

ACADEMIC ITEM APPROVAL MEMORANDUM

Compiled here are academic items approved since the May 2025 Board of Regents Meeting. This memorandum from May, July, and August 2025 contains items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. The items before you have been approved and are now being shared with you for your notification.

- May 2025 Academic Item Memorandum
- July 2025 Academic Item Memorandum
- August 2025 Academic Item Memorandum



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

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

June 6, 2025

To: Chief Academic Officers

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

RE: Approval of May 2025 Academic Items

The following May 2025 academic items have been approved:

LEVEL I ITEMS:

1. Campus Approvals

Montana Technological University

- Notice of the establishment of a 10-credit graduate/post bac certificate in Extractive Metallurgy
[Item #1503-LI0525](#)

Flathead Valley Community College

- Notification of placing the Goldsmithing and 3D Jewelry Design program into moratorium
[Item #305-LI0525](#)

2. OCHE Approvals

University of Montana

- a. Request for authorization to terminate the Concentrations in the MS in Integrative Physiology
[Item #1001-LI0725](#)

Flathead Valley Community College

- Request to terminate the Brewing Science and Brewery Operations AAS and CTS
[Item #301-LI0525](#)
- Request to terminate the CTS in Geospatial Technology
[Item #302-LI0525](#)
- Request to retitle the Web Technology AAS to Web Design and Development AAS
[Item #303-LI0525](#)
- Request to terminate the Agriculture and Food Systems AAS
[Item #304-LI0525](#)
- Request to terminate the Nondestructive Testing CAS program
[Item #306-LI0525](#)
- Request to terminate the Welding and Inspection Technology AAS program
[Item #307-LI0525](#)

LEVEL II ITEMS:



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

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Montana Technological University:

- Request for authorization to establish an Associate of Applied Science and a Certificate of Applied Science in Mining Technology
[Item #1501-LII0525](#)
- Request for authorization to establish a Certificate of Applied Science in Correctional Secure Care and Behavioral Health
[Item #1502-LII0525](#)

University of Montana

- Request for authorization to form the Indigenous Research and STEM Education Center
[Item #1002-LII0725](#)

Sincerely,

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

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

ACADEMIC ITEMS MEMORANDUM

DATE: May 23, 2025

TO: Chief Academic Officers, Montana University System

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

RE: May 2025 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in May 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, May 30, 2025. You will be notified of approved proposals by June 4, 2025. The Board of Regents will be notified of the approved proposals at the July 2025 meeting of the Board.

LEVEL I ITEMS:

1. Campus Approvals

Montana Technological University

- Notice of the establishment of a 10-credit graduate/post bac certificate in Extractive Metallurgy
[Item #1503-LI0525](#)

Flathead Valley Community College

- Notification of placing the Goldsmithing and 3D Jewelry Design program into moratorium
[Item #303-LI0525](#)

2. OCHE Approvals

University of Montana

- Request for authorization to terminate the Concentrations in the MS in Integrative Physiology
[Item #1001-LI0725](#)

Flathead Valley Community College

- Request to terminate the Brewing Science and Brewery Operations AAS and CTS
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- Request to terminate the Agriculture and Food Systems AAS
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- Request to terminate the Nondestructive Testing CAS program
[Item #306-LI0525](#)
- Request to terminate the Welding and Inspection Technology AAS program
[Item #307-LI0525](#)

ACADEMIC ITEMS MEMORANDUM

LEVEL II ITEMS:

Montana Technological University:

- Request for authorization to establish an Associate of Applied Science in Mining Technology
[Item #1501-LII0525](#)
- Request for authorization to establish a Certificate of Applied Science in Correctional Secure Care and Behavioral Health
[Item #1502-LII0525](#)

University of Montana

- Request for authorization to form the Indigenous Research and STEM Education Center
[Item #1002-LII0725](#)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

April 2025

ITEM 1503-LI0525

Notice of the establishment of a 10-credit graduate/post bac certificate in Extractive Metallurgy

Institution: Montana Technological University

CIP Code: 14.2001

Program/Center/Institute Title: LCME Graduate Program

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

Options: _____

Proposal Summary [360 words maximum]

What: Establishment of a 10-credit graduate/post bac certificate in Extractive Metallurgy

Why: The Extractive Metallurgy Certificate will prepare students to function effectively in high-temperature industrial operations by aiding and supporting process metallurgists. Emphasis is placed on roasting and smelting operations of critical materials.

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

May 2025

ITEM 305-L10525

ITEM TITLE: Notification of placing the Goldsmithing and 3D Jewelry Design program into moratorium.

Institution: Flathead Valley Community College

CIP Code: 01.1002

Program/Center/Institute Title: Goldsmithing and 3D Jewelry Design AAS and CAS

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

Options: _____

Proposal Summary [360 words maximum]

What: FVCC's Board of Trustees has approved placing the Goldsmithing and 3D Jewelry Design AAS and CTS into moratorium.

Why: With persistent low enrollment and a need to reevaluate the value of sustaining this unique program, FVCC needs to suspend accepting new students to allow time to determine the best path forward for this area of study.

Resources:

ATTACHMENTS

Termination Form

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

X **A. Level I:**

Campus Approvals

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

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: **Goldsmithing and 3D Jewelry Design AAS and CAS**

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 2026

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees x

b.) Faculty Senate x

c.) Program Public Advisory Committee x

d.) Articulation Partners

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

JULY 2025

ITEM 1001-LI0725

Request for Authorization to Terminate the Concentrations in the MS in Integrative Physiology

Institution: University of Montana-Missoula

CIP Code: NA

Program/Center/Institute Title: School of Integrative Physiology and Athletic Training—College of Health

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

Options: Exercise Science; Sport Performance

Proposal Summary [360 words maximum]

What: The School of Integrative Physiology and Athletic Training wishes to termination of the two concentrations within the MS in Integrative Physiology. The program will continue with a single, unified Masters of Integrative Science with no concentration.

Why: Historical expansion of concentration options led to unnecessary complexity. Exit surveys and faculty reflection support simplifying advising and allowing greater student flexibility through electives.

Resources: No new resources are required. No impact on staffing, facilities, or course offerings. Advising and promotional materials will be updated accordingly.

ATTACHMENTS

Attachment #1: Program Termination Form

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

A. Level I:

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

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

 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

- | Program is being | Placed into moratorium | X | Terminated |
|------------------|------------------------|---|------------|
| Program is being | Placed into moratorium | X | Terminated |

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

None. The MS in Integrative Physiology will continue without a required concentration.

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee N/A

d.) Articulation Partners N/A

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

Exit surveys and advising feedback have supported the transition to a single, streamlined concentration.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2025

ITEM 301-L10525

ITEM TITLE: Request to terminate the Brewing Science and Brewery Operations AAS and CTS

Institution: Flathead Valley Community College

CIP Code: 01.1002

Program/Center/Institute Title: Brewing Science and Brewery Operations AAS and CTS

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

Options: _____

Proposal Summary [360 words maximum]

What: FVCC's Board of Trustees has approved the termination of the A.A.S. and C.T.S in Brewing Science and Brewery Operations program, which includes both an AAS and a CTS. This program has been in moratorium status since 2022.

Why: This certificate program struggled to gain enrollment prior to being placed in moratorium. Feedback from industry professionals indicates that the program is not required to gain employment, nor does it increase wages for graduates.

Resources:

ATTACHMENTS

Termination Form

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

 A. Level I:

Campus Approvals

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title:

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 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

May 2025

ITEM 302-LI0525

ITEM TITLE Request to terminate a C.T.S. in Geospatial TechnologyInstitution: Flathead Valley Community CollegeCIP Code: 45.0701Program/Center/Institute Title: Geospatial TechnologyIncludes (please specify below): Face-to-face Offering: X Online Offering: _____ Blended Offering: _____

Options: _____

Proposal Summary [360 words maximum]**What:** FVCC's Board of Trustees has approved the termination of the C.T.S in Geospatial Technology.**Why:** This certificate program has been in moratorium since 2022 and there is no interest in its revival.**Resources:****ATTACHMENTS**

Program Termination Form

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

X **A. Level I:****Campus Approvals** **1a. Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form) **1b. Withdrawing a postsecondary educational program from moratorium** **2. Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less** **3. Establishing a B.A.S./A.A./A.S. area of study** **4. Offering an existing postsecondary educational program via distance or online delivery**

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

_____ 5. Re-titling an existing postsecondary educational program

 X

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

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

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

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

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

 B. Level II:

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Geospatial Technology**

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?

NA

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

NA

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: ☐

NA

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

NA

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

May 2025

ITEM 303-L10525

ITEM TITLE: Request to retitle the Web Technology AAS to Web Design and Development AAS

Institution: Flathead Valley Community College

CIP Code: 11.0801

Program/Center/Institute Title: Web Design and Development AAS

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 retitling the Web Technology AAS to Web Design and Development AAS

Why: The program advisory committee determined that the new name is more reflective of program content as well as a better fit with industry standards.

Resources:

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

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OCHE Approvals

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 X

5. Re-titling an existing postsecondary educational program

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2025

ITEM: 304-L10525

ITEM TITLE: Request to terminate the Agriculture and Food Systems AAS.

Institution: Flathead Valley Community College

CIP Code: 1.0000

Program/Center/Institute Title: Agriculture and Food Systems AAS

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

Options: _____

Proposal Summary [360 words maximum]

What: FVCC's Curriculum Committee and Board of Trustees has approved termination of this program.

Why: The AAS Agriculture and Food Systems program had persistent low enrollment over the eight years it was active. The 2016 program review summary stated that the main concern with continuation of the program was limited enrollment and a two-year follow up was required. From the 2018 program review committee summary: "Recruitment efforts for the AAS program have resulted in minimal gains. The local community is interested in agriculture, but students are not necessarily ready to commit to an AAS program."

With the resignation of the program director in August 2023, and continued low enrollment in the AAS program, it was proposed this program be placed into moratorium. With much consideration over the last year, the college has decided the credit-bearing program will be terminated and the programming moved to Continuing Education.

ATTACHMENTS

304-L10525 Program Termination and Moratorium Form

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1b. Withdrawing a postsecondary educational program from moratorium

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Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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OCHE Approvals

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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: **Agriculture and Food Systems AAS**

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?

May 2025

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees x

b.) Faculty Senate x

c.) Program Public Advisory Committee x

d.) Articulation Partners x

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2025

ITEM 306-L10525

ITEM TITLE: Request to terminate the Nondestructive Testing CAS program.

Institution: **Flathead Valley Community College**

CIP Code: **41.0204**

Program/Center/Institute Title: **Nondestructive Testing CAS**

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

Options: _____

Proposal Summary [360 words maximum]

What: FVCC's Board of Trustees has approved terminating the Nondestructive Testing CAS program.

Why: After years of low enrollment, the advisory board for FVCC's Trades Institute confirmed that industry need for the skill set developed in this program has waned and there is no longer a local need for program graduates.

Resources:

ATTACHMENTS

Termination Form

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

☒ **A. Level I:**

Campus Approvals

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

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

 B. Level II:

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Nondestructive Testing CAS**

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?

May 2025

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

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

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

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

Montana University System

PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees **x**

| | |
|---------------------------|----------|
| b.) Faculty Senate | x |
|---------------------------|----------|

| | |
|---------------------------------------|---|
| c.) Program Public Advisory Committee | x |
|---------------------------------------|---|

d.) Articulation Partners

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2025

ITEM 307-L10525

ITEM TITLE: Request to terminate the Welding and Inspection Technology AAS program.

Institution: Flathead Valley Community College

CIP Code: 48.0508

Program/Center/Institute Title: Welding and Inspection Technology AAS

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

Options: _____

Proposal Summary [360 words maximum]

What: FVCC's Board of Trustees has approved terminating the Welding and Inspection Technology AAS program.

Why: After years of low enrollment, the advisory board for FVCC's Trades Institute confirmed that industry need for the skill set developed in this program has waned and there is no longer a local need for program graduates.

Resources:

ATTACHMENTS

Termination Form

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

X **A. Level I:**

Campus Approvals

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

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

 B. Level II:

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: Welding and Inspection Technology AAS

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?

May 2025

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

MAY 2025

ITEM 1501-LII0525

Request for authorization to establish an Associate of Applied Science and a Certificate of Applied Science in Mining Technology

Institution: Highlands College

CIP Code: 15.0901

Program/Center/Institute Title: CAS/AAS Mining Technology

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

Options: _____

Proposal Summary [360 words maximum]

What: Highlands College, in collaboration with the Lance College of Mines & Engineering, is submitting this academic proposal request form to establish a new Associate of Applied Science in Mining Technology. The Mining Technology program is structured to provide students the ability to exit at multiple points through the completion of a two-semester Certificate of Applied Science; a two-year Associate of Applied Science; or potentially matriculate to a Bachelor of Science in Mining Engineering. The Mining Technology C.A.S. and A.A.S. will provide students with the technical knowledge and skills they will need to work in the mining industry. Utilizing the rich history of mining education at Montana Technological University, the Mining Technology program will emphasize training in mining and processing operations, maintenance, safety and environmental concerns.

Why: The demand for skilled mine operators and miners continues to grow in the state of Montana and nationwide. Mining companies such as Sandfire America-Black Butte Copper, Sibanye Stillwater, and Westmoreland Mining have expressed the need to provide training and education to Montana citizens who want to pursue careers in the mining industry. Currently there are few mining technology programs offered nationwide and there are not any in Montana to assist in upskilling and training mine operators, technicians, and miners. The proposed program fulfills an important niche in Montana and compliments the Mining Engineering program already offered at Montana Technological University.

Resources: The Mining Technology program has been designed to utilize existing courses, faculty, and facilities at Montana Tech through both Highlands College and the Lance College of Mines & Engineering.

ATTACHMENTS

Curriculum Proposal Form
Fiscal Analysis 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*

x B. Level II:

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

- 1. Overview of the request and resulting changes.** Provide a one-paragraph description of the program. Is this program related or tied to other programs on campus? *[100 words]*

This proposal will create a C.A.S. & A.A.S. in Mining Technology at Highlands College. This program is a collaboration with Mining Engineering, Montana Tech's founding program, and leverages general education and applied courses found in Highlands College's other programs, primarily the Civil Engineering Technology A.A.S.

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

The proposed Mining Technology program supports the mission of Montana Tech to provide workforce development education. Utilizing the facilities in place such as the labs in the on-campus underground mine and industry partnerships such as the one with Sandfire America-Black Butte Copper, students will learn from a curriculum combining theory with hands-on learning. The Mining Technology program will advance the following strategic goals:

- Promote student success by providing an affordable education allowing students in Montana the ability to utilize multiple exit and re-entry points designed to meet the training needs of the student for entry into the mining industry.
- Be a program of distinction as the only mining technology program in Montana.
- Deliver hands-on experiential learning with access to labs in the on-campus underground mine as well as through industry partnerships with Sandfire America-Black Butte Copper.

- 3. Process leading to submission.** Briefly detail the planning, development, approval and early implementation process of the program at the institution. *[200 words]*

In the Spring 2022, Montana Tech formed a partnership with Sandfire America-Black Butte Copper to develop workforce training programs for the company's future workforce while also developing a pathway to education for individuals interested joining the mining industry. As part of this partnership, Highlands College submitted the RTP in May 2022 and has worked with Sandfire to develop the workforce training aspect of the partnership. During the planning process, the Mining Engineering department from the Lance College of Mines & Engineering was brought in to help develop the technical aspects of the curriculum proposal and we determined that by taking a holistic view of Highlands and Lance College courses, we could develop this A.A.S. proposal without adding additional courses. The resulting curriculum presents an opportunity for a student to have multiple exit points from their Highlands College of Montana Tech Education, a 1-year C.A.S. or a 2-year A.A.S.

Montana Board of Regents
CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

4. Program description. Please include a complete listing of the program's 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 | 9 Highlands 12 Mining Engineering |
| Credits in required courses offered by other departments | 10 |
| Credits in institutional general education curriculum | 16 |
| Credits of free electives – note, see list of electives in Appendix A | 15 |
| Total credits required to complete the program | 62 |

b. List the learning outcomes for the 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.

While ABET accreditation is not anticipated for this program, the following student outcomes have been developed based on ABET's General Criteria for accrediting Engineering Technology Programs:

- 1. Application of Knowledge and Tools:** Graduates will be able to apply knowledge, techniques, skills, and modern tools of mathematics, science, engineering, and technology to solve well-defined technical problems appropriate to mining technology.
- 2. Design Solutions for Technical Problems:** Graduates will be capable of designing solutions for well-defined technical problems and assisting with the engineering design of systems, components, or processes relevant to mining operations.
- 3. Effective Communication:** Graduates will demonstrate the ability to apply written, oral, and graphical communication in both technical and non-technical environments and effectively use appropriate technical literature.
- 4. Experimental Procedures and Data Analysis:** Graduates will develop and conduct standard tests, measurements, and experiments and analyze and interpret the results to improve processes and ensure safety in mining activities.
- 5. Team Collaboration:** Graduates will function effectively as members of a technical team, contributing to collaborative projects and initiatives within mining operations.

5. Need for the program. To what specific student, regional, and statewide needs is the institution responding with the program? How does the program meet those needs? Has demand for the program met the institution's expectations? Consider workforce, student, economic, societal, and transfer needs in your response as appropriate. *[250 words]*

The demand for skilled mine operators and miners continues to grow in the state of Montana and nationwide. Working with mining companies such as Sandfire America-Black Butte Copper, Sibanye-Stillwater, and Westmoreland Mining the need to provide training and education to Montana citizens who want to pursue careers in the mining industry has been identified. Currently there are few mining technology programs offered nationwide and there are none in Montana to upskill and train mine operators and miners. The proposed program fulfills an important niche in Montana. Recently, the State of Montana was shocked with a significant layoff of workers at the Sibanye-Stillwater platinum and palladium mines in south-central Montana. While this layoff has had a significant impact on the economy of the state, it can be seen as an opportunity for programs like this Mining Technology C.A.S. and A.A.S. Of the approximately 700 people affected by the layoff, many of

Montana Board of Regents
CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

them likely want an opportunity to stay within the mining industry and upskilling through a C.A.S. or A.A.S. could open the door to new career opportunities in Montana and in our neighboring states. As Sibanye-Stillwater adjusts to the new operating model, they will be looking for employees with technical aptitude to embrace the modernized operation. Finally, the original partner of this project, Sandfire America's Black Butte Copper project has recently won a legal decision at the Montana Supreme Court that upholds its permits necessary to proceed with their Feasibility study and initial mine development.

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

| Institution Name | Degree | Program Title |
|------------------|--------|--------------------|
| Montana Tech | BS | Mining Engineering |

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

Montana Tech, as the state's "School of Mines," houses the mining related programs applicable to this program. Internal collaboration has been key to this proposal but no outside institutions were needed to be collaborated with.

