

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

January 6, 2026

To: Chief Academic Officers

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

RE: Approval of December 2025 Academic Items

The following December 2025 academic items have been approved:

University of Montana Western

- Notification to place the Music Related Area into moratorium
[Item #1601-LI1125](#)
- Notification of a Business Career Certificate
[Item #1602-LI1125](#)
- Notification of a Non-Licensure Career Certificates for Post-Bac Students
[Item #1603-LI1125](#)
- Notification of a P-3 to K-8 Bridge Certification Revision
[Item #1604-LI1125](#)

Montana State University Billings

- Request for authorization to terminate multiple programs
[Item #2701-LI1225](#)
- Notification of intent to place the Bachelor of Arts, Biology in moratorium
[Item #2702-LI1225](#)
- Notification of intent to place the Bachelor of Science, Broadfield Science in moratorium
[Item #2703-LI1225](#)
- Notification of intent to place the Bachelor of Science, Broadfield Science Teaching Option in moratorium
[Item #2704-LI1225](#)

Flathead Valley Community College

- Notification of the establishment of a Building Trades CTS
[Item #301-LI1225](#)

Sincerely,

A handwritten signature in cursive script that reads "Joseph W. Thiel".



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

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

ACADEMIC ITEMS MEMORANDUM

DATE: December 11, 2025

TO: Chief Academic Officers, Montana University System

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

RE: November, December 2025 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in November and December 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, December 19, 2025. You will be notified of approved proposals by January 5, 2025. The Board of Regents will be notified of the approved proposals at the January 2026 meeting of the Board.

LEVEL I ITEMS:

University of Montana Western

- Notification to place the Music Related Area into moratorium
[Item #1601-LI1125](#)
- Notification of a Business Career Certificate
[Item #1602-LI1125](#)
- Notification of a Non-Licensure Career Certificates for Post-Bac Students
[Item #1603-LI1125](#)
- Notification of a P-3 to K-8 Bridge Certification Revision
[Item #1604-LI1125](#)

Montana State University Billings

- Request for authorization to terminate multiple programs
[Item #2701-LI1225](#)
- Notification of intent to place the Bachelor of Arts, Biology in moratorium
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- Notification of intent to place the Bachelor of Science, Broadfield Science Teaching Option in moratorium
[Item #2704-LI1225](#)

Flathead Valley Community College

- Notification of the establishment of a Building Trades CTS
[Item #301-LI1225](#)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

November/2025

ITEM 1601-LI1125

ITEM TITLE Request for authorization to place Music Related Area in moratorium

Institution: University of Montana Western

CIP Code: _____

Program/Center/Institute Title: Music Related Area

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

Options: _____

Proposal Summary [360 words maximum]

What:

Why:

Resources:

ATTACHMENTS

Attachments

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

 A. Level I:

OCHE Notification

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

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

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

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

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

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

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

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

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

_____ **B. Level II:**

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Music Related Area**

Program is being X Placed into moratorium Terminated

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

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

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

November 2025

ITEM 1602-LI1125

ITEM TITLE: Notification of Business Career Certificate

Institution: **The University of Montana Western**

CIP Code: **52.0201**

Program/Center/Institute Title: **Business (Denise Holland)**

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

Options: _____

Proposal Summary [360 words maximum]

What: The proposal is to add a Career Certificate ([BoR Policy 301.12](#)), which consists of three Business-related courses.

Why: Beaverhead County High School (BCHS) currently offers several Business courses as dual enrollment (CAPP 131, GDSN 230, and MART 214). None of the current Business offerings are gen eds, and they are not part of any clear pathway. By establishing a Career Certificate, high school students could earn a credential by completing three Business courses. This would provide a clearer purpose for taking specific classes and allow for easier matriculation of these dual enrollment students to UMW. The Career Certificate would be a “stackable credential” in that all the courses in the certificate would be accepted as part of the BS: Business Administration degree.

Resources:

ATTACHMENTS

CP Business Certificate 2025

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

 A. Level I:

OCHE Notfication

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

November/2025

ITEM 1603-LI1125

ITEM TITLE: Notification of Non-Licensure Career Certificates for Post-Bacc Students

Institution: **The University of Montana Western**

CIP Code: **13.999**

Program/Center/Institute

Title: **Education (Katrina Kennett)**

Includes (please specify

below): Face-to-face Offering: Online Offering: Blended Offering:

Options: _____

Proposal Summary [360 words maximum]

What: Open more pathways for licensed early-career teachers to take graduate-level classes by packaging existing post-bacc coursework into year-long, focused certificates.

Why: The coursework in the currently published post-bacc Secondary Education Graduate Certificate is meant for individuals who already hold Bachelor's degrees to complete an accelerated program to qualify them for initial teaching licensure. The Education Department will maintain this certificate and its 7-course sequence.

This CP proposes repackaging existing classes in multiple pathways of 13-credit 'Career Certificates' (Montana Board of Regents, Policy 310.12) would serve early career teachers who have already earned initial licensure. Their coursework would be a well-defined focus of study (ex. classroom pedagogy). Completing multiple 500-level courses also enables them to move up in their pay lanes.

Two 4-credit courses would be paired with 5 credit hours of supervised teaching. Doing so brings the certificate to 13 credits, enabling it to qualify for federal financial aid from its inception. These courses include observations from UMW University Supervisors and provide other on-the-ground support for early career teachers. Including this requirement supports retention goals of our workforce partner goals of retention in K-12 schools.

Resources:

ATTACHMENTS

CP Form – Post Bacc Career Certificates FINAL

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 A. Level I:

OCHE Notifications

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

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

 B. Level II:

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

November/2025

ITEM 1604-LI1125

ITEM TITLE: Notification of P-3 to K-8 Bridge Certificate Revision

Institution: The University of Montana Western

CIP Code: _____

Program/Center/Institute Title: Education (Shay Kidd/Xuan Li)

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

Options: _____

Proposal Summary [360 words maximum]

What: The Certificate/Bridge of P-3 to K-8 has two courses that are being replaced. EDU 397P & EDU 397R are being replaced with EDU 397S and EDU 397L.

Why: EDU 397P and EDU 397R were created for this certificate specifically. The certificate does not have a high enough enrollment to sustain the courses. In looking for substitutions for these courses, EDU 397L and EDU 397S were found to cover all the same content required for the certificate.

Resources:

ATTACHMENTS

CP for P3 to K8 Bridge Revision 4-23-25

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

 A. Level I:

OCHE Notifications

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

December 2025

ITEM 2701 L1 1225

Request for Authorization to Terminate multiple programs

Institution: **Montana State University Billings** _____

CIP Code: _____

Program/Center/Institute Title: _____

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

Options: _____

Proposal Summary [360 words maximum]

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

1. Networking Technology Certificate of Applied Science (2019)
2. Special Education (P-12) Concentration Non-Endorsable Teaching Minor (2019)
3. Accounting Assistant Certificate of Applied Science (2020)
4. Education Program of Study Associate of Arts Degree (2020)
5. Music Minor (2020)
6. Rehabilitation and Related Services Associate of Arts Degree (2020)
7. Reading Bachelor of Science [which includes the Elementary Education/Reading Double Major K-8 Bachelor of Science in Education Degree, K-12 Reading Endorsement and Secondary Education/Reading Double Major 5-12 Bachelor of Science in Education Degree, K-12 Reading Endorsement] (2020)
8. Spanish (K-12) Teaching Minor (2020)
9. Spanish Bachelor of Arts Degree (2020)
10. Spanish Teaching Licensure Option Bachelor of Arts Degree (2020)
11. Philosophy Minor (2020)
12. Philosophy Religious Studies Option Minor (2020)
13. Human Resources General Applied Emphasis Associate of Science Program of Study (2022)
14. Medical Certificate of Technical Study (2022)
15. Paramedic Certificate of Technical Study (2022)
16. Psychiatric Rehabilitation Bachelor of Science Degree (2022)
17. Trauma Certificate of Technical Study (2022)

Why: These programs were placed on moratorium in 2019, 2020, and 2022. We have not had renewed student or faculty interest since the moratorium went into effect.

Resources:

ATTACHMENTS

Program Termination Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

A. Level I:

OCHE Notification

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

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

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

OCHE Approvals

4. Re-titling an existing postsecondary educational program

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

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

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

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

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

10. Withdrawing a postsecondary program from moratorium

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

B. Level II:

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

- Program Title:
1. Networking Technology Certificate of Applied Science (2019)
 2. Special Education (P-12) Concentration Non-Endorsable Teaching Minor (2019)
 3. Accounting Assistant Certificate of Applied Science (2020)
 4. Education Program of Study Associate of Arts Degree (2020)
 5. Music Minor (2020)
 6. Rehabilitation and Related Services Associate of Arts Degree (2020)
 7. Reading Bachelor of Science [which includes the Elementary Education/Reading Double Major K-8 Bachelor of Science in Education Degree, K-12 Reading Endorsement and Secondary Education/Reading Double Major 5-12 Bachelor of Science in Education Degree, K-12 Reading Endorsement] (2020)
 8. Spanish (K-12) Teaching Minor (2020)
 9. Spanish Bachelor of Arts Degree (2020)
 10. Spanish Teaching Licensure Option Bachelor of Arts Degree (2020)
 11. Philosophy Minor (2020)
 12. Philosophy Religious Studies Option Minor (2020)
 13. Human Resources General Applied Emphasis Associate of Science Program of Study (2022)
 14. Medical Certificate of Technical Study (2022)
 15. Paramedic Certificate of Technical Study (2022)
 16. Psychiatric Rehabilitation Bachelor of Science Degree (2022)
 17. Trauma Certificate of Technical Study (2022)

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:

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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?

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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:

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

December 2025

ITEM 2702 L1 1225

Notification of intent to place the Bachelor of Arts, Biology on moratorium

Institution: Montana State University Billings

CIP Code: 26.0101

Program/Center/Institute Title: Bachelor of Arts Degree, Biology

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

Options: _____

Proposal Summary [360 words maximum]

What: Montana State University Billings is notifying the Board of Regents of its intent to place the Bachelor of Arts, Biology on moratorium.

Why: The Department of Biological and Physical Sciences proposes putting this program on moratorium due to consistently low enrollment numbers. Since 2019 the program has averaged less than three degree-completions per year, with only one in 2025. Also, recent curricular changes made to the Bachelor of Science Biology degree have increased the flexibility of this program, which has essentially made the Bachelor of Arts degree redundant.

Resources: NA

ATTACHMENTS

Program Termination and Moratorium Form

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

X **A. Level I:**

OCHE Notification

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

4. Re-titling an existing postsecondary educational program

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

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

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

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

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

10. Withdrawing a postsecondary program from moratorium

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

B. Level II:

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

December 2025

ITEM 2703 L1 1225

Notification of intent to place the Bachelor of Science, Broadfield Science on moratorium

Institution: Montana State University Billings

CIP Code: 30.0101

Program/Center/Institute Title: Bachelor of Science, Broadfield Science

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

Options: _____

Proposal Summary [360 words maximum]

What: Montana State University Billings is notifying the Board of Regents of its intent to place the Bachelor of Science, Broadfield Science on moratorium.

Why: The Department of Biological and Physical Sciences proposes putting this program on moratorium due to consistently low enrollment since the inception of the program. Since 2019 there has been one degree awarded. Even if the program were to continue, the only earth science faculty member in the department resigned at the end of the Spring 2025 semester. Due to lack of enrollment in program-specific earth science courses, the Department has decided not to replace the earth science position due to other staffing needs. Therefore, the department is no longer able to support the earth science curriculum needed for this program.

Resources: NA

ATTACHMENTS

Program Termination and Moratorium Form

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X **A. Level I:**

OCHE Notification

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

4. Re-titling an existing postsecondary educational program

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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: **Bachelor of Science, Broadfield Science**

Program is being X Placed into moratorium Terminated

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

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

b.) What is the expected graduation date of all students from the program? **Spring 2029**

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee NA

d.) Articulation Partners NA

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

December 2025

ITEM 2704 L1 1225

Notification of intent to place the Bachelor of Science, Broadfield Science Teaching Option on moratorium

Institution: Montana State University Billings CIP Code: 13.1316

Program/Center/Institute Title: Bachelor of Science, Broadfield Science Teaching Option

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

Options: Teaching Option

Proposal Summary [360 words maximum]

What: Montana State University Billings is notifying the Board of Regents of its intent to place the Bachelor of Science, Broadfield Science Teaching Option on moratorium.

Why: The Department of Biological and Physical Sciences proposes putting this program on moratorium due to consistently low enrollment over the past several years. Since 2019 there have been nine degrees awarded. Even if the program were to continue, the only earth science faculty member in the department resigned at the end of the Spring 2025 semester. Due to lack of enrollment in program-specific earth science courses, the Department has decided not to replace the earth science position due to other staffing needs. Therefore, the department is no longer able to support the earth science curriculum needed for this program.

Resources: NA

ATTACHMENTS

Program Termination and Moratorium Form

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

X **A. Level I:**

OCHE Notification

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

4. Re-titling an existing postsecondary educational program

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

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

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

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

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

10. Withdrawing a postsecondary program from moratorium

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

B. Level II:

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Broadfield Science Teaching Bachelor of Science**

Program is being X Placed into moratorium Terminated

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

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

b.) What is the expected graduation date of all students from the program? **Spring 2029**

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 Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

December 2025

ITEM 301-L11225

ITEM TITLE Notification of the establishment of a Building Trades C.T.S.Institution: Flathead Valley Community CollegeCIP Code: 46

Program/Center/Institute

Title: Building Trades Certificate of Technical Studies

Includes (please specify

below): Face-to-face Offering: X Online Offering: Blended Offering:

Options: _____

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

The 18-credit Building Trades Apprenticeship CTS provides students with the knowledge and practical skills required for employment in residential and light commercial construction. Coursework emphasizes jobsite safety, structural framing, and precision finishing techniques, incorporating current industry standards and modern construction practices. Graduates are prepared for skilled carpentry positions, apprentice roles, or entry-level supervisory opportunities, with a clear pathway to completion of a Montana Registered Apprenticeship.

Why:

FVCC launched a non-credit Continuing Education and Montana Office of Public Instruction, Adult Education, Integrated Educational Training (IET) Pathway program in the 2024-25 Academic Year. This IET was in response to repeated and urgent requests from local businesses. Approval for FVCC to deliver the Related Technical Instruction (RTI) was secured from the State of Montana Department of Labor and Industry. Additional data and justification come from MT DLI as they have been tasked with delivering strategies through the Governors 406 Jobs Initiative to meet this demand for the building trades as an essential piece of Montana's economic growth and future vitality. Locally, Kalispell Job Service's weekly postings in addition to local businesses, online recruitment tools, and employer networks, have demonstrated over the last 4 years that this training program is an essential and high demand opportunity to meet community needs.

Resources:

Funding for the Building Trades Program will be supported through a combination of existing and new resources. Tools and equipment were purchased through the Adult Education Building Trades Integrated Education Training (IET) Program using Jobs for Montana Graduates funding. Lowe's continues to donate scrap lumber and building supplies monthly and Metallica grant funds are available for student scholarships. Habitat for Humanity has offered FVCC the use of their facility four days a week until a dedicated classroom space becomes available. Given that the statewide 406 Workforce Initiative identified Construction as one of Montana's six highest-demand industries, the FVCC Foundation has prioritized Building Trades as a donor focus area. Ongoing program costs will be supported through a combination of grant and foundation funding, and continued community partnerships.

ATTACHMENTS

Attachments

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

 A. Level I:

OCHE Notifications

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

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

 B. Level II:

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

February 5, 2026

To: Chief Academic Officers

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

RE: Approval of January 2026 Academic Items

The following January 2026 academic items have been approved:

LEVEL I ITEMS:

The University of Montana:

- Request for authorization to establish a Career Certification in Employability and Workforce Foundations
Item #1001-LI0126
- Request to retitle the AAS in Sustainable Construction to AAS in Construction Management Item #1004-LI0126
- Request to terminate multiple programs: Certificate in Environmental and Nature Writing, Certificate in Northern Rockies Outdoor Leadership, Certificate in Teacher Librarian Studies, Certificate of Applied Science in Construction Management, Minor in ESL Education
Item #1005-LI0126
- Request for authorization to place multiple programs in moratorium: BS in Integrative Physiology with concentration in Health Enhancement, BS in Geosciences with concentration in Earth Sciences Education
Item # 1006-LI0126
- Request for authorization to retitle the AAS in Welding Technology to AAS in Welding Technology and Fabrication
Item #1007-LI0126
- Request for authorization to terminate the joint Master of Public Health/Master of Public Administration
Item# 1013-LI0126

Montana State University:

- Request approval to retitle the Bachelor of Art in Music to the Bachelor of Musical Arts
Item# 2010-L11225
- Request authorization to retitle the graduate certificate Certificate in Plant Disease to Professional Certificate in Plant Disease
Item # 2011-LI1225



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

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

- Request authorization to establish a minor in Environmental Economics and Policy
Item #2012-LI1225

Montana State University Billings:

- Notification to place the Early Childhood Studies Minor into moratorium
Item #2701-LI0126

Montana State University Northern:

- Notification of the establishment of a Healthcare Foundations Certificate
Item #2801-LI0326

LEVEL II ITEMS:

Montana State University Northern:

- Request for authorization to establish a Minor in Nonprofit Management
Item #2804-LII0326
- Request for authorization to establish a Chemistry Minor
Item #2802-LII0326
- Request for authorization to establish a Mathematics Teaching Minor
Item# 2805-LII0326

Sincerely,

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

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

ACADEMIC ITEMS MEMORANDUM

DATE: January 26, 2026

TO: Chief Academic Officers, Montana University System

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

RE: January 2026 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in January 2026. These proposals include items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. These Level I items are being sent to you for your review. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. Issues not resolved should be submitted in writing to OCHE by noon on Friday, January 30, 2026. You will be notified of approved proposals by February 4, 2026. The Board of Regents will be notified of the approved proposals at the March 2026 meeting of the Board.

LEVEL I ITEMS:

The University of Montana:

- Request for authorization to establish a Career Certification in Employability and Workforce Foundations
[Item #1001-LI0126](#)
- Request to retitle the AAS in Sustainable Construction to AAS in Construction Management
[Item #1004-LI0126](#)
- Request to terminate multiple programs: Certificate in Environmental and Nature Writing, Certificate in Northern Rockies Outdoor Leadership, Certificate in Teacher Librarian Studies, Certificate of Applied Science in Construction Management, Minor in ESL Education
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[Item #1007-LI0126](#)
- Request for authorization to terminate the joint Master of Public Health/Master of Public Administration
[Item# 1013-LI0126](#)

Montana State University:

- Request approval to retitle the Bachelor of Art in Music to the Bachelor of Musical Arts
[Item #2010-L11225](#)
- Request authorization to retitle the graduate certificate Certificate in Plant Disease to Professional Certificate in Plant Disease
[Item # 2011-LI1225](#)
- Request authorization to establish a minor in Environmental Economics and Policy
[Item #2012-LI1225](#)

ACADEMIC ITEMS MEMORANDUM

Montana State University Northern:

- Notification of the establishment of Healthcare Foundations Certificate
[Item #2801-LI0326](#)

LEVEL II ITEMS:

Montana State University Northern:

- Request for authorization to establish a Minor in Nonprofit Management
[Item #2804-LII0326](#)
- Request for authorization to establish a Chemistry Minor
[Item #2802-LII0326](#)
Request for authorization to establish a Mathematics Teaching Minor
[Item #2805-LII0326](#)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2026

ITEM 1001-LI0126

ITEM TITLE Request authorization to establish a Career Certificate in Employability and Workforce Foundations

Institution: University of Montana-Missoula

CIP Code: 32.0107

Program/Center/Institute Title: Missoula College/Bitterroot College

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

Options: _____

Proposal Summary [360 words maximum]

What: The Employability & Workforce Foundations Certificate is designed to equip students, particularly dual-enrollment learners, with the essential academic, professional, and communication skills needed to succeed in Montana's workforce. The 15-18 credit certificate combines general education requirements in writing and mathematics with targeted courses in career exploration, workplace readiness, and communication, culminating in a supervised internship that connects academic learning to real-world employment.

Why: Employers consistently identify gaps in communication, dependability, professionalism, and problem-solving among new hires, while half of graduates nationally report their major did not prepare them for the job market. Currently, no MUS program integrates academic foundations with employability skills into a single credential. This certificate fills that gap, creating a meaningful and transferable credential that validates workplace readiness and provides K-12 partners with an early, guided pathway into sustainable, living-wage careers.

Resources: We have secured continued funding to build and grow the BGEN 194 course through the Department of Labor and Industry and Jobs for Montana Graduates with a modest budget for materials, marketing, and outreach to K-12 partners, and assessment tools to track student outcomes and workforce alignment. All other courses are currently funded and part of the regular UM offerings.

ATTACHMENTS

Attachments

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

 A. Level I:

OCHE Notification

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

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

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

_____ **B. Level II:**

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Not Substantive X Minor Change Major Change

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

NA

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

Graduates of the Employability and Workforce Foundations Certificate will demonstrate the habits of mind to effectively navigate workplace expectations.

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

	Credits
Credits in required courses offered by the department offering the program	15-18
Credits in required courses offered by other departments	
Credits in institutional general education curriculum	
Credits of free electives	
Total credits required to complete the program	15-18

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

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

The justification for this certificate is its focus on building strong workforce foundations through integrated academic and career preparation. A college-level math course

Montana Board of Regents
CURRICULUM PROPOSAL FORM

develops practical problem-solving skills, writing strengthens critical communication, and a career course builds professionalism and employability. A supervised internship then provides direct workplace experience. Students also benefit from a choice in communications courses which tailor their learning to personal goals while earning a credential that validates academic readiness, career competencies, and applied skills for sustainable employment or continued education.

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

NA

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

Within the MUS, there are strong offerings in technical certificates, applied associate degrees, and transfer-oriented general education pathways. Career exploration and employability skills may be addressed in specific workforce programs. However, there is currently no stand-alone certificate that intentionally integrates college-level math, writing, career readiness, communications skills, and an internship into a single credential.

This program fills a distinct gap by focusing not on a single occupation or trade, but on the foundational academic and employability skills employers consistently identify as missing in new hires—problem solving, communication, professionalism, and applied workplace experience.

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

NA

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

No outreach was required as this is a Missoula College effort within our dual enrollment region. We consider it a replicable model and welcome partnership through the course exchange if it proves successful.

- 6. Program assessment.**

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

The Employability & Workforce Foundations Certificate will use a continuous, outcomes-based assessment process to evaluate student achievement of defined employability learning outcomes. Faculty will assess course-embedded assignments aligned to program outcomes, including career exploration, communication, problem-solving, professionalism, and workplace readiness. Achievement of these skills will be recognized through digital badges that provide employers and other stakeholders with verified evidence of the learning standards and competencies demonstrated by learners.

Signature assessments will include an Aptitude Assessment and Interest Inventory, a Personalized Learning and Career Plan, a Digital Job-Shadowing Reflection, an employer-supervised internship evaluation, and a final portfolio demonstrating competency growth over time.

Assessment will occur each semester at the course level and annually at the program level. Faculty will review anonymized student work using common rubrics, analyze learning trends, and identify opportunities for curriculum improvement. Additional evidence—including employer feedback, student reflections, credential completion rates, and internship performance—will also be incorporated. Assessment results will be reviewed in faculty meetings, advisory board meetings, and shared with Academic Affairs to ensure alignment with workforce needs and institutional learning outcomes. This approach supports continuous improvement and prepares students for employment pathways across multiple industries.

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

Direct measures include graded course-embedded assignments mapped to program outcomes, the Personalized Learning and Career Plan, employer internship evaluations using a common rubric, and the culminating professional portfolio. Faculty will review samples of student work annually to assess competency development in communication, professionalism, problem-solving, and career readiness.

Indirect measures include student self-assessments, reflective writing, course evaluations, student-reported internship reflections, and post-completion surveys related

Montana Board of Regents
CURRICULUM PROPOSAL FORM

to employment or continued education. Workforce partner feedback will also be used to inform program relevance and overall quality.

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

Faculty will review assessment findings annually to identify strengths, learning gaps, and areas for curriculum improvement. Results will inform revisions to assignment design, instructional strategies, digital badge criteria, internship support structures, and workforce-aligned learning activities. Assessment data will be documented through the College's established assessment reporting process and shared with Academic Affairs leadership to ensure transparency, accountability, and institutional alignment.

