



ACADEMIC SENATE MINUTES

DATE: September 10, 2020

PRESENT: Suzette Nynas
Keith Edgerton
Scott Butterfield
Natalie Bohlmann
John Pannell
Sam Boerboom
Kurt Toenjes (ex-officio)
Vicki Trier (ex-officio)
Jana Marcette (ex-officio)

Jim Barron
Jennifer Lynn
Don Larsen
Rachael Waller
Vern Gagnon
Austin Bennett
Christine Shearer (ex-officio)
Melinda Arnold (ex-officio)
Darlene Hert (ex-officio)

ABSENT: Heather Thompson-Bahm*
Robin Cuningham (student)
Robert Nava (ex-officio)
Kim Hayworth (ex-officio)

Naomi Norris (student)
Richard Beer (ex-officio)
Susan Simmers (ex-officio)

* *excused*

GUESTS: Paul Foster
Sougata Das
Susan Gilbertz
Rolf Groseth
Sarah Friedman
Mark Fenderson
David Craig
Tom Regele
Paul Pope
Kathleen Thatcher
Maureen Brakke
Joy Honea

Jennifer Scroggins
Steve Eliason
Sue Balter-Reitz
Dwight Welch
Steven Wiles
Stewart Snyder
Cheri Johannes
Ana Diaz
Alan Christensen
Kari Dahle-Huff
Michelle McMullen
Carl Castles

PRESIDING: Jim Barron, Chair

Jim Barron called the meeting to order at 3:43 p.m. in Library 148, with several members and guests attending via Webex.

I. ANNOUNCEMENTS

No announcements.

II. ACCEPTANCE OF MINUTES

The minutes of August 27 were accepted as presented.

III. PROVOST REPORT

We will starting having a weekly campus-wide COVID update on Thursdays at 4:00 p.m.

IV. OTHER REPORTS

Global Skills Certificate: Paul Foster, Director of International Studies

Dr. Foster announced they were successful in being awarded a grant from the U.S. Department of Education's Undergraduate International Studies and Foreign Languages Program (UISFL). This will be the only one in Montana. The majority of the funding will go to faculty grants of up to \$6,000 to add content to existing courses or create new courses in global studies and East Asia. The funding provides for approximately 25 faculty grants over the next three years. This is a consortium with Northwest College in Wyoming. Dr. Foster would like faculty to sit on the committee that will evaluate proposals and award the \$6,000 grants. In January, they will be offering training for faculty on global skills learning outcomes.

Dr. Foster noted that there is funding for students to study languages via first-year, online courses through our partner institutions. Partial funding will also be available for students to study those languages immersively at the partner institutions.

V. DISCUSSION/ACTION ITEMS

A. New Programs Process & OCHE Paperwork

Guest: Jana Marcette, Director of Grad Studies/OCHE Liaison

Dr. Marcette noted that we now have a new "step one" for creating new programs: a program planning form that will go to the deans. Proposals will then flow to OCHE/BOR and Academic Senate. The process is posted on the Academic Senate intranet page under New Programs. Due to changes from OCHE, there are now very high stakes with enrollments in new programs. Programs will be reviewed in their third and fifth year of operation. In the fifth year, if the headcount is 70% or less of what the original proposal predicted, the program will immediately be placed into moratorium. If the headcount is greater than 70% but less than 100% of the prediction, OCHE will make a

recommendation and then the BOR will vote whether to place the program in moratorium. So, we need a lot more strategy for implementing new programs. OCHE is also moving forward on an initiative that we balance new programs with eliminating old ones.

Regarding the list of programs to be phased out, Dr. Marcette noted they are grouped into three types. The first group is non-degree programs, which require no BOR paperwork, just a memo of notification to OCHE. The second is programs with no enrollments, which will only need a termination with no teach-out program. The third group of programs do require teach-outs and will be placed on moratorium. Within that third group to be placed on moratorium, some will not need teach-out plans as all the needed courses will still be offered through other programs. Any program that has students is required to notify those students of the moratorium.

The question was raised as to whether we are sending our paperwork to OCHE September 15. Provost Arnold responded that the deadline is October 13.

B. Discussion Forum: SPA 2

At the last Senate meeting, a motion was approved to invite faculty to this meeting whose programs are being eliminated, and those faculty didn't agree with those eliminations. Faculty are invited to present their reasons why the given programs should not be on the elimination list.

Paul Pope: Political Science Minor

The faculty were surprised to learn that the Political Science Minor was being eliminated. They wanted to keep the general emphasis, while eliminating the pre-law and public administration emphases. The minor costs nothing because it uses all the courses offered for the major.

Sougata Das: Finance Minor

The minor also costs nothing because students take the same courses as the major. They have more plans for updates to the program in the future. They did not get a chance to see the effectiveness of program changes just implemented this year.

Tom Regele: International Studies Minor & Spanish BA

Our mission is "Montana State University Billings delivers a transformative education that empowers students from diverse backgrounds to succeed" and our vision statement is "Educating students to impact an evolving global community." Only one minor that does all of that: the International Studies Minor. Cutting the International Studies Minor and Spanish BA goes against our mission and vision. If we only look at program enrollments, we are not supporting our mission and vision. A lot of work has gone into building the Spanish program in the community, and then cutting the program undoes all of that work.

In CLASS, all BA programs are supposed to require two years of a foreign language, and BS programs should require one year. However, several BA and BS programs no longer stick to this rule. If they did, it would make the Spanish program improve. Do we want to cut the only language program east of Bozeman?