- 7. Implementation of the program.** When was the program be first offered? Describe the process of implementation *[100 words]*

The program will launch in the 2025–2026 academic year. Initial enrollment is expected to include individuals currently working in the mining industry who seek to formalize their experience with a degree, as well as recent high school graduates interested in entering the workforce quickly through a practical, skills-focused program. The implementation process will incorporate prior-learning assessments to recognize industry experience and reduce barriers to completion. By offering a flexible, applied pathway into the mining sector, the program aims to meet workforce demands and support both new and returning learners in achieving their educational and career goals.

- a. Complete the following table indicating the actual and projected enrollments in and graduates from the program since the program was first offered.

| Fall Headcount Enrollment | | | | | Graduates | | | | |
|---------------------------|---------|---------|---------|---------|-----------|---------|---------|---------|---------|
| AY25/26 | AY26/27 | AY27/28 | AY28/29 | AY29/30 | AY25/26 | AY26/27 | AY27/28 | AY28/29 | AY29/30 |
| 4 | 6 | 10 | 15 | 15 | 2 | 3 | 5 | 5 | 5 |

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

Enrollment and graduation projections were developed using a combination of historical enrollment trends in related programs and anticipated regional workforce needs. In particular, data from Montana Tech's Mining Engineering BS program helped inform baseline interest in mining-related education, while adjustments were made to reflect the different target audience for the A.A.S. degree. The

Montana Board of Regents
CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

program is designed to attract recent high school graduates seeking direct entry into the workforce, as well as current mining industry employees who want to formalize their experience or advance their careers. A projected increase in enrollment in AY27/28 aligns with the planned construction of the Black Butte Copper project in 2026, which is expected to generate new demand for skilled technical workers by 2027. Graduation projections are tied to enrollment estimates, though some variation is expected, particularly among working professionals who may attend part-time or require more than two years to complete the program. These projections reflect both immediate educational demand and longer-term workforce development trends in Montana's mining sector.

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

Success of the Mining Technology A.A.S. program will be measured by enrollment growth, student retention, graduation rates, employer satisfaction, and job placement within the mining industry. If these metrics fall below expectations, the program will undergo a curriculum review, consult with industry partners, and implement targeted improvements such as updated instructional materials, faculty development, or revised course sequencing.

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

Assessment of student learning outcomes will occur through a combination of direct and indirect measures. Assessment of this program will be incorporated into the current program assessment process completed by the Mining Engineering department. Each course includes embedded assessments (projects, exams, labs, presentations) that are mapped to specific program learning outcomes. Faculty report these results every two years. Additionally, experiential learning such as the Mining Internship (MIN 298) include supervisor evaluations to assess students' workplace skills.

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

Direct measures include performance on exams, technical reports, lab activities, and evaluations during mining internships. Specific course results will be collected and analyzed against rubrics tied to each learning outcome. Indirect measures include course evaluations, exit surveys, employer evaluations, alumni follow-up surveys, and advisory board input. These tools assess student confidence in skills, perceived preparedness, and satisfaction with instruction. Considering ABET assessment best practices, the Mining Engineering Department has moved toward more direct measures of assessment and reduced our reliance on indirect measures. This practice will translate to the AAS Mining Technology program.

- c. How are assessment findings employed to ensure the quality of the program? *[100 words]*

Assessment results will be compiled into a program review every two years and shared with the faculty, Mining Industry Advisory Board, and the leadership of both Highlands College and Lance College of Mines & Engineering. A workshop consisting of those stakeholders will identify gaps in learning outcomes and trigger updates in curriculum content, instructional methods, or assessment strategies. Typically, one two-year assessment cycle is not sufficient to justify significant changes so the focus will be on analyzing trends in the assessment data and first identifying a concern, monitoring it through the next assessment cycle and then instituting change as needed.

Montana Board of Regents
CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

- d. Where appropriate, describe applicable specialized accreditation and explain why you have or have not sought accreditation. *[100 words]*

As highlighted above, the applicable accreditation for this program is the Engineering Technology Accreditation Commission (ETAC) of ABET. Montana Tech's undergraduate engineering programs are all currently accredited through ABET's Engineering Accreditation Commission (EAC) and other programs are accredited under the Computing Accreditation Commission (CAC) and Applied and Natural Science Accreditation Commission (ANSAC), also of ABET. Once the AAS Mining Technology is established and has graduates (an ABET requirement for new programs), Montana Tech will evaluate the importance of pursuing accreditation of this program.

9. Physical resources.

- a. Describe the existing facilities, equipment, space, laboratory instruments, computer(s), or other physical equipment that support the program. What has been the impact on existing programs of increased use of existing physical resources by the program? How has the increased use been accommodated? *[200 words]*

Planned coursework leverages facilities and labs at both the Highlands and North Campus at Montana Tech. The small size of this program and integration with existing coursework does not anticipate a significant increase in the size of the existing courses.

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

None

10. Personnel resources.

- a. Describe the existing instructional, support, and administrative resources that support the program. What has been the impact on existing programs of increased use of existing personnel resources by the proposed program? How has the quality and productivity of existing programs been maintained? *[200 words]*

This program will be supported by both Highlands College Faculty & Staff and the Mining Engineering Department within the Lance College of Mines & Engineering. Due to the low enrollment forecast for this program, it is not expected to have negative effects on either college staffing. Some course enrollments will increase but that is within our expected range.

- b. Identify new personnel that have been or will be hired to support the program. (Enter the costs of those personnel resources into the budget sheet.) How have you secured the needed qualified faculty and staff? *[150 words]*

No new personnel are planned to be hired to support this program at expected enrollment levels.

11. Other resources.

Montana Board of Regents

CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

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

Yes, the library and information resources on-campus are sufficient to support this program.

- b. What impacts has the program had on student services? What are the implications of the new program on services for the rest of the student body? *[150 words]*

No student service impacts are anticipated for this program due to the low anticipated enrollment.

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

See program fiscal analysis.

- a. Describe expenses associated with the implementation of the program. How have these expenses been met? *[200 words]*

No new expenses are anticipated for the implementation of this program. All courses currently exist and have capacity to support the enrolled students.

- i. If funding came from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact has the reallocation of funds in support of the program had on other programs? *[150 words]*

Not Applicable

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

Not Applicable

- iii. If funding has or will 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 are or will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? *[150 words]*

A contract exists with Sandfire Resources America that supported the planning of the CAS/AAS Mining Technology program and development of some associated online short-course materials. This contract does not provide Sandfire with preferential fee arrangements or tuition offset for the CAS or AAS programs. Once the program is active and Sandfire personnel register for courses, they will be responsible for paying the tuition and fees assigned to the program.

Montana Board of Regents**CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION**

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

See program fiscal analysis

- 14.** Complete the fiscal analysis form, starting from the inception of the program and noting which fiscal years show actual program data and which are projected.

See program fiscal analysis

Signature/Date

College or School Dean:

Helen Vandaveer 4/16/25

Chief Academic Officer:

Tracy 4/15/25

Chief Executive Officer:

[Signature] 4/15/25

Flagship Provost*:

Flagship President*:

[Signature]

04/29/25

*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

Appendix A – Proposed New Curriculum

| Mining Technology CAS/AAS Curriculum Sheet Effective Fall 2025 | | | | |
|---|---|---------------|-----------------|--|
| Course Number | Title | Total Credits | Applied Credits | Notes |
| Certificate of Applied Science in Mining Technology (Year 1, Semester 1) | | | | |
| M 121 or M 151 | College Algebra or Precalculus | 3/4 | Comp Core | |
| CAPP 156 or EGEN 100 | MS Excel or Engineering & Science Fundamentals | 3 | 3 | |
| MIN 140 or MIN 298 | Practical Underground Mining OR Mining Internship | 1 | 1 | |
| MIN 205 | Mining and Construction Equipment | 3 | 3 | |
| WRIT 101 or WRIT 121 | College Writing I or Introduction to Technical Writing | 3 | Comm Core | |
| GEO 101 or OSH 226 | Introduction to Physical Geology or Safety Engineering | 3 | 3 | |
| Year 1 Sem 1 | | 16/17 | 10 | |
| Certificate of Applied Science in Mining Technology (Year 1, Semester 2) | | | | |
| DDSN 114 or EGEN 101 | Introduction to CAD or Intro to Engineering Calcs & Pblm Solving | 3 | 3 | |
| ECNS 201 or ECNS 202 or ECNS 203 | Principles of Microeconomics or Principles of Macroeconomics or Principles of Micro & Macro Economics | 3 | Soc Sci Core | |
| MIN 105 | Introduction to Mining | 3 | 3 | |
| SRVY 230* or MIN 210 | Intro to Surveying for Engineers or Plane Surveying | 3 | 3 | *currently only offered in spring semester |
| MIN 216 | Mine Surveying & Data Analysis | 1 | 1 | To be updated to show co-req SRVY 230 |
| MIN 230 | Mine Safety Management | 3 | 3 | |
| MIN 240 or MIN 298 | Practical Underground Mining II OR Mining Internship | 1 | 1 | |
| Year 1 Sem 2 | | 17 | 14 | |
| Total CAS | | 33/34 | 24 | |
| EXIT POINT FOR CERTIFICATE OF APPLIED SCIENCE (CAS) | | | | |

Montana Board of Regents
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| Mining Technology CAS/AAS - Curriculum Sheet Effective Fall 2025 | | | | |
|--|--|---------------|-----------------|---|
| Course Number | Title | Total Credits | Applied Credits | Notes |
| Associates of Applied Science in Mining Technology (Year 2, Semester 1) | | | | |
| M151 or M171 | Precalculus or Calculus I | 4/3 | Comp Core | |
| CHMY 121 & 122 or CHMY 141 & 142 | Intro to General Chemistry & Lab or College Chemistry I & Lab | 4 (3+1) | 4 | |
| Electives | Select Appropriate Electives from List Below | 7 or 8 | 7 or 8 | |
| Year 2 Sem 1 | | 15/16 | 11/12 | |
| Associates of Applied Science in Mining Technology (Year 2, Semester 2) | | | | |
| PHSX 121 or PHSX 234 | Fundamentals of Physics I or General Physics – Mechanics (Preferred) | 3 | 3 | |
| WRIT 201 or WRIT 321W or WRIT 322W | College Writing II or Adv Technical Writing or Advanced Business Writing | 3 | Comm Core | |
| Electives | Select Appropriate Electives from List Below | 7 or 8 | 7 or 8 | |
| Year 2 Sem 2 | | 13/14 | 10/11 | |
| Total Year 2 Required | | 13/14 | 7 | |
| Total Year 2 Electives | | 15 | 15 | |
| Electives (Choose 15 Credits) | | | | |
| GEO 101 | Introduction to Physical Geology | 3 | 3 | If not used for CAS |
| OSH 226 | Safety Engineering & Technology | 3 | 3 | If not used for CAS |
| MIN 140 | Practical Underground Mining | 1 | 1 | If not used for CAS |
| MIN 152 | Mapping, Surface Modeling & Volumetrics | 3 | 3 | |
| MIN 215 | Mining Methods | 3 | 3 | |
| MIN 217 | Mine Survey & Data Analysis | 1 | 1 | |
| MIN 240 | Practical Underground Mining II | 1 | 1 | If not used for CAS |
| MIN 298 | Mining Internship | 1 | 1 | If not used for CAS |
| MIN 300 | Mining Technology | 3 | 3 | |
| MIN 305 | Mine Plant Design | 3 | 3 | Pre-req MIN 205 |
| GEO 204 | Intro to Mineralogy-Petrology | 3 | 3 | Pre-req GEO 101 & CHMY 141 |
| GEO 209 | Intro to Field Geology | 1 | 1 | |
| GPHY 284 | Intro to GIS Science Cartography | 3 | 3 | Pre-req M 151 |
| EMET 232 | Process Engineering Fundamentals | 2 | 2 | Pre-req CHMY 141 |
| EMET 234 | Process Engineering Fundamentals Lab | 1 | 1 | |
| EENV 243 | Environmental Sampling I | 1 | 1 | |
| EENV 242 | Environmental Sampling II | 1 | 1 | |
| EENV 250W | Pollution Prevention & Sustainability | 3 | 3 | |
| EGEN 201 | Engineering Mechanics – Statics | 3 | 3 | Pre-req PHSX 234 |
| EGEN 202 | Engineering Mechanics – Dynamics | 3 | 3 | Pre-req EGEN 201 |
| SRVY 247 | Survey-Grade GPS Control Analysis | 3 | 3 | Pre-req SRVY 230 |
| SRVY 255 | Surveying Calculations | 3 | 3 | Pre-req SRVY 230, 273, 247 |
| SRVY 273 | Route Surveying | 3 | 3 | Pre-req SRVY 230 |
| EXIT POINT FOR ASSOCIATE OF APPLIED SCIENCE (AAS) | | | | |
| Total Credits | | 61-63 | 46 | BOR Policy requires 2/3 of the credits in an AAS degree be applied. |

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CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: Highlands College
 AWARD LEVEL: C.A.S. & A.A.S.
 PROGRAM NAME: Mining Technology
 PROGRAM CODE:

| ENROLLMENT PROJECTIONS | FY 2026 | FY 2027 | FY 2028 | FY 2029 | FY 2030 |
|---|---------|---------|---------|---------|---------|
| Headcount | | | | | |
| annual unduplicated headcount of students with declared major or minor within the program | 4 | 6 | 10 | 15 | 15 |
| Credit Hours | | | | | |
| annual avg. credits hours earned per student in program related curriculum | 33 | 30 | 33 | 30 | 33 |
| Student FTE | | | | | |
| Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24 | 4.4 | 6.0 | 11.0 | 15.0 | 16.5 |
| Completions | | | | | |
| Annual number of program completers | 2 | 3 | 5 | 5 | 5 |

| REVENUE | FY 2026 | FY 2027 | FY 2028 | FY 2029 | FY 2030 |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| (Tuition (100% Instate, 0% WUE, 0% Out of State)) | \$11,696 | \$17,544 | \$29,240 | \$43,860 | \$43,860 |
| Waiver | \$0 | \$0 | \$0 | \$0 | \$0 |
| Tuition Revenue (net of waivers) | \$11,696 | \$17,544 | \$29,240 | \$43,860 | \$43,860 |
| Institutional Support | | | | | |
| Other Outside Funds (grants, gifts, etc.) | | | | | |
| Program Tuition/Fees | \$8,616 | \$12,924 | \$21,540 | \$32,310 | \$32,310 |
| Total Revenue | \$20,312 | \$30,468 | \$50,780 | \$76,170 | \$76,170 |
| Total Revenue per Student FTE | \$4,616 | \$5,078 | \$4,616 | \$5,078 | \$4,616 |

| EXPENDITURES | FY 2026 | FY 2027 | FY 2028 | FY 2029 | FY 2030 |
|-------------------------------------|------------|------------|------------|------------|------------|
| Tenure Track Faculty | | | | | |
| FTE | | | | | |
| Salary + Benefits | \$0 | \$0 | \$0 | \$0 | \$0 |
| Non-tenure Track Faculty | | | | | |
| *Includes Adjunct Instructors | | | | | |
| FTE | | | | | |
| Salary + Benefits | \$0 | \$0 | \$0 | \$0 | \$0 |
| Graduate Teaching Assistants | | | | | |
| FTE | | | | | |
| Salary + Benefits | | | | | |
| Staff | | | | | |
| FTE | | | | | |
| Salary + Benefits | | | | | |
| Total Faculty & Staff | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Salary + Benefits | \$0 | \$0 | \$0 | \$0 | \$0 |

| | | | | | |
|--|----------------|----------------|----------------|-----------------|-----------------|
| Operations (supplies, travel, rent, etc) | \$3,800 | \$5,700 | \$9,500 | \$14,250 | \$14,250 |
| Start-up Expenses (OTO) | | | | | |
| Total Expenses | \$3,800 | \$5,700 | \$9,500 | \$14,250 | \$14,250 |

| | | | | | |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| Student FTE to Faculty (TT + NTT) Ratio | | | | | |
| Net Income/Deficit (Revenue - Expenses) | \$16,512 | \$24,768 | \$41,280 | \$61,920 | \$61,920 |

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.

Ronald M. et

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Tuition revenue is based on 100% in-state residents.

All courses except five will be taught at Montana Tech so fiscal analysis includes the LCME program fee of \$475/semester.

Montana University System
REQUEST TO PLAN FORM

ITEM 1501-LII0522

Meeting Date - May 2022

Request for authorization to add an Associate of Applied Science in Mining Technology

Program/Center/Institute Title: **Mining Technology CAS, AAS**

Planned 6-digit CIP code: **15.0901**

Campus, School/Department: **Highlands College**

Expected Final Submission Date: **January 2024**

Contact Name/Info: **Michelle Morley, Director Associate of Science & Workforce Development**

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.

Highlands College is submitting this request to plan for an Associate of Applied Science in Mining Technology. Similar to the other two-year programs offered through Highlands College, the Mining Technology program will be structured to provide students the ability to exit at multiple points through the completion of a two-semester Certificate of Applied Science; or a two-year Associate of Applied Science. The Mining Technology CAS and AAS will provide students with the technical knowledge and skills they will need to work in the mining industry. Utilizing the rich history of mining education at Montana Technological University, the Mining Technology program will emphasize training in mining operations, maintenance and safety.

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

The demand for skilled mine operators and miners continues to grow in the state of Montana and nationwide. Working with mining companies such as Sandfire America-Black Butte Copper and Sibanye Stillwater, the need to provide training and education to Montana citizens who want to pursue careers in the mining industry has been identified. Currently there are few mining technology programs offered nationwide and there aren't any in Montana to assist in upskilling and training mine operators and miners. The proposed program fulfills an important niche in Montana and compliments the Mining Engineering program already offered at Montana Technological University.

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

The majority of the Mining Technology program could be completed utilizing the facilities and faculty already in place, however, there will be a need to hire one more faculty to help cover the additional coursework related to Mining that does not have an engineering focus. The general education courses that would be needed to fulfill the Associate of Applied Science requirements are already in place and are not expected to strain the current faculty teaching load.

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).

The Mining Technology program will be a collaboration with the Mining Engineering Department at Montana Tech. Several of the courses will shared courses with both Mining Engineering and Mining Technology students taking the classes together. This will provide students from both programs to work together in an educational setting to solve problems before entering the workforce and encountering challenges without an understanding of how to work together.