Faculty will close the assessment loop by documenting actions taken in response to findings and monitoring subsequent student learning outcomes, including digital badge attainment and demonstrated competency growth. Ongoing employer feedback and student input will further inform revisions, ensuring the certificate remains responsive, equitable, and effective in preparing learners for regional workforce needs.

Signature/Date

College or School Dean: Grace Gardner for Tom Gallagher, Signed via CourseLeaf 9/24/2025

Chief Academic Officer:  1/07/2026

Appendix A – Proposed New Curriculum
Required Courses:

Montana Board of Regents
CURRICULUM PROPOSAL FORM

WRIT 101 – College Writing I (3-4 credits)

Instruction and practice in expository writing, with emphasis on developing ideas, organizing essays, and revising prose for clarity and correctness. Focus on college-level writing and critical reading.

M 105 – Contemporary Mathematics or higher-level math course (3–4 credits)

M 105: Develops quantitative reasoning skills through topics such as logic, probability, set theory, and finance.

M 115: Probability, linear math, matrices, and systems of equations.

M 121: Functions, graphs, and equations in college algebra.

Career Exploration and Development Courses (6 credits)

BGEN 194 – Seminar: (3 credits) Provides opportunities to explore specialized topics in discovering aptitudes, career exploration, and workplace readiness. Topics include professional communication, leadership, employer expectations, or industry-specific career pathways. Emphasizes applied learning and reflection to connect personal goals, interests, and aptitudes with academic and workforce opportunities.

BGEN 215 – Career Readiness: (3 Credits) Prepares students for transition to the workplace through employer panels, career fairs, and counseling. Emphasizes professional communication, job search strategies, workplace skills, and NACE competencies.

Career Communication Elective (2-3 credits)

Choose one of the following or another approved communication course:

COMX 111A – Introduction to Public Speaking: Develops the fundamental skills needed to prepare, organize, and deliver effective speeches in a variety of professional and academic settings. Emphasizes audience analysis, message clarity, delivery techniques, and critical listening. Students gain confidence in public speaking and practice adapting communication strategies to diverse workplace and community contexts.

Or

COMX 115S – Introduction to Interpersonal Communication: Focuses on one-to-one and small group communication, including verbal and nonverbal messages, listening, conflict management, and relationship development. Students learn strategies for building professional rapport, managing workplace dynamics, and communicating effectively across diverse teams and contexts.

Any 100-level Internship or AASC 198 – Applied Learning Experience (1 credit)

Supervised internship or applied project that connects classroom learning with employer expectations. Includes structured evaluation from site supervisors.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2026

ITEM 1004-LI0126

Request authorization to retitle the AAS in Sustainable Construction to AAS in Construction Management

Institution: University of Montana-Missoula

CIP Code: 46.0415

Program/Center/Institute Title: Missoula College

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

Options: _____

Proposal Summary [360 words maximum]

What: AAS Name Change to *AAS in Construction Management* and Program changes for required coursework:

The current Construction Technology AAS emphasizes hands-on learning through the construction of a modular single-family home, allowing students to gain practical experience in all aspects of residential construction. While this hands-on experience remains a crucial component, the updated Construction Management AAS will integrate key project management competencies, providing students with the skills necessary to enter the workforce in supervisory and managerial roles.

Why: The proposed transition from the Sustainable/Construction Technology AAS to the Construction Management AAS is driven by industry advisory board feedback, student input, and the increasing demand for skilled professionals in residential construction management. The new additions to the curriculum are designed to enhance the current coursework and student-built house project to provide students with a robust foundation in both technical construction skills along with the essential management practices required to oversee residential building projects effectively.

Resources: None. New courses to be added have been built and piloted and are currently running as special topics already within the program.

ATTACHMENTS

NA

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_____ **A. Level I:**

OCHE Notification

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

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

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

_____ **B. Level II:**

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

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

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

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

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Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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OCHE Approvals

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

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

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

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

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

_____ **B. Level II:**

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Certificate in Environmental and Nature Writing**

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:

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee NA

d.) Articulation Partners NA

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Certificate in Northern Rockies Outdoor Leadership**

Program is being Placed into moratorium Terminated

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

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

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

Spring 2026

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

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

Program is being Placed into moratorium Terminated

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

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

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

Spring 2026

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Certificate of Applied Science in Construction Management**

Program is being Placed into moratorium Terminated

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

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

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

Spring 2026

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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: **Minor in ESL Education**

Program is being Placed into moratorium Terminated

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

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

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2026

ITEM 1006-LI0126

Request authorization to place multiple programs in moratorium:

- **BS in Integrative Physiology with concentration in Health Enhancement**
- **BS in Geosciences with concentration in Earth Science Education**

Institution: University of Montana-Missoula

CIP Code: Various

Program/Center/Institute Title: W.A. Franke College of Forestry and Conservation; Phyllis J. Washington College of Education

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

Options: _____

Proposal Summary [360 words maximum]

What: We request to place these programs in moratorium due to limited enrollments and completions in the last seven years and to reduce curricular complexity in our offerings.

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

Resources: None

ATTACHMENTS

- **TERM_A: Integrative Physiology with concentration in Health Enhancement**
- **TERM_B: BS in Geosciences with concentration in Earth Science Education**

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

_____ **A. Level I:**

OCHE Notification

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

OCHE Approvals

_____ 4. Re-titling an existing postsecondary educational program

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

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

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

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

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

_____ 10. Withdrawing a postsecondary program from moratorium

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

_____ **B. Level II:**

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Integrative Physiology with concentration in Health Enhancement**

Program is being X Placed into moratorium Terminated

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

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

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

Spring 2029

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

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: **BS in Geosciences with concentration in Earth Science Education**

Program is being X Placed into moratorium Terminated

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

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

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

Spring 2028

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: X

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee NA

d.) Articulation Partners NA

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2026

ITEM 1007-LI0126

Request authorization to retitle the AAS Welding Technology to AAS in Welding Technology and Fabrication

Institution: UM-Missoula College

CIP Code: 48.0508

Program/Center/Institute Title: Missoula College

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

Options: _____

Proposal Summary [360 words maximum]

What: Retitle the AAS in Welding Technology to *Welding Technology and Fabrication*.

Why: The current offerings in Welding include a CAS in Welding Technology and an AAS in Welding Technology. There is no differentiation conveyed in the AAS title to represent the more robust welding course content, additional course work and practical training in design and fabrication, and basic machining.

Resources: None.

ATTACHMENTS

NA

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

A. Level I:

Campus Approvals

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

X 5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2026
ITEM 1013-LI0126

ITEM TITLE Request authorization to terminate the joint Master of Public Health / Master of Public Administration Degree Program

Institution: University of Montana

CIP Code: _____

Program/Center/Institute Title: School of Public and Community Health Sciences, Department of Public Administration and Policy

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

Options: _____

Proposal Summary [360 words maximum]

What: The University plans to terminate the joint Master of Public Health (MPH) / Master of Public Administration (MPA) degree while retaining the standalone MPH and MPA degree programs. No new students will be admitted to the joint degree.

Why: The joint degree is no longer academically or administratively sustainable due to credit requirements that do not align with the expectations of awarding two graduate degrees. While students have expressed interest in the combined credential, the accreditation requirements for both degrees mean that we cannot responsibly continue advertise that the two can be completed with a reduced total of 42 credits. Maintaining separate MPH and MPA programs preserves academic integrity, ensures compliance with graduate credit standards, and supports clear degree pathways for students. Students will still be able to pursue elective coursework across both programs.

Resources: None.

ATTACHMENTS

Attachments

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

A. Level I:

OCHE Notification

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

1b. Withdrawing a postsecondary educational program from moratorium

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

OCHE Approvals

_____ 4. Re-titling an existing postsecondary educational program

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

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

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

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

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

_____ 10. Withdrawing a postsecondary program from moratorium

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

_____ **B. Level II:**

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Joint Master of Public Health/Master of Public Administration**

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? 2026

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

b.) Please describe any layoffs that will occur including the date expected? No layoffs, only changes in instructional workload and teaching assignments.

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee NA

d.) Articulation Partners X

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

Students have expressed disappointment but we can no longer offer two degrees for only 42 credits.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

December 2025

ITEM 2010-LI1225

ITEM TITLE: Request approval to retitle the Bachelor of Art in Music to the Bachelor of Musical Arts

Institution: **Montana State University**

CIP Code: **50.0901**

Program/Center/Institute Title: **Currently: BA in Music**

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

Options: _____

Proposal Summary [360 words maximum]

What: Retitle the Bachelor of Art in Music to the Bachelor of Musical Arts

Why: The Bachelor in musical arts (BMA) is not currently offered in the state of Montana, but is becoming more widely available across the country, placing MSU on the forefront of a creative, student-focused approach to degree organization. The current curriculum (B.A. in Music) is oriented toward a broad survey in music (NASM) and allows for a maximum of 45% music credits. In contrast, the proposed curriculum (BMA) involves more intense music study, having a minimum of 55% music credits. Most of our students who are currently pursuing the B.A. in Music elect to take additional music credits beyond the maximum guideline. These additional courses currently increase students' total number of credits at graduation well above the required 120 credits for the B.A. in Music. The BMA allows for a greater number of credits to be taken in music and will effectively reduce the additional music credits students currently earn, leading to streamlining of the degree and less time to degree completion. In the recent National Association of Schools of Music accreditation report it was noted that students and the school would benefit from changing the Bachelor of Arts in Music (B.A. Music) to a Bachelor of Musical Arts (B.M.A.). The BMA offers more opportunities to MSU students and is better aligned with the current curriculum at MSU. Changes to the current curriculum to an appropriate BMA program amount to less than 10% of the total credits of the current program.

Resources: No additional faculty resources will be required to implement this program change

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

December 2025

ITEM 2011-LI1225

ITEM TITLE Request authorization to retitle the graduate certificate "Certificate in Plant Disease" to "Professional Certificate in Plant Disease"

Institution: Montana State University

CIP Code: 01.1105

Program/Center/Institute Title: Certificate in Plant Disease

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

Options: _____

Proposal Summary [360 words maximum]

What: Retitle the graduate certificate "Certificate in Plant Disease" to "Professional Certificate in Plant Disease"

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

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

ATTACHMENTS

Attachments

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

X **A. Level I:**

Campus Approvals

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

X 5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

December, 2025

ITEM 2012-LI1225

ITEM TITLE Request approval to establish a minor in Environmental Economics and Policy

Institution: Montana State University CIP Code: 45.0601

Program/Center/Institute Title: Minor: Environmental Economics and Policy

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

Options: _____

Proposal Summary [360 words maximum]

What: The Environmental Economics and Policy minor teaches students to analyze environmental issues and policies using economic principles. The program includes a rigorous grounding in economics and statistics. The centerpiece of the program is a set of three upper-division courses in Natural Resource, Environmental, and Energy Economics, of which students will choose two. These courses focus heavily on policy analysis. To give students a fundamental grounding in the science of environmental problems, the program includes directed electives in environmental science. And to provide a broader perspective on policy analysis, it includes directed electives in environmental policy, law, natural science, and social science.

Why: Given national, state, and local priorities of environmental sustainability, a rapid ongoing transition of our energy system, and increased regulatory attention paid to environmental issues including climate change, we expect job opportunities for graduates from the proposed option will be strong and will grow both nationally and within Montana.

Resources: The proposed minor does not require any additional course offerings by utilizing the existing courses proposed under the previously proposed concentration with the same name and other existing programs. There will be no additional instructional or staff costs to offer this minor.

ATTACHMENTS

Curriculum Proposal
Fiscal Analysis

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

 A. Level I:

Campus Approvals

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

_____ **B. Level II:**

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

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

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

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

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

The Department of Agricultural Economics and Economics (DAEE) proposes to create a new minor titled "Environmental Economics and Policy". This minor will give students a solid foundation in economics and train them to apply economic theory and principles to the analysis of environmental and natural resource policy issues. The curriculum will include directed electives from several other MSU departments including Land Resources and Environmental Sciences, Earth Sciences, and Political Science. As part of the previously approved major, the program will include two new DAEE course offerings in Environmental Economics and Energy Economics.

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

As Montana's land-grant university, MSU is dedicated to education, creation of knowledge and art and service to share with Montana communities. Montana is endowed with rich environmental resources, but careful and sustainable management is required to continue enjoying these rich benefits in future years and generations. The proposed environmental economics and policy minor will help equip students with models, tools, and knowledge to help address some of most pressing environmental questions and needs in Montana, the nation, and the globe.

The proposed minor would align with several values within MSU's strategic plan. Specifically, it upholds integrity and ethical behavior, collaboration, curiosity, and stewardship. As human beings live in and interact with their environment, we must evaluate our role in the natural environment, how our actions today impact future generations, and how to best manage consumption of natural resources.

Specifically, the program aligns with Goal 3.2 of Montana State's strategic plan "*grow mutually beneficial partnerships across Montana*", which includes the action "*new workforce and academic degree programs will be tailored to demonstrated state and regional needs with attention to national trends.*"

The program also addresses Goal 3.3: "*foster a culture of collaboration, continuous improvement, and individual growth*", which includes the action "*Montana State University will improve and increase collaborations between curricular and co-curricular units to support student success.*" The program encourages collaboration through its interdisciplinary approach with directed electives in numerous interrelated fields.

Finally, the program also aligns with the vision and values of the Green Cats Program, which was created to cultivate a culture of sustainability among students, faculty, and staff, and it would advance goals to expand course offerings and involve students in sustainability issues and solutions

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

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A five-member steering committee to propose the new program was formed in October 2021. The committee performed an analysis of demand and gathered information on similar programs at peer universities. A Request to Plan was submitted in May 2022 and approved the following in December. The committee constructed a curriculum for the new major and minor and presented it to DAEE faculty in March 2022. Based on faculty feedback, the curriculum was revised, sent back to faculty, and approved by a faculty vote in June 2022.

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

Appendix A lists the full proposed curriculum for the proposed minor in Environmental Economics and Policy. The previously approved major includes a rigorous grounding in economics and mathematics, including intermediate microeconomics with calculus. The centerpiece of the program is a set of three upper-level courses in Natural Resource, Environmental, and Energy Economics (ECNS 332, 333, and 334), the latter two of which will be new courses. These courses, along with a capstone course, focus heavily on policy analysis. To give students a fundamental grounding in the science of environmental problems, the program includes directed electives in environmental science. And to provide a broader perspective on policy analysis, it includes directed electives in environmental policy, law, natural science, and social science. The proposed minor is a scaled-down program that still includes the most essential components of the major.

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

	Credits
Credits in required courses offered by the department offering the program	12
Credits in required courses offered by other departments	9
Credits in institutional general education curriculum	0
Credits of free electives	0
Total credits required to complete the program	0

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

Upon successful completion of the program, students will be able to:

- Apply the theoretical frameworks of economics to analyze environmental issues and problems.
- Analyze and evaluate environmental policies, assessing their effectiveness, efficiency, and equity implications.
- Identify appropriate policy instruments and design strategies to tackle emerging environmental challenges while balancing economic, social, and ecological considerations.

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- Integrate economic analysis with concepts from environmental sciences and other fields to assess environmental challenges and propose sustainable solutions.
- Recognize empirical research methods used in environmental economics and policy evaluation, outline potential approaches to answer a novel empirical question, and to apply basic statistical techniques to analyze economic or environmental data.

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

Given national, state, and local priorities of environmental sustainability, a rapid ongoing transition of our energy system, and increased regulatory attention paid to environmental issues including climate change, we expect job opportunities for graduates from the proposed option will be strong and will grow both nationally and within Montana.

We have contacted program coordinators for Environmental Economics programs at several peer institutions and asked about job placements. Those coordinators report that job placement has been strong, with the most common placements being:

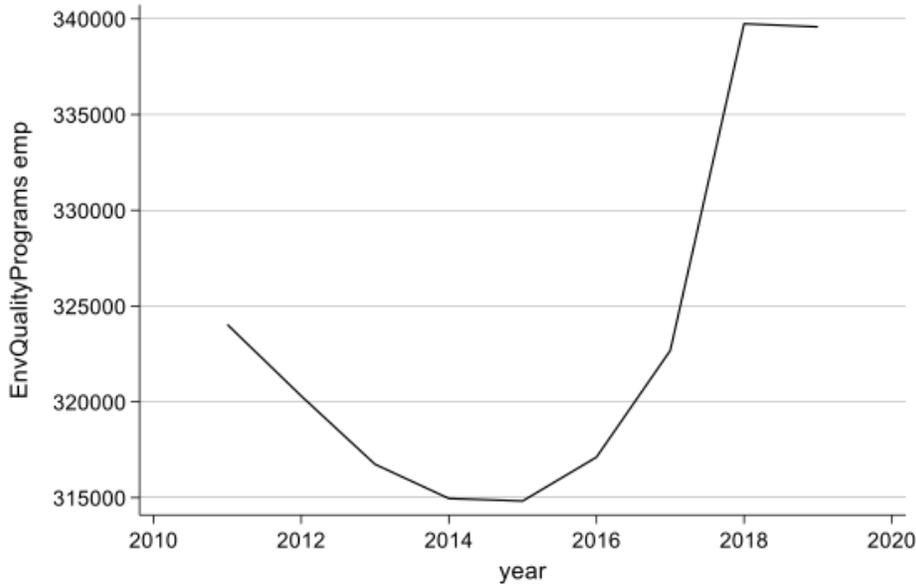
- Graduate school (most commonly graduate programs in Economics and Law School)
- Consulting firms
- Energy firms, both extractive and renewable
- Environmental non-governmental organizations (NGOs)
- State regulatory agencies
- Local government, for example land use planning departments

Employers need people who have the analytical skills necessary to evaluate the social and economic consequences of different actions as well as the natural science skills necessary to understand the biological, physical and ecological linkages involved.

National employment in environmental quality programs grew rapidly from 2015 to 2018, from approximately 315,000 to 340,000 jobs (see figure 1).

Figure 1. National Employment Growth in Environmental Quality Programs

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Data Source: Analysis of the Bureau of Labor Statistics, Quarterly Census of Employment and Wages

And job growth for students trained in Environmental Management is expected to continue. The U.S. Department of Labor projects that annual jobs in the field of Environmental Scientists and Specialists will grow 8% over the period 2020-2030 (source: <https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm>).

Many of the projected jobs will be related to the transition that is occurring in the energy sector. Energy and mining account for 20% of Montana’s economy (source: <http://www.bber.umt.edu/energy/default.asp>). According to the *2020 U.S. Energy and Employment Report* by the National Association of State Energy Officials and the Energy Futures Initiative, energy sectors added 120,300 new jobs in 2019, which was 7% of all new jobs nationwide, with the fastest growing sectors being advanced (low emissions) natural gas, wind energy and solar energy. These employment figures are representative of a national shift from a more extractive resource management philosophy to a prioritization of sustainable environmental practices and resource management. Recent findings show that green jobs (defined as solar or wind jobs) more than tripled from 2010-2022, are associated with occupations with 21% higher pay than average, and are more likely located in counties with historically high shares of employment in fossil fuel extraction.¹ Graduates from the proposed degree will be well-suited for existing and growing energy occupations. With their combination of analytical and natural science skills, graduates of the EEP program will be attractive hires for both extractive and renewable energy firms.

¹ Curtis, Mark E. and Ioana Marinescu. 2022. “Green Energy Jobs in the US: What Are They, and Where Are They?” NBER Working Paper No. 30332

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The program will also ensure that MSU is competitive with other universities that offer degrees in environmental economics and policy. For example, some form of Environmental Economics degree is available from the following western universities:

- Colorado State University (standalone major)
- Utah State University (standalone major)
- Washington State University (option within Economics)
- Oregon State University (standalone major)
- University of California – Berkeley (standalone major)
- University of California – Davis (option within Economics)
- University of Arizona (standalone major)

Providing this option to students at MSU is a proactive step in training the future industry leaders, policymakers, and community representatives who will lead MSU, the state of Montana, and the nation in innovative practices that are more sustainable, both environmentally and economically.

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

There is no existing program within the Montana University System that is highly similar to the proposed program in Environmental Economics and Policy. The table below lists programs within the system that share some similarities.

Institution Name	Degree	Program Title
MSU Bozeman	B.S.	Economics
MSU Bozeman	Minor	Economics
UM Missoula	B.A.	Economics
MSU Bozeman	B.S.	Environmental Sciences
MSU Bozeman	B.S.	Sustainable Foods & Bioenergy Systems
MSU Bozeman	B.S.	Natural Resources and Rangeland Ecology
UM Western	B.S.	Environmental Science
UM Missoula	B.A.	Environmental Studies
MSU Bozeman	B.A.	Liberal Studies, Environmental Studies option
MSU Billings	B.A.	Environmental Studies

These programs fall into three categories. First are economics programs. The proposed program in Environmental Economics and Policy (EEP) builds on the existing program in Economics at MSU and accordingly shares a core set of courses and mode of analysis. However, they differ in focus. The Economics program is broad in topics, applying an economic lens to topics as disparate as monetary policy and healthcare. The new program will provide more depth in topics relating to the

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environment, while providing breadth through multidisciplinary perspectives on the same topics. We also expect the new program to attract students with different sets of interests and goals.

The second category is environmental science programs. While these programs often address similar environmental issues, the proposed program in EEP will provide a distinct disciplinary perspective. The Environmental Science, Sustainable Foods & Bioenergy Systems, and Natural Resources and Rangeland Ecology programs all focus primarily on the scientific side of environmental challenges. In contrast, the new program will focus primarily on the economic side of these issues, studying individual decision-making, policy design, and methods for evaluating tradeoffs in society. These perspectives are highly complementary and we expect many students to pursue a major and minor, or a double major, in both EEP and one of these programs.

The last category is environmental studies programs. These, too, are distinct in perspective as well as structure. The Environmental Studies programs are all highly flexible and interdisciplinary, allowing students to chart their own path and choose from a wide range of courses in the sciences, arts and humanities, and social sciences. While the proposed EEP program will also give students exposure to multiple disciplines, it will be rooted in a disciplinary core of economics.

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

As described above, the only MUS program that has substantial overlap with the proposed program in EEP is the existing program in Economics at MSU Bozeman. The two programs share some course requirements and a mode of analysis. We considered the alternative approaches of offering an environmental concentration or option within the Economics major, or simply advising Economics students interested in environmental topics to take the relevant courses. However, we concluded that offering a program in EEP that is fully distinct from Economics would provide significant benefits to the state of Montana while incurring essentially no additional costs.

We see four main benefits from offering EEP as a full academic program:

1. *Employment value.* Giving EEP a distinct identity will allow students to signal to future employers and graduate schools that they have the unique combination of both a rigorous quantitative training in economics and a broader domain background in environmental issues. These benefits will only grow as the program builds name recognition within Montana.
2. *Recruitment by correcting misperceptions.* Having a distinct name will bring in new students to study the economics and policy of environmental issues who might not have otherwise considered economics. While economics studies a wide range of policy-relevant topics, many potential students without prior exposure to the field assume it is only about business, money, and banking. Informal conversations and exit interviews with Economics majors suggest that most begin with an interest in economics; those who also develop an interest in environmental issues do so only later by chance. By offering a distinct program in EEP, we will be able to attract students who start with a strong interest in environmental issues and would not have otherwise realized that economics offers a valuable perspective on these issues.

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3. *Regional competitiveness.* Offering a program in EEP allows MSU to better compete for students, both from Montana and out of state, who want to study this topic. Many other Western land-grant universities already offer a major in EEP (or an equivalent program with a similar name). MSU is well-positioned to compete for these students given the rich outdoor amenities of the Gallatin Valley.
4. *Enhancing Montana’s skills base.* As Montana’s population grows, its economy shifts, and its natural resources face increasing pressure, the skills provided by the proposed EEP program will only grow more valuable. Increasing the number of graduates in Montana’s workforce who have strong analytical skills and can apply them to environmental issues will bring immense benefits to the state and its citizens.

At the same time, very few additional resources are required to offer the proposed program. EEP will leverage existing teaching and advising capacity and faculty expertise within the Department of Agricultural Economics and Economics (DAEE).

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

The most similar programs within the Montana University System are those at MSU, and in particular the Economics program in the DAEE. We have designed the proposed program in close collaboration with the rest of the faculty in DAEE. We have also consulted with faculty in other departments, such as the Department of Land Resources and Environmental Sciences (LRES), which offers the Environmental Sciences program listed above. They have expressed enthusiasm for EEP due to the complementary nature of its curriculum with their own, and we expect to see growing interactions and collaborations between the two departments.

