CURRICULUM PROPOSAL FORM

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

The Provost is requiring unofficial advising tracks be removed from the catalog and DegreeWorks and formalized as official concentrations. This requirement aligns with our recent National Association of Schools of Music (NASM) recommendation to conduct a comprehensive curriculum revision that formalizes concentrations in Instrumental Jazz Studies, Music Performance, and Music Composition across the Bachelor of Arts and Bachelor of Music programs. Our current BA has five advising tracks. We are eliminating four and proposing a single formal concentration in Instrumental Jazz Studies alongside the general BA in Music with no concentration.

- 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]*

Our proposed program fully aligns with UM's Core Themes and PFAs, particularly as it formalizes clearer degree paths for our students.

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

In Spring of 2024, the music faculty discussed changes to our BA and BM degrees consistent with recommendations from our accreditation site visit as well as campus-wide directives to phase out unofficial advising tracks and to propose formalized concentrations. This past September we submitted an RTP to OCHE, which was approved. In Fall semester 2025, the faculty discussed proposed changes to BA and BM programs, as well as which formal concentrations we'd like to pursue. The music faculty approved these changes in January 2025.

- 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	48
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	30-32
Credits of free electives	38-40
Total credits required to complete the program	120

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- b. List the program learning outcomes for the proposed program. Use learner-centered statements that indicate what students will know, be able to do, and/or value or appreciate as a result of completing the program.
- Demonstrate technical and artistic proficiency in various styles of jazz on their instrument
 - Demonstrate skills in improvisation and jazz theory
 - Understand fundamentals of jazz pedagogy
 - Show competency in jazz arranging for small groups and big band
 - Show an understanding of jazz history and the evolution of various styles

- 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]*

In response to the call from the Provost and recommendation from NASM, we are creating a concentration to replace our previous BA advising track in Jazz Instrumental Studies. We are the only institution in Montana to offer a concentration in Instrumental Jazz Studies.

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

N/A

- 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]*

N/A

- 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]*

N/A

- 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]*

Pending faculty senate and OCHE approval, we hope to offer this program in Fall 2025. The curricular requirements are similar to our previous BA advising track in Instrumental Jazz Studies, so we don't expect to encounter significant challenges in advising or delivering the proposed curriculum.

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

Fall Headcount Enrollment	Graduates
---------------------------	-----------

Montana Board of Regents
CURRICULUM PROPOSAL FORM

AY25-26	AY26-27	AY27-28	AY29-30	AY30-31	AY25-26	AY26-27	AY27-28	AY29-30	AY30-31
10	10	10	10	10	2	2	3	3	3

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

The projections are based on current enrollment in our BA instrumental jazz studies track.

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

20

- 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 School of Music is a longstanding member of NASM, which confers our accreditation. NASM maintains a handbook, updated yearly, with standards for liberal arts degrees in music which all accredited institutions must meet. In addition to continuing to meet these standards as a school, which help to guide us in assessing learning outcomes for our students, success also depends on a stable enrollment of students over time. If we fall short in meeting accreditation standards or fail to maintain consistent enrollment, we will reconsider our curriculum and capability to deliver the degree and specific concentrations.

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

Students in our BA are expected to achieve learning outcomes in areas related to performance, music literacy, and the analysis of music from various historical and cultural perspectives. Our curriculum is designed to develop these skills over four years with learning outcomes appropriate to each level of study, leading to increasing proficiency in these areas. Faculty in the jazz area maintain a handbook with specific outcomes and expectations.

In the area of performance, students take applied lessons on their principal instrument. Each semester concludes with a jury assessed by faculty in the students area of performance--Keyboard, Voice, Brass/Percussion, and Woodwinds--in which students demonstrate their competency in meeting course learning outcomes for their level of study. Feedback is shared with students on a rubric completed by faculty. Students must complete a barrier assessment in their sophomore year to continue to upper-division study. In the area of jazz literacy, improvisation, and analysis, students meet learning outcomes in lower- and upper- division coursework related to jazz.

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

Direct:

Performances, juries, exams, papers, presentations, and assignment rubrics.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Indirect:

Surveys and evaluations, student evaluation committee, student representation through student music union

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

Individually, instructors continually adapt their courses based on direct and indirect assessment. At the programmatic level, meetings of faculty in the theory, history, and applied areas are the typical forum where we initially consider revision to standards or curricular changes or the BM, BA, and concentrations. Proposals for changes are then presented at a faculty meeting for further discussion and action.

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

Our degrees are accredited through NASM (National Association of Schools of Music)

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]*

Music Building, Recital Hall, Ensemble Rehearsal Spaces, Dennison Theatre, Keyboard/Computer Lab, Recording Studio, Practice Rooms, and Classrooms. We also maintain a large collection of school-owned instruments, including pianos, brass, percussion, woodwind, and strings.

Our BA in Music is a longstanding degree program. Benefactors of the School of Music have contributed considerable funds in the last 10 years toward the renovation of our building to accommodate our students. Funds for deferred maintenance and renovation for our current building have been identified as a priority for state appropriations.

- 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]*

Our BA with an advising track in Instrumental Jazz studies has been offered for over a decade. We don't anticipate the need for any additional facilities or materials.

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]*

No new personnel.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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.

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]*

Our BA with an advising track in Instrumental Jazz studies has been offered for over a decade. We don't anticipate any impact on services to the broader student body.

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

Our BA with an advising track in Instrumental Jazz studies has been offered for over a decade. Given current demographic trends we have taken a conservative approach to our enrollment projections. However, we anticipate that formalizing the concentration and advertising it as an official area of study within the School of Music will enhance the visibility of Jazz at UM, improve our recruiting and retention efforts, and ultimately student outcomes.

- 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	\$40,563	\$40,563	\$40,563
Expenses	N/A	N/A	N/A
Net Income/Deficit (revenues-expenses)	\$40,563	\$40,563	\$40,563

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

We don't anticipate any additional expenses related to the implementation as it is an existing program within the School of Music. The numbers above reflect students who are currently enrolled in the School of Music and the trends in enrollment that we have seen over the past years. As these are not technically new programs, we do not anticipate net income or a deficit from formalizing these majors and concentrations.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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]*

Funding for the program currently exists in the School of Music budget.

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

N/A

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

N/A

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

N/A

- 13. Student fees.** If the proposed program intends to impose new course, class, lab, or program fees, please list the type and amount of the fee.


N/A

- 14.** Complete the fiscal analysis form.

Signature/Date

College or School Dean: Michael Musick Sign via courseleaf 2/3/2025

Flagship Provost*:  4/9/2025

Flagship President*:  4/9/2025

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum – See Attachment #3

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:
AWARD LEVEL:
PROGRAM NAME: BA
Instrumental Jazz Studies
PROGRAM CODE:

ENROLLMENT PROJECTIONS		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		AY25-26	AY26-27	AY27-28	AY29-30	AY30-31	
Headcount							
annual unduplicated headcount of students with declared major or minor within the program		-	10	10	10	10	10
Credit Hours							
annual avg. credits hours earned per student in program related curriculum		-	12	12	12	12	12
Student FTE							
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24		-	5	5	5	5	5
Completions							
Annual number of program completers		-	2	2	3	3	3

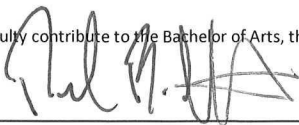
REVENUE							
Tuition Revenue (net of waivers)			\$40,563	\$40,563	\$40,563	\$40,563	\$40,563
Institutional Support							
Other Outside Funds (grants, gifts, etc.)							
Program Tuition/Fees							
Total Revenue		\$0	\$40,563	\$40,563	\$40,563	\$40,563	\$40,563
Total Revenue per Student FTE		#VALUE!	\$8,113	\$8,113	\$8,113	\$8,113	\$8,113

EXPENDITURES							
Tenure Track Faculty	FTE*	16.5	17.5	17.5	17.5	17.5	17.5
	Salary + Benefits						
Non-tenure Track Faculty	FTE*	5.4	4.4	4.4	4.4	4.4	4.4
	Salary + Benefits						
Graduate Teaching Assistants	FTE						
	Salary + Benefits						
Staff	FTE						
	Salary + Benefits						
Total Faculty & Staff	FTE						
	Salary + Benefits						
Operations (supplies, travel, rent, etc)							
Start-up Expenses (OTO)							
Total Expenses		\$0	\$0	\$0	\$0	\$0	\$0

Student FTE to Faculty (TT + NTT) Ratio	#VALUE!	0.2	0.2	0.2	0.2	0.2
Net Income/Deficit (Revenue - Expenses)	\$0	\$40,563	\$40,563	\$40,563	\$40,563	\$40,563

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

*We are providing the FTE for total instruction in the School of Music as all faculty contribute to the Bachelor of Arts, the Bachelor of Music, and the Bachelor of Music Education. These are existing positions needed to deliver the curriculum.


JPOF 4-9-25
Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana University System
REQUEST TO PLAN FORM

ITEM 215-1002-R1124

Meeting Date: November 2024

Item Name – Request for authorization to plan to create concentrations within the Bachelor of Music and Bachelor of Arts in Music degrees

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

Planned 6-digit CIP code: **50.0903**

Campus, School/Department: **School of Music**

Expected Final Submission Date: **Spring 2025**

Contact Name/Info: **James Randall** (james.randall@umontana.edu)

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

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

To align with recommendations from the UM's Office of the Provost and our accrediting body, the National Association of Schools of Music, we wish to eliminate 11 advising tracks within the Bachelor of Music and Bachelor of Arts degrees. In their place, we will propose 2-5 concentrations, which will better serve the current needs of our students, as well as the strengths of our faculty.