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

The proposed Mining Technology program supports the mission of Montana Tech to provide workforce development education. Utilizing the facilities in place such as the labs in the on-campus underground mine and industry partnerships such as the one with Sandfire America-Black Butte Copper, students will learn from a curriculum combining theory with hands-on learning. The Mining Technology program will advance the following strategic goals:

- Promote student success by providing an affordable education allowing students in Montana the ability to utilize multiple exit and re-entry points designed to meet the training needs of the student for entry into the mining industry.
- Be program of distinction as the only mining technology program in Montana.
- Deliver hands-on experiential learning with access to labs in the on-campus underground mine as well as through industry partnerships with Sandfire America-Black Butte Copper through Department of Labor and Industry recognized mining apprenticeships.

Signature/Date

Chief Academic Officer:  4/4/22

Chief Research Officer*:

Chief Executive Officer:  4/4/22

Montana University System
REQUEST TO PLAN FORM

Flagship Provost:**

Flagship President:**

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

MAY/2025

ITEM 1502-LII0525

Request for authorization to establish a Certificate of Applied Science in Correctional Secure Care & Behavioral Health

Institution: Highlands College

CIP Code: 51.2212

Program/Center/Institute Title: Correctional Secure Care & Behavioral Health Certificate of Applied Science (CAS)

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

Options: _____

Proposal Summary [360 words maximum]

What: Highlands College's innovative Correctional Secure Care and Behavioral Health Certificates of Applied Science (CAS) are a combination of criminal justice, behavioral health, and professionalism concepts. The proposed curriculum was developed in collaboration with the Department of Corrections, Department of Health and Human Services, MSU-Northern's Criminal Justice Department and Gallatin College's Allied Health Department.

The fundamental principles of the program are to provide safety and security education while caring for individuals with behavioral health concerns. Highland's unique program can provide both the conceptual and practical physical skills to help Correctional Officers, Psychiatric Technicians, EMTs, and other direct care professionals advance their careers.

Why: The Department of Corrections discussed with Highlands College the need for their Correctional Officers to have more behavioral health education. According to the US Bureau of Labor and Statistics, "From 2022 to 2032, employment for many mental health-related occupations is projected to grow faster than the 3-percent average for all occupations" (2024). This growth may be as much as triple the projections from other US jobs. Factors contributing to this growth include decreasing the stigma around seeking treatment and increasing the uncertainty in peoples' lives (CNN, 2024).

Resources: The Highlands CNA lab space will be used for de-escalation labs/Virtual Reality experiences. No new equipment will be needed to purchase as we will share the CNA/Rad Tech Highlands equipment; including CPR equipment and resources. Administrative support will come from already existing Highlands and MT Tech personnel. The program will require one new faculty position that will teach, advise, and manage the program. Nine new courses have been developed. The general education courses will be taught by other departments. The remaining applied courses will be taught by the faculty person. The need to adjunct 1-3 courses may exist and has been budgeted for. Standard HR processes and faculty/payment will be utilized.

ATTACHMENTS

Attachments

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

A. Level I:

Campus Approvals

- ☐ 1a. Placing a postsecondary educational program into moratorium (Program Termination and Moratorium Form)
- ☐ 1b. Withdrawing a postsecondary educational program from moratorium
- ☐ 2. Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less
- ☐ 3. Establishing a B.A.S./A.A./A.S. area of study
- ☐ 4. Offering an existing postsecondary educational program via distance or online delivery

OCHE Approvals

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

X B. Level II:

- ☒ 1. Establishing a new postsecondary educational program (Curriculum Proposal and Completed Request to Plan Form)
- ☐ 2. Permanent authorization for a temporary C.A.S. or A.A.S degree program (Curriculum Proposal and Completed Request to Plan Form)
- ☐ 3. Exceeding the 120-credit maximum for baccalaureate degrees *Exception to policy 301.11*
- ☐ 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 Board of Regents
CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

Highlands College Correctional Secure Care/Behavior Health Technician CAS

- 1. Overview of the request and resulting changes.** Provide a one-paragraph description of the program. Is this program related or tied to other programs on campus? *[100 words]*

Highlands College's innovative Correctional Secure Care/Behavioral Health Certificate of Applied Science is a combination of criminal justice, behavioral health, and professionalism concepts. The fundamental principles of the program are to provide safety and security education while caring for individuals with behavioral health concerns. Highland's unique program can provide both the conceptual and practical physical skills to help Correctional Officers, Psychiatric Technicians, EMTs, and other direct care professionals advance their careers.

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

Behavioral Health concerns are complex issues, and innovative solutions are required to meet the upcoming challenges of caring for this population. Montana Technological University and Highlands College's Mission Statement says, ".... developing leaders and advancing science, engineering, and technology, with the purpose of benefiting humanity while meeting the changing needs of society." Improving the quality of the behavioral health workforce and increasing the numbers of Montana behavioral health workers aligns well with this Mission Statement. The curriculum is focused on meeting the needs of a changing healthcare industry.

Practical educational tools to be implemented in this program include a living de-escalation simulation and crisis prevention lab. Highlands has developed an innovative healthcare curriculum that is a combination of safety/security principles with behavioral health education and professionalism concepts. Lastly, this program will have a diverse impact on the healthcare industry. With the increase in behavioral health concerns and violence in the general healthcare industry, this curriculum could indirectly benefit the entire healthcare team.

- 3. Process leading to submission.** Briefly detail the planning, development, approval and early implementation process of the program at the institution. *[200 words]*

Spring 2016: The state opened the Galen Forensic Mental Health Facility at Montana State Hospital for forensic competency evaluations. Both the DOC and DPHHS teams looked for training material that had both direct supervision/correctional concepts along with behavioral health information. The teams were unable to obtain the material, so a hybrid training (not formal education) course was developed.

May 2024: DOC approached OCHE with the request to improve Correctional Officer's training to include behavioral health education along with professionalism.

May/June 2024: The DOC and OCHE approached Karen VanDaveer for Highlands to develop this curriculum. Megan Rediske became part of the team because of her experience at the Galen Facility implementation team along with being a Mental Health Nursing Faculty member. For curriculum support, Brooke Samson is placed on the team, and Bernie Phelps joined the team for funding/budget assistance.

Summer 2024-Spring 2025: Highland's team engaged stakeholders from MSU-Northern, Gallatin College, DPHHS (MSH), DOC and others to develop the curriculum. Sources were from Criminal Justice,

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Communication and Behavioral/Mental Health course material. The curriculum development team merged the themes of safety/security, de-escalation, professionalism with basic mental health concepts.

4. Program description. Please include a complete listing of the program's curriculum in Appendix A of this document.

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

| | Credits |
|--|-----------|
| Credits in required courses offered by the department offering the program | 21-24 |
| Credits in required courses offered by other departments | 6-9 |
| Credits in institutional general education curriculum | 9 credits |
| Credits of free electives | 0 |
| Total credits required to complete the program | 30 |

- b. List the learning outcomes for the 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.

Upon completion of this program, student will be able to:

- Demonstrate a basic understanding of the criminal justice system.
- Comprehend safety/security principles of direct supervisor to mitigate workplace violence.
- Identify general behavioral health concepts and treatment.
- Interpret and demonstrate professionalism concepts in the modern workforce.
- Apply learned knowledge to violence prevention labs, de-escalation simulations and real-world practicum experience.

5. Need for the program. To what specific student, regional, and statewide needs is the institution responding with the program? How does the program meet those needs? Has demand for the program met the institution's expectations? Consider workforce, student, economic, societal, and transfer needs in your response as appropriate. *[250 words]*

The Department of Corrections discussed with Highlands College the need for their Correctional Officers to have more behavioral health education. According to the Montana State Hospital training department and staffing office, about 80% of their staff is contract or travel staff. Most of the contract or travel staff fill psychiatric technician and nursing jobs. Shodair's new building in Helena is only working with three to four of their six units open. The reason why they are not 100% open is mainly due to staffing concerns, including not filling their mental health technician positions.

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According to the US Bureau of Labor and Statistics, "From 2022 to 2032, employment for many mental health-related occupations is projected to grow faster than the 3-percent average for all occupations" (2024). This growth may be as much as triple the projections from other US jobs. Factors contributing to this growth include decreasing the stigma around seeking treatment and increasing the uncertainty in peoples' lives (CNN, 2024).

Montana House Bill 872 or the Behavioral Health System for Future Generations Governor's report discusses a lack of behavioral health workforce in rural Montana. It contains two provisions on recommendations to improve Montana's mental health workforce. Part of Provision #19, Incentivize Providers to join the Behavioral Health and Development Disabilities Workforce, is to develop dual credit courses to encourage high school students to work in mental health careers. Provision #20 explores how to expand the training content available (dphhs.mt.gov, 2024).

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

****Note** – as far as the Highland's team could find, there is no other program like this in the country. The team used materials from a previously approved Highland's Behavioral Technician curriculum, MSU-Northern's Criminal Justice program, Gallatin College's Behavioral Health program, and communication/professional courses. This material was merged to create a curriculum that includes: safety/security principles, behavioral health, and professionalism concepts.

| Institution Name | Degree | Program Title |
|-------------------|-------------|---|
| MSU-Northern | BS | Criminal Justice |
| Gallatin College | CTS | Behavioral Health Tech |
| Highlands College | Certificate | Behavioral Health Tech (approved but never implemented) |
| | | |

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

The Highland's team began their curriculum development using the previously approved 2019 Behavioral Health Technician Certification.

During early Spring 2025, Megan Rediske met with Desiree Dalke, Gallatin College Allied Health Director. They met electronically and in Bozeman to share Behavioral Health education resources, including multiple syllabi.

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During the same period, Megan Rediske collaborated with Jack Bieger and Frank Zuccala at MSU-Northern for Criminal Justice and safety/security educational resources.

Both Gallatin College and MSU-Northern have expressed interest in continuing to collaborate and share resources. All parties agreed that multiple channels in the university system need to exist due to the lack of workforce (as noted by 2023 HSB 872-Behavioral Health for Future Generations). Please see attached flow sheet on how the Highland CAS in Correctional Secure Care could fit into the overall MSU system behavioral health education.

7. Implementation of the program. When was the program be first offered? Describe the process of implementation [100 words]

The goal is to begin to offer the program in Fall 2025 with the first graduates in Spring 2026. The full-time faculty position will initially collaborate with the DOC and other correctional organizations like Community, Counseling and Correctional Services to recruit students. Because many of these courses will be dual credit, the admissions office and dual enrollment staff at Highlands College will work with high school counselors to inform high school students of this program.

- a. Complete the following table indicating the actual and projected enrollments in and graduates from the program since the program was first offered.

| Fall Headcount Enrollment | | | | | Graduates | | | | |
|---------------------------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|
| AY 25-26 | AY 26-27 | AY 27-28 | AY 28-29 | AY 29-30 | AY 25-26 | AY 26-27 | AY 27-28 | AY 28-29 | AY 29-30 |
| 10 | 15 | 30 | 35 | 40-50 | 7 | 10 | 25 | 30 | 30-40 |

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

During the Fall 2024 development phase, the team had a meeting with the DOC and Montana State Hospital on their need for skilled staff. Specific enrollment numbers were not formally discussed, but both organizations expressed a need for this program.

Because this program will share lab space with the Highlands College's Foundations of Healthcare Careers Certificate/CNA licensure program, they used that program to project headcount enrollment. The above numbers are a lower version of the current Highlands College's Foundations of Healthcare Careers Certificate/CNA licensure program headcount as that program has seen a rapid increase in enrollment/popularity and has even expanded to other campuses but initially begin with about 10 students.

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

Because this program is brand new, success should be based on beginning to expose the workforce culture to the combination of safety/security principles with behavioral health concepts. The first five years' goal is to

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graduate CAS students and begin to slowly disperse safety/security and behavioral health principles into the workforce. Violence prevention in the workforce related to behavioral health are complex concerns, so information sharing is an important piece of the violence mitigation.

The program will not be successful if students don't apply, enroll, or graduate from our program. Our current goal is to begin with a cohort of 10 and slowly increase to about 30-40 graduates in 5 years.

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

Standard course assessments will be utilized. In the online courses; quizzes, discussion boards, case studies and projects will be the assignments. A standard rubric will be used to grade and calculate each course grade. The rubrics and course evaluations will vary depending on the individual outcomes and purpose for each course.

For the lab, simulation and practicum experiences, faculty will use the NRSG 330: Mental Health Nursing clinical requirements as a guide. Faculty will base their rubrics off the Mental Health Nursing course but take out the nursing specific assignments/assessments.

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

Indirect assessments will be important to this program, because one of the core themes is developing professionalism and workplace conflict resolution to mitigate violence. Courses such as AHSM 195: Self-Care for Caregivers, AHHS 212: Behavioral Health Crisis Management and Practicum and COMX 106: Communicating in a Dynamic Workforce will require self-reflection assignments. For example, students will be required to do personality assessment tools so they can create short reports on how their personality can affect the modern workforce.

- c. How are assessment findings employed to ensure the quality of the program? *[100 words]*

National exam and certification programs: Mental Health Technician Certification for Behavioral Health Technician track and American Correctional Academy's Correctional Officers Behavioral Health Certification

- d. Where appropriate, describe applicable specialized accreditation and explain why you have or have not sought accreditation. *[100 words]*

None available or needed

9. Physical resources.

- a. Describe the existing facilities, equipment, space, laboratory instruments, computer(s), or other physical equipment that support the program. What has been the impact on existing programs of increased use of existing physical resources by the program? How has the increased use been accommodated? *[200 words]*

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The Highlands CNA lab space will be used for de-escalation labs/Virtual Reality experiences. No new equipment will be needed to purchase as we will share the CNA/Rad Tech Highlands equipment; including CPR equipment and resources.

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

None needed as the Law Enforcement Academy and Department of Corrections will be assisting our program to obtain de-escalation simulation and virtual reality curriculum and equipment.

10. Personnel resources.

- a. Describe the existing instructional, support, and administrative resources that support the program. What has been the impact on existing programs of increased use of existing personnel resources by the proposed program? How has the quality and productivity of existing programs been maintained? *[200 words]*

Administrative support will come from standard/already existing Highlands and MT Tech personnel. The program will require one new faculty position that will teach, advise, and manage the program. Nine new courses have been developed. The general education courses will be taught by other departments. The remaining applied courses will be taught by the faculty person. The need to adjunct 1-3 courses may exist and has been budgeted for. Standard HR processes and faculty/payment will be utilized.

- b. Identify new personnel that have been or will be hired to support the program. (Enter the costs of those personnel resources into the budget sheet.) How have you secured the qualified faculty and staff needed? *[150 words]*

Same answer as 10 A

11. Other resources.

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

Yes, the available library services are adequate. If additional needs arise, the law enforcement academy will be available for resources.

- b. What impacts has the program had on student services? What are the implications of the new program on services for the rest of the student body? *[150 words]*

Standard advising, recruitment, enrollment services and financial aid department impacts.

Montana Board of Regents
CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

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

Please see the program fiscal analysis.

- a. Describe expenses associated with the implementation of the program. How have these expenses been met? *[200 words]*

The majority of the funds will be used for faculty and program implementation. The Highland's team is collaborating with the DOC and the Law Enforcement Academy for simulation content/equipment. Highland's CNA lab will be used for de-escalation lab space.

- i. If funding came from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact has the reallocation of funds in support of the program had on other programs? *[150 words]*

Funds will come from the DOC training budget. They will be used for faculty and program implementation costs. A potential faculty impact may occur in other departments as the curriculum includes courses from the Writing, Communication, Math and Interdisciplinary Studies departments.

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

None

- iii. If funding has or will 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]*

None

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

None

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

A \$400/program or \$200/semester program fee will be implemented to cover the cost of the ACA/MHT certification. The cost will include the certification exam cost, study material, practice exams, exam administration, CPR/First AID course and certification.

Montana Board of Regents**CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION**

14. Complete the fiscal analysis form, starting from the inception of the program and noting which fiscal years show actual program data and which are projected.

e. Please see fiscal analysis

Signature/Date

College or School Dean:

Karen VanDance 4/16/25

Chief Academic Officer:

Tracy 4/15/25

Chief Executive Officer:

John P. [Signature] 4/15/25

Flagship Provost*:

Flagship President*:

[Signature] 04/29/25

*Not applicable to the Community Colleges.

Montana Board of Regents
CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

Appendix A – Proposed New Curriculum

| Correctional Secure Care CAS Curriculum Sheet Effective Fall 2025 | | | | |
|--|--|---------------|-----------------|-----------------|
| Course Number | Title | Total Credits | Applied Credits | Notes / Pre-req |
| FIRST SEMESTER (Fall) | | | | |
| M 105 or M 121 | Contemporary Math or College Algebra | 3 | Gen Ed | |
| COMX 115 or WRIT 101 or WRIT 121 | Introduction to Interpersonal Communications or College Writing I or Introduction to Technical Writing | 3 | Gen Ed | |
| AHMS 170 | Intro to Mental Illness and Addiction Behaviors | 3 | 3 | |
| AHMS 195 | Self-Care for Caregivers | 1 | 1 | |
| AHHS 210 | Behavioral Health Legal and Ethical Issues | 2 | 2 | |
| CJUS 121 | Intro to Criminal Justice | 3 | 3 | |
| Sem 1 | | 15 | 9 | |
| SECOND SEMESTER (Spring) | | | | |
| COMX 106 | Communicating In a Dynamic Workplace | 3 | Gen Ed | |
| AHMS 204 | Behavioral Health Reporting and Safety Procedures | 2 | 2 | |
| AHHS 212 | Behavioral Health Crisis Management and Practicum | 4 | 4 | |
| AHHS 110 | Behavioral Health Treatment | 3 | 3 | |
| SOCI 211 | Intro to Criminology | 3 | 3 | |
| Sem 2 | | 15 | 12 | |
| Total CAS | | 30 | 21 | |
| EXIT POINT FOR CERTIFICATE OF APPLIED SCIENCE (CAS) / Correctional Behavioral Health Certification Exam | | | | |

Montana Board of Regents
CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

| Behavioral Health CAS Curriculum Sheet Effective Fall 2025 | | | | |
|---|--|---------------|-----------------|-----------------|
| Course Number | Title | Total Credits | Applied Credits | Notes / Pre-req |
| FIRST SEMESTER (Fall) | | | | |
| M 105 or M 121 | Contemporary Math or College Algebra | 3 | Gen Ed | |
| COMX 115 or WRIT 101 or WRIT 121 | Introduction to Interpersonal Communications or College Writing I or Introduction to Technical Writing | 3 | Gen Ed | |
| AHMS 170 | Intro to Mental Illness and Addiction Behaviors | 3 | 3 | |
| AHMS 195 | Self-Care for Caregivers | 1 | 1 | |
| AHHS 210 | Behavioral Health Legal and Ethical Issues | 2 | 2 | |
| PSYX 100 or SOCI 101 | Intro to Psychology or Intro to Sociology | 3 | 3 | |
| Sem 1 | | 15 | 9 | |
| SECOND SEMESTER (Spring) | | | | |
| COMX 106 | Communicating In a Dynamic Workplace | 3 | Gen Ed | |
| AHMS 204 | Behavioral Health Reporting and Safety Procedures | 2 | 2 | |
| AHHS 212 | Behavioral Health Crisis Management and Practicum | 4 | 4 | |
| AHHS 110 | Behavioral Health Treatment | 3 | 3 | |
| SOCI 211 | Intro to Criminology | 3 | 3 | |
| Sem 2 | | 15 | 12 | |
| Total CAS | | 30 | 21 | |
| EXIT POINT FOR CERTIFICATE OF APPLIED SCIENCE (CAS) / Mental Health Technician Certification (CMHT) Exam | | | | |

Montana Board of Regents

CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

Montana Board of Regents
CURRICULUM PROPOSAL FORM – A.A.S. / C.A.S. PERMANENT AUTHORIZATION

Correctional Secure Care/Behavioral Health CAS

Potential Entrance and Exit Points

High School through Master's Degree

Goal: to expand the workforce at all levels

Entrance Points

While enrolled in High School students explore careers in mental health and corrections.