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

The program will first be offered in AY 2026-27. Beyond the catalog entry, the main tasks required to get the program up and running are already underway following the approval of the. The DAEE will work on advertising the program, evaluating and improving the program, establishing a process for assigning student advisors, and establishing a process for degree certification.

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

Fall Headcount Enrollment					Graduates				
AY26-27	AY27-28	AY28-29	AY29-30	AY30-31	AY26-27	AY27-28	AY28-29	AY29-30	AY30-31
5	8	10	15	20	0	0	4	5	8

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

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These projections are based on an analysis of enrollment within MSU and a survey of degree officers of similar programs at other land-grant institutions. There is considerable room for long-term optimism for enrollment in an EEP program; similar programs at other Western land-grant universities graduate as many as hundreds of students per year. We are also encouraged by the rapid growth trajectory of the Environmental Science major, which was begun only recently by LRES and is now stretching that department's capacity. At the same time, we do not expect to attain extreme levels of enrollment immediately. We started by assuming that enrollment at the end of 5 years will be similar to the median institution whose officers we surveyed, and adjusted upward slightly to account for MSU's unique advantages in this area and the experience of the Environmental Science major.

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

The initial capacity for the program is constrained only by enrollment caps in the required upper-level courses. ECNS 332 (Natural Resource Economics) currently has a course cap of 50 students, and we expect that the new courses, ENCS 333 and 334, will have the same cap. So the initial capacity is 50 students per cohort, or around 150 students in total headcount enrollment. We do not expect to exceed this capacity in the first few years of the program, though in the event that we do, we can temporarily accommodate additional students by raising the course caps for these courses.

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

The program is meant to provide an option for students with specific interests that is currently missing from MSU, to promote synergies within the university, and to help meet MSU's strategic goals. Because the program does not require additional resources, we do not require especially high enrollment in the minor to view it as successful, though it will provide scope for potential department growth.

Because the two new 300-level courses will be the most significant additions of the program, the primary evaluation metric will be enrollment in these courses. If they do not attract sufficient interest, we may choose to offer them every other year on an alternating basis. If they still do not attract sufficient demand, (which would imply low enrollment in the major itself), the courses and the major may be shut down.

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

The following actions will be taken to assess program performance:

- An annual program review, similar to the reviews for our existing Economics and Agribusiness Management Majors
- Exit interviews with graduating students

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- Peer faculty in-class teaching observations and evaluations
- The DAEE Resident Instruction Committee will perform annual course assessments. This includes reviewing syllabi and learning outcomes for all relevant courses.
- A job placement survey will be implemented beginning in year four.
- The program will be holistically evaluated in the 7-year department review.

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

The annual program evaluation will include reviewing exam performance in the Environmental Economics, Natural Resource Economics, and Energy Economics courses, and reviewing capstone projects for students majoring in the program. Acceptable thresholds of student performance (based on exam scores or capstone grades) will be set and evaluated each year.

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

Findings from the annual program review and other assessments outlined in 8(a) will be disseminated to the relevant faculty. If student performance is found to be inadequate for one or more of the learning outcomes, the department will work with faculty to devise a plan for improvement.

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

This program does not require specialized accreditation.

9. Physical resources.

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

EPP majors will not require extensive facilities or equipment. We primarily need to ensure that students have access to necessary software programs (e.g. MS Office, Stata). To this end, the DAEE has a computer lab for undergraduate students containing about 10 computers, and a student study lab. Access to software is further aided by the fact that students may access software via remote desktop connections to campus computers.

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

There will be no additional instructional or staff costs for this minor.

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10. Personnel resources.

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

As of Fall 2023 the DAEE will have 20 tenure-track professors, three non-tenure track instructors, and five administrative staff. Given increases in the teaching percentage of effort for some DAEE faculty starting in AY2023, the two new courses will not put additional strain on existing personnel resources, and the quality and productivity of existing programs will not be impacted.

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

There will be no additional instructional or staff costs for this minor.

11. Other resources.

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

The existing library and information resources are adequate for the proposed program.

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

Existing student services have the capacity to accommodate the program, and we do not anticipate any impact on services for the rest of the student body.

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

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

	Year 1	Year 2	Year 3
Revenues	\$82,360	\$205,900	\$288,260
Expenses	\$0	\$0	\$0
Net Income/Deficit	\$82,360	\$205,900	\$288,260

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(revenues-expenses)			
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Note that these projections assume 55% of unduplicated students are out of state and that students 85% of full tuition costs on average.

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

The proposed program does not include any new expenses.

- i. If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs? *[150 words]*
- ii. If an increase in base funding is required to fund the program, indicate the amount of additional base funding and the fiscal year when the institution plans to include the base funding in the department’s budget.
- iii. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution’s plans for sustaining the program when that funding ends? *[150 words]*
- iv. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? *[150 words]*

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

The program will not impose new fees.

14. Complete the fiscal analysis form.

Signature/Date

College or School Dean:

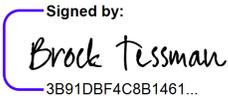
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12/15/2025 | 10:00 AM MST

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Chief Academic Officer:  12/15/2025 | 10:01 AM MST
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Chief Executive Officer:  12/17/2025 | 12:25 PM MST
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Appendix A – Proposed New Curriculum

Environmental Economics and Policy Minor

Departmental Requirements		Credits
ECNS 132 or ECNS 101IS	Econ & the Environment Economic Way of Thinking ¹	3
ECNS 204IS	Microeconomics ¹	3
Choose two of the following:		6
ECNS 332	Natural Resource Economics	
ECNS 333	Environmental Economics*	
ECNS 334	Energy Economics*	
Supporting Requirements		
STAT 216Q	Introduction to Statistics	3
Directed Elective in Environmental Science and GIS ²		3
Directed Elective in Environmental Policy, Law, and Social Science ³		3
Total Credits		21

* New Course

¹ ECNS 251IS Honors Economics (4 credits) may be substituted for both ECNS 101IS and ECNS 204IS. However, students must still complete at least a total of 21 credits for the minor. The additional 2 credits may be filled with an approved substitution.

² Directed Electives in Environmental Science and GIS:
 AGTE 330 - Alternative Power & Energy Technology
 BIOE 103CS - Environmental Science and Society
 BIOE 370 - General Ecology
 ECHM 205CS - Energy and Sustainability
 ENSC 110 - Land Resources and Environmental Sciences
 ENSC 210 - Role of Plants in the Environment
 ENSC 245IN - Soils
 ENSC 272CS - Water Resources
 ENSC 353 - Environmental Biogeochemistry
 ENSC 391 - Fundamentals of Environmental Data Analysis
 ENSC 407 - Environmental Risk Assessment
 GEO 103CS - Intro to Envrmntl Geology
 GPHY 284 - Intro to GIS Science & Cartog
 GPHY 384 - Adv GIS and Spatial Analysis

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GPHY 426 - Remote Sensing
NRSM 101 - Natural Resource Conservation
NRSM 240 - Natural Resource Ecology
SFBS 146 - Introduction to Sustainable Food and Bioenergy Systems

³ Directed Electives in Environmental Policy, Law, and Social Science:

AGBE 337 Agricultural Law
BGEN 361 Principles of Business Law
EENV 387 Environmental Laws and Regulations
NRSM 430 Natural Resource Law
PSCI 240 - Introduction to Public Administration
PSCI 362 - Natural Resource Policy
PSCI 415 - The Political Economy of Energy
SOC1 470 - Environmental Sociology
GPHY 326 - Geography of Energy Resources
GPHY 329 - Environment and Society
GPHY 365 - Geographical Planning
GPHY 402 - Water and Society
AGBE 315 - Ag in a Global Context
ECNS 317 - Economic Development
ECNS 320 - Public Finance

Graduation Requirements

Economics, Agricultural Business, and Financial Engineering students seeking a minor in Environmental Economics and Policy must complete 3 upper division directed elective courses beyond the requirements for their major.

A student must receive a grade of C- or better in all courses required for the minor. "P" grades may be accepted for courses transferred from outside the Montana State University system. The department certifying officer will evaluate written requests.

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	Bozeman
AWARD LEVEL:	UG - Minor
PROGRAM NAME:	BS in Environmental Economics & Policy
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	-	10	25	35	50	60
Credit Hours annual avg. credits hours earned per student in program related curriculum	-	5	5	5	5	5
Student FTE Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	-	2.083333333	5.208333333	7.291666667	10.41666667	12.5
Completions Annual number of program completers	-	0	0	2	7	23

REVENUE	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition Revenue (net of waivers)		\$0	\$0	\$0	\$0	\$0
Institutional Support		\$0	\$0	\$0	\$0	\$0
Other Outside Funds (grants, gifts, etc.)		\$0	\$0	\$0	\$0	\$0
Program Tuition/Fees		\$0	\$0	\$0	\$0	\$0
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue per Student FTE	#VALUE!	\$0	\$0	\$0	\$0	\$0

EXPENDITURES		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tenure Track Faculty	FTE	0.0	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	0.0	0.0	0.0	0.0	0.0	0.0
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE	0.0	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	0.0	0.0	0.0	0.0	0.0	0.0
Graduate Teaching Assistants	FTE	0.0	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	0.0	0.0	0.0	0.0	0.0	0.0
Staff	FTE	0.0	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	0.0	0.0	0.0	0.0	0.0	0.0
Total Faculty & Staff	FTE	0.0	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	0.0	0.0	0.0	0.0	0.0	0.0

Operations (supplies, travel, rent, etc)						
Start-up Expenses (OTO)						
Total Expenses	\$0	\$0	\$0	\$0	\$0	\$0

Student FTE to Faculty (TT + NTT) Ratio	#VALUE!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Net Income/Deficit (Revenue - Expenses)	\$0	\$0	\$0	\$0	\$0	\$0

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



Signed by:
Long Leint
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12/12/2025 | 3:45 PM MST

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

No additional costs - total credits 21 for completion of minor. There is no revenue shown in this analysis as UG minors will not generated additional revenue

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

March 2026

ITEM 2801-LI0326

NOTIFICATION OF THE ESTABLISHMENT OF HEALTHCARE FOUNDATIONS CERTIFICATE

Institution: MSU Northern

CIP Code: 51.0000

Program/Center/Institute Title: Healthcare Foundations Certificate

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

Options: _____

Proposal Summary [360 words maximum]

What: The Healthcare Foundations Certificate is a 15-credit hour program designed for high school students in grades 9-12 who wish to earn college credit before graduation. This certificate introduces students to healthcare professions and provides foundational skills through five courses: AHMS 144 Medical Terminology, HTH 101 Opportunities in Health Professions, WRIT 101 College Writing I, HLTH 110 Personal Health and Wellness, and M121 Algebra. These courses are offered during fall and spring semesters, allowing students to earn fully transferable college credit while still in high school. The program offers a seamless pathway for students to transition into higher education, particularly into healthcare-related fields.

Why: This program addresses critical student, state, and workforce needs. Healthcare occupations are projected to grow 13% from 2021 to 2031, according to the U.S. Bureau of Labor Statistics, far outpacing average job growth. Montana faces significant healthcare workforce shortages, especially in rural and frontier regions where access to care is limited. By offering early exposure to healthcare professions, the program fosters student interest in these careers and helps develop a pipeline of future healthcare workers prepared to address the state's critical workforce needs. (Source: U.S Bureau of Labor Statistics, 2022. *Occupational Outlook Handbook, Healthcare Occupations.*)

Resources: The Program requires minimal new resources to launch and sustain, as it leverages existing courses and faculty. Current instructors for Medical Terminology, College Writing, Personal Health and Wellness, and Algebra are equipped to accommodate additional students. Marketing resources will be required to promote the program to high school students and their families to encourage participation.

Collaboration opportunities include partnerships with local high schools to raise awareness of this program as an option for students to earn college credit directly through MSU Northern.

The Healthcare Foundations Certificate aligns with MSU Northern's mission to deliver accessible, high-quality education. It supports the university's strategic plan to expand healthcare education, address workforce shortages, and strengthen the pathway from secondary to postsecondary education. This initiative enhances MSU Northern's health science offerings and prepares students for success in high-demand healthcare careers.

ATTACHMENTS

Attachments None

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

 A. Level I:

Campus Approvals

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

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

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

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

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

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

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

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

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

 B. Level II:

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

March 26

ITEM 2804-LII0326

Request for authorization to establish a Minor in Nonprofit Management

Institution: MSU Northern

CIP Code: 52.0206

Program/Center/Institute Title: Nonprofit Management Minor

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

Options: _____

Proposal Summary [360 words maximum]

What: MSU-Northern is proposing a Nonprofit Management minor as part of its transition in the Community Leadership (now Community Psychology) Program. This minor aims to meet the needs of the nonprofit sector by expanding upon a track within Community Leadership while providing a credential that more completely signals the skillset this set of courses helps students develop.

Why: According to the US Department of Labor, the nonprofit sector has experienced consistent growth for well over a decade, and at rates far exceeding the growth of the for-profit sector. This program aims to meet those needs.

Resources: No additional resource needs will be accrued as this minor is being developed by slightly expanding a track/option.

ATTACHMENTS

Attachments

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

 A. Level I:

Campus Approvals

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

OCHE Approvals

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

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

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

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

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

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

_____ **B. Level II:**

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

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

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

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

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

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: MSU-Northern
AWARD LEVEL: UG
PROGRAM NAME: Non-Profit Management Minor
PROGRAM CODE:

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
ENROLLMENT PROJECTIONS						
Headcount						
annual unduplicated headcount of students with declared major or minor within the program	-	5	10	15	20	20
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	-	6	6	6	6	6
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	-	1	2	3	4	4
Completions						
Annual number of program completers	-	0	2	5	10	10
Revenue per FTE						3,882.40
REVENUE						
Tuition Revenue (net of waivers)	#VALUE!	\$3,882	\$7,765	\$11,647	\$15,530	\$15,530
Institutional Support						
Other Outside Funds (grants, gifts, etc.)						
Program Tuition/Fees						
Total Revenue	#VALUE!	\$3,882	\$7,765	\$11,647	\$15,530	\$15,530
Total Revenue per Student FTE	#VALUE!	\$3,882	\$3,882	\$3,882	\$3,882	\$3,882

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
EXPENDITURES							
Tenure Track Faculty	FTE						
	Salary + Benefits						
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE		0.1	0.1	0.1	0.1	0.1
	Salary + Benefits		\$5,396	\$5,396	\$5,396	\$5,396	\$5,396
Graduate Teaching Assistants	FTE						
	Salary + Benefits						
Staff	FTE						
	Salary + Benefits						
Total Faculty & Staff	FTE		0.1	0.1	0.1	0.1	0.1
	Salary + Benefits		\$5,396	\$5,396	\$5,396	\$5,396	\$5,396
Operations (supplies, travel, rent, etc)							
Start-up Expenses (OTO)							
Total Expenses		\$0	\$5,396	\$5,396	\$5,396	\$5,396	\$5,396
Student FTE to Faculty (TT + NTT) Ratio	#VALUE!	12.9	25.9	38.8	51.7	51.7	51.7
Net Income/Deficit (Revenue - Expenses)	#VALUE!	-\$1,514	\$2,368	\$6,251	\$10,133	\$10,133	\$10,133

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.


 Controller 10/27/25
 Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Headcount and Credit Hours were provided from Academics
 Tuition Revenue is based off of "Net Tuition per FTE Table" on OCHE website (FY24)
 Tuition Revenue per FTE from table = 3,882.14
 Expenditures consist of only using adjunct faculty to teach a total of 6 credits per year at 750/credit + benefits
 FTE calculated based on average faculty salary (69,804)

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CURRICULUM PROPOSAL FORM

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

Not Substantive_____ Minor Change X__ Major Change_____

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

N/A

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

MSU-Northern is proposing a Nonprofit Management minor as part of its transition in the Community Leadership Program. Recently, MSU-Northern’s Community Leadership program was renamed Community Psychology and the curriculum was more closely aligned with the American Psychological Association’s core competencies for Division 27: Community Psychology. As part of this change, the university is proposing to slightly expand a track/option from the Community Leadership program to create this Nonprofit Management minor.

Upon successfully completing the Nonprofit Management Minor, students will be able to:

- Understand a variety of leadership theories and select and implement situationally appropriate strategies and practices;
- Understand and comply with the legal requirements to acquire and maintain nonprofit status with both the state and the federal government;
- Understand and comply with the financial practices and reporting requirements to acquire and maintain nonprofit status;
- Understand and comply with legal requirements and best practices of human resource management within nonprofit organizations, including with respect to governance boards and volunteers;
- Understand and implement research-based best practices in community-based program planning and evaluation; and
- Understand and implement legal, ethical, and efficacious practices in fundraising and grant writing.

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	24
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	3
Credits of free electives	0

Montana Board of Regents
CURRICULUM PROPOSAL FORM

b. Total credits required to complete the program	24
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b. Please include a complete listing of the proposed new curriculum in Appendix A of this document.

See attached campus-level curriculum paperwork

4. See attached campus-level curriculum paperwork

According to the Montana Nonprofit Association, in its 2023 economic impact report, the nonprofit sector is Montana’s #3 industry by employment (over 2,300 organizations employ over 10% of the workforce, nearly 50,000 people) and its #1 industry by wages (over 10%, about \$2.6 billion). Nationally, according to the U.S. Department of Labor, the nonprofit sector has experienced consistent growth for well over a decade, and at rates far exceeding the growth of the for-profit sector. The need for qualified employees is strong and increasing, requiring postsecondary programs to prepare these professionals. MSUN’s Community Leadership Program served this need with a Nonprofit Management Track/Option, but the program was challenging to promote and recruit because tracks/options do not receive strong emphasis in marketing and recruiting efforts. Elevating the previous track/option to the status of a minor will make it more visible and easier to recruit more students to fulfill the strong workforce demand. Obviously, these professionals make invaluable contributions to society, and students are increasingly interested in careers they believe can make a meaningful difference. The nonprofit sector is an excellent option for these students, who require postsecondary coursework to ensure they have the practical skills and knowledge to assume leadership positions in organizations and communities. Many of these students or potential students, however, are place-bound, and many already work in the nonprofit sector. MSUN’s fully online delivery of this training through a Nonprofit Management Minor will enable us to more completely and adequately meet the student, employer, and societal needs.

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

Institution Name	Degree	Program Title	What is the program enrollment for the last three academic years?
UM - Missoula	Minor	Nonprofit Administration	

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 Nonprofit Management minor provides valuable knowledge and practical skills to individuals in a wide range of professional careers. Virtually every career path, professional or technical, has associated nonprofit organizations or associations that support and advance their interests, so the Nonprofit Management Minor

Montana Board of Regents
CURRICULUM PROPOSAL FORM

would be a valuable enhancement for a broad range of majors to expand their career opportunities. Through its accessibility and a broad-based curriculum, this program will support MSUN's student-centered mission while building students' technical and professional skills in an inclusive and equitable way. Making the curriculum broadly available as a minor will provide great value added to many graduates' education while maintaining the institution's efficiency by utilizing existing staff and resources.

- 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]*

This proposed program, which slightly expands a previous track/option within the fully online Community Leadership bachelor's degree program at MSUN, does not substantially duplicate any existing programs within the MUS. The only similar program available at the undergraduate level is a more exploratory Nonprofit Administration Minor currently offered in a face-to-face delivery format through the University of Montana. The UM minor requires 12 program specific credits, plus an internship and 6 non-program specific advisor approved elective credits. The UM minor also focuses primarily on public policy and administration and leadership, and to a lesser degree on strategic planning, financial management, fundraising, and grant writing within a single course. MSUN's proposed/expanded program focuses on a broad array of practical management skills in a series of eight topical and program specific courses, as outlined in Appendix A below and question #4 above. UM's Nonprofit Administration Minor, on the other hand, again is more exploratory and is designed to serve as "a pathway to graduate-level professional preparation in our Department's online professional certificate in nonprofit administration and the MPA nonprofit administration track."

- 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]*

Since the proposed program is only a slight expansion of a track/option within MSUN's previously named Community Leadership major, the content and purpose of the two programs are substantially different, and the programs are also delivered in different formats (online versus face-to-face). So, collaboration efforts were not made.

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]*

Success of the Nonprofit Management Minor will be determined through a rigorous academic assessment plan, continuous feedback from students, periodic interviews of graduates, and ongoing input from employers. This process will include annual assessment reports and plans submitted to the Office of Teaching and Learning Excellence as a part of MSUN's accreditation through NWCCU. The assessment results will be reviewed annually, and if success is not being achieved necessary changes to the program will be

Montana Board of Regents
CURRICULUM PROPOSAL FORM

implemented as appropriate. Enrollment, retention, and completion rates will also be reviewed annually with necessary adjustments implemented for recruiting and support of students if targets are not being achieved. Persistently low-enrolled programs are placed into moratorium and/or terminated.

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

Student achievement in the Nonprofit Management Minor will be evaluated each term using course level objectives and assessments, as well as annually as a part of MSUN’s accreditation through NWCCU. Program assessments focus on program-level student learning outcomes, based upon artifacts and data collected from students across the program and using rubrics as recommended by the Office of Teaching and Learning Excellence. A report summarizing findings is submitted to the Provost’s Office, and based upon the outcome of this assessment an appropriate action plan is developed. An Assessment Plan is also then created for the upcoming year to evaluate progress. This report includes all program learning outcomes and corresponding assessments. Program learning outcomes are thus assessed on an annual basis followed by a plan of continuous improvement as needed. Evaluation reports and assessment plans are due to the Office of the Provost on September 30th of every academic year.

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

At the course level, instructors review students’ performance and course evaluations and make changes to methods, content, assessments, etc., within the parameters of the approved course description and student learning outcomes. At the program level, assessment findings are incorporated into the annual program assessment report as a part of MSUN’s accreditation through NWCCU. An appropriate action plan is developed from the findings, and may include changes to learning outcomes, assessment methods, or curriculum, which require a more extensive review and approval process. A new Assessment Plan is also created annually to evaluate progress for the upcoming year.

Signature/Date

College or School Dean:

Signed by:
Beth Durodje 10/29/2025
BFF4B418BA3149E...

Chief Academic Officer:

Signed by:
Jennifer Brown 10/30/2025
F4146495492E48D...

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

October/2025

ITEM 2802-LII0325

Request for authorization to establish a Chemistry Minor

Institution: MSU Northern

CIP Code: 40.0599

Program/Center/Institute Title: Chemistry Minor

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

Options: _____

Proposal Summary [360 words maximum]

What: MSU-Northern is proposing a Chemistry minor to complement existing majors in Biology, General Science Education, and the Pre-Allied Health track of Integrated Health Sciences.

Why: This minor will provide students with the proper courses for the Chemistry preparation needed for graduate level work in the sciences. It will also provide an additional credential for those students already taking the majority of the courses in the proposed minor, albeit in an ad hoc manner.

Resources: The implementation of this minor will require scheduling classroom and lab space that is already available. So, the marginal cost of physical space is low. It is not expected that an additional instructor will be needed to implement this minor. However, in the case that Northern would need to hire an adjunct faculty member to teach one or more of the classes in the minor, the cost would be \$750 per credit hour or \$2,250 for each 3-credit course.

ATTACHMENTS

Attachments

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

 A. Level I:

Campus Approvals

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

 1b. Withdrawing a postsecondary educational program from moratorium

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

OCHE Approvals

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

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

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

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

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

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

_____ **B. Level II:**

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

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

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

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

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

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: MSU-Northern
AWARD LEVEL: UG
PROGRAM NAME: Chemistry Minor
PROGRAM CODE:

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
ENROLLMENT PROJECTIONS						
Headcount						
annual unduplicated headcount of students with declared major or minor within the program	-	5	6	10	10	10
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	-	7	7	7	7	7
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	-	1.166666667	1.4	2.333333333	2.333333333	2.333333333
Completions						
Annual number of program completers	-	0	2	3	5	10
Revenue per FTE						3,882.40

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
Tuition Revenue (net of waivers)	#VALUE!	\$4,529	\$5,435	\$9,059	\$9,059	\$9,059
Institutional Support						
Other Outside Funds (grants, gifts, etc.)						
Program Tuition/Fees						
Total Revenue	#VALUE!	\$4,529	\$5,435	\$9,059	\$9,059	\$9,059
Total Revenue per Student FTE	#VALUE!	\$3,882	\$3,882	\$3,882	\$3,882	\$3,882

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
EXPENDITURES							
Tenure Track Faculty	FTE						
	Salary + Benefits						
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE		0.1	0.1	0.1	0.1	0.1
	Salary + Benefits		\$6,296	\$6,296	\$6,296	\$6,296	\$6,296
Graduate Teaching Assistants	FTE						
	Salary + Benefits						
Staff	FTE						
	Salary + Benefits						
Total Faculty & Staff	FTE		0.1	0.1	0.1	0.1	0.1
	Salary + Benefits		\$6,296	\$6,296	\$6,296	\$6,296	\$6,296
Operations (supplies, travel, rent, etc)							
Start-up Expenses (OTO)							
Total Expenses		\$0	\$6,296	\$6,296	\$6,296	\$6,296	\$6,296
Student FTE to Faculty (TT + NTT) Ratio	#VALUE!	12.9	15.5	25.9	25.9	25.9	
Net Income/Deficit (Revenue - Expenses)	#VALUE!	-\$1,766	-\$860	\$2,763	\$2,763	\$2,763	

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.