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).

Our 11 advising tracks across the BM and the BA create extra labor in advising and are poorly tracked on Degreeworks. Fewer, better-designed concentrations will make advising clearer for students and are fully tracked through Degreeworks. Concentrations also appear on student transcripts and diplomas, which better serve students in their applications for jobs and graduate study. Our current advising tracks are too specialized. For instance, within the BM, we offer specific tracks in Instrumental Performance, Vocal Performance, and Piano Performance. These would be consolidated under one "Performance" concentration. This process of consolidation also allows us to think strategically about courses which serve a greater number of students. For instance, rather than a specialized course that serves only pianists or vocalists, we can offer courses that serve a broader population of performance-oriented students. These classes include Studio Start-Up, which gives students skills in setting up a small business for music instruction, and Body Mapping, which instructs students on physiology and physical wellness to prevent performance injury. Both of these courses have proven popular as special topics offerings that students currently take as electives; however, they are important enough that they should really be integrated into our required coursework as part of a modernized performance curriculum.

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

No new resources are needed. Our new concentrations will be delivered by current faculty using existing courses in the catalog, or are courses offered as successful special topics by faculty in the past three years, which we now wish to include in designing our concentrations.

Montana University System
REQUEST TO PLAN FORM

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).

Under consideration as concentrations for our BA are Pre-Music Therapy and Popular and Commercial Music. Pre-Music Therapy would draw from existing courses offered in Psychology, as does the Pre-Dance Therapy concentration within the BA offered by UM's School of Theatre and Dance. Similarly, a Popular and Commercial Music concentration would draw from existing courses offered in the School of Visual and Media Arts. In the future, both the Pre-Music Therapy concentration, as well as the Commercial Music concentration offer opportunities for collaboration across the college and campus.

Additionally, in choosing requirements for our concentrations, we hope to embed curriculum from existing UM certificate programs where ever appropriate. This will allow students to strategically choose electives in areas of adjacent interest that resulting in a certificate that benefits them academically or professionally. For example, a student earning a BA with a concentration in Popular and Commercial Music, may be just a couple electives shy of a Certificate in Creative Entrepreneurship, a Certificate in Jazz Studies, or a Certificate in Entertainment Management.

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 design of new concentrations with the BM and BA fully aligns with UM's Priorities for Action, adapting our offerings in music to fit contemporary student need and to simplify advising in service of student success and retention. More specifically, this redesign serves UM's Objectives 1-4 in tangible and strategic ways. We hope that clearer and better designed degree pathways will result in a more discernable brand identity for our school, which also serves strategic marketing and recruitment. In our collaborative approach, which draws upon the strengths of our current music faculty, as well the strengths of faculty across our college, and in adjacent such as non-profit administration, business, and psychology, we hope to enhance student experience, increase retention and persistence, and model a more integrated curriculum.

Montana University System
REQUEST TO PLAN FORM

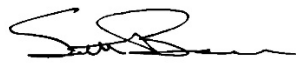
Signature/Date

Chief Academic Officer: approved 9/18/2024

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**  9/25/2024

Flagship President:**  9/26/2024

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

ITEM 1007-LII0525

Request for Authorization to Establish a BA in Special Education

CIP Code: **13.1001**

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

Options:

Proposal Summary [360 words maximum]

What: We are proposing a special education bachelor's program that will qualify students for state special education licensure in Montana. Currently, the process requires an additional 30-34 credits after obtaining a generalist teaching license in elementary or secondary education. The new program would allow students to obtain a K-12 special education license without needing a general education license first. This change will streamline the process and maintain the standard bachelor's degree at 120 credits.

Why: Our proposal is based on three key justifications: 1) The Office of Public Instruction (OPI) has confirmed that special education can be a stand-alone licensure area; 2) There's a severe shortage of special education teachers in Montana and the U.S.; and 3) UM is experiencing a decline in enrollments in both elementary (down 28% in 5 years) and secondary licensure programs (down 44%), paralleling trends in other university educator preparation programs. Many potential UM students are opting for quicker degree pathways through online competitors or programs in other states.

Resources: No additional resources are needed to implement the proposed program. We have two faculty members and several adjunct instructors currently teaching our special education courses.

ATTACHMENTS

Attachment #1 – curriculum proposal form
Attachment #2 – major requirements
Attachment #3 – completed request to plan form
Attachment #4 – required courses form
Attachment #5 – PEPPS Standards

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

SPECIAL EDUCATION: K-12 Major Course Requirements						
Course	General Education/Content/Specialty Courses	GER	Pre-Req.	Credits	Term	Grade
WRIT 101	College Writing I	College Writing	WRIT 095 or placement	3		
LIT 110L LIT 120L LIT 236L LIT 246L NASX 235X	Intro to Lit (Select one course from this box.) Poetry Literary Histories Genres, Themes, Approaches Oral and Written Traditions of Native Americans	Intermediate Writing Course and Literary Studies	WRIT 101 or placement	3		
EDU 331	Literature and Literacy for Children		WRIT 101 or equivalent	3		
M 132	Numbers & Ops for K-8 Teachers	Mathematics	M 095 or placement	3		
M 133	Geometry & Measurement for K-8 Teachers	Exception to Lang Req.	M 132	3		
M 234	Higher Math for K-8 Teachers		M 132	3		
GPHY 121S GPHY 141S	Introduction to Human Geography OR World Regional Geography	Social Science and Diversity		3		
HSTA 101H HSTA 102H HSTR 101H HSTR 102H	American History I (Select one course from this box.) American History II Western Civilization I Western Civilization II	Historical Studies (except MT history)		4		
HSTA 255	Montana History (fall only)			3		
PSCI 210S PSCI 220S	Intro to American Gov't OR Intro to Comparative Government	Soc Sci and Dem & Citz		3		
NASX 105H	Native American Studies	Historical and Diversity		3		
GEO 224N	General Science: Physical and Earth (Fall only)	Science with lab	M 132 or equivalent	5		
BIOB 226N	General Science: Chemical and Life Science (Spring only)	Science with lab	M 132 or equivalent	5		
ENST 472	General Science: Conservation Education		Sophomore	3		
HEE 302	Methods of Instructional Strategies in Elem. Physical Ed. (edited to incorporate EDU 360 Wellbeing)			3		
ARTZ 302A	Elementary School Art	Exp Arts	Sophomore	2		
THTR 239A	Creative Drama and Dance K-8	Exp Arts		2		
MUSE 397	Methods: K-8 Music			2		
EDU 222	Educational Psychology and Child Development	Soc Sci proposed		3		
Minimum of 10-11 elective credits to meet 120 total credits required						
Admission to the Teacher Education Program is required to enroll in the courses listed below.						
LEVEL 1* (13 credits)						
EDU 395	Clinical Experience: Level 1			1		
EDSP 454	Advanced Academic Interventions			3		
EDU 397	Methods: PK-4: Early Numeracy			3		
EDU 397	Methods: PK-3: Early Literacy			3		
EDU 340	Classroom Management			3		
LEVEL 2* (15 credits)						
EDSP 462	Spec Ed Law, Policy and Practice			3		
EDSP 405	Assess of Students with Exceptionalities (w/ clinical application)			3		
EDSP 456	Intro to Methods: Low Incidence Disabilities (w/ clinical application)			3		
EDSP 461	Positive Behavior Supports (w/clinical application)			3		
EDEC 408	Early Childhood Principles and Practices			3		
LEVEL 3* (13 credits)						
EDU 395	Clinical Experience: Level 3 (customized for level content)			1		
EDU 497	Methods: Teaching and Assessing 5-8 Mathematics			3		
EDSP 426	Intro Transition and Community Supports			3		
EDU 497	Methods: Teaching and Assessing 4-8 Reading			3		
EDU 461	Intro to Gifted Education			3		
LEVEL 4 Student Teaching* (15 credits)						
EDU 495	Student Teaching: Special Education			11		
EDU 438	Literacy Assessment, Diagnostics, & Instruction			3		
EDU 494	Seminar (Collaborative with other student teachers and 1-2 special-ed focused sessions)			1		