Working students like Correctional Officers, EMTs, MSH Psych Techs, other first responders.

Working students like Correctional Officers, EMTs, MSH Psych Techs, other first responders.

DOC and other correctional work force who want to advance their careers.

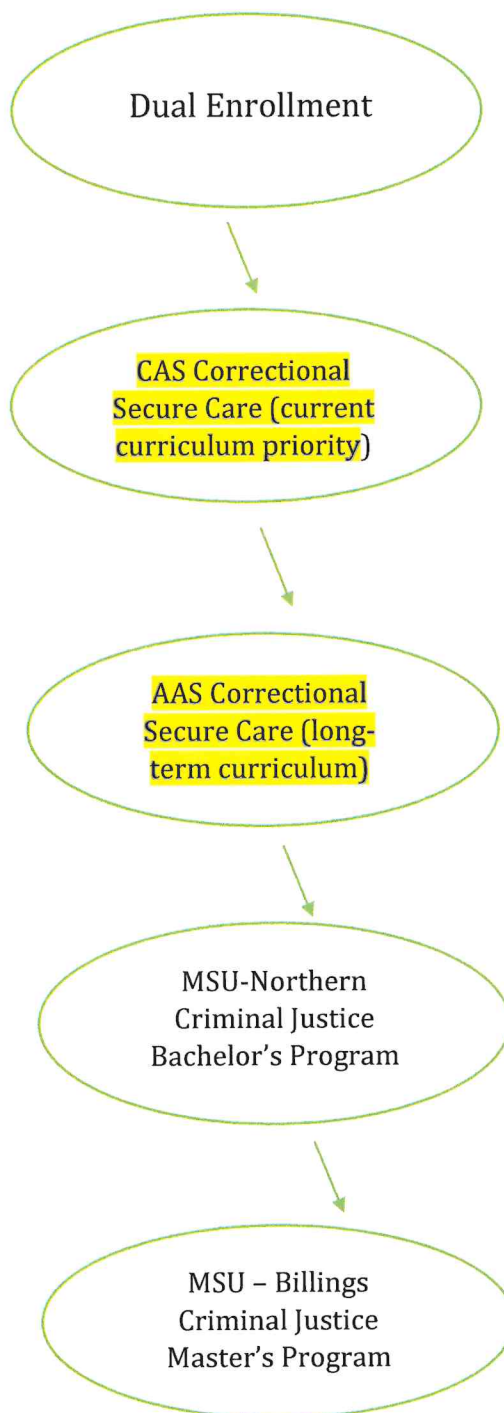
Same as above

Exit Points

High School graduates might enroll in Health program at Highlands or MT Tech or attend other universities for Psychology or Criminal Justice. Will have earned credits in gen ed. courses like WRIT 101, COMX 105, along with CJUS 121 and PSYX 100.

CAS graduates receive national certifications in either Mental Health Tech or ACA's Correctional Behavioral Health Certificate Advance Careers in in areas such as Correctional Behavioral Specialists, as students become part of a more professional workforce in corrections.

AAS graduates - Same as above, but also block transfer this degree towards the online Bachelor's in Criminal Justice program at MSU-N



Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: Highlands College
 AWARD LEVEL: CAS
 PROGRAM NAME: Highlands College Correctional Secure Care/Behavior Health Technician
 PROGRAM CODE: CAS

| ENROLLMENT PROJECTIONS | FY 2026 | FY 2027 | FY 2028 | FY 2029 | FY 2030 |
|---|---------|---------|---------|---------|---------|
| Headcount | | | | | |
| annual unduplicated headcount of students with declared major or minor within the program | 10 | 15 | 30 | 35 | 40 |
| 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 Graduate: (Headcount x CH)/24 | 12.5 | 18.8 | 37.5 | 43.8 | 50.0 |
| Completions | | | | | |
| Annual number of program completers | 7 | 10 | 25 | 30 | 30 |


| REVENUE | FY 2026 | FY 2027 | FY 2028 | FY 2029 | FY 2030 |
|--|-----------------|-----------------|------------------|------------------|------------------|
| (Tuition (100% Instate, 0% WUE, 0% Out of State) | \$29,240 | \$43,860 | \$87,720 | \$102,340 | \$116,960 |
| Waiver | \$0 | \$0 | \$0 | \$0 | \$0 |
| Tuition Revenue (net of waivers) | \$29,240 | \$43,860 | \$87,720 | \$102,340 | \$116,960 |
| Institutional Support | | | | | |
| Other Outside Funds (grants, gifts, etc.) | | | | | |
| Program Tuition/Fees | \$16,040 | \$24,060 | \$48,120 | \$56,140 | \$64,160 |
| Total Revenue | \$45,280 | \$67,920 | \$135,840 | \$158,480 | \$181,120 |
| Total Revenue per Student FTE | \$3,622 | \$3,622 | \$3,622 | \$3,622 | \$3,622 |

| EXPENDITURES | FY 2026 | FY 2027 | FY 2028 | FY 2029 | FY 2030 |
|-------------------------------------|-------------------|-------------|-------------|-------------|-------------|
| Tenure Track Faculty | FTE | 1.0 | 1.0 | 1.0 | 1.0 |
| Salary + Benefits | \$88,574 | \$90,345 | \$92,152 | \$93,995 | \$95,875 |
| Non-tenure Track Faculty | FTE | 0.28 | 0.28 | 0.28 | 0.28 |
| *Includes Adjunct Instructors | Salary + Benefits | \$13,500 | \$13,500 | \$13,500 | \$13,500 |
| Graduate Teaching Assistants | FTE | | | | |
| Salary + Benefits | | | | | |
| Staff | FTE | | | | |
| Salary + Benefits | | | | | |
| Total Faculty & Staff | FTE | 1.3 | 1.3 | 1.3 | 1.3 |
| Salary + Benefits | \$102,074 | \$103,845 | \$105,652 | \$107,495 | \$109,375 |

| | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|
| Operations (supplies, travel, rent, etc) | \$5,000 | \$7,000 | \$13,000 | \$15,000 | \$17,000 |
| Start-up Expenses (OTO) | \$2,500 | | | | |
| Total Expenses | \$109,574 | \$110,845 | \$118,652 | \$122,495 | \$126,375 |

| | | | | | |
|--|------------------|------------------|-----------------|-----------------|-----------------|
| Student FTE to Faculty (TT + NTT) Ratio | 9.8 | 14.6 | 29.3 | 34.1 | 39.0 |
| Net Income/Deficit (Revenue - Expenses) | -\$64,294 | -\$42,925 | \$17,188 | \$35,985 | \$54,745 |

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



Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Tuition revenue is based on 100% in-state residents.

Funding for program expenditures will be provided by the Department of Corrections in Year 1 and 2 before program becomes sustainable in Year 3 (if enrollment increases to 30 students)

Fiscal analysis is based on 100% traditional Highlands College students. Revenue would decrease substantially if courses are offered to dual credit students as they pay 50% of Highlands College tuition and no mandatory fees or program fees.

Montana University System
REQUEST TO PLAN FORM

ITEM 215-1501-R1124

November 2024

Request for authorization to add a C.A.S in Behavioral Health

Program/Center/Institute Title: **Behavioral Health, C.A.S.**

Planned 6-digit CIP code: **51.2212**

Campus, School/Department: **Highlands College**

Expected Final Submission Date: **Fall 2027**

Contact Name/Info: **Karen VanDaveer, Dean/** kvandaveer@mtech.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 Behavioral Health Certificate will be focused on providing mental health educational opportunities to correctional officers, Montana State Hospital Psychiatric Techs, Shodair Mental Health Technicians, other law enforcement staff, EMTs and other workforce members who want to provide hands-on mental health care.

Highlands College is exploring the potential to provide three tracks for students.

- Dual Credit to entice students to enter mental health careers
- Behavioral Health Workforce Certification – including mental health correctional information
- CAS in Behavioral Health

All classes will be on-line with the exception of a behavioral health crisis course. It will be a hybrid course with mental health clinicals and labs, including law enforcement and healthcare de-escalation techniques via a virtual reality experience.

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 Department of Corrections has been discussing with Highlands College the need for their correctional officers at Montana State Prison to have more mental health education. According to the Montana State Hospital training department and staffing office, 80% of their staff is contract or travel staff. Most of the contract or travel staff fill the psychiatric technician and nursing jobs. Shodair's new building in Helena is only working with three to four of their six units open. The reason why they are not 100% open is mainly due to staffing concerns, including not filling their mental health technician positions.

According to the US Bureau of Labor and Statistics, "From 2022 to 2032, employment for many mental health-related occupations is projected to grow faster than the 3-percent average for all occupations" (2024). This grows maybe as much as triple the projections from other US jobs. Factors contributing to this growth include decreasing the stigma around seeking treatment and increasing the uncertainty in peoples' lives (CNN, 2024).

Montana University System
REQUEST TO PLAN FORM

Montana House Bill 872 or the Behavioral Health System for Future Generations governor's report discusses a lack of mental health workforce in rural Montana. It contains two provisions on recommendations to improve Montana's mental health workforce. Part of Provision #19, Incentivize Providers to Join the Behavioral Health and Development Disabilities Workforce, is to develop dual credit courses to encourage high school students to work in mental health careers. Provision #20 explores how to expand the training content available (dphhs.mt.gov, 2024).

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

One full-time faculty will be needed to develop a new curriculum during the Spring 2025 semester. Once curriculum is developed, other faculty may be needed to teach the on-line courses. Program would be online with the exception of the Behavioral Health Crisis Practicum. This course will be hybrid with online didactic material and labs/clinical. No new facility or space is needed. The simulation and virtual reality experience will use the current Health labs at Highlands College, and clinicals will be held at off-site employment sites like Montana State Hospital and the Butte Rescue Mission. The virtual reality program, MILO, is free to law enforcement, and our team is looking into collaborating with these groups to access this experience (faac.com, 2024).

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).

Highlands is collaborating with the Department of Corrections on curriculum development. Karen VanDaveer has been working with Scott Eychner in creating a curriculum that fits the needs of their MSP correctional officers while being general enough to meet the needs of other employers.

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.

Mental Health concerns are complex issues and innovative solutions are required to meet the upcoming challenges of caring for this population. Montana Tech and Highland College's Mission Statement says "developing leaders and advancing science, engineering, and technology, with the purpose of benefiting humanity while meeting the changing needs of society." Improving the quality of mental health workforce training and increasing the number of mental health workers in Montana aligns well with Highland College's Mission Statement.

Sources:

CNN.com. (2024, September 7). Mental health jobs will grow 3 times the rate of all US jobs over the next decade. <https://www.cnn.com/2024/09/07/health/mental-health-jobs-projections-dg/index.html>

DPHHS.mt.gov. (2024, August). Behavioral Health System for Future Generations (BHSFG) Commission Report. <https://dphhs.mt.gov/assets/FutureGenerations/August2024Meeting/BHSFGCommissionAugust2024DraftReport.pdf>

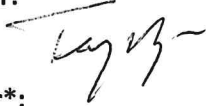
FAAC.com. (2024, September 13). MILO. <https://www.faac.com/milo/virtual/milo-vr/>

Montana University System
REQUEST TO PLAN FORM

US Bureau of Labor and Statistics. (2024, January 9). Strong growth projected in mental health-related employment.
<https://www.bls.gov/opub/ted/2024/strong-growth-projected-in-mental-health-related-employment.htm>

Signature/Date

Chief Academic Officer:



9/26/24

Chief Research Officer*:

Chief Executive Officer:



9/20/24

Flagship Provost:**

Flagship President:**

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

July 2025

ITEM 1002-LII0725

Request Authorization to form the Indigenous Research and STEM Education Center

Institution: **University of Montana-Missoula**

CIP Code: **N/A**

Program/Center/Institute Title: **Indigenous Research and STEM Education Center**

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

Options: _____

Proposal Summary

What: The University of Montana proposes to formalize the Indigenous Research and STEM Education (IRSE) program as the Indigenous Research and STEM Education Center (IRSEC). This Center will focus on STEM education and research for Indigenous students across the educational continuum—from K–12 through graduate school—by expanding opportunities for culturally responsive teaching, mentoring, and community-based research.

Why: The Center will address the persistent underrepresentation of Native American, Alaska Native, Native Hawaiian, and First Nations students in STEM disciplines. While other minoritized groups have seen gains, Indigenous participation in STEM has remained stagnant or declined over the past two decades. IRSEC will respond to this need by supporting Indigenous students in their academic journeys, weaving Indigenous Ways of Knowing into STEM education and research, and collaborating with tribal communities, schools, and colleges to strengthen local capacity in STEM. Formalizing the IRSE program as a Center will accommodate its growth and position it to further expand its impact at the campus, state, and national levels.

Resources: The Center's work is already supported by **approximately \$16 million in external grant funding** from a variety of sources, including the U.S. Department of Education, the National Science Foundation, the Howard Hughes Medical Institute, Montana EPSCoR, the Alfred P. Sloan Foundation, and private donors through the UM Foundation. IRSEC currently employs **six staff members** (four full-time, one $\frac{3}{4}$ -time, and one $\frac{1}{2}$ -time), all of whom are grant-funded. No additional university resources or faculty lines are required at this time, and future growth will continue to be supported through external funding and partnerships.

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>.

 A. Level I:

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Campus Approvals

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

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

_____ **B. Level II:**

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

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

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

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

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

Montana Board of Regents
RESEARCH CENTER PROPOSAL FORM

1. State the proposed Center's name and purpose.

Indigenous Research and STEM Education Center

The purpose of the Center is to formalize and expand the existing Indigenous Research and STEM Education program into a recognized university center. IRSEC will support STEM education and research opportunities for Indigenous students at the University of Montana and across the state of Montana.

2. A comprehensive statement of the Center's mission and its relationship to the University mission.

A. State the Center's mission.

IRSEC is dedicated to the advancement of Native American, Alaska Native, Native Hawaiian, and First Nation students in science, technology, engineering, and mathematics (STEM) academic disciplines and professions.

B. Identify the Center's goals and objectives.

1. Increase the number of Indigenous students who graduate with STEM degrees.
2. Increase the number of research opportunities for Indigenous students and tribal communities with a STEM focus.
3. Weave Indigenous Ways of Knowing into the Western-centric model of research and education.
4. Provide informal STEM educational opportunities for K–12 students from tribal communities.
5. Partner with tribal colleges, school districts, and communities to strengthen STEM education.
6. Collaborate with UM faculty, departments, and administrators to support Indigenous students on campus.
7. Pursue donor and grant funding to support student programming.

C. What specific need is being responded to in developing the proposed Center?

Indigenous students remain severely underrepresented in STEM, with little progress over the past 20 years. IRSEC will provide opportunities that encourage Indigenous students to enter STEM fields and support them throughout their academic careers. The Center will also offer a dedicated space for faculty and students working with Indigenous populations or seeking to integrate Indigenous Ways of Knowing into their STEM research and instruction.

D. Describe how the Center benefits the department, college, or institution.

IRSEC will advance UM's commitment to Inclusive Excellence and Partnering with Place by supporting culturally relevant, place-based learning. It promotes diversity, equity, and inclusion on campus and contributes to the goals outlined in UM's American Indian and Minority Achievement Action Plan.

E. Describe the Center's relationship to the University mission.

Montana Board of Regents
RESEARCH CENTER PROPOSAL FORM

The Center aligns closely with the University's mission to provide high-quality and accessible education and to build and sustain diverse communities. IRSEC contributes to student success and community engagement, reinforcing UM's broader strategic goals.

3. Briefly describe the Center's anticipated activities.

IRSEC will:

- Host the Montana American Indians in Math and Science program (serving ~200 students annually).
- Lead the diversity component of Montana's EPSCoR program.
- Oversee the Sloan Indigenous Graduate Partnership in Montana.
- Implement the All Nations Alliance for Minority Participation (ANAMP).
- Lead the CIRCLES Alliance across six states.
- Coordinate the Coalition for Indigenous STEM on UM's campus.

A. Identify faculty expertise available for participation in the Center's activities.

Dr. Aaron Thomas, IRSEC's Director, is an Indigenous chemistry professor with 23 years of experience working with tribal communities in education and research.

B. Which departments on campus will be involved and how will the Center contribute to the academic programs of the institution?

Dr. Thomas holds appointments in Chemistry and Physics and has worked with Forestry, Mathematics, Environmental Studies, and the Native American Center of Excellence. While no formal agreements exist, the Center contributes to UM's academic mission by integrating STEM programming and Indigenous knowledge across disciplines.

4. Identify the organizational structure of the Center within the institution.

A. Identify all agencies, organizations and/or institutions that will be involved.

While IRSEC collaborates widely, it will operate independently within the Department of Chemistry and Biochemistry in the College of Humanities and Sciences. No formal external organizations will be involved in its internal governance.

B. Identify advisory council information.

Notable collaborators and supporters include:

- Suzi Taylor, MSU Science Math Resource Center
- Karla Bird, UM Tribal Outreach Specialist
- Misty Kuhl, Director, Governor's Office of Indian Affairs

Montana Board of Regents
RESEARCH CENTER PROPOSAL FORM

5. Identify first year and continuing finances necessary to support the Center, including the sources of funding.

IRSEC currently receives approximately \$16 million in external funding from:

- U.S. Department of Education
- National Science Foundation
- Howard Hughes Medical Institute
- Alfred P. Sloan Foundation
- MT EPSCoR
- UM Foundation donors

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.

None at this time. All staffing (4 FTE, 0.75 FTE, 0.5 FTE) is grant-funded.

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.

Future growth will be supported by continued grant acquisition and overhead from grants run through the Center. These funds may support new positions, including a finance administrator or grants manager.