 Controller 10/27/25

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Headcount and Credit Hours were provided from Academics
 Tuition Revenue is based off of "Net Tuition per FTE Table" on OCHE website (FY24)
 Tuition Revenue per FTE from table = 3,882.14
 Expenditures consist of only using adjunct faculty to teach a total of 7 credits per year at 750/credit + benefits
 FTE calculated based on average faculty salary (69,804)

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Not Substantive_____ Minor Change X__ Major Change_____

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

N/A

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

MSU-Northern is proposing a Chemistry minor. The minor includes the current College Chemistry sequence, as well the current Organic Chemistry sequence, but will also require Biochemistry and a new course in Advanced Inorganic Chemistry to give students a well-rounded experience in chemistry that includes advanced theory. This offering will complement majors in Biology, General Science Education, and the Pre-Allied Health track of the Integrated Health Sciences major.

The program learning outcomes for the proposed program are as follows:

- Students will demonstrate an understanding of major concepts in all five major disciplines of chemistry: analytical, biochemistry, inorganic, organic and physical.
- Students will employ critical thinking and the scientific method to design, carry out, record and analyze the results of chemical experiments.
- Students will demonstrate proficiency in the use of appropriate instrumentation to collect and record data from chemical experiments.
- Students will demonstrate proficiency in the use of appropriate library searching and retrieval methods to obtain information about a topic, chemical, chemical technique, or an issue relating to chemistry.
- Students will demonstrate proficiency in writing and speaking about chemistry topics in a clear and concise manner to both chemists and non-chemists according to professional standards.
- Students will know and follow proper procedures and regulations for safe handling, use, and disposal of chemicals.
- Students will demonstrate an awareness of the impact of chemistry on the environment, society, and other cultures outside the scientific community.

- 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	27
Credits in required courses offered by other departments	0

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Credits in institutional general education curriculum	0
Credits of free electives	0
Total credits required to complete the program	27

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

See attached campus-level curriculum paperwork

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]*

Demands for skilled workers in the Montana healthcare industry is well-documented. This need extends to General Science endorsed educators in the K-12 space as well as researchers and practitioners in clinical and laboratory settings. MSU-Northern’s programs in Biology, Integrated Health Sciences, Nursing, and General Science Education serve to meet these needs and to prepare students for flourishing, in-demand careers across the state. The addition of this Chemistry minor will provide students with a path for developing specific scientific skills that will augment the current STEM skillsets that they already take into the workforce, making them more marketable in the field and more competitive in the graduate program application process.

For example, MSU-Northern graduates a number of Biology students pursuing entry into medical, dental, and veterinary schools. These students have often expressed interest in the availability of a Chemistry minor by which they can increase their preparedness, and more easily meet the competitive entry requirements, for these programs. (See: <http://dvm.vetmed.wsu.edu/admissions/prerequisites>)

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

Institution Name	Degree	Program Title	What is the program enrollment for the last three academic years?
MSU-Bozeman	Minor	Chemistry Minor (Non-Teaching)	
Montana Technological University	Minor	Chemistry Minor	
University of Montana	Minor	Chemistry Minor	

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

MSU-Northern's mission is to provide "higher education to students for professional and technical careers through an institution dedicated to teaching and the pursuit of knowledge". Northern offers a wide array of programs to achieve this mission including programs in the biological and health sciences as well as in general science education. The addition of this minor will assist these programs in preparing students for success in their professional careers after graduation. It will provide students majoring in Pre-Allied Health, Biology, or General Science Education a breadth of knowledge and skills in chemistry to improve graduate school readiness as well as readiness to teach the sciences to Montana K-12 students in the classroom.

- 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]*

Similar minors at the other institutions have varying requirements related to organic and physical chemistry. For this minor, students are required to take a full year of Organic Chemistry and Advanced Inorganic Chemistry. This combination of classes gives Northern students a more complete theoretical background in chemistry that specifically complements coursework in related major programs and meets students' needs with respect to their post-graduation goals.

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

No efforts were made in this area because, as with other chemistry minors, this program is offered through a fully in-person modality. This limits feasible options for course sharing or cross-program collaboration.

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]*

All programs at MSU-Northern are assessed on an annual basis. Faculty in each program develop an assessment review of student performance from the previous academic year with respect to previously specified learning outcomes. These same faculty then develop an assessment plan for the coming academic year that closes the loop on any issues identified through the assessment review process.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

The assessment of student learning in this minor will involve comprehensive exams, similar to nationally employed, standardized examinations, following two full semesters of college chemistry and two full semesters of organic chemistry. Student performance on these exams will be compared with a benchmark score of 50% whereby satisfactory student performance in these areas will be indicated by a score of 50% or greater. Class averages on these exams will also be compared with national averages, with satisfactory performance being indicated by a class average that falls within one standard deviation of national results.

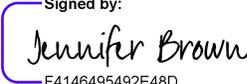
Assessment of student learning will also involve the evaluation of student artifacts produced through homework assignments and laboratory reports.

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

The assessment planning process that is completed annually ensures that assessment results will be used to close the loop, with a consistent goal of continuous improvement in student learning.

Signature/Date

College or School Dean:  Signed by: *Beth Durody* 10/29/2025
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Chief Academic Officer:  Signed by: *Jennifer Brown* 10/30/2025
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Appendix A – Proposed New Curriculum

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 program will first be offered in Fall 2026 with an initial capacity of 10 students.

- 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_	AY_27_	AY_28_	AY_29_	AY_30_	AY_27_	AY_28_	AY_29_	AY_30_	AY_31_
0	5	6	10	10	0	2	3	5	10

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

Enrollment in majors where a Chemistry minor is complementary was considered. These majors include Biology, General Science Education, and Integrated Health Sciences. (There may also be an interest among Criminal Justice students, but this has yet to be explored.) In particular, the headcount in Integrated Health Sciences has been increasing in recent years, as has the number of students interested in graduate study in the sciences. This had caused an uptick in the number of students enrolling in Organic Chemistry. Both of these factors, general enrollment trends in complementary majors and enrollment in specific chemistry courses, were used to estimate a final steady state of 10 students in the minor each year.

1. Physical resources.

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

With an increase in enrollment in Chemistry courses, cost for consumables is expected to increase. These costs will be covered by course fees that are already in place. Any proposed new courses will be evaluated for consumable costs and a request for course fees will be made, accordingly.

Montana Board of Regents
FISCAL ANALYSIS PART 2

- 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]

Because all of the laboratory courses are already offered (with capacity available for additional students) on a regular rotation, the only additional classroom space for this minor will be for the upper division classes. A classroom that is available for scheduling has been identified for this purpose. Increased use of these facilities may cause some additional wear and tear which will be addressed through general O&M processes and will be considered during the budget allocation process each year.

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]

In order to avoid overburdening existing faculty, adjunct faculty may be hired to cover one or two courses in the minor. The rate of pay for adjunct faculty is \$750 per credit hour. So, the additional cost of offering two additional courses per year will be 6,000 (\$3,000 per 4-credit course). Adjunct faculty will be hired from the institution's current pool of potential part-time faculty and outreach will occur to increase the size of the pool, if necessary.

- 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]

MSU-Northern's chemistry professor is currently teaching most of this program's required courses on a regular rotation (with capacity to accommodate students in this program). However, scheduling the upper division classes will take some additional planning in order to avoid excessive overloads. Any overload costs will be covered per the Collective Bargaining Agreement. If needed, adjunct faculty will be hired to cover one or two of the regularly scheduled courses to avoid overburdening existing faculty (see above). Program quality should remain unaffected unless course enrollment begins to exceed capacity. In this case, the number of sections offered per course, and any associated costs, will be evaluated.

3. Other resources.

Montana Board of Regents
FISCAL ANALYSIS PART 2

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

Yes, these resources are adequate.

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

Yes, student services has the capacity to accommodate students in this program.

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

As shown on the fiscal analysis form, the fiscal impacts of implementing this program are expected to be fairly neutral for the university with modest losses during the first two years and modest net positive returns in the years following. Longer term impacts may be seen if enrollment begins to exceed initial capacity.

- a. Describe any expenses anticipated with the implementation of the new program. How will these expenses be met? *[200 words]*
- i. If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs? *[150 words]*
- MSU-Northern has recently implemented initiatives to reduce the use of budgeted funds that support adjunct/overload pay. Some of these savings will be used to support any needed adjunct/overload support for this program. This will have no impact on other 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.
- N/A
- iii. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends? *[150 words]*
- N/A
- iv. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? *[150 words]*

Montana Board of Regents FISCAL ANALYSIS PART 2

N/A

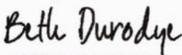
- 5. **Student fees.** If the proposed program intends to impose new course, class, lab, or program fees, please list the type and amount of the fee. (Approval of the program does not imply approval of fees. Authorization for new fees is a separate BOR process.)

No new course fees are anticipated for this program because no new labs are being proposed.

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

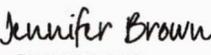
Signature/Date

College or School Dean:

Signed by:

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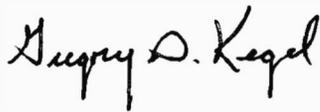
10/29/2025

Chief Academic Officer:

Signed by:

 F4146495492E48D...

10/30/2025

Chief Executive Officer:



10/31/25

Flagship Provost*:

Flagship President*:

*Not applicable to the Community Colleges.

Montana Board of Regents
FISCAL ANALYSIS PART 2

Appendix A – Proposed New Curriculum

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 program will first be offered in Fall 2026 with an initial capacity of 20 students.

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

Fall Headcount Enrollment					Graduates				
AY_27_	AY_28_	AY_29_	AY_30_	AY_31_	AY_27_	AY_28_	AY_29_	AY_30_	AY_31_
4	8	12	16	17	0	1	1	3	4

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

These estimates are based on enrollment in existing education minors at MSUN. The headcount for each cohort is a combination of 2-3 students starting at MSUN intending to teach math and 1-2 students who pick up the minor later with some attrition accounted for.

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]

No new facilities or space will be needed to implement the new program.

- 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]

Montana Board of Regents
FISCAL ANALYSIS PART 2

MSUN has classrooms that can handle the capacity for the program, including computer labs. The only impact will be increased class size for several lower division math classes and scheduling one extra upper division math/education course per semester

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]

No new permanent personnel will need to be hired. An adjunct for the math methods course offered every other year will be the only hire. Several teachers within Havre have already offered to adjunct in order to support training new math teachers. The compensation rate for adjunct faculty is \$750 per credit hour.

- 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]

MSUN currently has two math faculty, three education faculty, and an administrative assistant for education. While in most cases there is ample capacity among courses that are already offered on a regular rotation to serve students within this minor, the proposed program is anticipated to have a modest impact on the total FLC overload accrued by permanent faculty, depending on the year. Please see the fiscal analysis form for details. Quality and productivity will be maintained as MSUN has sufficient capacity, and moreover, additional students may improve quality with fuller classrooms (facilitating discussion, groups projects, etc.).

3. Other resources.

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

Available library and information resources are more than adequate at MSUN.

- 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]

Montana Board of Regents
FISCAL ANALYSIS PART 2

MSUN's student services have capacity for the proposed program. The additional students will have minimal impact on the rest of the student body.

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

The proposed program will help boost enrollment and will have a positive effect on the financial situation of the institution. The (conservative) budget projections show a net deficit in year one turning into a positive net income that grows each subsequent year.

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

The only additional expenses for this program will be for hiring an adjunct for one course per year (the upper division math methods course) along with modest additional permanent faculty overload costs. This expense will be covered by the College of Arts, Sciences, and Education.

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

MSU-Northern has recently implemented initiatives to reduce the use of budgeted funds that support adjunct/overload pay. Some of these savings will be used to support any needed adjunct/overload support for this program. This will have no impact on other 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.

N/A

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

N/A

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

N/A

Montana Board of Regents
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.)

No new course fees are anticipated for this program because no new labs are being proposed.

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

Signature/Date

College or School Dean:

Signed by:
Beth Durodye 10/29/2025
BFF4B418BA3149E...

Chief Academic Officer:

Signed by:
Jennifer Brown 10/30/2025
F4146495492E48D...

Chief Executive Officer:

Gregory D. Kegel 10/31/25

Flagship Provost*:

Flagship President*:

*Not applicable to the Community Colleges.

Montana Board of Regents
FISCAL ANALYSIS PART 2

Appendix A – Proposed New Curriculum

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: MSUN
AWARD LEVEL: UG
PROGRAM NAME: Math Teaching Minor
PROGRAM CODE:

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
ENROLLMENT PROJECTIONS						
Headcount						
annual unduplicated headcount of students with declared major or minor within the program	-	4	8	12	16	17
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	-	7	7	7	7	7
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	-	0.933333333	1.866666667	2.8	3.733333333	3.966666667
Completions						
Annual number of program completers	-	1	1	3	3	4

REVENUE						
Tuition Revenue (net of waivers)		\$4,676	\$9,351	\$14,027	\$18,702	\$19,871
Institutional Support						
Other Outside Funds (grants, gifts, etc.)						
Program Tuition/Fees						
Total Revenue	\$0	\$4,676	\$9,351	\$14,027	\$18,702	\$19,871
Total Revenue per Student FTE	#VALUE!	\$5,010	\$5,010	\$5,010	\$5,010	\$5,010

EXPENDITURES						
Tenure Track Faculty	FTE					
	Salary + Benefits	\$3,029	\$6,058	\$3,029	\$6,058	\$3,029
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE					
	Salary + Benefits	\$2,699		\$2,699		\$2,699
Graduate Teaching Assistants	FTE					
	Salary + Benefits					
Staff	FTE					
	Salary + Benefits					
Total Faculty & Staff	FTE					
	Salary + Benefits	\$0	\$5,728	\$6,058	\$5,728	\$6,058

Operations (supplies, travel, rent, etc)						
Start-up Expenses (OTO)						
Total Expenses	\$0	\$5,728	\$6,058	\$5,728	\$6,058	\$5,728

Student FTE to Faculty (TT + NTT) Ratio	#VALUE!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Net Income/Deficit (Revenue - Expenses)	\$0	-\$1,052	\$3,294	\$8,299	\$12,645	\$14,143

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

Revenue calculation based on 5,009.52/year (2,504.76 per semester for 15 credits, Res UG)
 Adjunct will be needed for years 1, 3 & 5 at \$750/credit for 3 credits (19.95% benefit rate)
 Faculty overload will be needed for years 1-5 at \$850/credit (18.776% benefit rate)
 3 credits for years 1, 3 & 5
 6 credits for years 2 & 4

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]*

This program is designed in alignment with OPI’s objectives as outlined in the attached Professional Educator Preparation Program Standards, Subchapter 10.58.518 Mathematics. MSU-Northern will seek accreditation through OPI to ensure students can earn their math endorsement to teach in Montana.

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.

MSU-Northern's proposed program is a Math Teaching Minor, a minor intended for education majors so they can earn a 5-12 math endorsement. The coursework will include standard lower division math classes (algebra, statistics, calculus, etc.), some upper division math classes, and a methods course in math education.

In terms of learning outcomes, the proposed program will use OPI’s objectives as outlined in the attached Professor Educator Preparation Program Standards, Subchapter 10.58.518. There are 10 objectives with 15 subcategories.

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	28
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	(6)
Credits of free electives	0
Total credits required to complete the program	28

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

See attached campus-level curriculum paperwork

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

The proposed program will help address the need for math teachers across the state of Montana and specifically north-central Montana. Teachers, especially in mathematics, are always in demand, and OPI is currently advertising numerous math openings across Montana. The initial push to bring a math teaching program to MSU-Northern happened when the Havre Public School District had four vacant positions in math. At that time, several teachers enrolled at out-of-state institutions, like Western Governors University, to get their math endorsements. MSU-Northern can better, and more affordably, serve our community with a program in math education and keep students in similar situations engaged within the MUS.

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

Institution Name	Degree	Program Title	What is the program enrollment for the last three academic years?
MSU-Billings	Minor	Mathematics Teaching Minor	
Montana State University - Bozeman	Minor	Mathematics Teaching Minor	
University of Montana	Minor	Mathematics Education Minor	

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]*

This program’s learning outcomes are specifically aligned with objectives established by the Office of Public Instruction and is tied most closely to other available education pathways at MSU-Northern as it will become one of the endorsement options students are able to pursue in the Educator Preparation Program.

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]*

MSU-Northern is the only four-year institution in the northern third of Montana serving a demographic of students that may be unable to attend a university in other parts of the state. This may be due in part to financial constraints (over half of MSU-Northern student work 20 or more hours per week; 42% of MSUN students are Pell eligible), family and community responsibilities (19% are American Indian), and other factors. Additionally, MSU-Northern has lost several potential local students to Western Governors University to pursue a math endorsement – specifically current high school teachers seeking a second endorsement while working fulltime. The proposed program is also designed for ease of transfer within the MUS so students who need to transfer can find the right institution in Montana to complete their degree.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

The proposed math education program would not be a multi-institutional program and no collaboration was needed. The program is designed to be entirely taught through MSU-Northern; however, efforts were made to ensure transferability of credits within the MUS to similar programs.

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]

MSU-Northern has a n annual assessment program in place for all academic programs, including minors. The process has three steps:

- 1) Reviewing feedback from the Program Assessment Review Committee and the assessment plan from the previous year.
- 2) Creating an assessment report that reports on the prior academic year (due 9/30)
- 3) Creating an assessment plan for the upcoming/current academic year (due 9/30)

This program will also be assessed regularly as part of the OPI accreditation cycle.

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

Direct and indirect measures to assess student learning will be the PRAXIS exam, course exams (midterm and final exams), homework (calculation-based assignments, proof-based assignments, etc.), and student presentations.

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

The program assessment process at MSU-Northern includes creating assessment reports and implementing changes based on feedback from the review committee. Additionally, the Initial Education Advising Council will be shown all assessment findings and will provide suggestions on the continuous improvement of the program.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Signature/Date

College or School Dean:  Signed by:
Beth Durody 10/29/2025
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Chief Academic Officer:  Signed by:
Jennifer Brown 10/30/2025
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Appendix A – Proposed New Curriculum

Montana University System
REQUEST TO PLAN FORM

ITEM XXX-XXX-XXXX

Meeting Date May 2024

Item Name: Request for authorization to plan a Mathematics Teaching MinorProgram/Center/Institute Title: **Mathematics Teaching Minor**Planned 6-digit CIP code: **13.1311**Campus, School/Department: **Montana State University Northern
College of Arts, Sciences, and Education**Expected Final Submission Date: **January 2025**Contact Name/Info: **Dr. Beth Durodoye (Dean of CASE) 406-265-3768; Dr. Casey Donovan (Math faculty)
406-265-4135**

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/chc/arsa/academicproposals.asp>.

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

Mathematics Teaching Minor: This program will prepare students to teach mathematics at the 5-12 grade levels. It is designed as a new teaching minor to provide a path to mathematics licensure with the Office of Public Instruction (OPI). The new minor will be offered within the existing Bachelor of Science in Secondary Education degree options or Bachelors of Science in Elementary Education at MSU-Northern.

A Mathematics Teaching minor would consist of lower division math classes such as college algebra, trigonometry, calculus, and statistics, which students might be expected to teach at the high school and middle school level. It would also include upper division math courses to expose students to mathematical rigor and to explore the foundations of mathematics as a discipline. Finally, several teacher education methods courses that focus on math pedagogy would round out the minor by preparing students for building curricula, teaching mathematics, and meeting state and federal standards.

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).

MSU Northern has historically served north-central Montana by producing high quality teachers who are employed in schools across the region. Due to a shortage of math teachers in the region (and the state in general), MSUN frequently receives requests from current and potential students who want to become licensed to teach math, and from school districts that are in desperate need of math teachers. Because we do not currently offer a path to licensure in mathematics within our Teacher Education program, we have to turn those students away. For example, the Havre Public School District alone currently has four teachers from other disciplines who are being retrained to teach math to help fill vacant math teacher positions at the high school. However, these teachers are earning math coursework and degrees from outside the MUS system (e.g., from Western Governors University, etc.). The number of math teacher vacancies listed on the OPI website indicates that these shortages are prevalent throughout the state.

(<https://apps.opi.mt.gov/MTJobsForTeachers/frmJobListingPublic.aspx>)

Montana University System
REQUEST TO PLAN FORM

According to the MSU Northern graduate survey, more than 80% of MSUN graduates stay in Montana, and nearly 100% of students who major in Education stay in Montana (<http://www.msun.edu/career/gradsurvey.aspx>). It is often difficult for school administrators to recruit new teachers to rural areas, and our students are more likely to remain in north-central Montana and fill these vacancies. Anecdotally, many of our students from Montana express their desire to teach in or near their hometowns, especially our American Indian students. This program would give them an opportunity to do so.

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

The majority of the framework needed to offer a minor for obtaining a math teaching endorsement from the OPI is already in place. No new facilities or physical materials are necessary. Many of the Math and Education courses are already offered. Teaching a small number (3-4) of additional Math and Education courses may require one or two additional adjunct instructors. However, several teachers at Havre High School hold Masters degrees and have expressed interest in teaching courses on an adjunct basis, especially if it helps build and sustain a successful Math program at MSU Northern. Finally, all of the extra courses needed for a Math Teaching minor were already offered at MSU Northern in years past and remain in the academic catalog, so the administrative burden is also minimal.

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).

One important factor in designing this program has been to ensure transferability of students throughout the MUS system. Students with Associate-level degrees consistently transfer to MSU Northern from tribal, community, and 2-year colleges. Currently, MSUN has articulation agreements with Great Falls College and Fort Peck Community College for students transferring into the Bachelor of Science in Elementary Education major. There are plans to explore articulation agreements for the Bachelor of Science in Secondary Education (including the Math Teaching minor, if approved) with these institutions and others.

MSU-Northern also often has students who transfer to and from larger universities such as MSU Bozeman, MSU Billings, and the University of Montana. MSU-Northern's Math Teaching minor will anticipate students' needs to transfer and ensure a common curriculum across Math Teaching minors and Math Education degrees throughout the system.

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.

MSU-Northern's mission is to provide "higher education to students for professional and technical careers through an institution dedicated to teaching and the pursuit of knowledge." Our vision statement specifically states that we strive to be "responsive to local, regional, and state workforce needs." Our Strategic Goal 2 articulates our intent to "provide practical, high-quality educational experiences that provide students an efficient path to achieving their educational, career, and life goals."

In order to assess local and regional workforce needs, nearly every academic program on campus has an advisory board consisting of partners who represent the industries or fields that students in the program are likely to enter upon graduation. Teacher Education faculty interface regularly with local education administrators and other

Montana University System
REQUEST TO PLAN FORM

stakeholders at the Hi-Line MASS Regional Meeting. The most frequent theme explored at these monthly convenings is the critical shortage of teachers in the north-central Montana region. As a result of this input, MSU Northern has addressed this issue in its most recent Academic Priorities and Planning Statement.

<https://mus.edu/board/meetings/2021/september/arsa/Academic-Priorities-OCHE-Analysis-2021.pdf>

One important aspect of the MSU-Northern Teacher Education program's efforts to respond to teacher shortages in the area is the addition of a Mathematics Teaching minor.