ADMINISTRATIVE RULES OF MONTANA

10.58.510 SPECIAL EDUCATION P-12

- (1) The program requires that successful candidates:
 - (a) understand how exceptionalities may interact with development and learning and use this knowledge to provide culturally responsive, meaningful, and challenging learning experiences for individuals with exceptionalities;
 - (b) demonstrate the ability to create and implement personalized, safe, respectful, inclusive, and culturally responsive learning that:
 - (i) is based on ongoing analysis of student learning, self-reflection, and professional standards, research, and contemporary practices;
 - (ii) allows all individuals with exceptionalities to become active, effective learners with positive social interactions, self-determination, and healthy well-being;
 - (c) demonstrate knowledge of standards used in Montana schools and the ability to use general and specialized curricula to implement individualized learning opportunities that align with the needs of students with exceptionalities;
 - (d) use multiple methods of assessment and data sources to evaluate and identify individualized learning needs and make a variety of education decisions, including:
 - (i) ability to identify, collect, and understand quantitative and qualitative data;
 - (ii) ability to accurately prepare Present Level of Academic Achievement and Functional Performance;
 - (iii) ability to accurately prepare Measurable Annual Goals,
 - (iv) ability to accurately administer, score, and analyze the results of formative, summative, and standardized assessments; and
 - (v) ability to accurately interpret and present the assessment results and make ongoing adjustments to instruction;
 - (e) select, adapt, and use a repertoire of evidence-based instructional strategies including explicit, systematic instruction, assistive technology, whole group instruction, small group instruction, and individual instruction to support and self-regulate learning;
 - (f) use foundational knowledge of the field along with professional ethics and standards;
 - (g) collaborate, communicate, and advocate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals with exceptionalities and their families, including, but not limited to, facilitating

meetings, scheduling services, working with paraeducators and related providers, and implementing accommodations and modifications;

- (h) demonstrate an understanding of the philosophical, historical, and legal foundations of special education including:
 - (i) identification of social and cultural movements in special education law;
 - (ii) knowledge of court cases which shaped special education law; and
 - (iii) understanding of legal resources to assist decision making;
- (i) demonstrate knowledge of typical and atypical language development and use systematic evidence-based instruction to enhance language development and teach communicative competence;
- (j) demonstrate knowledge and understanding of special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentation, and appropriate instructional strategies and techniques to support students with social, emotional, and/or behavioral needs through the use of preventative and responsive practices; and
- (k) demonstrate proficiency in special education procedural competencies including knowledge of state and federal regulations, rules, and processes and knowledge of the state data collection system and state forms;
- (l) demonstrate an understanding of disability categories and characteristics to the extent necessary to use eligibility criteria to make informed decisions concerning learner identification; and
- (m) demonstrate the ability to determine service and transitional needs and placement in a least restrictive environment (LRE) in order to ensure a free and appropriate public education (FAPE) once a student has been identified and qualified for services.

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-1-501, 20-2-121, MCA

History: NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07; AMD, 2014 MAR p. 2936, Eff. 7/1/15; AMD, 2023 MAR p. 86, Eff. 7/1/23.

Montana Board of Regents CURRICULUM PROPOSAL FORM

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

The proposed special education major offers 60 credits once students are admitted to the Teacher Education Program, with the number of credits evenly split between general education content knowledge and pedagogy, and special education specific content knowledge and pedagogy. This positions the graduate of the program to be hired in a special education teaching position more quickly, and with substantive quality training to ensure success in their role in today's schools.

- 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 is central to the work of the Department of Teaching & Learning, and both the mission of the College of Education and UM writ large. We are attentive to UM's mission and priorities in developing this proposal, focusing on student success and global partnerships. Our faculty is dedicated to fostering relationships with our community, state, and region. We maintain ongoing partnerships with various K-12 schools and personnel, continuously working to strengthen these connections. Additionally, we collaborate with tribal communities for scholarship and clinical placements. We engage with the Montana's OPI and other EPPs to tackle the shortage of qualified teachers in rural areas-- the largest shortage is in special education. Regular collaborations also occur with other EPPs via the MT Council of Deans of Education and its subcommittees, and the Higher Education Consortium (HEC) of EPPs to address ed. concerns (e.g., quality teacher recruitment and retention), and initiatives.

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

After conversations with Educator Preparation Program (EPP) representatives at MSU-Billings and at MSU-Western, and colleagues at UM and at OPI, we decided to pursue intent to plan for the special education major (and stand-alone licensure) in the spring of 2024. After submission, we had a meeting with Angela MacLean, an OCHE representative, and a faculty representative from MSU-B to address concerns of potential duplicity; this was dismissed and our request to plan was approved. Next we worked through iterative versions of the pathway with input from T&L colleagues and College of Ed administrators, and arrived at this proposed plan of study for the special education major.

- 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	62
Credits in required courses offered by other departments	47-48

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Credits in institutional general education curriculum	N/A (Covered by Degree)
Credits of free electives	10-11
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.

See attached document for PEPP Standards for Special Education in Montana (A5).

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

This has been addressed in other sections of this proposal. There is an extreme shortage of licensed special education teachers in Montana particularly, also nationally, to teach children and youth in K- 12 grade schools. Many positions go unfilled, especially across more rural areas of our state, and administrators must hire any available adult to "fill in". At the same time, we have a program of study with specialized content and quality clinical experiences which leads to qualified personnel much better able to meet the needs of children and youth with disabilities in our state (among our most vulnerable population). The proposal special education major will increase the number of qualified personnel to serve in our schools by removing the requirement for a general education license as requisite. Graduates could still pursue the gen. ed license they prefer post-graduation.

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

N/A

- 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]*

N/A

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

We have been in conversation with colleagues from MSU-Billings and UM-Western about the need for a stand-alone special education degree. There is shared interest in this. Certainly, with the advent of Quotlly to enhance course sharing throughout the MUS, we could share some courses with MUS partners in Billings and Dillon and likewise expand the offerings to which our students have access. We have also

Montana Board of Regents CURRICULUM PROPOSAL FORM

worked closely with our adjunct instructors teaching special education courses for us, our team of professional advisors, and with our general education Teaching & Learning colleagues in preparing this proposal.

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

We will meet with our administrative staff to put the new program plan in the catalog; share program details with our professional advisors for planning with students, develop and distribute marketing about the program option in digital outlets, fliers, and presentations to current students; we will share details of the program with colleagues and EPP partners through MCDE and next academic year Higher Ed Consortium gatherings. We will address other needs as they surface.

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

Fall Headcount Enrollment					Graduates				
AY25-26	AY26-27	AY27-28	AY29-30	AY30-31	AY25-26	AY26-27	AY27-28	AY29-30	AY30-31
6	8-10	10-12	12-14	14-16	0	4-6	8	10	10

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

We have used current and the past two years of undergraduate enrollments to predict the number of potential participants in this new pathway. We have also been engaged in a variety of recruitment activities across the state to increase enrollment to special ed programs and teacher ed in general. Because of external funding (SIMS grant) we currently have more student interest than is typical in special education training. We also offer graduate training in special education, and will pursue stand-alone licensure for those students as well, which will increase enrollments.

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

We have the capacity for 30 students in the special education program (undergraduate and graduate).

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

Success of the program will be determined based on enrollments, degree completion and with a series of course based and capstone assessments. This process will be part of our regular faculty review and will have external oversight from our accreditors.

- 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]*

Montana Board of Regents
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The program outcomes are set by OPI: PEPPS standards. Based on these and national CEC standards for new special education teachers, we have created key assessments to measure students' knowledge and essential skills and. At semester's end, faculty will grade assignments using rubrics; data will be shared with CoE's Director of Accreditation. Faculty will then meet to analyze results and determine actionable next steps based on student outcomes.

Assessment activities will consist of "key assessments" that are situated in most of the program courses. When the assessment are completed by students depends on when they matriculate through the program. They will be evenly spaced between fall and spring semesters.

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

All programs in our department are accredited by the state and by CAEP. Most of the existing accreditation framework will cover this new major. This existing framework will provide multiple measures during each clinical experience where supervising teachers assess each student (not less than three times). These clinical assessments, the aforementioned course-based assessments, and regular faculty review result in a robust assessment system.

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

Once clinical key assessment data have been vetted through established accreditation processes, faculty will meet each semester to review data and determine trends in outcomes (also addressing any outliers). Measurable gaps in skills and knowledge will be identified and actionable steps will be established to address those gaps. We will also meet each with our adjunct instructors to share findings and discuss implications for course refinements.

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

Our current special education program is accredited by the State of Montana and CAEP. All initial licensure programs must be accredited by both entities; this new program will be accredited through the same processes. The national Council for Exceptional Children also has their own standards of practice and a rigorous accreditation process. We currently do not have the faculty resources needed (including another tenure line dedicated to special education) to pursue this additional accreditation. Both of our current faculty do a lot to support other programs in our department.

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]*

These courses are taught currently in the Education building on campus, most with a robust Canvas course shell (even for the face-face classes). Some are offered online, and some in a face-face with a blended option: students taking a synchronous course from a distance may join remotely via Zoom

Montana Board of Regents
CURRICULUM PROPOSAL FORM

(currently two of the special ed courses). Because these are currently taught, we have adequate 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]*

None, beyond the typical updates to teaching resources/computers, projectors, etc. in each classroom in our building. The department has invested in a couple meeting OWLS which had improved the quality of participation for students joining a face-face class remotely.

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 two full-time tenured special education faculty, and 3 part-time adjuncts to teach these courses. The clinical placements are handled through the Office of Clinical Experiences. Because we are changing the pathway to graduation for undergrads pursuing special ed certification, and the courses and clinical placements systems are already established, we do not additional needs at this time. Our special ed program is evaluated and accredited through OPI at the state level; our courses are aligned with state PEPP standards and also with national Council for Exceptional Children standards

- 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]*

There is not the need for new staff at this time. If we lose an adjunct for one of the courses, we have been successful through our professional networks in finding qualified instructors and sharing course goals and materials with them. Each course is evaluated through student evaluations each term, and occasional peer review of teaching and content review.