6. Describe other similar Centers/Centers or research capacities in the state and surrounding region.

A. Describe the relationship between the proposed Center and any similar Centers/Centers, programs, or research capacities within the Montana University System.

Although similarly focused on Indigenous communities, IRSEC is unique in its **comprehensive STEM focus**, K–12 to graduate-level programming, and integration of Indigenous Ways of Knowing. Comparable entities include:

- Cobell Land and Culture Institute (UM): GIS, Forestry, Native American Studies
- American Indian Governance and Policy Institute (UM): Law and policy
- Center for American Indian and Rural Health Equity (MSU): Health professions

B. In cases of substantial duplication, explain the rationale for the proposed Center.

N/A

7. Assessment: How will the success of the Center be measured?

Success will be evaluated by:

1. Level of external funding secured

Montana Board of Regents
RESEARCH CENTER PROPOSAL FORM

2. Number of students served
3. Number of research partnerships with tribal communities
4. Indigenous STEM student retention and graduation rates

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.

This proposal has been approved through the following channels:

- Faculty Senate (2/7/25)
- Provost (2/25/25)
- President (2/25/25)
The proposal was submitted following a successful Request to Plan (RTP) process and includes input from faculty, administrators, tribal partners, and statewide collaborators.



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

July 24, 2025

To: Chief Academic Officers

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

RE: Approval of July 2025 Academic Items

The following July 2025 academic items have been approved:

The University of Montana:

- Request for authorization to retitle the Bachelor of Arts in Social Work to the Bachelor of Social Work
[Item #1003-LI0725](#)

Dawson Community College:

- Request for authorization to retitle the Certificate of Applied Science: Livestock Technology to Certificate of Applied Science: Livestock Production
[Item #201-LI0725](#)
- Request for authorization to retitle the Associate of Applied Science: Animal Science, Livestock Production Management to Associate of Applied Science: Livestock Production
[Item #202-LI0725](#)

Great Falls College Montana State University

- Notification to offer the Dental Hygiene AAS program via distance delivery
[Item #2901-LI0725](#)

Sincerely,

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

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

ACADEMIC ITEMS MEMORANDUM

DATE: July 2, 2025

TO: Chief Academic Officers, Montana University System

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

RE: July 2025 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in July 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, July 25, 2025. You will be notified of approved proposals by July 30, 2025. The Board of Regents will be notified of the approved proposals at the September 2025 meeting of the Board.

LEVEL I ITEMS:

1. OCHE Approvals

The University of Montana:

- Request for authorization to retitle the Bachelor of Arts in Social Work to the Bachelor of Social Work
[Item #1003-LI0725](#)

Dawson Community College:

- Request for authorization to retitle the Certificate of Applied Science: Livestock Technology to Certificate of Applied Science: Livestock Production
[Item #201-LI0725](#)
- Request for authorization to retitle the Associate of Applied Science: Animal Science, Livestock Production Management to Associate of Applied Science: Livestock Production
[Item #202-LI0725](#)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

May 2025

ITEM 202-LI0725

Dawson Community College – Re-Titling Associate of Applied Science: Animal Science: Livestock Production Management

Institution: **Dawson Community College**

CIP Code: _____

Program/Center/Institute Title: **Associate of Applied Science: Animal Science Livestock Production Management**

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

Options: _____

Proposal Summary [360 words maximum]

What: We would like to change the name of the Associate of Applied Science: Animal Science: Livestock Production Management to Associate of Applied Science: Livestock Production

Why: While this is an animal science degree, “Animal Science” at the beginning is confusing for some advisors and students thinking this program would align with a B.S. of Animal Science, which is a common offering at universities. This program does not directly align with a B.S. of Animal Science. To reduce the confusion, we would like to remove the name in that program.

We would also like to remove the term “Management” as this degree does not teach enough of a variety of management courses. Livestock Production better represents the courses offered in the program and the types of careers this program would prepare students for.

We are hoping that the name changes provide clarity to our students, advisors, staff, and prospective students interested in the program.

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

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

 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

May 2025

ITEM 201-LI0725

Dawson Community College – Re-Titling the Certificate of Applied Science: Livestock Technology Program

Institution: **Dawson Community College**

CIP Code: _____

Program/Center/Institute Title: **Certificate of Applied Science: Livestock Technology**

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

Options: _____

Proposal Summary [360 words maximum]

What: We would like to change the name of the Certificate of Applied Science: Livestock Technology to Certificate of Applied Science: Livestock Production.

Why: There are no specific technology courses offered in this plan. The name change and course offerings would better align with the Associate of Applied Science Livestock Production program. (The AAS Degree is also a proposed name change.)

We are hoping that the name changes provide clarity to our students, advisors, staff, and prospective students interested in the program.

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Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

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

August 29, 2025

To: Chief Academic Officers

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

RE: Approval of August 2025 Academic Items

The following August 2025 academic items have been approved:

Flathead Valley Community College:

- Notification of the establishment of a Plumbing Apprenticeship CTS
[Item #301-LI0825](#)

Helena College University of Montana

- Request for authorization to establish an Associate of Science in Occupational Therapy Assistant
[Item #1901-LII0825](#)

Sincerely,

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

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

ACADEMIC ITEMS MEMORANDUM

DATE: August 12, 2025

TO: Chief Academic Officers, Montana University System

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

RE: August 2025 Academic Items

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LEVEL I ITEMS:

Flathead Valley Community College:

- Notification of the establishment of a Plumbing Apprenticeship CTS
[Item #301-LI0825](#)

LEVEL II ITEMS:

Helena College University of Montana:

- Request for authorization to establish an Associate of Science in Occupational Therapy Assistant
[Item #1901-LII0825](#)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

1b. Withdrawing a postsecondary educational program from moratorium

X

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

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

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

OCHE Approvals

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Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

August 2025

ITEM 1901-LII0925 OTA

Occupational Therapy Assistant Level II Request Form

Institution: Helena College University of Montana

CIP Code: 51.0803

Program/Center/Institute Title: Occupational Therapy Assistant

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

Options: Intend to offer distance locations in future. Locations TBD.

Proposal Summary [360 words maximum]

What: Helena College is launching Montana's only Occupational Therapy Assistant (OTA) program, offering an Associate of Science in Occupational Therapy Assistant (ASOTA) degree. The program is designed to be completed in four consecutive semesters following pre-requisite coursework, addressing both student demand for healthcare degrees and workforce needs. The ASOTA supports licensure and transfer pathways, enabling graduates to pursue careers or continue their education. Long-term, the program aims to expand for students across Montana by offering ASOTA completion opportunities within their own communities, serving rural populations more effectively.

Why: In addition to expanding healthcare degree options for Helena College and Montana students, the ASOTA program prepares graduates for National Board Certification in Occupational Therapy (NBCOT), enabling licensure in any state as a Certified Occupational Therapy Assistant (COTA). COTAs provide therapeutic services across diverse settings, including hospitals, rehabilitation clinics, skilled nursing facilities, schools, mental health centers, and home health agencies. According to the U.S. Bureau of Labor Statistics, employment of OTAs is projected to grow 21% nationwide from 2020 to 2030—much faster than the average for all occupations ([bls.gov](https://www.bls.gov))—driven by the healthcare needs of aging populations and increased demand in pediatric and adult care.

Resources: Helena College is actively pursuing accreditation through the Accreditation Council for Occupational Therapy Education (ACOTE). The OTA program will offer curriculum and fieldwork aligned with both ACOTE and MUS standards and policies. To meet accreditation requirements, the College has hired two full-time staff: a Program Director and an Academic Fieldwork Coordinator. Renovations for the OTA lab and office space are scheduled for completion in FY26 and early FY27.

ATTACHMENTS

Attachments

1. Curriculum Proposal
 2. Fiscal Analysis Part 1
 3. Fiscal Analysis Part 2
-

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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Montana Board of Regents CURRICULUM PROPOSAL FORM

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

Not Substantive_____ Minor Change___X___ Major Change_____

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

The Helena College Occupational Therapy Assistant (OTA) program began the accreditation process with the Accreditation Council for Occupational Therapy Education (ACOTE) in fall 2024 and has been approved to launch the new program in January 2027. To achieve full accreditation, the program must meet all ACOTE standards, which govern curriculum, staffing, and operations. Helena College has aligned its program accordingly and hired a Program Director and Academic Fieldwork Coordinator to meet staffing requirements. The Candidacy Application is due by April 2026; once approved, Helena College will receive "Candidacy" status and may begin admitting students. Once in Candidacy Status, we will move into "Pre-Accreditation Review" status and will begin work on the Initial Report of Self Study. Full accreditation will be granted upon approval of the program Self Study and after an ACOTE site visit in 2028.

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

OTA Program Learning Outcomes:

1. Fulfill the unique roles and responsibilities of an occupational therapy assistant.
2. Utilize occupational therapy principles and intervention strategies to achieve desired outcomes.
3. Provide services to diverse populations across various practice settings in alignment with entry-level standards.
4. Pursue ongoing learning opportunities to stay informed on best practices.
5. Promote and advocate for the occupational therapy profession, its services, and the individuals it supports.
6. Exhibit professional conduct, ethical integrity, and the core values of the occupational therapy profession.

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

| | Credits |
|--|---------|
| Credits in required courses offered by the department offering the program | 51 |
| Credits in required courses offered by other departments | 26 |
| Credits in institutional general education curriculum | 40 |
| Credits of free electives | 0 |
| Total credits required to complete the program | 77 |

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Attachment 1: ASOTA Degree Map

Attachment 2: OTA Curriculum

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

Helena College is launching the Occupational Therapy Assistant (OTA) program to address four key needs:

1. **Expanded Healthcare Degree Options:** Healthcare is the second largest employment sector, according to the [Montana's Industrious Economy](#) report. Yet, the state currently lacks an OTA program, creating a gap in healthcare education. Helena College aims to fill this gap by offering an associate degree that leads to national licensure, expanding opportunities for students pursuing healthcare careers.
2. **Labor and Workforce Demands:** The U.S. Bureau of Labor Statistics projects 21% nationwide growth in OTA employment from 2023 to 2033 ([bls.gov](#))—well above average for all occupations. This demand is driven by the needs of aging populations and increased care requirements in pediatric and adult settings. Occupational therapy supports individuals of all ages in achieving optimal health and independence.
3. **Student and Community Needs:** Currently, Helena College offers only one healthcare degree—nursing. The addition of the OTA program provides students with more options to align their education with personal and professional goals. Future plans include expanding the program through distance education to serve rural communities, increasing access to healthcare education and services across Montana.
4. **Sprint Degree Program:** The OTA program is structured as a Sprint Degree to accelerate student progress toward graduation and workforce entry. Once admitted, students can complete the degree in four consecutive semesters. Prerequisite courses may be completed at any time prior to application, including through concurrent enrollment or college credit-only options for high school students.

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

There are no OTA programs in the state of Montana.

| Institution Name | Degree | Program Title | What is the program enrollment for the last three academic years? |
|------------------|--------|---------------|---|
| | | | |
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Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

The Helena College Occupational Therapy Assistant (OTA) program operates independently from other college programs due to its specialized nature. However, it is designed to support transfer opportunities for students pursuing a bachelor's degree for entry into a Doctorate of Occupational Therapy (OTD) program. Course learning outcomes are aligned with ACOTE accreditation standards, and five OTA courses carry general education designations, ensuring alignment with both OTA and general education outcomes.

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

The OTA program does not substantially duplicate any other programs offered in the Montana University System.

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

- **Academic Transfer Pathways:** Initial collaboration efforts are focused on existing and emerging Doctorate of Occupational Therapy (OTD) programs in Billings and Missoula. Formal discussions around transfer into bachelor's programs will begin with MUS partners once the ASOTA curriculum is approved. The College aims to partner with 2–3 institutions to create transfer pathways that allow students to complete bachelor's degrees while remaining in their communities.
- **Statewide Healthcare Partnerships:** The OTA program is also prioritizing partnerships with healthcare providers across Montana to support fieldwork, clinical placements, and long-term workforce development.

6. Program assessment.

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

- **Course Learning Outcome Assessment**

Each semester, all course learning outcomes will be evaluated to ensure alignment with ACOTE standards. Assessments will verify that students are acquiring prerequisite knowledge and skills, are prepared for fieldwork placements, and are ready for the National Board Certification in Occupational Therapy (NBCOT) exam.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- **Program Learning Outcome Assessment**

Course outcomes will be mapped to program-level outcomes, with targeted assessments used to measure student achievement. Helena College will implement the Insights platform to support both course and program-level evaluation by the program's launch.

- **ACOTE Accreditation Process**

The OTA program will undergo rigorous assessment during its first year to meet ACOTE requirements for full accreditation. Initial accreditation will be granted for a five-year period, with ongoing evaluation and compliance efforts continuing beyond that.

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

- **Academic and Fieldwork Outcomes**

Student performance will be assessed each semester to ensure alignment with ACOTE standards. Direct measures include practical exams, fieldwork evaluations using the AOTA Fieldwork Performance Evaluation, standardized assessments, and graded assignments. Indirect measures include student self-assessments, graduate surveys, employer feedback, and NBCOT exam pass rates.

- **Program-Level Evaluation**

Course outcomes will be mapped to program outcomes, with assessments designed to evaluate student achievement. The Insights platform will be fully implemented by program launch to support ongoing assessment and evaluation.

- **Continuous Improvement**

Data will be collected regularly and reviewed annually to monitor trends, support continuous improvement, and maintain alignment with ACOTE standards.

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

Assessment findings will be reviewed annually by the Program Director, OTA faculty, and staff. Trends and areas of concern will be identified, and action plans developed to address gaps in student learning. Potential modifications may include curriculum updates, faculty development, and enhanced student support services. Findings will also be shared during institutional program reviews and with the advisory council. This ongoing review process ensures alignment with ACOTE standards, stakeholder feedback, and the evolving needs of Montana's healthcare workforce.

Signature/Date

College or School Dean:



8/13/25

Chief Academic Officer:



8/13/25

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Attachment 1: ASOTA Degree Map – Sprint Degree (completed in 4 consecutive semesters)

| Semester and Course | Credits | Fall/Spring Only | Milestone Course | Notes |
|---|-----------|-------------------|------------------|---|
| Semester 0 – Pre-Requisites | | | | |
| BIOH 201 A&P I | 4 | | | Natural Science |
| CHMY 121 Intro to Gen Chem OR BIOH 211 A&P II | 4 | | | Natural Science CHMY aligns with ASRN pre-reqs, BIOH is required for admission to UM OTD program. Students have a choice here. |
| M 121 College Algebra | 3 | | | Math |
| WRIT 101 College Writing | 3 | | | Writing |
| COLS 101 First Year Seminar | 3 | | | AS requirement |
| Total Semester Credits | 17 | | | Students apply for admission to the OTA Program |
| Semester 1 -- Program | | | | Spring Term |
| OTA 101 Fundamentals of OT | 3 | Spring | X | New |
| OTA 130 Human Occupation Across the Lifespan | 3 | Spring | X | New – Social & Psychological Science |
| NASX 105 Native American Studies | 3 | | | Diversity/CHAI |
| COMX 115 Interpersonal Communication | 3 | | | Oral Communication |
| ARTZ 101 Art Fundamentals, OR LIT 110 Intro to Literature, OR a MART course | 3 | Depends on course | | Humanities & Fine Arts Students have a choice here. Recommending courses that may be a good fit for the program and the schedule. |
| Total Semester Credits | 15 | | | |
| Semester 2 -- Program | | | | Summer Term |
| OTA 120 Task Analysis and Documentation | 3 | Summer | X | New |
| OTA 230 Foundations in Pediatrics | 4 | Summer | X | New |
| OTA 210 OTA in Mental Health | 3 | Summer | X | New – Social/Psychological Science |
| OTA 225 Human Occupations I | 4 | Summer | X | New |
| OTA 200 Level I Fieldwork | 1 | Summer | X | Fieldwork placement 45 hours |
| Total Semester Credits | 15 | | | Will need to evaluate this if Pell requirements change |
| Semester 3 -- Program | | | | Fall Term |
| OTA 201 Movement in Occupations | 4 | Fall | X | New – Natural Science (AS) |
| OTA 240 Professional Issues & Ethics | 3 | Fall | X | New – Humanities |

Montana Board of Regents
CURRICULUM PROPOSAL FORM

| | | | | |
|---|-----------|--------|---|---|
| OTA 220 Principles/Practice Physical Health | 4 | Fall | X | New – Natural Science (AS) |
| OTA 235 Human Occupations II | 4 | Fall | X | New |
| Total Semester Credits | 15 | | | |
| Semester 4 -- Program | | | | Spring |
| OTA 251 Level IIA Fieldwork | 7 | Spring | X | New – Completed off campus in fieldwork placement sites |
| OTA 252 Level IIB Fieldwork | 7 | Spring | X | New – Completed off campus in fieldwork placement sites |
| OTA 299 OTA Capstone | 1 | Spring | X | New |
| Total Semester Credits | 15 | | | Will need to evaluate this if Pell requirements change |
| Total Program/Degree Credits | 77 | | | |

Notes:

Pre-requisites align with ASRN pre-requisites so students can apply for either OTA or ASRN.

Mirrors the ASRN degree pathway with a pre-requisite semester and 4 program semesters.

This is a sprint degree designed to be completed in four consecutive semesters.

Total OTA Credits: 51 (17 credits have dual designation as GE Core courses).

Total GE Credits: 26

Total Degree Credits: 77

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Attachment 2: OTA Course Curriculum

OTA 101 Fundamentals of Occupational Therapy

Total Course Hours: 45 (45 Theory, 0 Lab) Semester Credits: 3

This course bridges the theoretical foundations of occupational therapy with practical application. Key concepts that inform clinical reasoning will be integrated with the profession's domain and process. Students will explore how various frames of reference apply to different client populations and practice settings while developing effective clinical reasoning skills within the framework of professional roles, ethical standards, and scope of practice.

Course Learning Outcomes

1. Analyze the foundational theories and frames of reference in occupational therapy and apply them to diverse client populations and practice settings using the language and structure of the OTPF-4.

ACOTE Standards:

- **B.2.1:** Apply theoretical models and frames of reference.
- **B.1.1:** Understand human development and occupation across the lifespan.
- **B.2.2:** Recognize the effect of health conditions on occupational performance

2. Demonstrate effective clinical reasoning by integrating occupational therapy's domain and process with client-centered evaluation, intervention planning, and outcome measurement.

ACOTE Standards:

- **B.4.4:** Apply clinical reasoning.
- **B.2.6:** Demonstrate problem-solving in OT contexts.
- **B.4.3:** Apply intervention planning within the OT process.