Montana University System REQUEST TO PLAN FORM

Signature/Date	
Chief Academic Officer:	<i>Justin Brown</i> 3/8/24
Chief Research Officer*:	
Chief Executive Officer: X	<i>August D. Kegel</i> 3.8.24
Flagship Provost**:	<div style="display: flex; justify-content: space-between;"> <div style="border-left: 1px solid black; padding-left: 5px;"> <small>DocuSigned by:</small> <i>Robert Mokwa</i> <small>212A28411AC04BD...</small> </div> <div>3/29/2024 8:29 AM MDT</div> </div>
Flagship President**:	<div style="display: flex; justify-content: space-between;"> <div style="border-left: 1px solid black; padding-left: 5px;"> <small>DocuSigned by:</small> <i>Waded Cruzado</i> <small>7D6A4CE96C3F415...</small> </div> <div>3/29/2024 8:29 AM MDT</div> </div>
*Center/Institute Proposal only	
**Not applicable to the Community Colleges.	

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: MSU-Northern
AWARD LEVEL: UG
PROGRAM NAME: Non-Profit Management Minor
PROGRAM CODE:

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
ENROLLMENT PROJECTIONS						
Headcount						
annual unduplicated headcount of students with declared major or minor within the program	-	5	10	15	20	20
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	-	6	6	6	6	6
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	-	1	2	3	4	4
Completions						
Annual number of program completers	-	0	2	5	10	10
Revenue per FTE						3,882.40
REVENUE						
Tuition Revenue (net of waivers)	#VALUE!	\$3,882	\$7,765	\$11,647	\$15,530	\$15,530
Institutional Support						
Other Outside Funds (grants, gifts, etc.)						
Program Tuition/Fees						
Total Revenue	#VALUE!	\$3,882	\$7,765	\$11,647	\$15,530	\$15,530
Total Revenue per Student FTE	#VALUE!	\$3,882	\$3,882	\$3,882	\$3,882	\$3,882

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
EXPENDITURES							
Tenure Track Faculty	FTE						
	Salary + Benefits						
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE		0.1	0.1	0.1	0.1	0.1
	Salary + Benefits		\$5,396	\$5,396	\$5,396	\$5,396	\$5,396
Graduate Teaching Assistants	FTE						
	Salary + Benefits						
Staff	FTE						
	Salary + Benefits						
Total Faculty & Staff	FTE		0.1	0.1	0.1	0.1	0.1
	Salary + Benefits		\$5,396	\$5,396	\$5,396	\$5,396	\$5,396
Operations (supplies, travel, rent, etc)							
Start-up Expenses (OTO)							
Total Expenses			\$0	\$5,396	\$5,396	\$5,396	\$5,396
Student FTE to Faculty (TT + NTT) Ratio		#VALUE!	12.9	25.9	38.8	51.7	51.7
Net Income/Deficit (Revenue - Expenses)		#VALUE!	-\$1,514	\$2,368	\$6,251	\$10,133	\$10,133

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.


 Controller 10/27/25
 Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Headcount and Credit Hours were provided from Academics
 Tuition Revenue is based off of "Net Tuition per FTE Table" on OCHE website (FY24)
 Tuition Revenue per FTE from table = 3,882.14
 Expenditures consist of only using adjunct faculty to teach a total of 6 credits per year at 750/credit + benefits
 FTE calculated based on average faculty salary (69,804)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

March 2026

ITEM 2805-LII0326

Request for authorization to establish a Mathematics Teaching Minor

Institution: **MSU Northern**

CIP Code: **13.1311**

Program/Center/Institute Title: **Math Teaching Minor**

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

Options: _____

Proposal Summary [360 words maximum]

What: MSU-Northern's proposed program is a Math Teaching Minor, a minor intended for education majors so they can earn a 5-12 math endorsement.

Why: The proposed program will help address the need for math teachers across the state of Montana and specifically north-central Montana.

Resources: The implementation of this minor will require MSU-Northern to hire an adjunct faculty member every other year to teach a math methods course. The cost would be \$750 per credit hour or \$2,250 for a 3-credit course.

ATTACHMENTS

Attachments

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

 A. Level I:

Campus Approvals

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

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

February 20, 2026

To: Chief Academic Officers

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

RE: Approval of February 2026 Academic Items

The following February 2026 academic items have been approved:

LEVEL I ITEMS:

University of Montana

- Notification of changing the CTS in Clinical Medical Assisting from online to face to blended delivery
[Item #1001-LI0226](#)
- Notification of the establishment of a Commercial Dance Certificate
[Item #1003-LI0226](#)

Montana Technological University

- Notification of the establishment of a 10-credit graduate post bac certificate in Mineral Processing
[Item #1501-LI0226](#)
- Notification of the establishment of a 10-credit graduate/post ba certificate in Environmental Management for Mineral Operations
[Item #1502-LI0226](#)
- Notification of the establishment of an undergraduate certificate in Nuclear Energy
[Item #1503-LI0226](#)
- Notification of the establishment of a 10-credit graduate/post bac certificate in Production Geology
[Item #1504-LI0226](#)
- Notice of the establishment of a 10-credit graduate/post bac certificate in Mineral Project Management and Evaluation
[Item #1505-LI0226](#)
- Request for authorization to establish a minor in Welding Engineering
[Item #1506-LI0226](#)
- Request for authorization to establish a minor in Mechatronics
[Item #1507-LI0226](#)

University of Montana Western:

- Request to establish Mathematical Biology and Applied Mathematics Options
[Item #1601-LI0226](#)

Montana State University Billings:

- Request for authorization to terminate Ultrasound Technology, CAS



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[Item #2701-LI0226](#)

Montana State University:

- Request for authorization to terminate the BS in Hospitality Management (Food Enterprise Option)
[Item #2013-LI0226](#)
- Request authorization to retitle the BFA in Art - Studio Art option to BFA in Studio Arts
[Item #2014-LI0226](#)
- Request for approval to retitle the BFA in Art – Graphic Design option to BFA in Graphic Design
[Item #2015-LI0226](#)
- Request to retitle the MS in “Family and Consumer Science” to the MS in “Human Development and Family Science”
[Item #2016-LI0226](#)
- Request approval to terminate the Minor in Physics Teaching
[Item #2017-LI0226](#)

Level II:

Montana State University:

- Request to establish the Montana State University Institute on Artificial Intelligence (AI)
[Item #2010-LII0226](#)
- Request to form three departments in the Jake Jobs College of Business & Entrepreneurship
[Item #2011-LII0326](#)

Sincerely,

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

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

ACADEMIC ITEMS MEMORANDUM

DATE: February 17, 2026

TO: Chief Academic Officers, Montana University System

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

RE: February 2026 Academic Items

Contained within this memorandum are Level I and Level II proposals submitted by the institutions of the Montana University System in February 2026. These proposals include items for which approval authority has been designated by the Board of Regents to the individual institutions or the Commissioner of Higher Education. These Level I items are being sent to you for your review. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. Issues not resolved should be submitted in writing to OCHE by noon on Wednesday, February 20, 2026. You will be notified of approved proposals by February 25, 2026. The Board of Regents will be notified of the approved proposals at the March 2026 meeting of the Board.

LEVEL I ITEMS:

University of Montana

- Notification of changing the CTS in Clinical Medical Assisting from online to face to blended delivery
[Item #1001-LI0226](#)
- Notification of the establishment of a Commercial Dance Certificate
[Item #1003-LI0226](#)

Montana Technological University

- Notification of the establishment of a 10-credit graduate post bac certificate in Mineral Processing
[Item #1501-LI0226](#)
- Notification of the establishment of a 10-credit graduate/post ba certificate in Environmental Management for Mineral Operations
[Item #1502-LI0226](#)
- Notification of the establishment of an undergraduate certificate in Nuclear Energy
[Item #1503-LI0226](#)
- Notification of the establishment of a 10-credit graduate/post bac certificate in Production Geology
[Item #1504-LI0226](#)
- Notice of the establishment of a 10-credit graduate/post bac certificate in Mineral Project Management and Evaluation
[Item #1505-LI0226](#)
- Request for authorization to establish a minor in Welding Engineering
[Item #1506-LI0226](#)
- Request for authorization to establish a minor in Mechatronics
[Item #1507-LI0226](#)

University of Montana Western:

- Request to establish Mathematical Biology and Applied Mathematics Options
[Item #1601-LI0226](#)

ACADEMIC ITEMS MEMORANDUM

Montana State University Billings:

- Request for authorization to terminate Ultrasound Technology, CAS
[Item #2701-LI0226](#)

Montana State University:

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[Item #2017-LI0226](#)

Level II:

Montana State University:

- Request to establish the Montana State University Institute on Artificial Intelligence (AI)
[Item #2010-LII0226](#)
- Request to form three departments in the Jake Jobs College of Business & Entrepreneurship
[Item #2011-LII0326](#)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

February 2026

ITEM 1001-LI0226

ITEM TITLE Notification of changing the CTS in Clinical Medical Assisting from Online to Face to Blended Delivery

Institution: Missoula College

CIP Code: 51.0801

Program/Center/Institute Title: Clinical Medical Assisting, Health Professions

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

Options: _____

Proposal Summary [360 words maximum]

What: Missoula College is notifying the Board that we will be changing the delivery modality of our Certificate in Technical Studies in Clinical Medical Assisting from fully online delivery to blended.

Why: Most of the classes can be taken online except for one lab class AHMA 201: Medical Assistance and Clinical Procedures I. We submitted the original proposal with the expectation that partner facilities would help students with lab skills during their externships. Current staffing shortages in healthcare makes this difficult. This added face to face coursework will enable students to enter their site based externships, fully prepared with the skills from this class.

Resources: None.

ATTACHMENTS

Attachments

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 A. Level I:

Campus Approvals

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

OCHE Approvals

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

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

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

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

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

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

_____ **B. Level II:**

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

February 2026

ITEM 1003-LI0226

ITEM TITLE : Commercial Dance Certificate

Institution: University of Montana

CIP Code: 50.0301

Program/Center/Institute Title: Commercial Dance Certificate

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

Options: _____

Proposal Summary [360 words maximum]

What: The Dance Program requests to have a 12 credit Commercial Dance Certificate

Why: We propose the development of the Commercial Dance Certificate to align with current industry demands and better prepare students for careers in the evolving field of professional dance. The commercial dance industry, which includes opportunities in film, television, music videos, live tours, theme parks, and cruise lines, requires dancers to possess a diverse skill set that combines technical training with practical knowledge such as audition techniques and professional branding. This interdisciplinary certificate gives students more career options upon graduation.

Resources: There are no additional resources needed to implement this proposal. All coursework and advising is already in place for certificate completion.

ATTACHMENTS

Attachments

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

A. Level I:

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

OCHE Approvals

_____ 5. Re-titling an existing postsecondary educational program

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

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

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

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

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

 B. Level II:

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

February 2026

ITEM #1501-LI0126

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

Institution: Montana Technological University

CIP Code: 14.2101

Program/Center/Institute Title: LCME Graduate Program – Mineral Processing

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 Mineral Processing

Why: The Mineral Processing Certificate will prepare students for an industrial environment that involves physical separation operations including froth flotation and separation (magnetic, electrostatic, gravity) operations. Graduates will analyze process alternatives by developing process flow diagrams and calculating mass balances. Students will assess and compare the technical and economic feasibilities of various process alternatives.

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)

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

February 2026

ITEM #1502-LI0126

Notice of the establishment of a 10-credit graduate/post bac certificate in Environmental Management for Mining Operations

Institution: Montana Technological University

CIP Code: 14.1401

Program/Center/Institute Title: LCME Graduate Program – Environmental Management for Mining Operations

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 Environmental Management for Mining Operations

Why: The Environmental Management for Mining Operations Certificate will prepare students for the environmental, societal and regulatory elements of a mine project, which present one of the largest risks with mine development, operation and closure. Graduates will be able to assess and compare the technical, legal, and societal feasibilities of various mine operational and decommissioning alternatives which could impact the environment or community.

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**

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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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)

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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)

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

February 2026

ITEM 1503-LI0126

Notification of the establishment of an undergraduate certificate in Nuclear Energy

Institution: Montana Technological University

CIP Code: 14.2301

Program/Center/Institute Title: Undergraduate Certificate in Nuclear Energy

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

Options: _____

Proposal Summary [360 words maximum]

What: A Minor in Mechatronics

Why: The Undergraduate Certificate in Nuclear Energy addresses critical student and workforce needs in Montana and the Northwest U.S. by providing an accessible pathway into a growing clean-energy sector that supports existing nuclear facilities, national laboratories, and emerging advanced reactor technologies. The program prepares students for high-demand technical and professional roles by building foundational competencies in radiological safety, reactor fundamentals, and nuclear materials, supporting regional economic development and energy resilience. Societally, the certificate promotes informed participation in nuclear and radiation-related fields that are increasingly important for decarbonization, public safety, and environmental stewardship. The curriculum also supports transfer and stackable credential pathways, enabling students to advance into bachelor's degree programs or specialized training aligned with regional higher-education and workforce pipelines.

Resources: The proposed program contains three courses. Two new courses will be added; one taught out of Mechanical or Metallurgical and Materials Engineering and one taught out of Mechanical Engineering. One of these courses will be taught by an adjunct professor from Idaho National Laboratory (INL) under an agreement with INL. The third course is already taught out of the Safety, Health, and Industrial Hygiene department as part of the existing curriculum. The workload needed to teach these two new courses does not create a need for additional faculty but does require funding for an adjunct faculty. Laboratory resources, if needed, are already on campus or will be provided by INL.

ATTACHMENTS

Curriculum Proposal Form

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

 A. Level I:

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Campus Approvals

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

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

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

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

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

OCHE Approvals

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

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

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

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Not Substantive_X____ Minor Change_____ Major Change_____

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

N/A

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

Graduates of the Undergraduate Certificate in Nuclear Energy will demonstrate foundational knowledge and applied skills in nuclear energy systems, radiological protection, and materials performance in nuclear environments. Upon completion of the certificate, students will be able to apply principles of mathematics, physics, and engineering to analyze nuclear reactor behavior and radiation interactions; evaluate radiological health and safety considerations to protect workers, the public, and the environment; and assess the suitability and performance of materials used in nuclear energy applications under irradiation and extreme operating conditions. Students will develop the ability to analyze technical problems, use appropriate analytical and computational tools, communicate technical information effectively, and understand the regulatory, environmental, and societal context in which nuclear energy technologies operate, preparing them for further study or entry into the nuclear energy workforce.

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

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

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

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

The Undergraduate Certificate in Nuclear Energy addresses critical student and workforce needs in Montana and the Northwest U.S. by providing an accessible pathway into a growing nuclear-energy sector that supports existing nuclear facilities, national laboratories, and emerging advanced reactor technologies. The program prepares students for high-demand technical and professional roles by building foundational competencies in radiological safety, reactor fundamentals, and nuclear materials, supporting regional economic development and energy resilience. Societally, the certificate promotes informed participation in nuclear and radiation-related fields that are increasingly important for decarbonization, public safety, and environmental stewardship. The curriculum also supports transfer and stackable credential pathways, enabling students to advance into bachelor’s degree programs or specialized training aligned with regional higher-education and workforce pipelines.

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

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

- 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 Undergraduate Certificate in Nuclear Energy complements and aligns with existing programs within the Montana University System by building on foundational STEM education and workforce development priorities already emphasized across campuses. The certificate also mirrors the system’s emphasis on regional economic relevance and transferability by offering stackable credentials that can articulate into related bachelor’s degrees, such as mechanical engineering, materials science, or health physics. Additionally, it reinforces systemwide commitments to serving local industry needs by expanding opportunities for students to gain specialized knowledge in an emerging and high-impact field. Industries served include energy production, environmental protection, and public health.

- 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]*

No other duplicative program exists in the Montana University System.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Idaho National Laboratory was consulted and helped in the development of the certificate program. Collaborative discussions with Dr. Paul Gannon at Montana State University have happened and are ongoing to ensure a strong Nuclear Energy education within Montana.

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

Student learning will be assessed directly through traditional assessment tools such as embedded exam questions on core nuclear energy competencies. Additionally, the new courses will incorporate project-based learning to provide direct, applicable interdisciplinary design experience for the students. Student self-assessment surveys, course evaluations, and employer evaluations will be utilized for indirect measurement of student learning.

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

The assessment findings will provide systematic evidence of student competence and identify areas for improvement. Direct measures will highlight specific technical competence that may result in curricular adjustments, enhanced project goals, or strengthened prerequisites. Indirect measures will show student perceptions, employer expectations, and post-graduate outcomes. These measures will provide data-driven decisions on course content and ensure the curriculum remains current, rigorous, and responsive to industry and state priorities.

Signature/Date

College or School Dean:

 1/28/2026

Chief Academic Officer:

 1/28/26

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Subject	Name	Credits
OSH 462	Radiological Health and Safety	3
EMEC/NUCL 420	Nuclear Reactor Theory	3
EMAT 432	Material Science for Nuclear Energy Applications	3

Rubric #'s	Course Topic Area
x00-x09	Introduction, Fundamentals
x10-x19	Reserved for Future use
x20-x29	Energy and Applications
x30-x39	Materials
x40-x49	Reserved for Future use
x50-x59	Reserved for Future use
x60-x69	Health and Safety
x70-x79	Reserved for Future use
x80-x89	Reserved for Future use
x90-x99	Research

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

February 2026

ITEM #1504-LI0126

Notice of the establishment of a 10-credit graduate/post bac certificate in Production Geology

Institution: Montana Technological University

CIP Code: 14.3901

Program/Center/Institute Title: LCME Graduate Program – Production Geology

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 Production Geology

Why: The Production Geology Certificate provides training in key geological skills necessary for modern mine production. Students develop practical skills essential for working effectively at active mine sites. It includes coursework in geological modeling and ore control, hydrogeology and dewatering, and a choice between mine water geochemistry and management or slope stability and geomechanics. A hands-on, field-based practicum at the Montana Technological University integrates these components, emphasizing real-time decision-making, data collection, and communication with operations teams.

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**

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

February 2026

ITEM #1505-LI0126

Notice of the establishment of a 10-credit graduate/post bac certificate in Mineral Project Management and Evaluation

Institution: Montana Technological University

CIP Code: 14.2101

Program/Center/Institute Title: LCME Graduate Program – Mineral Project Management and Evaluation

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 Mineral Project Management and Evaluation

Why: The Mineral Project Management & Evaluation Certificate will prepare students to fill supervisory roles within mining operations and studies. Students who complete this certificate will be able to conduct economic evaluations of mining projects from simple trade-off studies to feasibility studies for new operations and quantify the impact of uncertainty within the evaluation.

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

January 2026

ITEM 1506-LI0126

Request for authorization to establish a minor in Welding Engineering

Institution: **Montana Technological University**

CIP Code: **14.9999**

Program/Center/Institute Title: **Minor in Welding Engineering**

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

Options: **N/A**

Proposal Summary [360 words maximum]

What: It is proposed that a minor in Welding Engineering be created.

Why: Welding engineering is currently offered only as a mechanical engineering focus area and no mechanism exists to grant a formal credential in welding engineering. Offering a minor in welding engineering will enable students in any engineering discipline offered at Tech to earn a credential in welding engineering that is documented on their final transcript. The welding engineering minor will enhance graduates' employability within the welding engineering field because they will have a named credential in welding engineering.

Resources: No new resources are required. All required courses are currently offered at Montana Tech.

ATTACHMENTS

Curriculum Proposal Form

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

A. Level I:

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Not Substantive Minor Change Major Change

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

Although this minor will not be accredited by the American Welding Society (AWS) or any other organization, AWS standard B5.16:2025 *Specification for the Qualification of Welding Engineering Personnel* was used to inform the proposal. The body of knowledge for a welding engineer that is outlined in AWS B5.16:2025 was used as a guideline for establishing the curriculum for the minor.

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

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

	Credits
Credits in required courses offered by the department offering the program	14
Credits in required courses offered by other departments	3
Credits in institutional general education curriculum	0
Credits of free electives	0
Total credits required to complete the program	17

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

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

Welding engineering is currently offered only as a mechanical engineering focus area and no mechanism exists to grant a formal credential in welding engineering. Offering a minor in welding engineering will enable students in mechanical, civil, metallurgical, and other engineering majors to earn a credential that is documented on their final transcript.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

The proposed welding engineering minor is intended to prepare BS graduates to function as entry-level welding engineers upon graduation, and, to become American Welding Society (AWS) Certified Welding Engineers (CWEng) when they accrue sufficient professional experience.

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

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

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

- 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]*
N/A

- 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 are made, please explain why. *[200 words]*
N/A

Montana Board of Regents
CURRICULUM PROPOSAL FORM

6. Program assessment.

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

All EWLD courses, particularly EWLD 340, 440, 476, and 488, already include homework assignments and exam questions that are like questions on the AWS CWEng exams and cover material within the body of knowledge for welding engineering that is specified by AWS. A final assignment for each EWLD 340, 440, 476, and 488 will be developed to assess students' ability to apply concepts to practical welding engineering problems in each of the four learning outcomes. The learning outcomes are: The ability to: 1. Apply engineering principles to the design of welded connections. 2. Understand the welding metallurgy of ferrous and non-ferrous metals. 3. Have a working knowledge of welding and allied processes. 4. Understand the principles and practices related to weld inspection and quality control/quality assurance systems.

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

Student learning will be assessed directly through traditional assessment tools such as exam questions on core welding engineering competencies. EWLD 340, 440, 476, and 488 final exams incorporate problems that require students to apply welding engineering fundamentals to practical problems. These applied problems are like those on the AWS CWEng exam. Student self-assessment surveys, course evaluations, and employer evaluations will be used for indirect measurement of student learning.

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

The assessment findings will provide systematic evidence of student competence and identify areas for improvement. Direct measures will highlight specific technical competence that may result in curricular adjustments, enhanced project goals, or strengthened prerequisites. Indirect measures will show student perceptions, employer expectations, and post-graduate outcomes. These measures will provide data-driven decisions on course content and ensure the curriculum remains current, rigorous, and responsive to industry and state priorities.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Signature/Date

College or School Dean:  1/28/2026

Chief Academic Officer:  1/29/26

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Course	Title	Credits
EWLD 314	Intro to Welding Engineering	3
EWLD 340	Welding Process Applications	2
EWLD 341	Welding Process Applications Lab	1
EMAT 351	Fundamentals of Materials	2
EMAT 353	Microstructural Interpretation	1
EWLD 440	Design of Welded Connections	2
EWLD 476	Nondestructive Evaluation	3
EWLD 488	Metallurgy of Welds	3
Total		17

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2026

ITEM 1507-LI0126

Request for authorization to establish a minor in Mechatronics

Institution: Montana Technological University

CIP Code: 14.4201

Program/Center/Institute Title: Minor in Mechatronics

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

Options: _____

Proposal Summary [360 words maximum]

What: A Minor in Mechatronics

Why: The creation of a Mechatronics Minor, available to students pursuing the Bachelor of Science in Mechanical or Electrical Engineering, directly advances the Montana University System's goals of increasing student success, meeting workforce demand, and strengthening the state's economic vitality. Mechatronics, an integration of mechanical systems, electronics, control theory, and embedded software, represents a critical skillset required across Montana's advanced manufacturing, legacy and new energy, and precision agriculture sectors. The proposed program leverages existing faculty expertise and laboratory facilities to produce graduates who are industry ready to enter high-demand fields, contribute immediately to the state's innovation economy, and reduce the skills gap consistently identified by industry partners, specifically in the power sector.

Resources: Most courses in the proposed program are already taught. Two new courses will be added, one taught out of Electrical Engineering and one taught out of Mechanical Engineering. The workload needed to teach these two new courses does not create a need for additional faculty. Laboratory resources are already in place for the program and no further resources would be needed.

ATTACHMENTS

Curriculum Proposal Form

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

 A. Level I:

Campus Approvals

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

_____ **B. Level II:**

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

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

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

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

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Not Substantive Minor Change Major Change

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

N/A

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

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

	Credits
Credits in required courses offered by the department offering the program	19 or 20
Credits in required courses offered by other departments	0
Credits in institutional general education curriculum	0
Credits of free electives	0
Total credits required to complete the program	19 or 20

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

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

The creation of a Mechatronics Minor, available to students pursuing the Bachelor of Science in Mechanical or Electrical Engineering, directly advances the Montana University System’s goals of increasing student success, meeting workforce demand, and strengthening the state’s economic vitality. Mechatronics, an integration of mechanical systems, electronics, control theory, and embedded software, represents a critical skillset required across Montana’s advanced manufacturing, legacy and new energy, and precision agriculture sectors. The proposed program leverages existing faculty expertise and laboratory facilities to produce graduates who are industry ready to enter high-demand fields, contribute immediately to the state’s innovation economy, and reduce the skills gap consistently identified by industry partners, specifically in the power sector.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

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

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]*

Mechanical Engineering at Montana Tech currently offers a Focus Area in Control Systems. A minor in Mechatronics directly aligns with this focus area allowing students to get transcript credit for the courses that they would take.