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 they are currently adequate. We have been concerned about the reduction in paid subscriptions to access particular scholarly journals for our work, but have figured out some work arounds, including paying for them ourselves.

- 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]*

Not applicable, as it is an established program and services have been adequate.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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	\$24,338	\$32,451	\$40,563
Expenses			
Net Income/Deficit (revenues-expenses)	\$24,338	\$32,451	\$40,563

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

- 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]*

The curriculum from the current certificate in Special Education is already being taught and so there is no expectation that there will be additional costs to this program. The revenues above will likely shift from students who would have enrolled in the certificate so the net income may not come to pass but will not create a deficit.

- 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

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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.

N/A

14. Complete the fiscal analysis form.

Signature/Date

College or School Dean: Dan Lee Sign via courseleaf 2/4/2025

Flagship Provost*:  4/9/2025

Flagship President*:  4/9/2025

Appendix A

Attachment #3 – completed request to plan form
Attachment #5 – PEPPS Standards

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: UM - Missoula

AWARD LEVEL: Undergraduate

PROGRAM NAME: BA Special Education

PROGRAM CODE:

ENROLLMENT PROJECTIONS		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
			AY25-26	AY26-27	AY27-28	AY29-30	AY30-31
Headcount	annual unduplicated headcount of students with declared major or minor within the program	-	6	8	10	12	14
Credit Hours	annual avg. credits hours earned per student in program related curriculum	-	12	12	12	12	12
Student FTE	Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	-	3	4	5	6	7
Completions	Annual number of program completers	-	0	4	8	10	10
REVENUE							
Tuition Revenue (net of waivers)			\$24,338	\$32,451	\$40,563	\$48,676	\$56,789
Institutional Support							
Other Outside Funds (grants, gifts, etc.)							
Program Tuition/Fees							
Total Revenue		\$0	\$24,338	\$32,451	\$40,563	\$48,676	\$56,789
Total Revenue per Student FTE		#VALUE!	\$8,113	\$8,113	\$8,113	\$8,113	\$8,113
EXPENDITURES							
Tenure Track Faculty	FTE*	7.9	6.9	6.9	6.9	6.9	6.9
	Salary + Benefits						
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE*	5.6	6.6	6.6	6.6	6.6	6.6
	Salary + Benefits						
Graduate Teaching Assistants	FTE						
	Salary + Benefits						
Staff	FTE						
	Salary + Benefits						
Total Faculty & Staff	FTE						
	Salary + Benefits						
Operations (supplies, travel, rent, etc)							
Start-up Expenses (OTO)							
Total Expenses		\$0	\$0	\$0	\$0	\$0	\$0
Student FTE to Faculty (TT + NTT) Ratio		#VALUE!	0.2	0.3	0.4	0.4	0.5
Net Income/Deficit (Revenue - Expenses)		\$0	\$24,338	\$32,451	\$40,563	\$48,676	\$56,789

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

*We are providing the FTE for total instruction in the Department of Teaching and Learning as all faculty contribute to the K-12 Licensure Programs. These are existing positions needed to deliver the curriculum.

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana University System
REQUEST TO PLAN FORM

ITEM 212-1002-R0524

Meeting Date: May 2024

Item Name – Request for authorization to establish a Bachelor of Arts in Special Education

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

Planned 6-digit CIP code: **13.0402**

Campus, School/Department: **Department of Teaching and Learning**

Expected Final Submission Date: **Fall 2024**

Contact Name/Info: **Morgan Alwell** (morgan.alwell@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 document represents formal notification of our intent to plan for a stand-alone special education bachelor's program of study resulting in eligibility for state special education licensure. At present in Montana, special education is an add-on certificate/endorsement program (at both the undergraduate and graduate levels) that may only be earned when predicated on a generalist teaching license in elementary education or in one of several secondary education content areas. Adding the special education certificate currently entails an additional 30 - 34 credits on the elementary or secondary education licensure program (which may be taken after their first degree or concurrently). We are proposing a new program of study that enables students to be eligible for a K-12 special education teaching license without having to also hold or earn a general education teaching license. This will expedite the process for students, and reduce their bachelor's degree to the standard 120 credits.

Our rationale for this proposal is based on three compelling justifications: 1.) the Office of Public Instruction (OPI) has agreed that special education can serve as a stand-alone licensure area (there is no binding reason why this cannot happen); 2.) there exists an extreme shortage of special education teachers in Montana and across the United States; and 3.) UM is facing declining enrollments in our elementary (down 28% in the past 5 years) and secondary licensure programs (down 44% in the past 5 years), roughly commensurate with similar university-based educator preparation programs (EPPs), and many potential UM students are selecting quicker pathways to degree earning through our online competitors or programs in other states. Each of these justifications is addressed in the next section.

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).

- 1.) The Office of Public Instruction (OPI) has agreed that special education can serve as a stand-alone licensure area (there is no binding reason why this cannot happen). In recent queries and communication with staff at OPI, they have confirmed that although it has "always been done this way", there are no legal or other reasons that special education could not serve as a sole licensure area (personal communication with K. Steinberg, UM's College of Education Accreditation Director and Licensure Specialist, and C. Andrews, Director of Accreditation, Educator Preparation Programs, and Licensure for the Montana Office of Public Instruction, Dec. 2023).

Montana University System
REQUEST TO PLAN FORM

2.) There exists an extreme shortage of special education teachers in Montana and across the United States, so much so, that many open positions across the state simply go unfilled, and many schools are served by teachers or persons with no teaching degree. Educator Preparation Programs (EPPs) nationwide are facing a 35%* drop in enrollment (Council of Administrators of Special Education, 2020), and fewer trained teachers are persisting in the profession. Special education teachers are reportedly also leaving the profession in higher numbers than their general education counterparts (U.S. Department of Education, 2022). The chronic and growing shortage of special education teachers and related services personnel, particularly those who have the skills needed to serve students with disabilities and high-intensity needs, is a well-known national issue (Billingsley & Bettini, 2019). Montana is facing its most significant teacher shortage in the state's history. The documented critical shortage of special education teachers here is extreme. In the past 6 years, Montana's Office of Public Instruction (OPI) reported that district requests for emergency credentials (to appoint non-qualified persons to teaching appointments) have grown exponentially: from just 2 requests in 2016, to 278 appointments across the state in 2023. Most of these vacancies were in special education, where school districts and administrators simply cannot find qualified teachers. Compounded by isolation and low pay in rural areas of our state, some 50% of newly trained teachers leave the state within 3 years (MT-OPI). This is exacerbated by the fact that Montana's average starting teacher pay is the lowest in the United States (NEA report, 2023).

3.) UM's enrollment numbers are down 28% in elementary education over the most recent 5 years, and 44% in secondary education. The number of students seeking special education certification has also declined. All our educator preparation programs are facing intense competition from our online competitors such as Western Governor's, which offers a much shorter and more flexible pathway to both elementary and special education licensure. Our response has been to double down on program quality, but we cannot afford to not make our offerings more flexible and affordable.

* In 2024, these averages have risen to 40%.

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

The proposed bachelor's degree in special education requires no new resources. Please see the attached example pathway to the special education degree, and eligibility for teacher licensure. We have substituted our existing special education courses for some of those required for general teacher licensure, which makes two points clear: one, in this version, students seeking elementary licensure could add back a handful of courses to earn eligibility for that license if desired, and 2.) some of the freshman/sophomore "gen ed" requirements might be adjusted to allow for, for example, more child development and psychology courses to benefit a specialist degree. We can work with the latter once we have permission to plan.

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).

We have been in conversation with colleagues from MSU-Billings and UM-Western about the need for a stand-alone special education degree. There is shared interest in this. Certainly, with the advent of Quottly to enhance course sharing throughout the MUS, we could share some courses with MUS partners in Billings and Dillon and likewise expand the offerings to which our students have access. We have also worked closely with our adjuncts

Montana University System
REQUEST TO PLAN FORM

teaching special education courses for us, our team of professional advisors, and with our general education Teaching & Learning colleagues in preparing this intent to plan document.

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.


We are mindful about UM's mission and priorities for planning and action and have considered these in developing this proposal. Particularly, in putting student success at the center of what we do, and in thinking globally while partnering with place. As a department, we are deeply committed to developing and nurturing relationships with the people and places of our community, state, and region. We have ongoing partnerships with numerous schools and K-12 school personnel throughout the region and are continuously and intentionally working to strengthen and sustain those relationships. In a similar vein, we engage in collaborative scholarship and clinical placement partnerships with tribal communities. We work closely with the Montana Office of Public Instruction and other Educator Preparation Programs (EPPs) from across the state to address the challenges of the lack of qualified teachers in rural areas of our state, and we regularly collaborate with colleagues in all the other EPPs across the state through the Montana Council of Deans of Education meetings, the Continuous Improvement Committee of MCDE, and the Higher Education Consortium (HEC) of EPPs.

Signature/Date

Chief Academic Officer: Approved by the dean of the College of Education 3/14/2024

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
ACADEMIC PROPOSAL REQUEST FORM

SUBMISSION MONTH/YEAR: September 2025

ITEM XXX-2014-R0925

ITEM TITLE : Request authorization to retitle the Human Development Clinic to the Community Counseling Clinic

Institution: Montana State University- Bozeman

CIP Code: _____

Program/Center/Institute Title: Human Development Clinic

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

Options: _____

Proposal Summary [360 words maximum]

What: Request authorization to retitle the Human Development Clinic to the Community Counseling Clinic

Why: The Human Development Clinic was named this while still under the former unit Health & Human Development. Since, reorganizing HHD into three departments, the Dept of Counseling requests to retitle the clinic to be more in line with our new unit.