3. Evaluate the role of occupational therapists within various service delivery models while adhering to ethical principles, standards of practice, and professional responsibilities outlined by AOTA.

ACOTE Standards:

- **B.7.2:** Understand roles and responsibilities of OT/OTA.
- **B.7.6:** Apply ethical decision-making.
- **B.7.3:** Understand models of supervision and collaboration

4. Synthesize theoretical knowledge with evidence-based practices to support occupation-based interventions that align with the values and goals of both clients and the profession.

ACOTE Standards:

- **B.4.1:** Apply evidence-based OT interventions.
- **B.2.3:** Understand occupation-based models.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- **B.4.8:** Use occupation as the foundation for intervention

OTA 120 Task Analysis and Documentation

Total Course Hours: 45 (45 Theory, 0 Lab) Semester Credits: 3

This course explores the fundamental concepts of task, activity, and performance analysis. Students will learn essential techniques for grading and adapting tools, materials, and environments to enhance occupational performance across diverse populations. These skills will serve as a foundation for future OTA coursework. Additionally, students will apply the principles of the *Occupational Therapy Practice Framework: Domain and Process* when conducting activity analysis. Students will learn to document in alignment with reimbursement requirements, practice setting guidelines, and the occupational therapy process. Legal considerations related to documentation will also be examined. Additionally, students will develop entry-level proficiency in various documentation formats, both print and electronic.

Course Learning Outcomes

1. Explain and apply the principles of task, activity, and occupational performance analysis using terminology consistent with the *Occupational Therapy Practice Framework: Domain and Process* (4th ed.).

ACOTE Standards:

- **B.2.3:** Understand task/activity analysis and the OTPF.
- **B.2.2:** Relate health conditions to occupational performance.
- **B.4.2:** Select appropriate evaluation methods

2. Demonstrate the ability to grade and adapt activities, tools, and environments to support participation and performance across various client populations and contexts.

ACOTE Standards:

- **B.4.7:** Modify environments and occupations to support performance.
- **B.4.8:** Apply activity modification for improved function

3. Develop accurate and legally sound documentation in alignment with reimbursement requirements, professional standards, and specific practice setting guidelines using both print and electronic formats.

ACOTE Standards:

- **B.4.10:** Document OT services to meet standards.
- **B.7.4:** Understand documentation requirements for reimbursement.
- **B.7.5:** Apply documentation to service delivery and ethics.

4. Apply clinical reasoning to select and document relevant aspects of occupational performance, considering client factors, performance skills, and contextual variables as outlined in the OTPF–4 and supported by *Occupational and Activity Analysis*.

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ACOTE Standards:

- **B.4.4:** Demonstrate clinical reasoning.
- **B.2.5:** Apply principles of communication and therapeutic use of self.
- **B.4.3:** Develop and implement intervention plans.

OTA 130 Human Occupation Across the Lifespan (Social & Psychological Science GE Designation)

Total Course Hours: 45 (45 Theory, 0 Lab) Semester Credits: 3

This course examines typical and atypical human growth and development across the lifespan, focusing on physical, psychological, and cognitive domains. Emphasis is placed on the connection between development, health, and wellness in relation to occupational performance at all life stages. Students will also explore multicultural perspectives and the influence of environmental, sociological, socioeconomic, and other diversity factors on human development.

Course Learning Outcomes

1. Describe typical and atypical patterns of human development across the lifespan, including physical, psychological, and cognitive domains, using a developmental framework.

ACOTE Standards:

- **B.1.1:** Understand human development and its impact on occupation.
- **B.1.2:** Identify developmental milestones

2. Analyze the relationship between human development, health, wellness, and occupational performance across different life stages.

ACOTE Standards:

- **B.2.2:** Recognize health conditions' effects on occupational performance.
- **B.2.1:** Apply understanding of development to occupational therapy.

3. Evaluate the impact of sociocultural, socioeconomic, and environmental factors—including multicultural and diversity considerations—on human development and occupational engagement.

ACOTE Standards:

- **B.1.3:** Recognize the influence of culture, context, and environment.
- **B.5.4:** Demonstrate cultural responsiveness in practice.

4. Apply knowledge of developmental milestones and performance patterns to identify potential supports and barriers to occupational participation across the lifespan.

ACOTE Standards:

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- **B.2.4:** Apply performance skills and patterns to client needs.
- **B.4.3:** Develop intervention plans based on developmental understanding.

Social & Psychological Sciences, History

Social and Psychological Science Outcomes

- Have an awareness of major perspectives in social and individual behavior.
- Be able to apply social science theories to multicultural perspectives.
- Understand how historical experiences influence current theories.
- Be able to apply critical thinking skills.
- Be able to recognize and practice ethical research techniques.

The *Human Occupation Across the Lifespan* course offers a comprehensive examination of typical and atypical human growth and development, focusing on physical, psychological, and cognitive domains. This aligns with the Social and Psychological Sciences learning outcomes by fostering an awareness of major perspectives in social and individual behavior. The course emphasizes the connection between development, health, and wellness in relation to occupational performance at all life stages, enabling students to apply social science theories to multicultural perspectives. By exploring multicultural perspectives and the influence of environmental, sociological, socioeconomic, and other diversity factors on human development, students gain insight into how historical experiences influence current theories. The curriculum encourages the application of critical thinking skills through the analysis of developmental theories and their impact on occupational performance. Additionally, students are introduced to ethical research techniques, ensuring they recognize and practice ethical considerations in the study and application of human development concepts. Through this multifaceted approach, the course equips students with a holistic understanding of human development and its implications for occupational therapy practice.

OTA 200 Fieldwork I

Total Course Hours: 40 (0 Theory, 0 Lab, 1 FW) Semester Credits: 1

This course provides the student with the opportunity to recognize the use of models of practice and occupational therapy skills in practice settings under the supervision of qualified and credentialed practitioner(s). Fieldwork consists of 40 hours of placement in selected settings.

Course Learning Outcomes

1. Apply foundational knowledge of occupational therapy theories, models of practice, and the OTPF to observe and report on client performance, therapeutic interactions, and contextual factors during Level I fieldwork experiences.

ACOTE Standards:

- B.3.1: Explains the role of occupation in the promotion of health and participation.
- B.3.3: Articulates the distinct value of occupational therapy in promoting health, well-being, and participation.
- C.1.6: Describes the value of Level I fieldwork as a means to introduce students to the fieldwork experience.

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2. Demonstrate professional behaviors and effective observation, documentation, and communication skills appropriate for a Level I fieldwork setting under the supervision of qualified personnel.

ACOTE Standards:

- B.4.1: Demonstrates effective communication, both verbal and non-verbal.
- B.7.1: Adheres to the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and all legal and regulatory requirements.
- C.1.7: Ensures that documentation reflects the student's exposure to the delivery of occupational therapy services and the role of the occupational therapy assistant.

OTA 201 Movement in Occupations (Natural Science GE Designation)

Total Course Hours: 75 (45 Theory, 30 Lab) Semester Credits: 4

This integrated lecture and lab course introduces students to the principles of movement as they relate to occupational performance using basic human biology principles. Students will review major body systems concepts and apply them to biomechanical function. Emphasis is placed on understanding the body's anatomical structures and the basic physics principles that enable functional (physiology) mobility and activity. Students will apply kinesiology concepts to manual muscle testing, range of motion assessment, and movement analysis.

Course Learning Outcomes

1. Describe the major body systems and anatomical structures involved in human movement and explain their relationship to occupational performance.

ACOTE Standards:

- **B.2.1:** Understands human development and the role of the body systems in occupational engagement.
- **B.2.3:** Explains the relationship of body functions and structures to performance in occupation.
- **B.4.2:** Applies foundational knowledge of clinical conditions and systems relevant to occupational therapy.

2. Explain the basic principles of biomechanics and kinesiology, including joint movement, muscle function, and physical forces, as they apply to occupational tasks.

ACOTE Standards:

- **B.2.5:** Applies biomechanical and kinesiology concepts to evaluate movement and performance.
- **B.4.12:** Utilizes movement-related knowledge to support OT interventions.
- **B.4.10:** Understands the use of occupation-based interventions involving physical function.

3. Demonstrate competency in administering and interpreting manual muscle testing and range of motion assessments within the OTA scope of practice.

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ACOTE Standards:

- **B.4.5:** Assists in selecting and administering appropriate screening and assessment tools.
- **B.4.6:** Accurately collects and reports objective and subjective data.
- **B.4.7:** Uses data to contribute to the intervention planning process in collaboration with the OT.

4. Analyze functional movement patterns and performance during occupation, using observation and basic biomechanical assessment to inform intervention planning.

ACOTE Standards:

- **B.2.5:** Applies understanding of kinesiology and movement science in occupational therapy practice.
- **B.4.1:** Demonstrates the ability to contribute to the occupational therapy process, including observation and documentation of movement.
- **B.4.13:** Participates in the development and implementation of occupation-based intervention strategies based on movement analysis.

Natural Science

Natural Science Outcomes

- Understand and demonstrate methods used to gather, test, and interpret scientific data.
- Understand basic principles that explain the natural world.
- Solve quantitative problems and interpret solutions.
- Use inductive and deductive scientific reasoning to solve novel problems.

The OTA 201 course, *Movement in Occupations*, provides foundational knowledge essential for understanding human movement and its impact on occupational performance. The course provides instruction on the major body systems (e.g. musculoskeletal, nervous, etc.) and their anatomical structures, emphasizing their roles in facilitating or hindering daily activities. Students explore the interrelationship between body functions and occupational engagement, gaining insights into how impairments in these systems can affect performance. The course also covers basic principles of biomechanics and kinesiology, including joint movement, muscle function, and physical forces, as they apply to occupational tasks. Through practical applications, students learn to evaluate movement and performance, utilizing movement-related knowledge to support OT interventions. Competency in administering and interpreting manual muscle testing and range of motion assessments is developed, ensuring accurate data collection and reporting to inform intervention planning. Furthermore, students analyze functional movement patterns and performance during occupation, using observation and basic biomechanical assessment to inform intervention planning. By integrating these concepts, the course meets dual natural science learning outcomes, enhancing students' ability to gather, test, and interpret scientific data, understand basic principles explaining the natural world, and apply scientific reasoning to solve novel problems.

OTA 210 OTA in Mental Health (Social & Psychological Sciences GE Designation)

Total Course Hours: 45 (45 Theory, 0 Lab) Semester Credits: 3

This course examines the biological bases of behavior, learning and memory, cognition, motivation, and social processes in mental health practice, along with common psychological diagnoses and both traditional and emerging practice settings. Students will explore key approaches and treatment used in mental health care and their application within occupational therapy. Topics include the use of group interventions, selected assessments, and occupational

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performance-based treatment strategies. Emphasis will be placed on developing performance skills, particularly in areas such as emotion regulation and cognition.

Course Learning Outcomes

1. Identify and describe common mental health conditions and psychological diagnoses using appropriate terminology from the DSM and relate them to occupational performance challenges.

ACOTE Standards

- **B.1.1:** Demonstrate knowledge of human development and conditions impacting mental health.
- **B.2.2:** Recognize the effect of health conditions on occupational performance.
- **B.3.5:** Identify the use and implications of the DSM and other diagnostic tools

2. Apply foundational knowledge of behavioral, cognitive, and social processes to select and implement evidence-based occupational therapy interventions in traditional and emerging mental health settings.

ACOTE Standards

- **B.2.1:** Demonstrate understanding of psychological and social influences on occupational performance.
- **B.4.1:** Apply evidence-based OT interventions across the lifespan.
- **B.4.4:** Demonstrate clinical reasoning in implementation of OT services.

3. Demonstrate the use of group dynamics and group intervention techniques to support client participation, emotion regulation, and social interaction skills in mental health practice.

ACOTE Standards:

- **B.4.5:** Demonstrate the ability to facilitate group interventions.
- **B.4.6:** Address emotional and social regulation skills in interventions.
- **B.2.5:** Apply principles of therapeutic use of self and effective communication in group settings.

4. Select and utilize appropriate assessments and occupation-based treatment strategies to address cognitive, emotional, and psychosocial performance deficits in individuals with mental health conditions.

ACOTE Standards:

- **B.4.2:** Use selected assessment tools and techniques to determine client needs.
- **B.4.3:** Understand and apply intervention plans and strategies consistent with the OT process.
- **B.4.8:** Apply occupation-based approaches for performance improvement

Social & Psychological Sciences, History

Social and Psychological Science Outcomes

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- Have an awareness of major perspectives in social and individual behavior.
- Be able to apply social science theories to multicultural perspectives.
- Understand how historical experiences influence current theories.
- Be able to apply critical thinking skills.
- Be able to recognize and practice ethical research techniques.

The *OTA in Mental Health* course offers a comprehensive examination of the biological bases of behavior, cognition, motivation, and social processes, aligning with the Social and Psychological Sciences learning outcomes. By exploring common psychological diagnoses and both traditional and emerging practice settings, students develop an awareness of major perspectives in social and individual behavior, fulfilling the first outcome. The course emphasizes the application of social science theories to multicultural perspectives, particularly through the use of group interventions and performance-based treatment strategies, addressing the second outcome. Understanding how historical experiences influence current theories is integrated by examining the evolution of mental health practices and their impact on occupational performance, thereby meeting the third outcome. Students are encouraged to apply critical thinking skills when analyzing treatment approaches and assessing their effectiveness, fulfilling the fourth outcome. Additionally, the course incorporates ethical considerations in research and practice, ensuring students recognize and practice ethical research techniques, in line with the fifth outcome. Through this multifaceted approach, the course prepares students to engage thoughtfully and ethically in mental health practice within the field of occupational therapy.

OTA 220 Principles and Practice in Physical Health (Natural Science GE Designation)

Total Course Hours: 75 (45 Theory, 30 Lab) Semester Credits: 4

This course explores the biological, psychological, and social models of physical health and wellness, emphasizing common diagnoses and pathologies encountered in occupational therapy (OT) practice. Students will be introduced to assessments used for various conditions, particularly those affecting the musculoskeletal and cardiopulmonary systems. The course also covers tools and interventions commonly utilized in physical health and emerging practice settings, highlighting their integration with OT practice. Students will examine occupational therapy treatment approaches and performance-based interventions within the profession's scope, roles, frames of reference, and practice guidelines.

Course Learning Outcomes:

1. Describe common diagnoses and pathologies affecting the musculoskeletal and cardiopulmonary systems, and explain their impact on occupational performance and participation.

ACOTE Standards:

- **B.2.2:** Understands typical and atypical development and the effects of pathology and disability on occupational performance.
- **B.3.2:** Explains the influence of disease processes and trauma on health, wellness, and participation in occupation.
- **B.4.2:** Applies knowledge of clinical conditions commonly seen in occupational therapy practice.

2. Identify and describe assessment tools and screening methods used in occupational therapy for individuals with physical health conditions, particularly those related to musculoskeletal and cardiopulmonary function.

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ACOTE Standards:

- **B.4.3:** Demonstrates knowledge of basic screening and assessment tools used in OT.
- **B.4.5:** Assists with assessments under the supervision of an occupational therapist.
- **B.4.6:** Gathers and reports data necessary for the OT process.

3. Apply foundational knowledge of occupation-based treatment approaches and evidence-informed interventions used in OT for clients with physical disabilities in both traditional and emerging practice settings.

ACOTE Standards:

- **B.4.1:** Describes and applies components of the occupational therapy process.
- **B.4.10:** Demonstrates knowledge of occupation-based interventions for clients with physical dysfunction.
- **B.4.14:** Applies interventions consistent with the occupational therapy practice framework and frames of reference.

4. Explain the role and responsibilities of the OTA in providing physical health interventions within the scope of occupational therapy, adhering to professional standards and ethical guidelines.

ACOTE Standards:

- **B.3.1:** Demonstrates knowledge of the scope and role of occupational therapy personnel.
- **B.4.13:** Understands the OTA's role in the intervention process, including collaboration with the OT.
- **B.9.1 & B.9.2:** Adheres to standards of practice and ethical principles in delivering OT services.

Natural Science

Natural Science Outcomes

- Understand and demonstrate methods used to gather, test, and interpret scientific data.
- Understand basic principles that explain the natural world.
- Solve quantitative problems and interpret solutions.
- Use inductive and deductive scientific reasoning to solve novel problems.

The OTA 220 course, *Principles and Practice in Physical Health*, equips students with essential knowledge and skills to address musculoskeletal and cardiopulmonary conditions impacting occupational performance. The course instructs on common diagnoses such as arthritis, fractures, chronic obstructive pulmonary disease (COPD), and heart failure, exploring their effects on daily activities and participation. Students learn to identify and describe various assessment tools and screening methods used in occupational therapy for individuals with physical health conditions, particularly those related to musculoskeletal and cardiopulmonary function. The course emphasizes the application of foundational knowledge in occupation-based treatment approaches and evidence-informed interventions for clients with physical disabilities. Additionally, students gain an understanding of the role and responsibilities of the OTA in providing physical health interventions within the scope of occupational therapy, adhering to professional standards and ethical guidelines. By integrating these concepts, the course prepares students to contribute effectively to the occupational therapy process, ensuring safe and effective interventions for individuals with physical health conditions.

OTA 230 Foundational Concepts and Interventions in Pediatrics

Total Course Hours: 75 (45 Theory, 30 Lab) Semester Credits: 4

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In this course, students will explore the limitations and challenges of occupational engagement for individuals from birth to 21 years old. They will examine the role of the occupational therapy assistant (OTA) in pediatric settings and the overall function of occupational therapy within the field of pediatrics. Students will study common disabilities and diagnoses, understanding their impact on treatment across various areas of occupation in traditional, community-based, and emerging practice settings. The course will also cover treatment interventions typically used by the OTA in pediatric practice. Students will integrate occupation-based concepts of mental and physical health to develop occupational performance interventions for the pediatric population.

Course Learning Outcomes

1. Identify common pediatric diagnoses and disabilities, and explain their impact on occupational performance and participation across developmental stages from birth to 21 years.

ACOTE Standards:

- **B.2.2:** Differentiates typical and atypical development and their effects on function.
- **B.2.4:** Describes the impact of health conditions on occupational performance.
- **B.4.2:** Applies knowledge of conditions commonly seen in pediatric OT practice.

2. Demonstrate foundational skills in implementing occupation-based and developmentally appropriate interventions for children and adolescents in traditional, community-based, and emerging pediatric practice settings.

ACOTE Standards:

- **B.4.1:** Describes and applies the occupational therapy process.
- **B.4.10:** Demonstrates knowledge of occupation-based interventions for children and youth.
- **B.4.14:** Applies selected frames of reference and practice models to intervention planning.

3. Describe the role and responsibilities of the occupational therapy assistant in pediatric practice, including collaboration with the occupational therapist and other professionals.