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]*

A similar minor is offered at Montana State University, and the need has been identified. A minor in Mechatronics at Montana Tech would allow for a similar need to be met for the industries that Montana Tech serves in Natural Resources, Infrastructure, and Health.

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]*

Have reached out to Dilpreet Bajwa, Department Head of Mechanical and Industrial Engineering at Montana State University.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

6. Program assessment.

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

Assessment activities for the Mechatronics Minor will occur along with the normal ABET accreditation cycle for the Mechanical and Electrical Engineering degree programs. The courses will follow the Student Objectives as outlined by ABET. Specifically, SO 1 An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics and SO 2 An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. A mid-cycle ABET assessment occurs in year 3 and full assessment in year 6.

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

Student learning will be assessed directly through traditional assessment tools such as embedded exam questions on core mechatronics competencies. Additionally, the new courses will incorporate project-based learning to provide direct, applicable interdisciplinary design experience for the students. Student self-assessment surveys, course evaluations, and employer evaluations will be utilized for indirect measurement of student learning.

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

The assessment findings will provide systematic evidence of student competence and identify areas for improvement. Direct measures will highlight specific technical competence that may result in curricular adjustments, enhanced project goals, or strengthened prerequisites. Indirect measures will show student perceptions, employer expectations, and post-graduate outcomes. These measures will provide data-driven decisions on course content and ensure the curriculum remains current, rigorous, and responsive to industry and state priorities.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Signature/Date

College or School Dean:

[Handwritten Signature] 1/28/2026

Chief Academic Officer:

[Handwritten Signature] 1/28/26

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A – Proposed New Curriculum

Course	Title	Credits
EELE 201	Circuits I	3
EELE 202	Circuits I Lab	1
EGEN 304	Dynamic Systems Modeling	3
CSCI 117	Introduction to MatLab	3
OR		
CSCI 135	Fundamentals of Computer Science	3
EELE 371	Microprocessor HW and SW Systems	4
OR		
ESOF 322	Software Engineering	3
EELE 321	Introduction to Feedback Controls	3
OR		
CSCI 361	Computer Architecture	3
EGEN 465	Mechatronics Design	3
Total		19 or 20

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

February/2026

ITEM 1601-LI0226

ITEM TITLE: Request to establish Mathematical Biology and Applied Mathematics Options

Institution: The University of Montana Western

CIP Code: _____

Program/Center/Institute Title: Mathematics (Dr. Joseph Eason)

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

Options: _____

Proposal Summary [360 words maximum]

What: To establish two options under the mathematics degree. One will be for mathematical biology and the other will be applied math

Why: To provide an option for students interested in the interface between Mathematics and Biology, while keeping our regular major option for students that do not want the mathematical biology option.

Resources:

ATTACHMENTS

Attachments

1601-LI0226_CurriculumProposal_Math Biology Options

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

A. Level I:

Campus Approvals

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

1b. Withdrawing a postsecondary educational program from moratorium

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Not Substantive _____ Minor Change Major Change _____

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

This new option does not need any specialized program accreditation requirements. The math department already follows the NWCCU guidelines for accreditation and this new option will continue to follow that.

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.

In our program we model the cycle of science where students collect data, then analyze it and write papers about their findings. Those papers help us to teach students to read research papers and use the information to create a modeling project where they make testable predictions. The papers with testable predictions then lead back to more data collection. By modeling some part of this cycle in each course, students learn how to do scientific research. The following learning outcomes follow from this model of instruction. Students will learn how to:

1. Ask biological questions and plan a sampling strategy to collect data to answer their question.
2. Analyze biological data.
3. Write mathematical models about biological systems to make testable predictions for future data collection.
4. Write research and modeling papers.
5. Participate in research in interdisciplinary environments.

Ideas:

- 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	52
Credits in required courses offered by other departments	20
Credits in institutional general education curriculum	32
Credits of free electives	16
Total credits required to complete the program	120

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

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

Usually, students that are interested doing mathematical biology must pick either a mathematics degree or a biology degree and get their education in the other subject through either electives (most majors don't have enough) or on the side. This option will give students somewhere to formally take mathematical biology where the biology and mathematics courses are included as part of the program. They will also get the mathematical biology designation formally included on their transcripts. Two of our recent mathematics graduates, that also did a lot of biology, have gone on to do very interesting things. One just received a Ph.D. in genomics, and the other is working on a Ph.D. in geophysics, demonstrating the range of options for a mathematical biology major.

Mathematical biology students are ideal for many jobs, including wildlife biology jobs, healthcare, bioinformatics, biochemistry, forensic science, genomics and more. Many of our students are interested in attending graduate school, and students trained in mathematical biology are ideal for many of the graduate school programs around the state. Some of those programs are conservation biology, forestry, applied mathematics, fish and wildlife management, and environmental engineering. Mathematical biology students are ideal for medical and dental schools which could potentially help with addressing the state's need for medical professionals. Mathematical biologists make on average \$72325 annually (zip recruiter). The job market is very strong and growing due to big data and the healthcare industry. With two mathematical biologists in the department, we are ideally suited for this option.

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

Institution Name	Degree	Program Title	What is the program enrollment for the last three academic years?
University of Montana	Bachelor's Degree	Mathematical Sciences - Statistics and Data Science Concentration	
Montana State University	Bachelor's Degree	Data Science	
Montana Technological University	Bachelor's Degree	Data Science	

- 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]*

While these programs are not really that similar to mathematical biology, they do offer students similar opportunities, so we included them here out an effort to be completely transparent.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

- 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]*

We could not find any specific mathematical biology options in the Montana University System. There are programs that have professors that will do mathematical biology work with individual students but no formal programs.

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

We did not make any efforts to collaborate because there are no mathematical biology options or programs in the MUS.

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]*

The math department stresses research in all our classes; students start learning the research cycle in their 100 level courses. The mathematical biology option will mesh into the assessment process that we already use for math majors. With research such a big focus of our classes, our assessment focuses on how well students are at producing research and writing papers. Annually we assess student research papers in each of the four class levels (100-400), with a standard rubric developed by the department, to see how well each research paper does according to the following criteria:

1. Enhances the body of knowledge.
2. Quality of the literature review.
3. Quality of the research methodology.
4. Quality of written communication.

These results will be tracked long term to see how students improve and perform over their entire time as a student at the University of Montana Western.

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

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Direct measures will come from the process described in part a. of this section where we analyze student research according to our outlined rubric. With so many of our non-teaching students wanting to attend graduate schools, a good indirect measurement will be graduate school acceptance, and graduate school visits.

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

We have good experience as a mathematics department of identifying what is lacking in student work and addressing that very quickly. We will focus on whatever skill we identify to be insufficient and address that in every class that we teach. This way students can get immediate instruction on the items that they do not understand. One example of past improvement is during assessment of student papers; we noticed that we had not taught them how to write an abstract. We created new class activities to teach students how to write abstracts and we saw drastic improvement in one year.

Signature/Date

College or School Dean:

Chief Academic Officer:  1/29/2026

Appendix A – Proposed New Curriculum

We are using existing mathematics and biology courses to create this option, so currently there is no new curriculum being created.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

February 2026

ITEM 2701 L1 0226

Request for Authorization to Terminate Ultrasound Technology, CAS

Institution: Montana State University Billings

CIP Code: 51.0910

Program/Center/Institute Title: Ultrasound Technology, CAS

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

Options: _____

Proposal Summary [360 words maximum]

What: Montana State University Billings requests authorization from the Montana Board of Regents to terminate the Ultrasound Technology, CAS.

Why: The Department of Health and Safety at City College requests to terminate the Ultrasound Technology, CAS program due to its misalignment with current industry standards and workforce expectations for entry-level sonography professionals. The certificate-level structure does not adequately prepare students for employment in the current credential-driven healthcare environment. Employers in our region consistently prefer, and often require, candidates who have completed associate-degree-level education in diagnostic medical sonography. The Ultrasound Technology, CAS program does not sufficiently serve students, employers, or the evolving standards of the sonography profession, and has been replaced by our Associate of Applied Science in Diagnostic Medical Sonography program.

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:**

OCHE Notification

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

4. Re-titling an existing postsecondary educational program

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

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

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

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

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

10. Withdrawing a postsecondary program from moratorium

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

B. Level II:

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: Ultrasound Technology Certificate of Applied Science

Program is being Placed into moratorium Terminated

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

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

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee X

d.) Articulation Partners NA

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January, 2026

ITEM 2013-LI0126

ITEM TITLE : Request authorization to terminate BS in Hospitality Management (Food Enterprise Option)

Institution: Montana State University CIP Code: 52.0901

Program/Center/Institute Title: BS in Hospitality Management (Food Enterprise Option)

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

Options: Food Enterprise

Proposal Summary [360 words maximum]

What: Termination of the BS in Hospitality Management – Food Enterprises Option

Why: No students enrolled in this option. Students from the other two BS Hospitality Management options did elect to take food-security related courses from the Food Enterprise option but no students were fully enrolled in the Food Enterprise option. So that the food-security related courses remain available to other options and majors, a Food Security certificate is in development. This is part of an overall restructure of the BS in Hospitality Management.

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

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

Resources: Resources were reallocated between the options to continue to support food-security related coursework and meet adjusted program learning outcomes.

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>.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

A. Level I:

OCHE Notification

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

OCHE Approvals

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

B. Level II:

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Bachelor of Science in Hospitality (Food Enterprise Option)**

Program is being Placed into moratorium Terminated

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

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

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January, 2026

ITEM 2014-LI0126

ITEM TITLE Request authorization to retitle the BFA in Art - Studio Art option to BFA in Studio Arts

Institution: Montana State University

CIP Code: 50.0701

Program/Center/Institute Title: School of Art

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

Options: _____

Proposal Summary [360 words maximum]

What: Request to retitle "Bachelors of Fine Arts in Art (Studio Art Option)" to "Bachelors of Fine Arts in Studio Arts".

Why: This change is requested to align the degree title with the National Association of Schools of Art and Design external accreditation recommendation from the program's recent review, accurately reflect the divergence of the option from other arts options, improve program recognition for marketing the program, and provide consistency in degree titling at MSU.

Resources: No resources are required for retitling the program option.

ATTACHMENTS

Attachments

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

 A. Level I:

Campus Approvals

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

X 5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

SUBMISSION MONTH/YEAR

ITEM 2015-LI0126

ITEM TITLE Request for approval to retitle the BFA in Art – Graphic Design option to BFA in Graphic Design

Institution: Montana State University

CIP Code: 50.0701

Program/Center/Institute Title: School of Art

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

Options: _____

Proposal Summary [360 words maximum]

What: Request to retitle “Bachelors of Fine Art in Art (Graphic Design Option)” to “Bachelors of Fine Art in Graphic Design”.

Why: This change is requested to align the degree title with the National Association of Schools of Art and Design external accreditation recommendation from the program’s recent review, accurately reflect the divergence of the option from other arts options, improve program recognition for marketing the program, and provide consistency in degree titling at MSU.

Resources: No resources are required for retitling the program option.

ATTACHMENTS

Attachments

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

 A. Level I:

Campus Approvals

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

OCHE Approvals

X 5. Re-titling an existing postsecondary educational program

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

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

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

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

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

B. Level II:

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

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

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January, 2026

ITEM 2016-LI0126

ITEM TITLE : Request to retitle the MS in “Family and Consumer Science” to the MS in “Human Development and Family Science”

Institution: Montana State University

CIP Code: 19.0101

Program/Center/Institute Title: MS in Family and Consumer Science

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

Options: Human Development and Family Science, Family and Consumer Sciences Education

Proposal Summary [360 words maximum]

What: Request to retitle the MS in “Family and Consumer Science” to the MS in “Human Development and Family Science”

Why: Recently, the Office of Public Instruction (OPI) changed licensure pathways, allowing teachers to earn an FCS endorsement by passing the Praxis exam without additional coursework, impacting our program’s enrollment. FCS Education remains a Critical Educator Shortage area in Montana (Montana Office of Public Instruction, 2023). As the state’s only program, we will continue offering an educational pathway for added endorsement. However, our MS programs serve more than just teachers. Montana faces a childcare shortage (Watson, 2024) and persistent job openings for FCS/Youth Development Extension Agents (Montana State University, n.d.). The Montana Extension Needs Assessment highlights the need for youth life skills development, career readiness, and mentorship opportunities (Montana State University Extension, 2022). Our program addresses these needs by preparing leaders in Cooperative Extension, Child and Family Services, youth and child programming, childcare management, nonprofits, government agencies, and other Human Services fields.

The title Family and Consumer Sciences no longer reflects the full scope of career preparation our MS degrees provide. To attract a broader audience, we propose renaming our program to Human Development and Family Science (HDFS). We previously renamed our undergraduate program and saw increased enrollment. Aligning our MS program name will enhance consistency and improve outreach in Montana and nationally (NCFR, n.d.).

Resources: Retitling the degree will be resource-neutral and faculty and staff time will be reprioritized to make the necessary marketing and catalog changes. Retitling will not require additional faculty or staff.

ATTACHMENTS

Attachments

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 x A. Level I:

OCHE Notification

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

_____ 1b. Withdrawing a postsecondary educational program from moratorium

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

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

OCHE Approvals

 x 4. Re-titling an existing postsecondary educational program

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

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

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

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

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

_____ 10. Withdrawing a postsecondary program from moratorium

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

_____ B. Level II:

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

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

January 2026

ITEM 2017-LI0126

ITEM TITLE : Request approval to terminate the Minor in Physics Teaching

Institution: Montana State University CIP Code: _____

Program/Center/Institute Title: Minor in Physics Teaching

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

Options: _____

Proposal Summary [360 words maximum]

What: Request to terminate the Minor in Physics Teaching

Why: This minor is no longer attracting students and the curriculum is no longer consistent with current physics course offerings. No students have been enrolled in the program since 2019 and the last student graduating with the minor was in 2019.

Resources: This program termination does not require additional resources and will create staff time efficiencies

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:**

OCHE Notification

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

 1b. Withdrawing a postsecondary educational program from moratorium

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

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

OCHE Approvals

_____ 4. Re-titling an existing postsecondary educational program

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

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

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

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

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

_____ 10. Withdrawing a postsecondary program from moratorium

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

_____ **B. Level II:**

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

Program Title: **Minor in Physics Teaching**

Program is being Placed into moratorium Terminated

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

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

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee X

d.) Articulation Partners NA

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

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

March, 2026

ITEM 223-2010-R0326

ITEM TITLE : Request to establish the Montana State University Institute on Artificial Intelligence (AI)

Institution: Montana State University CIP Code: _____

Program/Center/Institute Title: MSU Interdisciplinary Institute on Artificial Intelligence (IIAI)

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

Options: _____

Proposal Summary [360 words maximum]

What: MSU Interdisciplinary Institute on Artificial Intelligence (IIAI) will be a comprehensive research, teaching, and workforce development effort to enhance discovery in research, equip and empower students to understand and critically evaluate AI, and enable greater dissemination of knowledge for Montana and Montanans related to AI. In alignment with the 406 JOBS initiative, the work of the Institute will help students prepare for careers using AI and have pathways to those careers, especially in Montana.

Why: The MSU IIAI will coordinate MSU's extensive research, teaching, and service initiatives on AI and align research on AI literacy, learning, and responsible and ethical use of AI for students and learners across the MSU campus and system. The emphasis on *interdisciplinary* collaboration leverages the expertise from across disciplines for team-based approaches to AI research and teaching.

Resources: Researchers at MSU have conducted creative exploration and experimentation on AI for more than fifteen years. MSU has current research funding on AI from external grants totaling \$20 million. Current funding for AI includes funded research in Mathematical Sciences on large language models, Earth Sciences on machine learning, Library and Information Science on ethical use of AI, and Materials Engineering and Computer Science through the SMART FIRES project (Sensors, Machine-Learning, and Artificial Intelligence in Real-time Fire Science), an NSF-funded statewide collaboration based at MSU. More than 155 faculty members at MSU have conducted research on AI or have active research projects on AI.

MSU will continue to seek additional grant-supported opportunities through a variety of agencies and foundations as they become available. For example, in December 2025, MSU submitted an application for the United States Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) grant, "Advancing the Understanding and Use of AI in Postsecondary Education."

ATTACHMENTS

Research Center and Institute Proposal Form
Approved Request to Plan

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

_____ **A. Level I:**

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OCHE Notification

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

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

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

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

OCHE Approvals

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

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

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

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

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

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

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

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

B. Level II:

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

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

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

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

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

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Research Centers and Institutes differ from one another in focus, scope, and staffing, but each contributes in unique ways to the common goals of expanding knowledge, generating new discoveries and/or having a positive impact on society through informing policy and systemic change. Communities of researchers and staff in Research Centers and Institutes provide a stimulating environment that encourages early researchers and challenges experienced researchers. Research Centers and Institutes also contribute to the education and training of the researchers of the future by serving as learning environments for students. Interdisciplinary collaboration is promoted by Research Centers and Institutes both within the Institution and among MUS Institutions. Research Centers and Institutes do not provide didactic coursework, confer academic degrees or academic certificates or require accreditation by external accrediting bodies. Research Centers and Institutes frequently provide a portal for obtaining external funding in response to federal and/or state research priorities. As such, apparent duplication of mission between MUS research centers and institutes is not generally problematic as with academic programs due to the different sources of funding.

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

MSU Interdisciplinary Institute on Artificial Intelligence (IIAI) will be a comprehensive research, teaching, and workforce development effort to enhance discovery in research, equip and empower students to understand and critically evaluate Artificial Intelligence (AI), and enable greater dissemination of knowledge for Montana and Montanans related to AI. Central to this Institute is MSU's commitment to ethics, authenticity, stewardship, responsibility, and community trust as core values of MSU's land-grant mission. MSU and the MUS have deep expertise in AI in our core disciplines but lack an institute to integrate and amplify this work. MSU's distinctive emphasis on *interdisciplinary* collaboration leverages the expertise from across disciplines for team-based approaches to AI research.

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

A. State the Institute/Center's mission.

The mission of the MSU Institute is to catalyze new research on AI for the benefit of Montana and Montanans. In alignment with the 406 JOBS initiative, the Institute will help students plan for careers using AI and have pathways to those careers, especially in Montana. Building on MSU's strong educational environment, the long-term vision of the Institute is to provide leadership on human and AI interaction through interdisciplinary research, to prepare learners for ubiquitous AI in American society, and to fuel knowledge creation and dissemination in the age of AI. Montana is one of the least densely populated states in the U.S., but also one of the fastest-growing technology hubs in the U.S. As a result, MSU is uniquely positioned to critically examine AI and to engage in meaningful, long-term partnerships with rural, agricultural, mining, and Native communities, and communities throughout the state, to explore the impact of AI across the full breadth of learning, life, and culture in the U.S.

B. Identify the Institute/Center's goals and objectives.

The MSU Institute will coordinate MSU's extensive research, teaching, and service initiatives on AI and align research on AI literacy, learning, and responsible and ethical use of AI for students and learners

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across the MSU campus and system. Efforts within the Institute will emphasize interdisciplinary approaches with expectations that at least three (3) fields of study be involved in any Institute project. The Institute will build on major pillars of MSU research excellence, including but not exclusively: MSU Library AI literacy initiatives, MSU's Center for Science, Technology, Ethics & Society, MSU's QCORE research on quantum physics, material science, and computing, and MSU's Gianforte School of Computing.

We aim to mobilize AI and machine learning for the benefit of research and the dissemination of knowledge at the same time as we critically evaluate AI and assess its implications for the nation and the world.

The use of AI is already altering the way knowledge is disseminated and consumed. The implications of this are broad, but mostly unknown, including the long-standing approach for scientific peer-reviewed scholarship. As a result, we need research across the disciplines to critically evaluate the implications of AI, which is a major objective of the MSU AI Institute.

The proposed MSU Institute proceeds from the recognition that AI like other technologies neither emerged out of thin air nor without consequences. AI has a history that extends back decades; a literary and cultural context that has defined and continued to define human interaction with AI; a financial, capital, and political framework that shapes what AI is and how it operates; an evolving mathematical basis for its operations, arrangement and architecture; and a resource configuration on the built environment that has major implications for Montana and the U.S. In other words, we need an interdisciplinary approach to make sense of what AI is and what it means for research, discovery, and the dissemination of knowledge.

As an Institute *on* AI rather than *for* AI, the Institute will also preserve and enhance opportunities for research, teaching, and workplace practices which critique and challenge current AI implementation as well as assess future risks. The Institute will support research and teaching on positive and negative implications of AI, including for example on learning, cognition, and student development as well as on environmental impacts, and may include conducting and publishing environmental impact assessments of the Institute's activities.

The Institute's goals and objectives will be realized through several thematic areas:

Research & Research Infrastructure: The IIAI will expand MSU's research capacity across scientific, humanistic, agricultural, business, and professional fields. AI does more than increase efficiency; it enables entirely new modes of discovery and knowledge creation that were previously out of reach. AI and machine learning technologies enable research that was once impossible, from analyzing historical archives at scale to modeling complex biological and environmental systems. Core technologies such as large language models, neural networks, and machine learning are becoming essential tools across every discipline

Innovation across the University: The IIAI will serve as a hub for new courses, programs, and teaching initiatives, as well as topical AI integration into current courses and programs that prepare students for an economy and society transformed by AI. Our approach emphasizes not just technical fluency, but also creativity, ethical reasoning, and critical analysis.

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National Conference in Bozeman, MT: In March 2025, MSU held one of the first major national conferences on “The future of research in the age of AI.” Scholars from across the U.S. showcased their research with and on AI. For example, scholars are currently using AI to make millions of records, even handwritten index cards, machine readable in a matter of minutes. AI will change, and is changing, the way researchers work, make discoveries, and achieve breakthroughs. AI is also altering the way knowledge is disseminated and consumed. We plan to host a second conference on “The future of research in the age of AI” in October 2026 and annually thereafter. Through this proposed Institute, MSU will convene the nation’s leading computer scientists, artists, humanists, and information scientists to grapple with the latest instances of AI and the implications of AI for U.S. society, politics, culture, and science.

MSU AI Fellows Program: The MSU IIAI will inaugurate and host a national fellows program designed to bring leading AI researchers to Montana, engage with MSU students, collaborate with MSU and MUS faculty, Montana businesses, communities, and centers.

Student and Faculty Symposia: Facilitating conversation and collaboration, MSU will host annual symposia, supported and led by the Office of the Provost. One symposium will focus on students and provide opportunities for students to discuss how they are currently using AI in their courses and to learn from students’ perspectives. This will help faculty identify potential gaps, growth points, opportunities, and challenges posed by AI in the education environment. Students will be asked to share AI-related needs that can be met by the university (skills, policies, credentials, etc.). The faculty symposium will be faculty-focused, feature MSU faculty-produced research and pedagogy on AI and the use of AI in research and teaching, and will be structured to encourage and facilitate interdisciplinary collaborations in both STEM and non-STEM areas.

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

The IIAI will build upon MSU’s existing cross-disciplinary collaborations to give researchers, educators, and decision-makers the access and support needed to apply machine learning and AI methods, to conduct real-time research with the assistance of machine learning and AI technologies, to undertake long-term research on the social, cultural, and scientific implications of AI, and to share techniques for AI research across fields and disciplines. This institute will also provide avenues for student research and workforce training, providing access to and support for state-of-the-art AI education and technology across disciplines. The Institute seeks to catalyze synergies in university technology transfer, business investment, innovation, MSU Extension and talent recruitment for the State of Montana. Unlike urban-based AI institutes, MSU’s will be distinguished by its land-grant mission, rural engagement, and integration of Indigenous knowledge systems into AI research and ethics.

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

The Institute will collaborate with and extend the work of other centers and initiatives at MSU, such as QCORE (for quantum computing and infrastructure); Montana Agricultural Research Centers; the Center for American Indian and Rural Health Equity; the Center for Research on Rural Education; and the Center for Science, Technology, Ethics and Society. The MSU Interdisciplinary Institute on Artificial Intelligence seeks to catalyze synergies in university technology transfer, business investment, innovation, MSU Extension and talent recruitment for the State of Montana. The Institute will be a benefit to teaching

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and learning by supporting and promoting integration of AI and critical thinking about AI across our curricula and majors, expanding beyond the limited areas where it currently exists on campus.