Resources: No resources necessary.

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

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)

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

LEVEL I MEMORANDUM

DATE: April 28, 2025

TO: Chief Academic Officers, Montana University System

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

RE: April 2025 Academic Items, pg. 2

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in April 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, April 30, 2025. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, May 2, 2025. The Board of Regents will be notified of the approved proposals at the May 2025 meeting of the Board.

Level I:

1. Campus Approvals

University of Montana

- Notification to place the BA in English, Literature and the Environment Concentration in moratorium
[Item #1008-LI0525](#)

Level II:

University of Montana

- Request for authorization to eliminate the Shafizadeh Rocky Mountain Center for Wood and Carbohydrate Chemistry
[Item #1009-LII0525](#)
- Request for authorization to form the College of Science
[Item #1010-LII0525](#)
- Request for authorization to form the Center for the Advancement of Positive Education
[Item #1011-LII0525](#)
- Request for authorization to form the Center for Hunting and Conservation
[Item #1012-LII0525](#)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

APRIL 2025

ITEM 1008-LI0525

Notification of placing the BA in English, Literature and the Environment Concentration in Moratorium

Institution: University of Montana-Missoula

CIP Code: 23.0101

Program/Center/Institute Title: Department of English—College of Humanities and Sciences

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

Options: Literature and the Environment Concentration

Proposal Summary [360 words maximum]

What: The Department of English is placing the BA in English with a Concentration in Literature and the Environment in Moratorium.

Why: The concentration has not had significant enrollment or completion in the last seven years.

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

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

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

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

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

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

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

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

_____ **B. Level II:**

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **BA in English, Literature and the Environment Concentration**

Program is being X Placed into moratorium Terminated

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

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

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee N/A

d.) Articulation Partners N/A

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

Students and Faculty are disappointed that this program can no longer be offered. However, the English Department does not have the faculty to teach the necessary courses to fulfill the degree requirements.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

APRIL 2025

ITEM 1009-LII0525

Request Authorization to eliminate the Shafizadeh Rocky Mountain Center for Wood & Carbohydrate Chemistry

Institution: University of Montana-Missoula

CIP Code: N/A

Program/Center/Institute Title: Shafizadeh Rocky Mountain Center for Wood & Carbohydrate Chemistry

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

Options: _____

Proposal Summary [360 words maximum]

What: The University of Montana's Chemistry department wishes to eliminate the Shafizadeh Rocky Mountain Center for Wood & Carbohydrate Chemistry.

Why: The center has been without a director for over a year and no faculty in the Chemistry Department has expressed interest in taking up the position to keep the Center active.

Resources: None.

ATTACHMENTS

N/A

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)

X

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

APRIL 2025

ITEM 1010-LII0525

Request Authorization to form the College of Science

Institution: **University of Montana-Missoula**

CIP Code: **N/A**

Program/Center/Institute Title: **College of Science**

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

Options: _____

Proposal Summary

What: The University of Montana proposes the formation of a new College of Science. The following academic units will move from the College of Humanities and Sciences to the new College of Science: Biological and Biomedical Sciences; Chemistry and Biochemistry; Computer Science; Mathematical Sciences; and Physics and Astronomy. Research units associated with these academic units will also move to the new college.

Why: The College of Science mission drafted by the planning taskforce is:

“To prepare students to lead in advancing knowledge, supporting the role of science and technology in Montana’s economy and culture, and tackling both local and global challenges to meet the needs of the state of Montana, the region and the nation through innovative and inclusive education and research. The College fosters opportunities for student engagement in research across the undergraduate and graduate curricula, supports interdisciplinary collaboration through thoughtful application of disciplinary rigor, and champions the societal value of pure and applied science. Students graduate prepared to investigate enduring questions, solve problems, and design solutions to scientific and technological challenges.”

The formation of the College of Science is grounded in the following strategic objectives:

- Elevate UM’s profile in science and technology, providing a clear identity that attracts prospective students and faculty interested in STEM disciplines and positions UM as a regional leader in science education and research;
- Strengthen interdisciplinary programs and research with the Franke College of Forestry and Conservation, the College of Health, and the University at large
- Enhance collaboration across STEM departments by promoting shared resources and facilitating communication;
- Develop new interdisciplinary initiatives in data science, artificial intelligence, biotechnology, scientific entrepreneurship, ethics in science, and science communication;
- Recruit and retain STEM faculty with the expertise to enhance research and mentorship opportunities in the college and allied programs across the university;
- Align administrative support across departments with similar cost structures to optimize financial planning, resource allocation, and philanthropy to foster a sustainable research portfolio given current challenges in federal funding;

Resources: The College of Science will build on the existing faculty and staff assigned to the assembled academic and research units. The College's administration will be budgeted from the current Academic Affairs allocation and from a negotiated distribution of the non-general fund financial resources and administrative personnel supporting the College of Humanities and Sciences. We anticipate the new College will require hiring a full-time Dean, part-time Associate Dean, and Academic Finance

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Officer in addition to the current department chairs, division leadership, and administrative staff. The University plans to off-set this investment with efficiencies gained from an expansion of shared administrative services between the College of Science, the College of Humanities and Sciences (to be retitled), and the Phyllis J. Washington College of Education. These administrative changes will take a full fiscal year to operationalize. This allows a transition year under the leadership of an Interim Dean while the founding Dean is recruited.

ATTACHMENTS**Attachment #1 - Request to Plan**

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

A. Level I:**Campus Approvals**

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

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

B. Level II:

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

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

X

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

Montana University System
REQUEST TO PLAN FORM

ITEM 217-1002-R0325

Meeting Date: March 2025

Item Name

Program/Center/Institute Title: **Institute for Positive Education**

Planned 6-digit CIP code:

Campus, School/Department: **Phyllis J. Washington College of Education**

Expected Final Submission Date: **September 2025**

Contact Name/Info: **Dan Lee, Dean, / dan.lee@umontana.edu**

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

The Institute for Positive Education at the Phyllis J. Washington College of Education will integrate and infuse the principles of positive psychology into teacher education, school counseling, and educational leadership at the University of Montana, throughout the state of Montana, and beyond.

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).

Over the past 40 years, children's behavioral, emotional, and mental health has progressively deteriorated. By all measures, whether it is depression, anxiety, trauma, or suicide, behavioral and mental health problems have multiplied. The traditional deficit-and-remediation approach of identifying psychiatric diagnoses and providing treatments for specific problems can help individuals but is not adequate for addressing the current mental health crisis. We believe that by focusing on growing strengths, skills, and virtues, we can reduce behavioral and mental health problems among youth and adults in Montana.

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

Through the University of Montana Foundation, the Phyllis J. Washington College of Education has received a \$9.4M gift to fund the Institute for four years. We will begin building on this initial funding through additional gifts and grants. The Institute will be a training and revenue resource for the University of Montana and the Phyllis J. Washington College of Education. The Institute will create positions that contribute to teacher education and education across other disciplines. Through collaboration, the Institute will formulate and submit research and service grant proposals that bring in revenue and further deepen the University of Montana's reputation as a leader in the positive education movement. Overall, our goals include having the Phyllis J. Washington College of Education at the University of Montana become the national and world leader in positive education.

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

Our primary collaborative academic partners will be from the Phyllis J. Washington College of Education. Specifically, we will work with the Department of Teaching and Learning, the Department of Counseling, and the Department of Educational Leadership to develop educational modules and elective or required courses to integrate into course curricula across the educational disciplines.

In addition, we will seek collaborative academic partners across the University of Montana campus. Specifically,

Montana University System
REQUEST TO PLAN FORM

we have already initiated conversations about initiating a collaborative 300-level positive psychology course through the Davidson Honors College. However, the collaborative potential of positive psychology and positive education principles is extensive. Positive psychology concepts are derived from psychology and have already been integrated into Business and Business Education. We also see great potential in working with Performing Arts, Journalism, and Communication Studies to use theatre and media-based strategies for communicating positive psychology principles to larger audiences. We have designated funds in our \$9.4M gift from the Dennis and Phyllis Washington Foundation to incentivize faculty across campus to collaborate with us on academic and research activities.

A foundational principle of the Institute is that we are "better together." Consequently, through work we have already begun (linked to a grant from the Arthur M. Blank Family Foundation), we have many existing collaborative and service relationships with agencies and organizations. These collaborative and service relationships include the following. However, we will continue to broaden our collaborative relationships—and have a designated and funded "Community Liaison" position that will specifically be oriented to outreach and collaboration.

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

The institute aligns with the UM Priorities for Action. For the past 18 months, the dean, professors, and representatives from the UM and Washington Foundations have collaborated to determine the best approach to addressing the emotional health needs of children and adolescents in Montana. After extensive deliberation and research, the group concluded that positive psychology and positive education offer the most promising framework to tackle this pressing issue on a large scale. This proposal for an Institute for Positive Education and the successful proposal for a \$9.4M gift from the Washington Foundation are both fully supported by the University of Montana President, Provost, and Dean of the Phyllis J Washington College of Education.