ACOTE Standards:

- **B.3.1:** Understands the roles and responsibilities of the OTA and OT in service delivery.
- **B.5.2:** Demonstrates skills in professional collaboration and communication in pediatric settings.
- **B.9.1:** Complies with standards of practice and professional conduct.

4. Integrate physical, mental, and psychosocial considerations to develop holistic, client-centered intervention strategies that promote engagement in meaningful pediatric occupations.

ACOTE Standards:

- **B.1.4:** Demonstrates understanding of client-centered care and family dynamics.
- **B.3.2:** Applies knowledge of the impact of psychosocial, cognitive, and physical factors on performance.
- **B.4.13:** Assists with development and implementation of interventions addressing multiple domains of function.

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Total Course Hours: 75 (45 Theory, 30 Lab) Semester Credits: 4

This lecture/lab course provides students with a comprehensive "toolbox" of commonly used intervention strategies in occupational therapy practice. Emphasizing occupation both as a treatment method and a desired outcome, the course covers a variety of techniques designed to enhance client engagement. Students will explore preparatory activities for occupational participation, as well as strategies for client (re)training in activities of daily living (ADLs), instrumental activities of daily living (IADLs), transfers, mobility, adaptive equipment use, neuromuscular function, and sensory perception to address diverse occupational needs.

Course Learning Outcomes

1. Explain and apply occupation-based and preparatory intervention techniques used to support performance in activities of daily living (ADLs) and instrumental activities of daily living (IADLs).

ACOTE Standards:

- **B.4.1:** Describes and applies the OT process, including analysis of occupational performance.
- **B.4.10:** Demonstrates knowledge of occupation-based interventions for clients across the lifespan.
- **B.4.11:** Selects and uses preparatory methods and tasks to support occupational performance.

2. Demonstrate the use of adaptive equipment and assistive technology to enhance client independence in mobility, transfers, and self-care.

ACOTE Standards:

- **B.4.9:** Demonstrates knowledge of and selects appropriate assistive technologies and devices.
- **B.4.10:** Implements occupation-based interventions to promote functional mobility and participation.
- **B.4.12:** Applies knowledge of biomechanical and neuromuscular principles in the use of equipment and techniques.

3. Implement client-centered strategies for retraining neuromuscular and sensory functions to facilitate engagement in meaningful occupations.

ACOTE Standards:

- **B.3.2:** Understands the influence of physical, cognitive, and psychosocial factors on performance.
- **B.4.13:** Participates in the intervention process by providing training to improve sensory, motor, and neuromuscular performance.
- **B.4.14:** Applies selected frames of reference and evidence-informed approaches to intervention planning.

4. Analyze occupational performance to determine appropriate intervention approaches, adapting tasks and environments to meet diverse client needs across practice settings.

ACOTE Standards:

- **B.1.4:** Recognizes the importance of individualized, client-centered care.
- **B.4.6:** Collects and reports relevant data to inform the intervention process.
- **B.4.13:** Contributes to the modification of environments and occupations to support participation.

OTA 235 Human Occupations II

Total Course Hours: 75 (45 Theory, 30 Lab) Semester Credits: 4

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This course gives a comprehensive overview of academic frameworks and clinical applications. Students will integrate key aspects of the occupational therapy domain to assess client needs, develop occupation-based interventions, and critically evaluate their application of OT concepts. The course also introduces the foundational principles of physical agent modalities (PAMs) and other specialized interventions commonly used in practice, with opportunities to apply related techniques. Through hands-on scenarios, students will simulate real-world situations they may encounter during fieldwork and professional practice.

Course Learning Outcomes

1. Integrate occupational therapy theories, models, and frames of reference to assess client needs and guide the development of evidence-informed, occupation-based intervention plans.

ACOTE Standards:

- **B.4.1:** Describes and applies the occupational therapy process to meet individual client needs.
- **B.4.14:** Applies appropriate models of practice and frames of reference in clinical reasoning.
- **B.6.1:** Demonstrates clinical reasoning throughout the OT process.

2. Select and implement advanced intervention strategies, including preparatory methods, physical agent modalities (PAMs), and specialized techniques, under appropriate supervision and within the OTA scope of practice.

ACOTE Standards:

- **B.4.11:** Uses preparatory methods and tasks appropriately to support occupational performance.
- **B.4.15:** Demonstrates safe and effective use of physical agent modalities (PAMs) under OT supervision.
- **B.4.10:** Uses occupation-based interventions that reflect client priorities and clinical needs.

3. Critically evaluate the effectiveness of occupation-based interventions and make appropriate modifications based on client response and performance outcomes.

ACOTE Standards:

- **B.4.7:** Gathers and interprets outcome data to contribute to the modification of interventions.
- **B.4.13:** Participates in revising treatment plans based on client feedback and performance.
- **B.6.3:** Uses outcome measures and clinical reasoning to evaluate intervention efficacy.

4. Demonstrate professional behaviors, problem-solving, and documentation skills through simulated real-world occupational therapy scenarios in preparation for fieldwork and entry-level practice.

ACOTE Standards:

- **B.5.1:** Demonstrates professional behaviors and responsibilities in simulated and practice settings.
- **B.4.6:** Accurately documents services provided and client progress.
- **B.6.2:** Applies critical thinking and ethical decision-making in practice-based scenarios.

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Total Course Hours: 45 (45 Theory, 0 Lab) Semester Credits: 3

This course introduces occupational therapy assistant (OTA) students to the foundational concepts of management, scholarship, leadership, and professionalism. Students will develop an understanding of professional behaviors essential for success in fieldwork and future practice. Emphasis is placed on cultivating effective workplace skills and integrating them into both academic and professional settings. Additionally, students will explore the importance of advocating for the occupational therapy profession at the state and national levels and engaging in professional organizations. The scholarship component focuses on locating, interpreting, and understanding scholarly research, while the leadership and professionalism components enhance basic moral concepts and a survey of the ways in which these concepts operate in contexts. Applications are made to contemporary moral issues one might encounter in the work world or the student's field of study.

Course Learning Outcomes

1. Demonstrate knowledge of ethical principles, professional behavior, and standards of practice required for effective performance in academic, clinical, and workplace settings.

ACOTE Standards:

- **B.9.1:** Adheres to the Occupational Therapy Code of Ethics and Standards of Practice.
- **B.9.2:** Demonstrates professional behaviors, including responsibility, dependability, and time management.
- **B.5.1:** Exhibits professional behaviors consistent with the expectations of fieldwork and clinical practice.

2. Analyze contemporary moral and ethical issues relevant to occupational therapy and apply ethical decision-making frameworks in real-world and simulated scenarios.

ACOTE Standards:

- **B.9.1:** Applies ethical principles to practice-based decisions and dilemmas.
- **B.6.2:** Demonstrates sound clinical reasoning and ethical judgment in problem-solving.
- **B.9.6:** Understands how to handle ethical conflicts and consult with appropriate resources.

3. Locate, interpret, and apply scholarly research to inform evidence-based occupational therapy practice and demonstrate an understanding of the importance of lifelong learning.

ACOTE Standards:

- **B.8.1:** Understands how to use scholarly literature to inform clinical decision-making.
- **B.8.2:** Demonstrates skills in accessing, evaluating, and applying research findings.
- **B.8.3:** Recognizes the value of ongoing professional development and scholarship.

4. Explain the importance of leadership, advocacy, and active participation in professional organizations to promote occupational therapy at the state and national levels.

ACOTE Standards:

- **B.7.1:** Understands the role of professional associations and the importance of participation.
- **B.7.2:** Demonstrates advocacy skills to support the profession and clients.

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- **B.5.2:** Collaborates and communicates effectively within the interprofessional team and the profession.

Humanities & Fine Arts

Humanities and Fine Arts Outcomes

- Identify a variety of artistic styles, movements, schools of thought/expression, and cultures.
- Analyze, interpret, and evaluate a range of human expressions and values using critical strategies.
- Engage in imaginative expression.
- Appreciate a diversity of worldviews or perspectives.

The OTA 240 course, *Professional Issues and Ethical Considerations*, offers a comprehensive exploration of professional behaviors essential for success in fieldwork and future practice. Emphasizing the development of effective workplace skills, the course integrates these competencies into both academic and professional settings. Students delve into the importance of advocating for the occupational therapy profession at state and national levels, engaging in professional organizations to promote the field. The scholarship component focuses on locating, interpreting, and understanding scholarly research, fostering critical analysis and evaluation of a range of human expressions and values. Additionally, the leadership and professionalism components enhance basic moral concepts, applying them to contemporary moral issues encountered in the workplace. Through these multifaceted approaches, the course aligns with humanities and fine arts outcomes by encouraging students to appreciate a diversity of worldviews, engage in imaginative expression, and analyze and interpret various human experiences. This holistic preparation ensures that students are well-equipped to navigate the complexities of the occupational therapy profession with professionalism and ethical integrity.

OTA 251 Fieldwork II A

Total Course Hours: 320 (0 Theory, 0 Lab, 320 FW) Semester Credits: 7

This fieldwork course provides the student with the opportunity to apply learned models of practice and occupational therapy skills in a practice setting under the supervision of qualified and credentialed occupational therapy practitioner(s). This fieldwork consists of 320 hours of placement in selected settings.

Course Learning Outcomes

1. Demonstrate entry-level competency in delivering occupational therapy services through the application of learned models of practice, therapeutic use of self, and occupation-based interventions across a variety of practice settings.

ACOTE Standards:

- **C.1.2:** Demonstrates entry-level competence during Level II fieldwork.
 - **B.4.10:** Provides occupation-based, client-centered interventions under OT supervision.
 - **B.4.23:** Demonstrates therapeutic use of self, including empathy, rapport-building, and client collaboration.
2. Communicate effectively and professionally with clients, families, and the interprofessional team to support collaborative care and promote optimal client outcomes.

ACOTE Standards:

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- **B.5.20:** Uses effective communication skills with clients and team members.
 - **B.5.21:** Collaborates with the OT and interprofessional team for coordinated care.
 - **B.7.1:** Demonstrates professional behaviors in all interactions.
3. Reflect on fieldwork experiences to identify emerging clinical reasoning skills, strengthen self-awareness, and build a foundational understanding of the OTA's role within service delivery.

ACOTE Standards:

- **B.6.1:** Demonstrates developing clinical reasoning during fieldwork.
 - **B.5.5:** Describes the roles and responsibilities of the OTA within the OT process.
 - **B.9.4:** Engages in self-assessment and reflects on performance for professional growth.
4. Document occupational therapy services accurately and appropriately in accordance with professional, legal, and ethical standards for reimbursement and quality care.

ACOTE Standards:

- **B.4.29:** Documents occupational therapy services to ensure accountability and meet standards.
- **B.4.30:** Documents services to facilitate reimbursement and comply with regulatory requirements.
- **B.7.2:** Adheres to AOTA Code of Ethics and legal requirements in documentation.

OTA 252 Fieldwork II B

Total Course Hours: 320 (0 Theory, 0 Lab, 320 FW) Semester Credits: 7

This fieldwork course provides the student with the opportunity to apply learned models of practice and occupational therapy skills in a practice setting under the supervision of qualified and credentialed occupational therapy practitioner(s). This fieldwork consists of 320 hours of placement in selected settings.

Course Learning Outcomes

1. Demonstrate entry-level competency in delivering occupational therapy services through the application of learned models of practice, therapeutic use of self, and occupation-based interventions across a variety of practice settings.

ACOTE Standards:

- **C.1.2:** Demonstrates entry-level competence during Level II fieldwork.
- **B.4.10:** Provides occupation-based, client-centered interventions under OT supervision.
- **B.4.23:** Demonstrates therapeutic use of self, including empathy, rapport-building, and client collaboration.

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2. Communicate effectively and professionally with clients, families, and the interprofessional team to support collaborative care and promote optimal client outcomes.

ACOTE Standards:

- **B.5.20:** Uses effective communication skills with clients and team members.
- **B.5.21:** Collaborates with the OT and interprofessional team for coordinated care.
- **B.7.1:** Demonstrates professional behaviors in all interactions.

3. Reflect on fieldwork experiences to identify emerging clinical reasoning skills, strengthen self-awareness, and build a foundational understanding of the OTA's role within service delivery.

ACOTE Standards:

- **B.6.1:** Demonstrates developing clinical reasoning during fieldwork.
- **B.5.5:** Describes the roles and responsibilities of the OTA within the OT process.
- **B.9.4:** Engages in self-assessment and reflects on performance for professional growth.

4. Document occupational therapy services accurately and appropriately in accordance with professional, legal, and ethical standards for reimbursement and quality care.

ACOTE Standards:

- **B.4.29:** Documents occupational therapy services to ensure accountability and meet standards.
- **B.4.30:** Documents services to facilitate reimbursement and comply with regulatory requirements.
- **B.7.2:** Adheres to AOTA Code of Ethics and legal requirements in documentation.

OTA 299 Capstone

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Fieldwork) Semester Credits: 1

This capstone course is held on a weekly basis during OTA students' Level II Fieldwork rotations. It will provide students with a valuable opportunity to synthesize, reflect on, and articulate their fieldwork education, develop their skills, and discuss how to make a meaningful contribution to the field of occupational therapy using their clinical experiences.

Course Learning Outcomes

1. Evaluate and synthesize clinical experiences from Level II Fieldwork to demonstrate integration of theoretical knowledge, therapeutic use of self, and evidence-based practice within occupational therapy interventions.

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ACOTE Standards (2023):

- C.1.6: Integration of knowledge from didactic and fieldwork education
- C.2.4: Apply professional reasoning
- C.3.2: Incorporate evidence-based practice

2. Reflect on and articulate personal and professional development by identifying specific competencies, growth areas, and future contributions to the occupational therapy profession.

ACOTE Standards (2023):

- C.2.6: Demonstrate self-assessment and self-directed learning
- C.2.5: Engage in professional behaviors
- D.1.2: Identify roles and responsibilities in professional development

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:
 AWARD LEVEL: UG
 PROGRAM NAME: Occupational Therapy Assistant
 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 | | | 15 | 30 | 30 | 30 | 30 |
| Credit Hours | | | | | | | |
| annual avg. credits hours earned per student in program related curriculum | | | 47 | 47 | 47 | 47 | 47 |
| Student FTE | | | | | | | |
| Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24 | | | 23.5 | 47 | 47 | 47 | 47 |
| Completions | | | | | | | |
| Annual number of program completers | | | 15 | 15 | 15 | 15 | 15 |
| REVENUE | | | | | | | |
| Tuition Revenue (net of waivers) | | \$0 | \$23,215 | \$92,858 | \$92,858 | \$92,858 | \$92,858 |
| Institutional Support | | \$246,070 | \$337,278 | \$253,947 | \$251,888 | \$255,924 | \$260,040 |
| Other Outside Funds (grants, gifts, etc.) | | \$152,885 | \$50,000 | | | | |
| Program Tuition/Fees | | | \$6,900 | \$26,100 | \$33,900 | \$33,900 | \$33,900 |
| Total Revenue | | \$398,955 | \$417,393 | \$372,905 | \$378,646 | \$382,682 | \$386,798 |
| Total Revenue per Student FTE | | #VALUE! | \$17,761 | \$7,934 | \$8,056 | \$8,142 | \$8,230 |
| EXPENDITURES | | | | | | | |
| Tenure Track Faculty | FTE | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | Salary + Benefits | | | | | | |
| Non-tenure Track Faculty *Includes Adjunct Instructors | FTE | 0.96 | 0.96 | 0.96 | 0.96 | 0.96 | 0.96 |
| | Salary + Benefits | \$32,337 | \$43,116 | \$43,116 | \$43,116 | \$43,116 | \$43,116 |
| Graduate Teaching Assistants | FTE | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | Salary + Benefits | | | | | | |
| Staff | FTE | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| | Salary + Benefits | \$188,360 | \$193,937 | \$197,816 | \$201,772 | \$205,807 | \$209,924 |
| Total Faculty & Staff | FTE | 2.96 | 2.96 | 2.96 | 2.96 | 2.96 | 2.96 |
| | Salary + Benefits | \$220,697 | \$237,053 | \$240,932 | \$244,888 | \$248,924 | \$253,040 |
| Operations (supplies, travel, rent, etc) | | | \$24,000 | \$37,225 | \$44,580 | \$12,225 | \$12,225 |
| Start-up Expenses (OTO) | | \$178,258 | \$131,884 | | | | |
| Total Expenses | | \$398,955 | \$392,937 | \$278,157 | \$289,468 | \$261,149 | \$265,265 |
| Student FTE to Faculty (TT + NTT) Ratio | | #VALUE! | 24.5 | 49.0 | 49.0 | 49.0 | 49.0 |
| Net Income/Deficit (Revenue - Expenses) | | \$0 | \$24,455 | \$94,748 | \$89,178 | \$121,534 | \$121,533 |

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



Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Montana Board of Regents FISCAL ANALYSIS PART 2

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

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

The Occupational Therapy Assistant (OTA) program will begin operations in January 2027 as a spring-start sprint degree designed to be completed in four consecutive semesters upon completion of the pre-requisites and admission to the program. The program start date is determined by the OTA accrediting body, the Accreditation Council for Occupational Therapy Education (ACOTE). Initial capacity in the program is 15 students per year in phase one, with phase two focused on increasing either the cohort size or the number of cohorts per year, and phase three focused on expanding the program through distance education to rural community partners. A program expansion will require additional staffing and potentially more lab space, resulting in higher operating costs, so the College is conservatively projecting that the cohort size will remain at 15 for the first 5 years of the program.

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

| Fall Headcount Enrollment | | | | | Graduates | | | | |
|---------------------------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|
| AY 26-27 | AY 27-28 | AY 28-29 | AY 29-30 | AY 30-31 | AY 27-28 | AY 28-29 | AY 29-30 | AY 30-31 | AY 31-32 |
| 15 | 30 | 30 | 30 | 30 | 15 | 15 | 15 | 15 | 15 |

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

Enrollment is based on ACOTE standards, available lab space, and clinical fieldwork site capacity. Helena College will begin with a cohort of 15 OTA students for the first few years to ensure quality and compliance. An additional 15 pre-OTA students are expected to be enrolled in prerequisite coursework during Semester 0.

1. Physical resources.

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

• Facilities and Space

Two existing areas on the Donaldson campus will be remodeled for the OTA program. Classrooms DON 205 and 206 will be converted into a lab space in FY26, with completion expected by June 2025. Office

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FISCAL ANALYSIS PART 2

space in DON 103 will be renovated in early FY27, with completion anticipated by December 2026. Both projects will receive funds from plant reserves and the classroom will also receive funds from the Computer Fee pot for instructional technology.