E. Describe the Institute/Center's relationship to the University mission.

MSU's central mission is as a land-grant university focused on advancing scientific, humanistic, agricultural, business and professional knowledge for the benefit of communities and people in the State of Montana. Additionally, MSU Extension serves every Montana county and reservation, while serving as a vital catalyst for bridging the AI divide in rural Montana. Leading MSU researchers have conducted creative exploration and experimentation on AI for more than three years in fulfillment of the Choosing Promise strategic plan Goal 2.1 "Enhancing the significance and impact of the scholarship" and Goal 2.2 "Expand interdisciplinary scholarship." To this end, MSU has secured more than \$20 million in research funding on AI from external grants, including six major grants from the National Science Foundation. Current funding for AI includes research underway at MSU in Mathematical Sciences, Earth Sciences, Political Science, Materials Engineering, Computer Science, and through SMART FIRES (Sensors, Machine Learning, and Artificial Intelligence in Real-time Fire Science), an NSF-funded statewide collaboration based at MSU that provides startup funding for two faculty hires in AI and Machine Learning. Because AI is generating new knowledge across nearly every field and because AI is simultaneously intervening in the dissemination and distribution of knowledge and scientific discovery, MSU Library has provided strategic leadership for the development of AI tools, analysis, and literacy and recently opened an AI Lab with AI Ambassadors to support teaching and research. MSU's Center for Science, Technology, Ethics & Society is pioneering research on trust and the ethics of AI. Scholars at MSU in Education are engaging community partners, such as the MAPS Media Institute's Fort Belknap Program and tribal colleges to identify needs with respect to AI and digital data sovereignty and co-produce resources.

3. Briefly describe the Institute/Center's anticipated activities.

Activities are grouped below, following the areas outlined in section 2b, above.

Research & Research Infrastructure:

- **Recruit faculty** in strategic areas where MSU can be a research leader serving the state of Montana and where AI aligns with Montana's needs: computing; mathematics; quantum computing; photonics; optics; chemistry; material science and engineering; psychology; human-computer interaction; human-AI systems; library and information science; precision agriculture; construction and manufacturing engineering; ethics and trust; history of science; the arts; workforce trades; medicine and nursing; and creative writing. New faculty will also perform fundamental research in AI to better understand the underlying processes and methods that lead to the tools being utilized. These hires will also align with Montana's fastest growing economic sectors, including agriculture, advanced manufacturing, energy, healthcare, and precision trades—ensuring that AI research supports direct workforce and economic development in the state.
- **Invest in shared infrastructure** that enables researchers to develop and adopt AI methods for scientific modeling, historical and linguistic analysis, data optimization, and creative work.
- **Build on existing strengths**, including the MSU Library's AI Lab and AI Ambassadors program, Academic Technology & Outreach Office and the Center for Faculty Excellence, which support

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faculty and students in applying AI tools, improving data literacy, and sharing best practices across disciplines.

- **Facilitate collaboration** so that discoveries in one field (e.g., quantum computing or materials engineering) can inform work in others (e.g., agriculture, manufacturing and construction, ecology, or digital humanities).
- **Support infrastructure** for the university in identifying and considering appropriate use of AI in internal business operations, recruiting, admissions, HR, employee services, Extension, research, teaching, communications, etc. The institute will facilitate conversations and training on how MSU can ethically and productively use AI to streamline workflows and in so doing address the challenges we are facing with hiring and retaining staff.

Innovation across the University:

- **New interdisciplinary courses.** Develop and offer large-lecture introductory courses like “*Artificial Intelligence for Everyone*” (Gianforte School of Computing) and “*Being Human in the Age of AI*” (College of Letters and Science), incorporated into the Core curriculum.
- **Faculty fellowships for course development.** Enable instructors across disciplines—including library and information science—to design new courses, certificates, and graduate programs.
- **Faculty fellowships for curriculum enhancements.** Support faculty development of AI literacy learning outcomes for existing academic courses and programs including meaningful assessment mechanisms that are discipline specific and aligned with industry needs.
- **AI literacy and ethics integration.** Expand and enhance the expertise in the MSU Library and Center for Science, Technology, Ethics, and Society in information science, and data and algorithmic ethics, ensuring students, faculty, and the communities MSU serves learn to evaluate, apply, and adapt AI responsibly.
- **Cross-disciplinary collaboration.** Purposefully leverage MSU’s strengths in computer science, mathematics, engineering, business, education, philosophy, history, literature, linguistics, ecology, biology, chemistry, art, and applied professional workforce programs.
- **Research seed funding.** Support the development of competitive research proposals for large multidisciplinary grants from external funding agencies and foundations.
- **Outreach and engagement.** Engage with partners (private and public) to identify workforce needs, help develop curriculum around those needs, and disseminate them, including K-12 resources that are needed, particularly in rural communities.

National Conference in Bozeman, MT: In October 2026, MSU will host a second national annual conference on “The Future of Research in the Age of AI” in Bozeman. Through this proposed Institute, MSU will convene the nation’s leading computer scientists, artists, humanists, and information scientists to grapple with the latest instances of AI and the implications of AI for U.S. society, politics, culture, and science.

MSU AI Fellows Program: The MSU IIAI will inaugurate and host a national fellows program designed to bring leading AI researchers to Montana, engage with MSU students, collaborate with MSU and MUS faculty, Montana businesses, communities, and centers

Student and Faculty Symposia: Facilitating conversation and collaboration, MSU will host annual symposia. One symposium will focus on students and provide opportunities for showcasing student AI work as well as sharing student-related AI needs that can be met by the university (skills, policies, credentials, etc.).

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A faculty-focused symposium will feature MSU faculty-produced research and pedagogy and will facilitate interdisciplinary collaborations.

A. Identify faculty expertise available for participation in the Institute/Center's activities.

- College of Engineering and Gianforte School of Computing: Laura Stanley (GSoC, HCI), Faraz Dadgostari (M&IE, Human-AI systems), Neda Nazemi (GSoC, deep neural networks), John Sheppard (GSoC, AI and machine learning), Mike Wojnowicz (GSoC, probabilistic machine learning), Brad Whitaker (ECE, machine learning, precision ag, audio signal processing, etc.), Stephanie Wettstein (ChBE, AI needs/usage, workforce development) and Jennifer Brown (ChBE, AI needs/usage, workforce development).
- College of Letters and Science: Breschine Cummins (Mathematical Sciences, machine learning), Will Fassbender (English, writing and AI), Marianne Cowherd (Earth Sciences, machine learning and AI), Bonnie Sheehey (Philosophy of technology), Michelle Miley (English, rhetoric and AI), Kristen Intemann (Philosophy, trust, ethics of AI), William Thomas (History, digital humanities and AI – Dean, CLS).
- College of Agriculture: Paul Nugent (Autonomy in Agriculture & machine learning in research & programming with AI), Anish Sapkota (machine learning for crop/soil management & C sequestration, and Sensing in Ag), Ricardo Pinto (AI for ag automation and crop management), Dr. Michael Walach (Remote & Autonomous Aircraft Systems and Computer Aided and Industrial Machining and Manufacturing), Jennifer Lachowicz (Machine learning in plant phenotyping).
- MSU Library: Jason Clark (research analytics and machine learning), Scott Young (user interface), Sara Mannheimer (data and ethics), Taylor Moorman (AI and learning), Nathan Lee (research optimization and programming), Doralyn Rossmann (metadata and optimization – Dean, MSU Library).
- Department of Education: Nick Lux (technology and AI pedagogy), Jason Cummins (Apsáalooke, leadership and AI education).
- Mark and Robyn Jones College of Nursing: Elizabeth Johnson (big data, AI utilization, workforce development).
- MSU Center for Science, Technology, Ethics & Society: A center focused on integrating ethical and social issues into research grants.
- College of Arts & Architecture: James Park, William Culpepper (healthcare design), Minjee Jeon (also interactive design scholarship), Jeffrey Conger
- MSU Extension: Extension offices and agents serve every reservation and county in Montana helping to address the digital/technology divide in rural MT while uplifting local and indigenous knowledge.
- Gallatin College: Industry engagement and K12 connections, including dual enrollment and career pathways.

B. Which departments on campus will be involved and how will the Institute/Center contribute to the academic programs of the institution?

The Institute builds on significant current and past collaborations within MSU, with MUS institutions, and with other partners in the State of Montana and beyond. The potential Faculty, researchers and instructors from every college and most of our 35 academic departments have identified core areas of research and curricular collaboration. Many specific examples of were listed in part A of this section. In

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general, these include Human-AI interaction, ethics and philosophy of technology, digital humanities, cybersecurity, machine learning, research analytics, bridging the rural digital divide, and AI pedagogy. The MSU partners have started to collaborate on the development of two large lecture introductory courses: “Artificial Intelligence for Everyone” (led by Gianforte School of Computing) and “Being Human in the Age of AI” (led by the College of Letters and Science). Additionally, MSU Library is the lead in participating in an Ithaka S+R cohort in 2025-2026 that, with 58 other cohorts across North America, is working to identify how libraries and other university units can weave AI literacy into their existing operations, leveraging programs or initiatives that center on information, digital, or meta-literacy.

4. Identify the organizational structure of the Institute/Center within the institution.

A. Identify all agencies, organizations and/or institutions that will be involved.

Initially, the Institute will be managed and led by the MSU office of the Provost. Participating units will include the Center for Faculty Excellence, Academic Technology and Outreach, MSU Library, Research and Compliance, University Information Technology, University Communications, College of Education, Health & Human Development, the Norm Asbjornson College of Engineering, the Gianforte School of Computing, the College of Letters and Science, Gallatin College, the College of Agriculture, and the Mark & Robyn Jones College of Nursing. Our AI initiative builds partnerships with local and state educational agencies, and partners such as the Montana Healthcare Association, MAPS Media Institute, Montana Digital Academy, the American Computer and Robotics Museum, the American Historical Association, Coalition for Health AI (CHAI), Nursing Institute for Healthcare Design (NIHD), the American Medical Informatics Association, and Ithaka S&R.

More details:

- **MAPS Media Institute:** A statewide nonprofit for media arts education for youth across Montana.
- **Montana Digital Academy:** A state organization founded by the Montana Legislature in 2009 as a supplemental online program serving students through their local K-12 public school.
- **The American Computer and Robotics Museum:** A Bozeman-based museum that advances public awareness of the evolving intersection between humanity and technology to thereby spur innovation and impact the future.
- **American Historical Association (AHA):** This partnership with one of the largest scholarly associations (10,500 members) provides a discipline-wide opportunity to engage with the implications of AI in humanities research, scholarship, teaching, and professional training
- **Coalition for Health AI (CHAI):** The Coalition for Health AI (CHAI) provides nationally recognized, consensus-based guidance on trustworthy, transparent, and equitable AI including resources that directly reinforce this Institute’s commitment to ethical, community-aligned AI literacy. Through Dr. Elizabeth Johnson’s leadership roles via MSU on CHAI’s Health Systems Advisory Board, Predictive Modeling Working Group, and as Co-Lead of the Clinical Trials Working Group, MSU will draw on CHAI’s frameworks, model cards, and training modules to inform educational programming and workforce training grounded in sociotechnical pragmatism, equity, and public trust. This partnership strengthens the Institute’s capacity to prepare students, educators, and health-system partners to engage with AI in ways that advance wellbeing, uphold data sovereignty, and support responsible adoption across community and healthcare settings.
- **Nursing Institute for Healthcare Design (NIHD):** The Nursing Institute for Healthcare Design (NIHD) serves as a national leader in advancing human-centered, evidence-informed approaches to designing healthcare environments, offering expertise that complements the Institute’s focus on

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ethical, community-responsive AI literacy through appropriate physical infrastructure congruent with technological requirements. MSU will integrate NIHD's recommended design-thinking principles, frontline clinical insights, and interdisciplinary collaboration into training and curriculum that prepare learners to evaluate and implement AI readiness within real-world care settings within the built environment during periods of renovation, rehabilitation, or new capital projects.

- **American Medical Informatics Association (AMIA):** The American Medical Informatics Association (AMIA) provides nationally recognized leadership in shaping policy, standards, and education for the safe and effective use of digital and AI-enabled technologies in healthcare. MSU will be able to translate current informatics policy guidance, workforce competencies, and best practices in clinical AI integration directly into the Institute's educational and community-engagement activities. This existing partnership strengthens the Institute's ability to prepare learners and practitioners to adopt and disseminate results reporting of AI products in ways that promote transparency, data stewardship, and improved health and educational outcomes.
- **Ithaka S&R:** This organization helps academic and cultural communities serve the public good and navigate economic, technological, and demographic change. Their work aims to broaden access to quality postsecondary education, improve student outcomes, and advance research and knowledge. MSU is part of a 58-institution cohort "Integrating AI Literacy into the Curricula" which Ithaka S&R is leading to help participating institutions develop customized approaches for AI in the core curriculum.

B. Identify advisory council information.

The Institute reports to the Provost (PI) of Montana State University. The Co-PIs are Dr. John Paxton (Director of the Gianforte School of Computing), Doralyn Rossmann (Dean, MSU Library), and Dr. William G. Thomas III (Dean of the College of Letters and Science). The PI and Co-PIs lead a Provost Working Group on AI that will have shared responsibility for the implementation of this institute and serve as the internal MSU advisory group. In addition to the PI and Co-PIs, the Working Group on AI includes: Jason Clark (MSU Library), Dr. Stephanie Gray (Dean of Gallatin College), Dr. Brett Gunnink (Dean of the Norm Asbjornson College of Engineering), Dr. Kristen Intemann (Professor of Philosophy and Director of the Center for Science, Technology, Ethics & Society), and Terry Leist (Vice President of Administration and Finance).

The Provost and the Provost's Working Group will create and implement the management plan, coordinate the personnel and partners, and assign roles and responsibilities. The project directors will report to the Provost. Responsibility for budget and allocation of resources will be managed by the Provost and the Co-PIs.

5. Identify first year and continuing finances necessary to support the Center/Institute, including the sources of funding.

Researchers at MSU have conducted creative interdisciplinary exploration and experimentation on AI for more than fifteen years. MSU has current research funding on AI from external grants totaling \$20 million. Current funding for AI includes funded research in Mathematical Sciences on large language models, Earth Sciences on machine learning, Political Science, Materials Engineering and Computer Science through the SMART FIRES project (Sensors, Machine-Learning, and Artificial Intelligence in Real-time Fire Science), an NSF-funded statewide collaboration based at MSU. More than 155 faculty members at MSU have conducted research on AI or have active research projects on AI.

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MSU will continue to seek additional grant-supported opportunities through a variety of agencies and foundations as they become available. For example, in December 2025, MSU submitted an application for the United States Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) grant, "Advancing the Understanding and Use of AI in Postsecondary Education."

First year and continuing finances are identified below. Some funding will be provided initially from institutional resources to seed projects, support training, acquire necessary software and to hire faculty in key areas to ensure the university is well-positioned for future growth in research and teaching needs. The majority of funding over the long-term will come from grants and contracts

First-year plan:

- **Leadership and staff:** \$250,000 total, including \$175,000 in salary and benefits for director or co-directors; \$75,000 in business operations staff and other staff support.
- **Operations:** \$50,000 in office support, rent (if needed), furniture, and supplies.
- **Facilities:** The MSU Interdisciplinary Institute on Artificial Intelligence will be housed in a location that allows for an interdisciplinary nature and shared sense of ownership. The soon to be completed Gianforte Hall building may provide initial space for the Institute at minimal additional cost. The College of Letters and Science has also provided initial space to house student-facing space for the Institute in Wilson Hall, one of the most heavily trafficked and widely used buildings on campus.
- **Programs:** The Institute will launch an initial seed grant and faculty fellowship program (\$100,000)

Three-year plan:

- **Faculty Hiring:** Investing in an interdisciplinary cluster hire across programs, approximately 4-8 positions. **Some of these positions will be reallocated from existing vacancies and others will be supported through reallocation of institutional funds,**
- **Research and Research Infrastructure:** Investing up to \$300,000 in the first three years for research grants for faculty fellows and graduate research assistants across MSU.
- **Innovation across the University:** \$50,000 for faculty fellowship program to create new courses, certificate programs, and interdisciplinary graduate programs.
- **National AI Conference:** \$25,000 for visiting speakers, accommodation and travel, events and facilities for 100-150 participants.
- **MSU AI Visiting Fellows Program:** \$150,000 for 2 or more MSU AI Visiting Fellows a year to support salary stipend, travel, research, and short-term residency at MSU for leading scholars from across the US working on AI to engage with MSU graduate and undergraduate students, faculty, and professional staff.

A. Will additional faculty and other resources be required to implement this Center/Institute? If yes, please describe the need and indicate the plan for meeting this need.

The MSU Interdisciplinary Institute on AI will expand MSU's educational and research capacity to address AI literacy across scientific, humanistic, agricultural, business, technical and professional fields. AI does more than increase efficiency; it enables entirely new modes of discovery and knowledge creation that were previously out of reach. AI and machine learning technologies open avenues of research that were once impossible-- from analyzing historical archives at scale to modeling complex biological and environmental systems. Core technologies such as large language models, neural networks, and machine learning are becoming essential tools across every professional discipline. Students today need deep knowledge of what AI is and how to understand

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its implications. To support this transformation, the Institute will serve as a catalyst of innovation in AI research, pedagogy, training, and community engagement.

As outlined in section 3, the Institute will recruit faculty in strategic areas to bolster MSU's broader outreach as a leader in research and education serving the state of Montana and where AI aligns with Montana's needs. Faculty will perform fundamental research in AI to better understand the underlying processes and methods that lead to the tools being utilized. These faculty will align with Montana's fastest growing economic sectors, ensuring that AI research supports workforce and economic development in the state.

B. Are other, additional resources required to ensure the success of the proposed Center/Institute? If yes, please describe the need and indicate the plan for meeting this need.

Internal project evaluation data will serve to inform land-grant institutions and universities in rural contexts elsewhere about best practices for developing and executing AI institutes that serve student, teacher, workforce, and community needs. Student course assessment data will be integrated into teaching workshops focused on AI in the classroom hosted by MSU's Center for Faculty Excellence and Library. Faculty interview data will guide hiring practices, including start-up packages, and tenure expectations in departmental roles and scopes. Data will also inform MSU's Research and Economic Development Office, University Information Technology office, and Library about additional infrastructure and resources needed to excel in AI teaching and research. Data collected by the community needs assessment will inform how MSU trains future educators for Montana schools. Survey results from workshops and conferences will be used to inform similar outreach efforts in the future.

6. Describe other similar Centers/Institutes or research capacities in the state and surrounding region.

Several Centers/Institutes in the region have emerged as catalysts for externally funded research on AI. These include the University of Colorado, Boulder, University of California, Davis, and University of Oklahoma. Each of these three institutions have received *both* a National Science Foundation award for Artificial Intelligence Research (only seven total were awarded) *and* a National Endowment for the Humanities Research Centers on Artificial Intelligence award (only five were awarded). The institutes at these universities are interdisciplinary models, combining computational and scientific research with humanistic and ethical research on AI. MSU's combination of interdisciplinary assets and programs makes it well positioned to extend this model to the northern Great Plains and mountain west.

A. Describe the relationship between the proposed Center/Institute and any similar Centers/Institutes, programs, or research capacities within the Montana University System.

The Institute builds upon MSU's existing cross-disciplinary collaborations to give researchers, educators, and decision-makers the access and support needed to apply machine learning and AI methods, to conduct real-time research with the assistance of machine learning and AI technologies, and to undertake long-term research on the educational implications of AI. This Institute provides avenues for student research, curricular innovation, training, and workforce development, providing access to and support for state-of-the-art AI education and use of AI technology across disciplines. The Institute collaborates with and extends the work of other centers, institutes, and initiatives at MSU, such as the Center for Faculty Excellence, Applied Quantum CORE (Capacity and Operational Resilience and regional Equity); Montana Agricultural Research Centers; the Center for American Indian and Rural Health

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RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

Excellence; the Center for Research on Rural Education; the Institute for National Security Research and Education, and the Center for Science, Technology, Ethics and Society.

B. In cases of substantial duplication, explain the rationale for the proposed Center/Institute.

The MSU IIAI is distinct from the proposed institute at the University of Montana because the MSU IIAI is a predominately research-focused effort that centers on catalyzing interdisciplinary research. This approach creates opportunities for faculty teams to gain significant external funding, for innovators to spark creative innovation and startups in the state, and for students to gain real-world experience they can then use in the workforce. The University of Montana's proposed center is equally significant and complementary but non-duplicative. The UM approach is focused on training, access to AI tools, and IT-related AI practices and pedagogies. For issues that have mutual interest, the OCHE MUS AI Task Force is working across the system to provide guidance and resources. Duplicate efforts in relation to courses, teaching, and student learning are inherently necessary to locally support the students on each campus.

7. Assessment: How will the success of the center/institute be measured?

A project evaluator will assess internal progress against established milestones and timelines quarterly. The project evaluator will meet with AI Institute leadership and advisory council as well as the leaders of the various Institute-supported projects, to discuss progress and provide interim data toward achieving intended outcomes. Quarterly assessments will be rolled into annual reports. Student evaluations of new courses and course materials sponsored by the AI Institute will be reviewed semesterly. Course instructors will meet with the project evaluator as well as AI Institute leadership at the end of each semester to discuss feedback and how to act on it in subsequent semesters. The project evaluator will interview faculty researchers affiliated with the Institute on an annual basis. Interviews will examine access to appropriate infrastructure for AI research, opportunities for interdisciplinary collaboration around AI research. The project evaluator will share annual interview results with AI Institute leadership as well as the MSU provost, deans, and department heads. Participants in professional development events and conferences associated with the AI Institute will be surveyed after each event about knowledge gained, skills acquired, and resources provided.

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.

- Institute for AI ad-hoc Advisory Council
- MSU Executive Council
- Faculty Senate
- Student Symposium and Questionnaire
- Academic Council
- Academic leadership of MSU-Billings, MSU-Northern, Great Falls College - MSU

Montana University System
REQUEST TO PLAN FORM – ACADEMIC, ADMINISTRATIVE OR RESEARCH UNIT

ITEM 221-2012-R-1125**Meeting Date: November 2025****Item Name: Proposal to establish the Montana State University Institute on Artificial Intelligence (AI)**

Center/Institute/Unit Title: **Montana State University Institute on Artificial Intelligence (AI)**

Campus: **Montana State University (MSU)**

Expected Final Submission Date: **Jan. 2026**

Contact Name/Info: **Robert Mokwa, Provost and Vice President for Academic Affairs**

This form is meant to increase communication, collaboration, and problem-solving opportunities throughout the MUS in the center/institute development process. The completed form should exceed 2-3 pages. For more information regarding the center/institute approval process, please visit <http://mus.edu/che/arsa/academicproposals.asp>.

1) Provide a brief description of the new center/institute (unit)

The **Montana State University Institute on Artificial Intelligence (AI)** will be a comprehensive research, teaching, and workforce development effort to enhance discovery in research, equip and empower students to understand AI, and enable greater access and dissemination of knowledge for Montana related to AI. Central to this Institute is MSU's commitment to ethical, transparent, and responsible uses of AI that align with Montana values of honesty, stewardship, and community trust. MSU and the MUS have deep expertise in AI in our core disciplines but lack an institute to integrate and amplify this work.

The Montana State University Institute on Artificial Intelligence will build upon MSU's existing cross-disciplinary collaborations to give researchers, educators, and decision-makers the access and support needed to apply machine learning and AI methods, to conduct real-time research with the assistance of machine learning and AI technologies, to undertake long-term research on the social, cultural, and scientific implications of AI, and to share techniques for AI research across fields and disciplines.

This institute will also provide avenues for student research and workforce training, providing access to and support for state-of-the-art AI education and technology across disciplines. The Institute will collaborate with and extend the work of other centers and initiatives at MSU, such as QCORE (for quantum computing and infrastructure); Montana Agricultural Research Centers; the Center for American Indian and Rural Health Equity; the Center for Research on Rural Education; and the Center for Science, Technology, Ethics and Society.

The Montana State University Institute on Artificial Intelligence seeks to catalyze synergies in university technology transfer, business investment, innovation, MSU Extension and talent recruitment for the State of Montana. Unlike urban-based AI institutes, MSU's will be distinguished by its land-grant mission, rural engagement, and integration of Indigenous knowledge systems into AI research and ethics.