Signature/Date

Chief Research Officer*:



Flagship Provost:**



Flagship President:**



*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

APRIL 2025

ITEM 1011-LII0525

Request Authorization to form the Center for the Advancement of Positive Education

Institution: University of Montana-Missoula

CIP Code: N/A

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

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

Options: _____

Proposal Summary

What: The purpose of the Center for the Advancement of Positive Education is to integrate the principles of positive psychology into teacher education, school counseling, and educational leadership programs. Through curricular development, faculty collaboration, professional training, and research, the center aims to improve behavioral and emotional health outcomes for students, educators, and communities in Montana and beyond. Major activities will include hosting annual statewide conferences, developing undergraduate and graduate courses, and providing training and engagement incentives for faculty across disciplines.

Why: The center responds to a significant and growing mental health crisis among youth, where rates of depression, anxiety, and trauma have escalated over the past four decades. Traditional models focused on deficits and remediation have proven insufficient in reversing these trends. The center proposes a strengths-based approach—grounded in the science of positive psychology—to foster resilience, optimism, and well-being across educational systems. In doing so, it aligns directly with the University of Montana’s mission to transform lives through high-quality education and world-class research, and with a commitment to expanding knowledge and strengthening communities.

Resources: The Institute has secured \$9.4 million in initial funding from the Dennis and Phyllis Washington Foundation to support its first four years of operation. This financial gift enables the development of faculty incentives, program staffing, and statewide outreach. The proposal also identifies existing university infrastructure and personnel as sufficient for implementation. Continued funding will be pursued through grants, partnerships, and philanthropic support, leveraging the Institute’s collaborative relationships with academic units and community organizations across Montana.

ATTACHMENTS

Attachment #1 – Request to Plan

Attachment #2 – Center Proposal Form

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

A. Level I:

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

Montana Board of Regents
RESEARCH CENTER PROPOSAL FORM

1. State the proposed Center's name and purpose.

The Center for the Advancement of Positive Education's purpose is to integrate and infuse the principles of positive psychology into teacher education, school counseling, and educational leadership at the University of Montana, throughout the state of Montana, and beyond.

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

A. State the Center's mission.

We believe in using science-based knowledge and strategies to grow strengths, virtues, meaning, and resiliency in students, teachers, educational leaders, and communities.

B. Identify the Center's goals and objectives.

Specific objectives include, but are not limited to, the following:

- Increase the number of teacher education graduates from the University of Montana.
- Increase teacher retention in Montana.
- Increase the number of school counseling graduates from the University of Montana.
- Increase school counselor retention in Montana.
- Integrate and infuse positive psychology into teacher preparation, counseling, and educational leadership programs.
- Develop curricula for teaching graduate courses in positive education to existing teachers in Montana and beyond.
- Offer workshops, seminars, and other training in positive psychology and positive education to teachers and schools throughout Montana.
- Establish and host the annual 'ED Talks' celebrating the integration of positive education approaches in Montana schools.
- Establish and host an annual 'Summer Center for Positive Psychology and Education' where local and national leaders in positive psychology and education offer short courses to Washington Scholars and other participants.
- Provide training in positive education to University of Montana faculty across various disciplines.
- Provide incentives for University of Montana faculty to partner and collaborate with the Center to develop research and service grant proposals and obtain grant funding in positive psychology and education.
- Partner with existing University of Montana colleges and departments (e.g., the Honors College, Department of Psychology, etc.) to offer coursework in positive psychology and education.

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

Over the past 40 years, children's behavioral, emotional, and mental health has progressively deteriorated. By all measures, whether it is depression, anxiety, trauma, or suicide, behavioral and mental health problems have multiplied. The traditional deficit-and-remediation approach of identifying psychiatric diagnoses and providing treatments for specific problems can help individuals but is not adequate for addressing the current mental health crisis. We believe that by focusing on

Montana Board of Regents
RESEARCH CENTER PROPOSAL FORM

growing strengths, skills, and virtues, we can reduce behavioral and mental health problems among youth and adults in Montana.

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

The center will be a training and revenue resource for the University of Montana and the Phyllis J. Washington College of Education. The center will create positions that contribute to teacher education and education across other disciplines. Through collaboration, the center will formulate and submit research and service grant proposals that bring in revenue and further deepen the University of Montana's reputation as a leader in the positive education movement. Overall, our goals include having the Phyllis J. Washington College of Education at the University of Montana (not Yale, not Harvard, not Berkeley) become the national and world leader in positive education.

E. Describe the Center's relationship to the University mission.

The University of Montana's mission statement begins with 'transforms lives by providing a high quality and accessible education. . .' This transformative mission is our focus, with the transformation of Montana youth and adults toward improved behavioral and mental health being our more specific focus. The UM mission statement also says, 'by generating world-class research and creative scholarship in an exceptional place.' Again, this is consistent with our commitment to growing our research capabilities through grants, gifts, and contracts. Finally, the UM Mission Statement focuses on 'creative and agile learners committed to expanding the boundaries of knowledge and building and sustaining diverse communities.' Again, our goals include expanding and transforming knowledge about creating positive educational experiences that contribute to excellent mental health for all students, teachers, counselors, and school administrators.

3. Briefly describe the Center's anticipated activities.

Campus-Based Curriculum Development and Implementation: We will partner with UMOonline and specific academic units to develop, evaluate, and implement online and in-person curricula for (a) undergraduate students in Teaching and Learning, (b) graduate students in School Counseling, (c) first-year Positive Education Seminar, (d) graduate students in mental health counseling, (e) graduate students in Educational Leadership and Early Childhood Education, (f) existing Montana educators, (g) undergraduate students in the College of Business Administration, (h) strengths-based assessment and group counseling facilitation, and (i) school/community programming.

High Profile and High-Quality Statewide Training in Positive Education: This initiative will involve developing a conference venue and marketing strategy to hold two annual Montana-based conferences. First, we will establish a statewide Montana ED Talks Conference that features Montana educators offering short, powerful presentations on the crossroads of positive psychology and education. These will be recorded and distributed similarly to the well-known TED-talk format.

Summer Positive Psychology and Education: offer research-based training in positive psychology and education to Washington Scholars while inviting external affiliates to a summer educational conference. This will include short courses representing a collaborative effort with the College of Education and may be recorded and distributed via UMOonline for future online course offerings.

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

Given that the Center focuses on integrating and infusing positive psychology and positive educational principles into teacher education, counseling, and educational leadership, we view

Montana Board of Regents
RESEARCH CENTER PROPOSAL FORM

many University of Montana faculty as having the expertise to participate in Center activities. We also have funding available to offer as incentives (e.g., course buy-outs, stipends) for faculty at the University of Montana who choose to collaborate with us.

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

Our primary collaborative academic partners will be from the Phyllis J. Washington College of Education. Specifically, we will work with the Department of Teaching and Learning, the Department of Counseling, and the Department of Educational Leadership to develop educational modules and elective or required courses to integrate into course curricula across the educational disciplines.

In addition, we will seek collaborative academic partners across the University of Montana campus. Specifically, we have already initiated conversations about initiating a collaborative 300-level positive psychology course through the Davidson Honors College. However, the collaborative potential of positive psychology and positive education principles is extensive. Positive psychology concepts are derived from psychology and have already been integrated into Business and Business Education. We also see great potential in working with Performing Arts, Journalism, and Communication Studies to use theatre and media-based strategies for communicating positive psychology principles to larger audiences. We have designated funds in our \$9.4M gift from the Dennis and Phyllis Washington Foundation to incentivize faculty across campus to collaborate with us on academic and research activities.

4. Identify the organizational structure of the Center within the institution.

The Center will reside in the Phyllis J. Washington College of Education.

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

These collaborative and service relationships include the following. However, we will continue to broaden our collaborative relationships—and have a designated and funded 'Community Liaison' position that will specifically be oriented to outreach and collaboration.

Arthur M. Blank Family Foundation – Atlanta, GA
Billings Public Schools – Billings, MT
Camp Mak-A-Dream – Gold Creek, MT
De Smet School – Missoula, MT
Families First – Missoula, MT
Healthy Missoula Youth Task Force – Missoula, MT
Helena Education Foundation – Helena, MT
Hellgate Elementary and Middle Schools – Missoula, MT
Jackson Contractor Group – Montana
Missoula Children's Theatre – Missoula, MT
Missoula County Public Schools – Missoula, MT
Missoula County Public Schools Health and Behavior Committee – Missoula, MT

Montana Office of Public Instruction – Helena, MT

Psychology Department, Montana State University – Bozeman, MT
Tamarack Grief Resource Center – Missoula, MT
The Mental Health Academy – Australia

Montana Board of Regents
RESEARCH CENTER PROPOSAL FORM

The Nate Chute Foundation – Kalispell, MT
The University of Montana MOLLI Program – Missoula, MT
Thrive – Bozeman, MT

B. Identify advisory council information.

We have begun compiling a list of Advisory Council members. Depending upon each member's background, skills, and networking connections, they will engage—as individuals and small task groups—in one or more of the following roles and activities:

- Be an ambassador for positive education at the University of Montana and beyond through writing, speaking, and promoting the Center's efforts to live its mission and reach its vision.
- Provide input on program development and evaluation.
- Assist with identifying and pursuing grant, contract, sponsorship, and fundraising opportunities.
- Brainstorm opportunities and strategies for program growth, increasing program reach, and establishing local, regional, national, and international collaborations.
- Actively contribute to educational efforts by working with Center staff on curriculum development and/or offering short courses or educational talks.