- **Equipment**

Most program equipment was purchased in FY25 using Perkins grant funding. Remaining items will be acquired through approved annual budgets (CUR) and/or the Academic Equipment fee fund. The OTA program is also collaborating with the Nursing program to share equipment and supplies where possible.

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

OTA lecture courses will use existing classroom space and equipment in addition to their lab space, which will require no additional purchases or funding. The impact on college operations is expected to be minimal, aside from a possible slight increase in utility usage. Custodial staff already support all campus spaces, including those scheduled for renovation.

2. Personnel resources.

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

OTA Program Director: Began July 1, 2024

Academic Fieldwork Coordinator: Began July 1, 2025

Permanent part-time faculty: To be hired fall 2025, start date TBD

Permanent part-time faculty: To be hired fall 2025, start date TBD

Sprint grant funding was utilized to pay the full salary and benefits for the OTA Program Director in FY25.

Perkins grant funding is being utilized to pay the full salary and benefits for the Academic Fieldwork Coordinator in FY26.

A Montana Healthcare Foundation Grant totaling \$100,000 was awarded for FY26 and FY27 that will be used to help pay for the permanent part-time faculty in both fiscal years.

Salaries and benefits for all OTA personnel have been planned for and have been or will be included in the annual budget.

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

The OTA program is supported by the Executive Director of General Education, Transfer, & Academic Support, with ongoing administrative support from the General Education Division Manager. The program collaborates with General Education faculty to ensure required courses provide the

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FISCAL ANALYSIS PART 2

foundational knowledge needed for student success and transfer opportunities. Like the Nursing program, the OTA program is expected to increase enrollment in general education courses, as both pre-OTA and OTA students will complete these requirements. Additional sections can be added as needed, generating net revenue even with added instructional costs.

3. Other resources.

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

Helena College's library offers comprehensive resources to support the OTA program. Library staff are actively collaborating with OTA faculty to identify any additional materials needed. Current funding is expected to be sufficient, with flexibility to adjust in future fiscal years if necessary.

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

Helena College will monitor the impact of pre-OTA and OTA students on existing student services and adjust staffing and resources as needed. In compliance with ACOTE standards, OTA program personnel will advise students directly and collaborate with student services to ensure comprehensive support.

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

The most significant financial impact of the OTA program occurs during its planning and implementation phase, which is currently underway. Costs include personnel, equipment, and facility renovations, while revenue from student enrollment has not yet begun. Two grants have been secured to offset implementation expenses, and additional funding opportunities may be pursued. Budget planning for both current and future program needs has been ongoing since FY24 to ensure institutional readiness and long-term support.

- a. Describe any expenses anticipated with the implementation of the new program. How will these expenses be met? *[200 words]*
- Personnel: Grant funding is currently being used to support personnel costs during the implementation phase. All personnel expenses will transition to the institutional budget.
 - Equipment: The Perkins grant funded most equipment purchases in FY25. Remaining equipment needs will be covered in FY26 and FY27 through approved academic fee funds and additional grant opportunities.
 - Facility Renovations: \$125,000 is allocated in FY26 for OTA lab renovations. A similar budget will be established in FY27 for OTA office space upgrades.

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FISCAL ANALYSIS PART 2

- 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]*

Helena College will use increased state appropriations from FY26–27 biennium to support the OTA program and other institutional priorities. If reallocating existing state funds becomes necessary, options will be reviewed by the Budget Council before final decisions are made. The College is committed to funding the OTA program without significantly impacting existing programs. While future increases in personnel costs may reduce available operating funds, this is a common challenge across all programs.

- 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.

Helena College will seek an increase in base funding to help offset the additional personnel required to support this important healthcare program. The increase will be requested in August 2026.

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

There are no one-time funding sources other than grants expected to support this program.

- 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]*

Helena College has secured three one-time grants—the Perkins Grant, Sprint Degree Grant, and Montana Healthcare Foundation Grant—to support OTA program implementation. While these grants cover initial costs, full financial support for the program is planned, with all ongoing expenses incorporated into the institutional budget.

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FISCAL ANALYSIS PART 2

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

OTA program fee: \$200 per semester (while in program)

OTA Course fees:

- OTA courses with labs will have a per course fee as outlined below:
 - OTA 201 Movement in Occupations: \$20 lab fee
 - OTA 220 Principles in Physical Health: \$20 lab fee
 - OTA 230 Foundational Concepts and Interventions in Pediatrics: \$20 lab fee
 - OTA 225 Human Occupations I: \$20 lab fee
 - OTA 235 Human Occupations II: \$20 lab fee
- OTA courses with fieldwork will have a per course fee as outlined below:
 - OTA 200 Level I Fieldwork: \$20 fee
 - OTA 251 Fieldwork II A: \$200 fee
 - OTA 252 Fieldwork II B: \$200 fee

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

Signature/Date

College or School Dean:

Sandy Bauman

Chief Academic Officer:

Sandy Bauman

Chief Executive Officer:

Sandy Bauman

Flagship Provost*:

Flagship President*:

*Not applicable to the Community Colleges.

Montana Board of Regents
FISCAL ANALYSIS PART 2

Appendix A – Proposed New Curriculum

Attachment 1: ASOTA Degree Map – Sprint Degree (completed in 4 consecutive semesters)

| Semester and Course | Credits | Fall/Spring Only | Milestone Course | Notes |
|---|-----------|-------------------|------------------|---|
| Semester 0 – Pre-Requisites | | | | |
| BIOH 201 A&P I | 4 | | | Natural Science |
| CHMY 121 Intro to Gen Chem OR BIOH 211 A&P II | 4 | | | Natural Science CHMY aligns with ASRN pre-reqs, BIOH is required for admission to UM OTD program. Students have a choice here. |
| M 121 College Algebra | 3 | | | Math |
| WRIT 101 College Writing | 3 | | | Writing |
| COLS 101 First Year Seminar | 3 | | | AS requirement |
| Total Semester Credits | 17 | | | Students apply for admission to the OTA Program |
| Semester 1 -- Program | | | | Spring Term |
| OTA 101 Fundamentals of OT | 3 | Spring | X | New |
| OTA 130 Human Occupation Across the Lifespan | 3 | Spring | X | New – Social & Psychological Science |
| NASX 105 Native American Studies | 3 | | | Diversity/CHAI |
| COMX 115 Interpersonal Communication | 3 | | | Oral Communication |
| ARTZ 101 Art Fundamentals, OR LIT 110 Intro to Literature, OR a MART course | 3 | Depends on course | | Humanities & Fine Arts Students have a choice here. Recommending courses that may be a good fit for the program and the schedule. |
| Total Semester Credits | 15 | | | |
| Semester 2 -- Program | | | | Summer Term |
| OTA 120 Task Analysis and Documentation | 3 | Summer | X | New |
| OTA 230 Foundations in Pediatrics | 4 | Summer | X | New |
| OTA 210 OTA in Mental Health | 3 | Summer | X | New – Social/Psychological Science |
| OTA 225 Human Occupations I | 4 | Summer | X | New |
| OTA 200 Level I Fieldwork | 1 | Summer | X | Fieldwork placement 45 hours |
| Total Semester Credits | 15 | | | Will need to evaluate this if Pell requirements change |
| Semester 3 -- Program | | | | Fall Term |
| OTA 201 Movement in Occupations | 4 | Fall | X | New – Natural Science (AS) |

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| | | | | |
|---|-----------|--------|---|---|
| | | | | |
| OTA 240 Professional Issues & Ethics | 3 | Fall | X | New – Humanities |
| OTA 220 Principles/Practice Physical Health | 4 | Fall | X | New – Natural Science (AS) |
| OTA 235 Human Occupations II | 4 | Fall | X | New |
| Total Semester Credits | 15 | | | |
| Semester 4 -- Program | | | | Spring |
| OTA 251 Level IIA Fieldwork | 7 | Spring | X | New – Completed off campus in fieldwork placement sites |
| OTA 252 Level IIB Fieldwork | 7 | Spring | X | New – Completed off campus in fieldwork placement sites |
| OTA 299 OTA Capstone | 1 | Spring | X | New |
| Total Semester Credits | 15 | | | Will need to evaluate this if Pell requirements change |
| Total Program/Degree Credits | 77 | | | |

Notes:

Pre-requisites align with ASRN pre-requisites so students can apply for either OTA or ASRN.

Mirrors the ASRN degree pathway with a pre-requisite semester and 4 program semesters.

This is a sprint degree designed to be completed in four consecutive semesters.

Total OTA Credits: 51 (17 credits have dual designation as GE Core courses).

Total GE Credits: 26

Total Degree Credits: 77

Montana University System
REQUEST TO PLAN FORM

ITEM 208-1901-R 0823

Meeting Date: September 2023

Item Name: Request for authorization to plan an Associate of Science in Occupational Therapy Assistant

Program/Center/Institute Title: **Helena College University of Montana**

Planned 6-digit CIP code:
51.0803

Campus, School/Department: **Helena College General Education & Transfer**

Expected Final Submission Date:

Contact Name/Info: **Robyn Kiesling, Executive Director General Education & Transfer**

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.

Helena College is seeking authorization for the creation of a new named Associate of Science degree in Occupational Therapy Assistant (OTA). The Occupational Therapy Assistant Program at Helena College will enable graduates to work in healthcare settings such as hospitals, rehabilitation clinics, skilled nursing facilities, school systems, mental health centers, home health agencies, etc. Graduates from the program will be prepared to take the National Board Certification in Occupational Therapy (NBCOT) examination which will allow them to gain licensure in any state for practice as an Occupational Therapy Assistant. To support this preparation, Helena College will seek accreditation through the Accreditation Council for Occupational Therapy Education (ACOTE) and will offer curriculum and fieldwork education that meets the ACOTE standards and policies. Acceptance into the program will be outlined by specific criteria determined by the program director. This will include, but will not be limited to, a high school diploma, 2.5 GPA, completion of specific coursework, etc. This will be the only Occupational Therapy Assistant program in the state of Montana and a new CTE healthcare option for Montana students.

The new ASOTA will be both a terminal associate degree that leads to licensure and a transfer degree that leads to baccalaureate degree options. The degree will meet all Helena College and MUS general education core requirements and meet all ACOTE accreditation standards for curriculum requirements. Due to the unique nature of this degree, the College is seeking authorization for a named A.S. degree.

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).

Occupational therapy plays an essential role in our healthcare system. Occupational therapy practitioners enable people of all ages to live life to its fullest by promoting health, and preventing injury, illness, or disability. Current trends indicate there is evidence that a workforce shortage exists in occupational therapy ([Lin et al., 2015](#)). The demand for occupational therapy services will outpace the supply of occupational therapists within the United States. Workforce shortages are expected to increase for all 50 states through 2030. Given this, Occupational Therapy Assistants are in high demand. According to the US Bureau of Labor Statistics, employment of Occupational Therapy Assistants is projected to grow nationwide 34 percent from 2020 to 2030, much faster than the average for all occupations (www.bls.gov). The increased demand is in response to the health needs of the aging baby-boom generations and a growing elderly population, as well as increased needs in pediatric and adult settings.

Montana University System
REQUEST TO PLAN FORM

In terms of future employment opportunities for students, recent statistics show there are over 9,300 jobs openings projected each year for occupational therapy assistants. Many will go unfilled as the supply has not met the demand over the past decade (www.aota.org). Potential income and earnings are advantageous for students interested in this field. The median annual wage for occupational therapy assistants was \$61,730 in May 2021. The lowest 10 percent earned less than \$46,810, and the highest 10 percent earned more than \$80,210 (www.bls.gov).

Specific to Montana, the median annual wage in May 2022 for an occupational therapy assistant was listed as \$66,470 (50th percentile for nation). However, the employment per 1,000 people was 0.09, giving it a location quotient of 0.29 (www.bls.gov). This is much lower than the national trend. At this time, there are 40 Occupational Therapy Assistants employed in the state, although the need for OTA's is much higher. This could be due to Montana currently not offering an OT assistant program to produce needed clinicians.

There are currently no OTA programs in the state of Montana. Students interested in this occupation must leave the state to continue their education and obtain their degree. The ACOTE science and math course requirements overlap with the pre-nursing requirements which will provide Helena College students with another career option requiring the same pre-requisites in the healthcare field.

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

Helena College has hired an Occupational Therapy consultant to help plan the new program. The program will eventually require a Program Director, a Fieldwork Coordinator, and qualified faculty (Occupational Therapists and Occupational Therapy Assistants) to teach in the program. The College plans to utilize grant funding beginning in FY25 to fund the Program Director position and will use FY24 to plan for the additional resources needed for personnel. Facility resources for the program are minimal, with dedicated classroom space (1-2 classrooms) needed for the program and some minor equipment that can be purchased with grant funding and/or academic equipment funding. Costs for the new program will eventually be covered by the increased enrollment expected from the new program.

- 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).

Discussions have already begun with both UM and UM Western to determine possible transfer options for students who complete their A.S. in OTA and want to continue their education and work towards a baccalaureate degree. It is the College's intention to have transfer pathways established and articulated prior to the start of the program so students can plan their educational pathways. The College is also exploring the possibility of structuring the OTA program like the Helena College/Bitterroot LPN program, where the college offers the didactic coursework remotely and students complete their field work/clinical in their community. This would allow the College to serve rural students and rural communities.

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

Montana University System
REQUEST TO PLAN FORM

Helena College is focused on serving our diverse community by providing the paths necessary to assist learners in achieving their educational and career goals and believes that the OTA program will offer Montana students an opportunity to enter this valuable healthcare career field without leaving the state. Focusing on new CTE programs that require a degree and lead to licensure is an academic priority for the College and this new program is included in the College's Academic Priorities and Planning Statement for AY 23-24. Prioritizing new and needed CTE programs for the state benefits Montana students and meets a workforce need for Montana communities.

Signature/Date

Chief Academic Officer:  8/1/2023

Chief Research Officer*:

Chief Executive Officer:  8/1/2023

Flagship Provost**:

Flagship President**:

*Center/Institute Proposal only

**Not applicable to the Community Colleges.

Helena College is requesting a named Associate of Science in Occupational Therapy Assistant (ASOTA). The new ASOTA aligns with BOR policy 301.12, section F:

1. The ASOTA is designed to transfer so students interested in completing a bachelor's degree may do so. The OTA program and the College strongly support offering an AS degree that enables seamless transfer, similar to how the ASRN transfers into a BSN. This ensures students can continue their education without losing credits or starting over. Achieving this will require collaboration with our MUS partner institutions, but we are confident in our ability to establish pathways and articulation agreements that support student success. The ASOTA degree meets both requirements below:
 - a. the degree meets the requirement for a minimum of 60 semester credit hours of college level work, and;
 - b. meets the requirements of board policy 301.10 through completion of the Helena College and MUS General Education Core.
2. Helena College is requesting an exception and the approval of the ASOTA that exceeds 60 semester credits of college work based on the following criteria:
 - a. Accreditation Standards: ACOTE Requirements. The Occupational Therapy Assistant program must meet the accreditation standards set forth by the Accreditation Council for Occupational Therapy Education (ACOTE), under the auspices of the American Occupational Therapy Association (AOTA). ACOTE's 2023 Standards require that accredited OTA programs include a rigorous sequence of didactic, laboratory, and fieldwork education that cannot be compressed into a 60-credit framework without compromising accreditation eligibility or educational quality. Specifically:
 - i. ACOTE Standard A.5.3 mandates a minimum of 16 weeks of Level II fieldwork, which alone will account for 14 credits in the 4th semester of the OTA program.
 - ii. ACOTE Standard B.4.0- B.5.0 require comprehensive instruction in human occupation, evidence-based practice, conditions impacting performance, therapeutic interventions, and interprofessional communication.
 - iii. The standards also mandate competencies in professional behaviors, ethical practice, and cultural responsiveness, which require integrated coursework and lab-based learning beyond a typical 60-credit load.
 - b. Across the country, the majority of accredited OTA programs exceed 70 credits in order to meet these requirements. Remaining within a 60-credit cap would prevent the program from achieving accreditation and graduating students eligible for certification and licensure.
 - c. Licensing Requirements: Though Montana doesn't set a credit threshold, the requirement to complete the full academic curriculum of an ACOTE accredited OTA program implies that credit hours must align with ACOTE's standards. Graduates of OTA programs must pass the National Board for Certification in Occupational Therapy (NBCOT) examination to become Certified Occupational Therapy Assistants (COTAs), a prerequisite for state licensure in all 50 states. Eligibility for the NBCOT exam requires graduation from an ACOTE accredited program. Therefore, if the program is not in compliance with the ACOTE requirements, which require more than 60 credits, OTA graduates would be ineligible for the exam and subsequent licensure.
 - d. Employment and Initial Success in the Profession: Employers consistently seek graduates who are not only clinically competent but also prepared for the complex, client-centered nature of modern OT practice. Foundational knowledge in anatomy,

kinesiology, psychology, medical conditions, documentation, and evidence-based interventions are essential for successful practice. Research shows that OTA students who academically perform higher have an increased likelihood of passing the NBCOT examination. Passing this examination not only indicates that an OTA will have the foundational knowledge needed to work in the field, but also clinical competency. In addition:

- i. Employers expect new graduates to function safely and effectively in diverse practice settings (e.g., hospitals, schools, outpatient clinics, and community-based settings).
 - ii. The profession demands strong clinical reasoning, professional communication, and hands-on technical skills. This requires extensive lab and fieldwork hours.
 - iii. Graduate success rates on the NBCOT exam and employer satisfaction are closely linked to comprehensive educational preparation, which cannot be delivered in a compressed curriculum.
- e. Reducing the credit load below the current curriculum would compromise the program's ability to prepare graduates adequately, undermining both licensure eligibility and job placement outcomes.

The OTA mirrors the structure of the existing Nursing ASRN degrees, which have a pre-requisite semester of required courses that need to be completed for admission to the program. The Helena College ASRN degree contains 72 credits. The 5-credit difference between the ASRN and the ASOTA degrees are:

- The ASOTA degree requires completion of COLS 101 First Year Seminar (FYS) during the prerequisite Semester 0. Helena College requires FYS for all AA and AS degrees, and many AAS degrees also include the course requirement. The OTA program strongly supports this requirement, as it helps students prepare for the rigor of a healthcare program while clarifying their academic and career goals. The Nursing program is also considering recommending FYS for pre-nursing students, which would further align the ASOTA and ASRN pathways.
- Two credits were added to the curriculum to ensure OTA students enroll in 15-credits per semester. With national discussions about full-time eligibility for Pell Grants and other aid, the OTA program and the College felt it was best to include the two additional credits to the degree. An OTA Capstone was added to semester four to prepare students for their National Board Certification in Occupational Therapy (NBCOT) exam and prepare for their careers. OTA 240 Professional Issues and Ethical Considerations was increased from two to three credits to ensure compliance with ACOTE curriculum standards.