Research & Research Infrastructure: The Montana State University Institute on Artificial Intelligence will expand MSU's research capacity across scientific, humanistic, agricultural, business, and professional fields. AI does more than increase efficiency; it enables entirely new modes of discovery and knowledge creation that were previously out of reach. AI and machine learning technologies enable research that was once impossible, from analyzing historical archives at scale to modeling complex biological and environmental systems. Core technologies such as

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REQUEST TO PLAN FORM – ACADEMIC, ADMINISTRATIVE OR RESEARCH UNIT

large language models, neural networks, and machine learning are becoming essential tools across every discipline.

To support this transformation, the Institute will:

- **Recruit faculty** in strategic areas where MSU can be a research leader serving the state of Montana and where AI aligns with Montana’s needs: mathematics; quantum computing; photonics; optics; chemistry; psychology; human-computer interaction; human-AI systems; library and information science; precision agriculture; construction and manufacturing engineering; ethics and trust; history of science; the arts; workforce trades; medicine and nursing; and creative writing. These hires will also align with Montana’s fastest growing economic sectors, including agriculture, advanced manufacturing, energy, healthcare, and precision trades—ensuring that AI research supports direct workforce and economic development in the state.
- **Invest in shared infrastructure** that enables researchers to adopt AI methods for scientific modeling, historical and linguistic analysis, data optimization, and creative work.
- **Build on existing strengths**, including the MSU Library’s AI Lab and AI Ambassadors program, which support faculty and students in applying AI tools, improving data literacy, and sharing best practices across disciplines.
- **Facilitate collaboration** so that discoveries in one field (e.g., quantum computing or materials engineering) can inform work in others (e.g., agriculture, manufacturing and construction, ecology, or digital humanities).
- **Support infrastructure** for the university in identifying and considering appropriate use of AI in internal business operations, recruiting, admissions, HR, employee services, Extension, research, teaching, communications, etc. The institute will facilitate conversations and training on how MSU can ethically and productively use AI to streamline workflows and in so doing address the challenges we are facing with hiring and retaining staff.

Curricular Innovation: The Montana State Institute on Artificial Intelligence will serve as a hub for new courses, programs, and teaching initiatives that prepare students for an economy and society transformed by AI. Our approach emphasizes not just technical fluency, but also creativity, ethical reasoning, and critical analysis.

Key initiatives include:

- **New interdisciplinary courses.** Develop and offer large-lecture introductory courses like *“Artificial Intelligence for Everyone”* (Gianforte School of Computing) and *“Being Human in the Age of AI”* (College of Letters and Science), incorporated into the Core curriculum.
- **Faculty fellowships for course development.** Enable instructors across disciplines—including library and information science—to design new courses, certificates, and graduate programs.
- **Faculty fellowships for curriculum enhancements.** Support faculty development of AI literacy learning outcomes for existing academic programs including meaningful assessment mechanisms that are discipline specific and aligned with industry needs.
- **AI literacy and ethics integration.** Expand and enhance the MSU Library’s expertise in information science and data ethics, ensuring students learn to evaluate, apply, and adapt AI responsibly.

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REQUEST TO PLAN FORM – ACADEMIC, ADMINISTRATIVE OR RESEARCH UNIT

- **Cross-disciplinary collaboration.** Purposefully leverage MSU’s strengths in computer science, mathematics, engineering, business, education, philosophy, history, literature, linguistics, ecology, biology, chemistry, art, and applied professional workforce programs.
- **Research seed funding.** Support the development of competitive research proposals for large multidisciplinary grants from external funding agencies and foundations.
- **Outreach and engagement.** Engage with partners (private and public) to identify workforce needs, help develop curriculum around those needs, and disseminate them, including K-12 resources that are needed, particularly in rural communities.

National Conference in Bozeman, MT: In March 2025 MSU held one of the first major national conferences on “The future of research in the age of AI.” Scholars from across the U.S. showcased their research with and on AI. For example, scholars are currently using AI to make millions of records, even handwritten index cards, machine readable in a matter of minutes. AI will change, and is changing, the way researchers work, make discoveries, and achieve breakthroughs. AI is also altering the way knowledge is disseminated and consumed. We plan to host a second conference on “The future of research in the age of AI” in March 2026 and annually thereafter. Through this proposed Institute, MSU will convene the nation’s leading computer scientists, artists, humanists, and information scientists to grapple with the latest instances of AI and the implications of AI for U.S. society, politics, culture, and science.

MSU AI Fellows Program: The Montana State Institute on Artificial Intelligence will inaugurate and host a national fellows program designed to bring leading AI researchers to Montana, engage with MSU students, collaborate with MSU and MUS faculty, Montana businesses, communities, and centers.

2) Describe the need for the center/institute. Specifically, how the center/institute meets current student, state, and industry research or community engagement needs. (Please cite sources in an addendum to this document).

The Institute aims to catalyze research on being human in the age of Artificial Intelligence (AI), explore the implications of AI for the United States, and, crucially, empower communities and individuals to engage with AI technologies. This sort of empowerment is vital, particularly in rural areas of the U.S. that have historically experienced a stubborn and pervasive “digital divide”. MSU’s institutional mission for public access and engagement extends to 12 federally recognized tribal nations across 8 tribal territories in Montana. Further, MSU has one of the largest numbers of Native students of R1 universities in the U.S. and an internationally recognized program in Native American Studies. The long-term vision of the center is to provide critical research on human and AI interaction that is deeply attentive to the significant and persistent digital discontinuities in American society, economy, and politics. Montana is not only one of the least densely populated states in the U.S. but also one of the fast-growing technology hubs in the U.S. As a result, Montana and MSU are uniquely positioned to foster research on and with AI and engage in meaningful, long-term studies with rural, agricultural, mining, and Native communities among others to guide and explore the impact of AI across the full breadth of life and culture in the U.S.

3) Describe how the center/institute fits with the institutional mission, strategic plan, and the existing MUS and institutional portfolios (refer to the most recent institutional Academic Priorities and Planning Statement).

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MSU's central mission is as a land-grant university focused on advancing scientific, humanistic, agricultural, business and professional knowledge for the benefit of communities and people in the State of Montana. Additionally, MSU Extension serves every Montana county and reservation, while serving as a vital catalyst for bridging the AI divide in rural Montana.

Leading MSU researchers have conducted creative exploration and experimentation on AI for more than three years in fulfillment of the Choosing Promise strategic plan Goal 2.1 "Enhancing the significance and impact of the scholarship" and Goal 2.2 "Expand interdisciplinary scholarship." To this end MSU has secured more than \$20 million in research funding on AI from external grants, including six major grants from the National Science Foundation. Current funding for AI includes research underway at MSU in Mathematical Sciences, Earth Sciences, Political Science, Materials Engineering, Computer Science, and through SMART FIRES (Sensors, Machine-Learning, and Artificial Intelligence in Real-time Fire Science), an NSF-funded statewide collaboration based at MSU.

Because AI is generating new knowledge across nearly every field and because AI is simultaneously intervening in the dissemination and distribution of knowledge and scientific discovery, MSU Library has provided strategic leadership for the development of AI tools, analysis, and literacy and recently opened an AI Lab with AI Ambassadors to support teaching and research. MSU's Center for Science, Technology, Ethics & Society is pioneering research on trust and the ethics of AI. Scholars at MSU in Education are engaging community partners, such as the MAPS Media Institute's Fort Belknap Program and tribal colleges to identify needs with respect to AI and digital data sovereignty and co-produce resources.

The Montana State Institute on Artificial Intelligence will coordinate MSU's prodigious research, teaching, and service initiatives on AI and align research on AI with MUS priorities, the current MSU Strategic Plan, and MSU's Institutional Academic Priorities and Planning Statement: 2025-26.

4) Describe any opportunities for collaboration you have identified or initiated either within the institution or between MUS institutions (i.e. articulation, course-sharing, research collaboration). Include potential contacts and their institutional affiliation.

The Institute builds on significant collaborations within MSU, with MUS institutions, and with other partners in the State of Montana and beyond. The potential partners at MSU have identified core areas of research and curricular collaboration. These include Human-AI interaction, ethics and philosophy of technology, digital humanities, cybersecurity, machine learning, research analytics, bridging the rural digital divide, and AI pedagogy. The MSU partners have started to collaborate on the development of two large lecture introductory courses: "*Artificial Intelligence for Everyone*" (led by Gianforte School of Computing) and "*Being Human in the Age of AI*" (led by the College of Letters and Science). Additionally, MSU Library is the lead in participating in an Ithaka S+R cohort in 2025-2026 that, with 58 other cohorts across North America, is working to identify how libraries and other university units can weave AI literacy into their existing operations, leveraging programs or initiatives that center on information, digital, or meta-literacy.

The core MSU partners and faculty include:

- **College of Engineering and Gianforte School of Computing:** Laura Stanley (HCI), Faraz Dadgostari (Human-AI systems), Neda Nazemi (deep neural networks), John Sheppard (AI and machine learning), Mike Wojnowicz

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REQUEST TO PLAN FORM – ACADEMIC, ADMINISTRATIVE OR RESEARCH UNIT

(probabilistic machine learning), Brad Whitaker (ECE, machine learning, precision ag, audio signal processing, etc.), Stephanie Wettstein (AI needs/usage, workforce development) and Jennifer Brown (AI needs/usage, workforce development).

- **College of Letters and Science:** Breschine Cummins (Mathematical Sciences, machine learning), Will Fassbender (English, writing and AI), Marianne Cowherd (Earth Sciences, machine learning and AI), Bonnie Sheehey (Philosophy of technology), Michelle Miley (English, rhetoric and AI), Kristen Intemann (Philosophy, trust, ethics of AI), William Thomas (History, digital humanities and AI – Dean, CLS).
- **College of Agriculture:** Paul Nugent (Autonomy in Agriculture & machine learning in research & programming with AI), Anish Sapkota (machine learning for crop/soil management & C sequestration, and Sensing in Ag), Ricardo Pinto (AI for ag automation and crop management), Dr. Michael Walach (Remote & Autonomous Aircraft Systems and Computer Aided and Industrial Machining and Manufacturing), Jennifer Lachowiec (Machine learning in plant phenotyping).
- **MSU Library:** Jason Clark (research analytics and machine learning), Scott Young (user interface), Sara Mannheimer (data and ethics), Taylor Moorman (AI and learning), Nathan Lee (research optimization and programming), Doralyn Rossmann (metadata and optimization – Dean, MSU Library).
- **Department of Education:** Nick Lux (technology and AI pedagogy), Jason Cummins (Apsáalooke, leadership and AI education).
- **Mark and Robyn Jones College of Nursing:** Elizabeth Johnson (big data, AI utilization, workforce development).
- **MSU Center for Science, Technology, Ethics & Society:** A center focused on integrating ethical and social issues into research grants.
- **School of Architecture:** James Park
- **School of Art:** William Culpepper (healthcare design), Minjee Jeon (also interactive design scholarship) Jeffrey Conger
- **MSU Extension:** Extension offices and agents serve every reservation and county in Montana helping to address the digital/technology divide in rural MT while uplifting local and indigenous knowledge.
- **Gallatin College:** Industry engagement and K12 connections, including dual enrollment and career pathways.

Other partners include:

- **MAPS Media Institute:** A statewide nonprofit for media arts education for youth across Montana.
- **The American Computer and Robotics Museum:** A Bozeman-based cultural resource.
- **American Historical Association (AHA):** This partnership with one of the largest scholarly associations (10,500 members) provides a discipline-wide opportunity to engage with the implications of AI in humanities research, scholarship, teaching, and professional training.

5) Describe any significant new financial resources (staff and/or facilities) needed to launch and sustain the center/institute. How do you anticipate supporting this new center/institute/unit

The Montana State Institute on Artificial Intelligence will attract external grants for research. Financial resources to support the Institute will be derived from a variety of sources including external research (NSF AI Institutes, USDA for precision ag, DoD/DOE) foundation grants, major tech foundations, IDC investments and institutional strategic investments and donor support. We anticipate funding the institute using a phased approach. When the Institute is fully developed, we anticipate funding will be acquired to provide support for the following major areas of emphasis:

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- **Leadership and staff:** \$250,000 total including 175,000 in salary and benefits for director or co-directors; \$75,000 in business operations staff and other staff support.
- **Operations:** \$50,000 in office support, rent (if needed), furniture, and supplies.
- **Facilities:** The Montana Institute for Artificial Intelligence will be housed in a location that allows for an interdisciplinary nature and shared sense of ownership. The soon to be completed Gianforte Hall building may provide initial space for the Institute at minimal additional cost.
- **Faculty Hiring:** Investing in an interdisciplinary cluster hire across programs, approximately 10 positions.
- **Research and Research Infrastructure:** Investing up to \$1,000,000 in the first three years for research grants for faculty fellows and graduate research assistants across MSU.
- **Curricular Innovation:** \$50,000 for faculty fellowship teaching program to create new courses, certificate programs, and interdisciplinary graduate programs.
- **National AI Conference:** \$25,000 for visiting speakers, accommodation and travel, events and facilities for 100-150 participants.
- **MSU AI Visiting Fellows Program:** \$150,000 for 2 or more MSU AI Visiting Fellows a year to support salary stipend, travel, research, and short-term residency at MSU for leading scholars from across the US working on AI to engage with MSU graduate and undergraduate students, faculty, and professional staff.

<u>Signature/Date</u>		
Chief Academic Officer:	DocuSigned by:  212A28411AC04BD...	10/3/2025 11:31 AM MDT
Chief Research Officer:		
Chief Executive Officer:	Signed by:  3B91DBF4C8B1461...	10/3/2025 3:30 PM MDT
Flagship Provost*:	DocuSigned by:  212A28411AC04BD...	10/3/2025 11:31 AM MDT
Flagship President*:	Signed by:  3B91DBF4C8B1461...	10/3/2025 3:30 PM MDT
*Not applicable to the Community Colleges.		

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

March, 2026

ITEM 223-2011-R0326

ITEM TITLE : Request to form three departments in the Jake Jabs College of Business & Entrepreneurship

Institution: Montana State University CIP Code: n/a

Program/Center/Institute Title: Jake Jabs College of Business & Entrepreneurship

Includes (please specify below): Face-to-face Offering: Online Offering: Blended Offering:

Options: _____

Proposal Summary [360 words maximum]

What: MSU requests to transition the Jake Jabs College of Business & Entrepreneurship (JCOBE) from a single department model to a three department structure consisting of the departments of:

- Accounting and Finance
- Management and Entrepreneurship
- Marketing and Analytics
- **Why:** JCOBE has experienced rapid growth, approximately 50% enrollment growth in the past five years and 110% growth over twenty years, stretching the current single-department model beyond capacity. The structure no longer adequately supports faculty, students, or operational efficiency. Key challenges include 1) overextended academic leadership leading to slower response times for course scheduling, advising, and support and 2) inconsistent mentorship and workload equity across faculty ranks. The JCOBE would benefit from reorganization into three departments by 1) creating discipline-specific academic leadership and clearer faculty mentorship structures, 2) improving efficiency and accountability in decision-making, 3) strengthening the college's capacity for external partnerships and fundraising, and 4
- Enhances faculty recruitment, retention, and Retention Tenure and Promotion processes.

Aligns JCOBE with nearly all peer and aspirant AACSB business schools, which already operate with multi-department models.

Limited ability to respond to external partnerships and philanthropic opportunities without distinct departmental identities.

Resources: N/A

ATTACHMENTS

Research Center and Institute Proposal Form
Approved Request to Plan

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 A. Level I:

OCHE Notification

- 1a. Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)
- 1b. Withdrawing a postsecondary educational program from moratorium**
- 2. Re-titling, terminating or revising a campus certificate of 29 credits or less**
- 3. Offering an existing postsecondary educational program via distance or online delivery**

OCHE Approvals

- 4. Re-titling an existing postsecondary educational program**
- 5. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)
- 6. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)
- 7. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)
- 8. Revising a postsecondary educational program** (Curriculum Proposal Form)
- 9. Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years**
- 10. Withdrawing a postsecondary program from moratorium**
- 11. Establishing a campus certificate of 29 credits or less** (Curriculum Proposal Form)

X **B. Level II:**

- 1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Request to Plan Form)
- 2. Requesting Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request to Plan Form)
- 3. Requesting a variation of the 120-credit baccalaureate degrees** *Exception to policy 301.11*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

X 4. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)

5. **Re-titling an academic, administrative, or research unit**

Montana University System
REQUEST TO PLAN FORM**ITEM 221-2011-R-1125****Meeting Date: November, 2025**

Item Name: Request approval to plan transitioning the Jake Jabs College of Business & Entrepreneurship (Jabs) from a single-department model to a three-department structure consisting of Accounting and Finance, Management and Entrepreneurship, and Marketing and Analytics

Program/Center/Institute Title: **Jabs Departmentalization Plan**

Planned 6-digit CIP code:

Campus, School/Department: **MSU Jabs College of Business and Entrepreneurship**

Expected Final Submission Date:

Contact Name/Info: **Brian Gillespie, Dean**
brian.gillespie@montana.edu

This form is meant to increase communication, collaboration, and problem-solving opportunities throughout the MUS in the program/center/institute development process. The completed form should not be more than 2-3 pages. For more information regarding the program/center/institute approval process, please visit

<http://mus.edu/che/arsa/academicproposals.asp>.

1) Provide a description of the program/center/institute.

This Request to Plan proposes transitioning the Jake Jabs College of Business & Entrepreneurship (Jabs) from a single-department model to a three-department structure consisting of Accounting and Finance, Management and Entrepreneurship, and Marketing and Analytics. This reorganization is administrative in nature and does not entail the creation of new academic programs. The proposed structure is designed to improve academic governance, student and faculty support, and alignment with peer and aspirant AACSB-accredited institutions. The process for developing this model took place over the entirety of the 2024–2025 academic year. It was guided by benchmarking analyses, best practice reviews, and collaborative design led by the dean, associate dean, assistant dean, and option coordinators. Feedback and contributions from faculty and staff was gathered through one-on-one meetings, a listening tour across all four academic options, and iterative refinements. In April 2025, Jabs faculty and staff voted overwhelmingly in support of this reorganization by a margin of 25–3, reflecting strong college-wide endorsement.

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 proposed departmental structure responds to a clear and compelling internal need for improved organizational efficiency, academic leadership, and faculty and student support—while also aligning with broader state and workforce trends.

The Jake Jabs College of Business & Entrepreneurship has experienced significant and sustained growth over the past two decades. Undergraduate and graduate enrollment has increased approximately 50% in the past five years and 110% over the past twenty years. This growth has stretched the current single-department model beyond its capacity, creating administrative inefficiencies and limiting the college's ability to offer discipline-specific academic leadership, mentorship, and support. As the scale and complexity of Jabs has increased, the limitations of the single-department model have become increasingly apparent. These include:

- Slower response times for course scheduling, advising, and student support, due to centralized decision-making and overextended academic leadership.
- Challenges in faculty mentorship and professional development, particularly for junior and non-tenure-track faculty, who benefit from guidance within clearly defined disciplinary homes.

Montana University System

REQUEST TO PLAN FORM

- Inequities in workload distribution and RTP processes.
- Reduced ability to respond to external opportunities, such as partnerships with industry or targeted philanthropic giving, because of the lack of distinct departmental identities.

By establishing three departments the college will create a more responsive and accountable structure that better serves both faculty and students. Each department will have a dedicated head responsible for academic operations, faculty development, and student engagement within their discipline, enabling faster decision-making, more tailored mentoring, and clearer communication channels.

The transition also aligns Jabs with best practices among peer and aspirant AACSB-accredited business schools, including the University of Montana, University of North Dakota, Colorado State University, Utah State University, Oregon State University, and others. These institutions have long operated with multi-department structures, and they report benefits including stronger faculty-student engagement, enhanced recruitment of top-tier faculty, and improved academic governance. Directly stated, Jabs is the outlier among peer and aspirant business schools. In summary, the departmental model addresses a critical need for improved academic structure and support while enhancing Jabs' ability to serve its students, faculty, and the state of Montana. It reflects the college's maturation, aligns with institutional growth, and positions Jabs to meet future challenges with clarity, agility, and strength.

3) Describe any significant new resources (financial, staff, facility, new curricula) needed to launch and sustain the program/center/institute.

This transition is resource-neutral. Faculty will be reassigned to departments based on disciplinary alignment, and no additional faculty lines are being requested as part of the structural change. Additional administrative resources are also not required for department chair stipends or reassigned time. The college anticipates reallocating internal funds to support these adjustments. Existing offices and support staff structures will remain unchanged. The transition is expected to improve efficiency, not increase staffing costs.

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).

While the primary intent of this reorganization is to improve internal operational efficiency and effectiveness, the transition to a three-department structure also creates new and enhanced opportunities for collaboration both within Montana State University and across the Montana University System.

Internal to MSU, the proposed departmental model will:

- Clarify academic leadership and disciplinary boundaries, which in turn will streamline cross-college collaborations. For example, the proposed Department of Marketing & Analytics is well-positioned to partner with the Gianforte School of Computing on interdisciplinary programming in data analytics and decision science.
- Enable more targeted contributions to interdisciplinary minors and certificate programs (e.g., Innovation & Entrepreneurship, Sustainability, Global Studies), by allowing departments to formally assign liaisons and faculty to cross-unit curriculum committees.
- Facilitate more efficient resource sharing and course scheduling in common areas such as statistics, analytics, and business communication, through clearer academic ownership and coordination points.
- Enhance integration with university-wide student success initiatives, as each department can coordinate directly with MSU's advising, career development, and student engagement offices to support student transitions and career readiness in a discipline-specific manner.

Across the Montana University System, the transition will:

- Support curriculum alignment and articulation agreements with MUS campuses by making disciplinary homes more visible and accessible. For example, Gallatin College's business-related associate degrees can articulate more cleanly into Jabs programs when receiving departments are clearly defined.

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REQUEST TO PLAN FORM

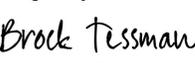
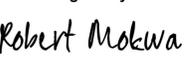
- Enable more effective department-level collaborations across campuses, particularly in areas like accounting, marketing, entrepreneurship, and analytics, which are also housed in discrete departments at other MUS institutions.
- Faculty research collaboration can also benefit from this structure. As faculty develop stronger academic identities and departmental homes, it becomes easier to initiate joint research projects, share research infrastructure, and pursue multi-institutional grants—both within MSU and across the MUS network.

In short, while this proposal is focused on strengthening internal governance and academic support, by aligning more closely with MSU and MUS peers, it also creates a more structured and scalable platform for collaboration, communication, and partnership across the university and system-wide.

5) Describe how the program/center/institute fits with the institutional mission, strategic plan, existing institutional program array, and academic priorities as described in the most recent Academic Priorities and Planning Statement.

This proposal supports the MSU mission and Jobs strategic plan through:

- Excellence in teaching and learning: Departments will enable more tailored student advising, clearer academic pathways, and stronger disciplinary identities.
- Faculty support and development: Tenure-track and non-tenure-track faculty will benefit from discipline-specific mentoring, more equitable RTP processes, and defined departmental homes for adjuncts and lecturers.
- Strategic alignment: As noted in MSU’s Academic Priorities and Planning Statement, organizational structures should evolve to support institutional growth, interdisciplinary collaboration, and student success. This proposal does exactly that.
- External engagement and fundraising: Departments allow for more focused engagement with donors and alumni, enhancing the college’s ability to raise funds and build lasting relationships.

<u>Signature/Date</u>	
Chief Academic Officer:	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px;"> <small>DocuSigned by:</small>  <small>212A28411AC04BD...</small> </div> <div style="text-align: right;">10/3/2025 11:25 AM MDT</div> </div>
Chief Research Officer*:	
Chief Executive Officer:	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px;"> <small>Signed by:</small>  <small>3B91DBF4C8B1461...</small> </div> <div style="text-align: right;">10/3/2025 3:31 PM MDT</div> </div>
Flagship Provost**:	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px;"> <small>DocuSigned by:</small>  <small>212A28411AC04BD...</small> </div> <div style="text-align: right;">10/3/2025 11:25 AM MDT</div> </div>
Flagship President**:	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px;"> <small>Signed by:</small>  <small>3B91DBF4C8B1461...</small> </div> <div style="text-align: right;">10/3/2025 3:31 PM MDT</div> </div>
<small>*Center/Institute Proposal only **Not applicable to the Community Colleges.</small>	