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

Through the University of Montana Foundation, the Phyllis J. Washington College of Education has received a \$9.4M gift to fund the Center for four years. We will begin building on this initial funding through additional gifts and grants.

A. Will additional faculty and other resources be required to implement this Center? If yes, please describe the need and indicate the plan for meeting this need.

No.

B. Are other, additional resources required to ensure the success of the proposed Center? If yes, please describe the need and indicate the plan for meeting this need.

No.

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

There are no existing Centers/Centers in the state or surrounding region.

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

There are no existing Centers/Centers in the state or surrounding region. On campus at the University of Montana, the closest Center is the Montana Center for Safe Schools (MCSS). We already work collaboratively with the MCSS and foresee future collaborations regarding programs and research projects.

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

N/A

Montana Board of Regents
RESEARCH CENTER PROPOSAL FORM

7. Assessment: How will the success of the Center be measured?

As academics and researchers, we are dedicated to program evaluation and improvement. We will integrate a quasi-experimental research model and mentality into our programming. For example, for each course we offer in collaboration with other campus units, we will include, at minimum, immediate pre-post course assessments. Additionally, we will use qualitative research methodology to explore the experiences of faculty, students, teachers, and community members participating in our programming. We will hire clinical faculty and a director with research interests and experiences in positive psychology and education, and we expect substantial research productivity from the center.

8. State the internal campus review and approval process which has occurred prior to submission to the Commissioner's Office. Indicate, where appropriate, involvement by faculty, students, community members, professional constituencies, etc.

For the past 18 months, the dean, professors, and representatives from the UM and Washington Foundations have collaborated to determine the best approach to addressing the emotional health needs of children and adolescents in Montana. After extensive deliberation and research, the group concluded that positive psychology and positive education offer the most promising framework to tackle this pressing issue on a large scale. This proposal for an Center for Positive Education and the successful proposal for a \$9.4M gift from the Washington Foundation are both fully supported by the University of Montana President, Provost, and Dean of the Phyllis J Washington College of Education.

Montana University System
REQUEST TO PLAN FORM

ITEM 215-1004-R1124

Meeting Date

Item Name

Program/Center/Institute Title: **Academic Organizational Model**

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

Campus, School/Department: **University of Montana-Missoula**

Expected Final Submission Date: **May 2026**

Contact Name/Info: **President Seth Bodnar, seth.bodnar@umontana.edu, Provost Adrea Lawrence, adrea.lawrence@umontana.edu**

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

Over the last five years UM has worked to align our significant academic strengths with opportunities to better serve students and society. This request continues our efforts to leverage our existing strengths in Health and Wellness, the Arts and Technology, Environment and Sustainability, Leadership and Civic Engagement, and world-class research. This request is the culmination of a significant organizational restructuring that began with the naming of the College of Health and the creation of the College of the Arts and Media.

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

We propose to integrate the Departments of Geosciences and Environmental Studies into the Franke College of Forestry and Conservation by the end of the academic year. Over the next 18 months, we will work with the faculty to establish a new iteration of the Franke College of Forestry and Conservation. Additionally, we will conduct a formal campus review of a proposal for a new College of Science brought forward by the Biological Sciences, Chemistry and Biochemistry, Physics and Astronomy, Mathematical Sciences, Computer Science, and related interdisciplinary initiatives. Finally, we will explore the benefits of bringing together departments in the Humanities, Social Sciences, and related interdisciplinary programs with the Phyllis J. Washington College of Education to create a cohesive academic environment where students study the human condition, examine and seek answers to enduring questions about what it means to live in a rapidly changing world, and develop the skills necessary to become engaged citizens, leaders, and educators.

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

The financial strategy for these plans and explorations is a key consideration. While the exact costs are still being evaluated, a phased approach within a revised budget model will be necessary. We will explore how this strategy can enhance strategic enrollment planning to ensure the colleges remain sustainable over time.

We anticipate that this proposal will maintain the current number of colleges and academic deans. All current academic units (schools and departments), along with their associated faculty and staff, will be integrated into colleges that align with their specific disciplines and foster a cohesive, shared mission and vision benefiting students. This will be implemented using existing facilities, with any necessary operational adjustments managed within current budgets. Aligning the missions and cost structures of these academic units will also enable more effective development planning and interdisciplinary collaboration when pursuing and managing extramural funding to support the new colleges.

Montana University System
REQUEST TO PLAN FORM

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

As we move forward, we will continue to engage faculty, staff, and students in the planning and implementation process, ensuring that our structures reflect shared vision and goals. A task force has already been formed to plan the New Franke College. Similar task forces will be convened to bring together stakeholders across the Sciences, Humanities, Social Sciences, and Education to collaborate.

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.

At the University of Montana, we believe in fostering *inclusive prosperity* that transforms lives and communities. This request aligns with our commitment to providing an education as expansive as Montana itself—equipping students to meet the challenges of a dynamic world while staying rooted in the land and communities we serve. We believe that this plan will allow the university to achieve the following:

- Prepare students for meaningful careers that contribute to the stewardship of our natural resources while honoring the long history of our colleges and their storied programs;
- Support the University's R1 research mission, providing focused leadership and resources to nurture groundbreaking research and attract the next generation of scientists and innovators;
- Align programs in behavioral and mental health that are fundamental to our objective to support the State's behavioral health workforce needs;
- Provide students with the skills and practice necessary to engage in civil dialogue, seek collaboratively designed solutions that benefit communities, and contribute as engaged citizens.

This request to plan reflects the University of Montana's mission to empower every student to reach their full potential.

Signature/Date

Chief Academic Officer:

Chief Research Officer*:

Chief Executive Officer:

Flagship Provost:**



10/9/24

Montana University System
REQUEST TO PLAN FORM

Flagship President:**



10/9/24

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

APRIL 2025

ITEM 1012-LII0525

Request for Authorization to form the Center for Hunting and Conservation

Institution: **University of Montana-Missoula**

CIP Code: **N/A**

Program/Center/Institute Title: **W.A. Franke College of Forestry and Conservation**

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

Options: _____

Proposal Summary [360 words maximum]

What: This new center is a natural outgrowth of the W.A. Franke College of Forestry and Conservation's (FCFC) nationally renowned excellence in wildlife biology and conservation research and education. Hunting is a central and critical part of the North American model for land management and conservation and was (and is) a direct contributor to improved management of both lands and wildlife that inhabit them.

This proposed center builds on that rich history, to help cement and further elevate UM as a true national leader in this space. It will be housed within FCFC and be a platform for advancing research, education and outreach at the intersection of hunting and conservation.

Why: Hunting is a critical part of Montana's economy and history, with estimates that its annual economic impact exceeds \$100 million (Montana Bureau of Labor & Industry). That figure does not include the myriad jobs that emerge from hunting in the state (and beyond), ranging from a host of private sector jobs to those within multiple state and federal agencies. Graduates of the Wildlife Biology program are employed across this sector in many ways and have a long history of shaping the landscape of hunting not just in Montana, but nationally.

As the state has grown in population and overall national attention, the pressures on our hunting resources have increased markedly. The need for sound science, education and broad stakeholder engagement is more pressing than ever. We view this center as being positioned to play a key role in meeting that need, in ways that would be unique across the nation. UM's excellence in research that includes both the natural and social science components of hunting, along with WBIO's long history of close partnerships with stakeholders across the state that span agency, NGO and private realms, allows us to create a center that we believe will have significant positive impacts not just in Montana, but on a national scale. That, in turn, can help ensure the sustainability of Montana's hunting opportunities, as well as the significant economy they support.

Resources: This proposed center is a collaboration with the Rocky Mountain Elk Foundation (RMEF), who will supply a large gift to fund both its physical space and 5–6 years of operations.

ATTACHMENTS

Attachment #1 – Request to Plan

Attachment #2 – Center Proposal Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

A. Level I:

Campus Approvals

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

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

B. Level II:

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

X

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

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

Montana Board of Regents
RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

1. State the proposed Institute/Center's name and purpose.

The Center for Hunting and Conservation is a natural outgrowth of the W.A. Franke College of Forestry and Conservation's (FCFC) nationally renowned excellence in wildlife biology and conservation research and education. Hunting is a central and critical part of the North American model for land management and conservation and was (and is) a direct contributor to improved management of both lands and wildlife that inhabit them.

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

A. State the Institute/Center's mission.

This center builds on an existing collaboration with the Rocky Mountain Elk Foundation (RMEF) to advance research and education in hunting and conservation and is designed to further elevate UM's national profile in wildlife conservation, as well as attract a range of new resources for its conservation research mission.

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

The center would have three primary goals: 1) Advance science and research at the intersection of hunting and conservation; 2) Provide an expanded platform for our current Wild Sustenance Program; and 3) Engage in broad outreach to bring the best science to bear in management decisions that involve wildlife and hunting policy.

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

Hunting is a critical part of Montana's economy and history, with estimates that its annual economic impact exceeds \$100 million (Montana Bureau of Labor & Industry). That figure does not include the myriad jobs that emerge from hunting in the state (and beyond), ranging from a host of private sector jobs to those within multiple state and federal agencies. Graduates of the Wildlife Biology program are employed across this sector in many ways and have a long history of shaping the landscape of hunting not just in Montana, but nationally. As the state has grown in population and overall national attention, the pressures on our hunting resources have increased markedly. The need for sound science, education and broad stakeholder engagement is more pressing than ever.

We view this center as being positioned to play a key role in meeting that need, in ways that would be unique across the nation. UM's excellence in research that includes both the natural and social science components of hunting, along with WBIO's long history of close partnerships with stakeholders across the state that span agency, NGO and private realms, allows us to create a center that we believe will have significant positive impacts not just in Montana, but on a national scale. That, in turn, can help ensure the sustainability of Montana's hunting opportunities, as well as the significant economy they support.

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

One of the priorities identified in both FCFC's strategic plan and in the Priorities for Action led by President Bodnar, is to develop and deepen partnerships that can enhance our core mission. This

Montana Board of Regents
RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

alliance with RMEF does exactly that, providing both financial resources to further elevate one of UM's real strengths, and a platform to engage not just in the state, but nationwide – also a key priority for the college and university. In addition, its focus on a mix of research, education and outreach around a complex and critical issue to the state is directly responsive to both UM's and MUS' missions, from helping to train future generations of leaders to helping to solve essential land management decisions that have broad consequences for the state's economy and reputation.

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

UM has a long history of service to the state and region, via the application of science done at the university to critical policy and management issues. This center is created in that vein and will further UM's ability to help inform a rapidly changing conservation and land management landscape. It will also help student recruitment, retention and outcomes priorities in an area where UM already draws students from all over the country.

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

A new director for the Center, funded by the RMEF gift, will seek to expand UM's portfolio of research being done on hunting and conservation issues, both via direct support by RMEF, and via using the Center's platform and mission to attract additional research support. The Center will also be an active participant in the Wild Sustenance Program, seeking to further expand its scope and success, and will engage in a range of outreach and communication activities that broadly fall into the science communication realm.

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

We are fortunate to have many existing faculty who work in this space – a big part of the reason for forming the Center in the first place. Libby Metcalf and Josh Millsbaugh are both nationally renowned for their work in this arena, and co-developed and co-run the Wild Sustenance Program. Chad Bishop, WBIO director, is also nationally known for his research on deer and elk habitat and conservation and this only scratches the surface. Many of the faculty members in the Wildlife Program do work that is directly relevant to the Center's mission and are leaders in their fields in such scholarships. This center is very much about amplifying considerable existing strength and will have a critical mass of people to engage in its success right out of the gate.

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

The Center will draw from all FCFC's current departments, as well as the WBIO program, and be an additional high profile draw to the WBIO program, as well as to students in other FCFC majors who have interests in land management and conservation. And again, it will play a central role in the Wild Sustenance Program.

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

The funding from RMEF will allow us to hire a full-time director for the Center, who will report directly to the Dean of FCFC. The director will be supported by at least two additional staff members, and by a formal center faculty that draws from across the college, as well as from other faculty across UM pending interest.

Montana Board of Regents
RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

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

WBIO already has multiple relevant partners, from federal agencies like NPS, USGS, BLM and USFS, as well as state agencies like FWP and DNRC; we expect intersection with all of these groups as part of the center's mission. In addition, the Center is a unique partnership with the Rocky Mountain Elk Foundation, who will bring a national reach and considerable additional collaboration opportunities to the table.

B. Identify advisory council information.

The advisory council will be formed in collaboration with RMEF, with the Center director, WBIO director and FCFC dean having final sign off authority on members.

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

The formation of this Center is contingent on a sizable gift from RMEF, one that will go to support both its eventual physical space in the new FCFC building, and to the first major phase of the Center's staffing and programming. \$2M of this gift will go directly to core staffing and operational needs for the first 5–6 years, sufficient funds to hire the director, support staff and cover essential operational needs.

A. Will additional faculty and other resources be required to implement this Center/Institute? If yes, please describe the need and indicate the plan for meeting this need.

The success of the Center will depend on faculty engagement from WBIO and beyond but does not require additional fiscal resources from current budget lines (General Fund or otherwise) to launch and operate.

B. Are other, additional resources required to ensure the success of the proposed Center/Institute? If yes, please describe the need and indicate the plan for meeting this need.

UM / FCFC and RMEF have agreed to work jointly to raise additional funds for the Center; something we believe has very strong prospects. But no additional funds are needed in this vein in the initial five-year period.

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

There are no other Centers in the state or region with this particular mission and scope.

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

As noted above, the Center is designed to work with and enhance an area of real strength and national renown at UM, namely the WBIO program and the broader mission around land conservation.

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

Montana Board of Regents
RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

N/A

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

Success will be measured in several ways: research impact, via standard metrics; grant and philanthropic funds raised; metrics of engagement in outreach, ranging from policy formation to standard MarComm metrics for reach and engagement; data on student engagement, ranging from research participation to Wild Sustenance to metrics of recruitment and retention.

8. State the internal campus review and approval process which has occurred prior to submission to the Commissioner's Office. Indicate, where appropriate, involvement by faculty, students, community members, professional constituencies, etc.

Multiple FCFC faculty members were part of the discussions and shaping of the Center idea, followed by direct engagement with all chairs and program directors in the college. That will be followed by a college-wide discussion in February. This proposal will also be reviewed by Faculty Senate. It has also, per above, been a collaboration with RMEF, bringing in a range of stakeholders and connections to the broader community.

Montana University System
REQUEST TO PLAN FORM

ITEM 217-1001-R0325

Meeting Date: March 2025

Item Name

Program/Center/Institute Title: **Center for Hunting and Conservation**

Planned 6-digit CIP code:

Campus, School/Department: **WA Franke College of Forestry and Conservation**

Expected Final Submission Date: **September 2025**

Contact Name/Info: **Alan Townsend, Dean, FCFC / alan.townsend@umt.edu**

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

This new center is a natural outgrowth of the W.A. Franke College of Forestry and Conservation's (FCFC) nationally renowned excellence in wildlife biology and conservation research and education. Hunting is a central and critical part of the North American model for land management and conservation, and was (and is) a direct contributor to improved management of both lands and wildlife that inhabit them. To this end, UM has long taught courses within the Wildlife Biology program (WBIO) on the essential role of hunting in conservation goals, and in 2018, began the launch of what is now the Wild Sustenance Program, a deeply experiential course on both the mechanics and broader issues surrounding hunting that is jointly run with support from the Rocky Mountain Elk Foundation (RMEF). This program is unlike any other in the country, and has attracted considerable national attention, as well as provided life-changing opportunities for students.

This proposed center builds on that rich history, to help cement and further elevate UM as a true national leader in this space. It will be housed within FCFC and be a platform for advancing research, education and outreach at the intersection of hunting and conservation.

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).

Hunting is a critical part of Montana's economy and history, with estimates that its annual economic impact exceeds \$100 million (Montana Bureau of Labor & Industry). That figure does not include the myriad jobs that emerge from hunting in the state (and beyond), ranging from a host of private sector jobs to those within multiple state and federal agencies. Graduates of the Wildlife Biology program are employed across this sector in many ways and have a long history of shaping the landscape of hunting not just in Montana, but nationally.

As the state has grown in population and overall national attention, the pressures on our hunting resources have increased markedly. The need for sound science, education and broad stakeholder engagement is more pressing than ever. We view this center as being positioned to play a key role in meeting that need, in ways that would be unique across the nation. UM's excellence in research that includes both the natural and social science components of hunting, along with WBIO's long history of close partnerships with stakeholders across the state that span agency, NGO and private realms, allows us to create a center that we believe will have significant positive impacts not just in Montana, but on a national scale. That, in turn, can help ensure the sustainability of Montana's hunting opportunities, as well as the significant economy they support.

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

This Center is being supported via a partnership with the Rocky Mountain Elk Foundation (RMEF), building on their past support for both UM research and the Wild Sustenance Program. A large gift from RMEF would help fund the physical space for the Center, designed to be part of the new FCFC building, and underwrite the core programming and staffing of the Center for the first major period of its existence. We are also confident that this partnership and the Center will help leverage additional fiscal support as the Center becomes established and grows over time.

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).

WBIO is already a unique multi-partner program at UM, and the Center will help advance the mission of the program in both research and education. Wildlife faculty routinely engage with and collaborate with others across the MUS system, and we believe this Center will only enhance those opportunities. It will also help in our collaborations with a broad range of entities that are very relevant to the MUS, from state agencies to NGOs to the private sector.

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.

One of the priorities identified in both FCFC's strategic plan and in the Priorities for Action led by President Bodnar, is to develop and deepen partnerships that can enhance our core mission. This alliance with RMEF does exactly that, providing both financial resources to further elevate one of UM's real strengths, and a platform to engage not just in the state, but nationwide – also a key priority for the college and university. In addition, its focus on a mix of research, education and outreach around a complex and critical issue to the state is directly responsive to both UM's and MUS' missions, from helping to train future generations of leaders to helping to solve essential land management decisions that have broad consequences for the state's economy and reputation.

Signature/Date

Chief Research Officer*:



Flagship Provost:**



Flagship President:**



01/22/2025

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana University System
REQUEST TO PLAN FORM