Ana Diaz: Philosophy Minor & Philosophy Religious Studies Option Minor

It is hard to say to students that MSUB cares about underrepresented voices when we are cutting programs, including the Philosophy Minors, Spanish BA, Women's Studies Minor and International Studies Minor. Our strategic plan refers to diversity and inclusion, but how can we say we honor those while cutting these programs?

Jen Lynn: Women's Studies Minor

The Women's Studies Minor is interdisciplinary, made up of courses from across CLASS, and includes only two courses. One is a general education course that always fills. The second is a capstone course that includes service learning. The rest of the courses will still exist in their departments and they are all taught by full-time faculty. During SPA 1, the Women's Studies Minor was asked to integrate and invigorate, and they planned to meet with other women's studies programs. Enrollment has tripled since the program was rolled out. Many community members and some students have written letters of support to keep the program. Please do not cut this program!

Joy Honea, Jennifer Scroggins: Sociology BS

In response to SPA round 1, the Sociology BS was revised to be more integrated, and the Provost and Chancellor were happy with it. SPA 2 ignored that work. The justification for cutting the program was that it was low enrolled, but several programs were retained that had even lower enrollments. Cutting the Sociology BS will not save much, since most of the courses have to be offered for the Criminal Justice BS. Also, many programs across campus use Sociology courses, including the nursing programs, Health & Human Performance programs, and rehab.

Steve Eliason: Criminal Justice Minor

Why keep the major but cut the minor? All the courses in the minor are being offered for the major. We will lose students because of these cuts.

Sarah Friedman: Earth Science Minor & Earth Science Teaching Minor

The Office of Public Instruction requires that if we offer a teaching minor, we must first offer a non-teaching minor in that subject. Every kid in Montana has to take Earth Science, and this teaching minor gives those teachers depth. Earth Science also bumps up the enrollments of all STEM programs. It's also silly not to offer an Earth Science program when we live in Montana.

(Note the Earth Science Minor has been deleted by the Department, not SPA 2. Note the teaching minor has already been on moratorium since Summer 2019)

Keith Edgerton: History Minor

MSUB has had a minor in History since 1966. The current program is now available entirely online, and requires no additional faculty.

Alan Christiansen: Social Science (Broadfield) Endorsement Licensure

This endorsement can be added on top of a teaching major and minor and only expands what those students can teach. Rural teachers, which is all of Montana, can really use this. It also costs nothing.

Stewart Snyder: Physics Minor

If students ask to sign up for a physics minor, we send them to Bozeman or Rocky. If we cut physics, the whole science program goes away.

(Note the Physics Minor has already been on moratorium since Summer 2019)

David Craig/Honors Council: Interdisciplinary Honors Minor

On the planning list that will soon be submitted to OCHE, there is an interdisciplinary minor idea meant to replace the Interdisciplinary Honors Minor, the Women's Studies Minor, and the International Studies Minor. There is no need to eliminate programs before we have a good replacement!

The Interdisciplinary Honors Minor has been a great help in growing the Honors Program, and it has become a device for us to affect the quality of our students' education. The Program also aligns with the strategic plan.

Suzette Nynas withdrew her request to speak about the Outdoor Adventure Leadership-2+2 Track – Fire Science BS.

Mark Fenderson: Music Business Option BA

The Music Department would like to retain this major for two main reasons. First, this program sets us apart from others in the region. Enrollment has already grown since the SPA 2 data was pulled. This program is cutting edge. Second, the Department intends to move toward a new commercial music option, of which this program would be part. Losing this unique marketability will be a huge loss for MSUB. The program also doesn't cost any money.

Dr. Barron thanked the faculty members present today.

The Senate should not put off action until October, just because the deadline has been moved.

It was noted that there was a trend to increase training for careers that help the individual, but then the great recession happened. Now there is interest in careers that help society.

⇒ Motion by Keith Edgerton that **the Senate recommend that these programs be removed from the list to be eliminated.** (Note this does not include the two programs already on moratorium).

It was agreed that all programs on the SPA 2 phase out list not spoken for today will move forward for elimination.

It was noted that liberal arts are struggling across the country. We need to make a stand that these are important programs.

We should find out what the real cost of a minor is, since the administration keeps pushing that they do cost something.

It was stated that the real problem with SPA 2 was because we all had to work from home at the end of the process (due to COVID-19) and this step, today, did not get done. We lost a chance to be part of a deliberative process.

We need to hear from the administration on their side of these issues. We need to welcome change if it drives us forward.

The SPA 2 process did not put MSUB in a good place from a public relations standpoint. We have community members thinking we don't have whole disciplines anymore. We need to change the attitude.

⇒ Motion carried.

Interim Chancellor Groseth stated that he has not had a chance to work through all the documentation on SPA 2. However, the data was good and the decisions were not made capriciously. He will have to approve anything that goes to OCHE.

The meeting adjourned at 5:27 p.m.

rjrm

Undergraduate International Studies and Foreign Language Project

Update for MSUB Faculty Senate
September 10, 2020

Project Director: Dr. Paul M. Foster, Executive Director of the Office of International Studies

In March 2020, I introduced to the MSUB Faculty Senate the idea of the Office of International Studies submitting a proposal to the US Department of Education's Undergraduate International Studies and Foreign Languages Program (UISFL)

<https://www2.ed.gov/programs/iegpsugisf/index.html>

I also contacted numerous faculty to seek their support and advice. Many of these faculty read versions of my proposal and offered valuable insight. The planning for this grant began when I was hired at MSUB in 2013 and I have worked closely with the Department of English, Philosophy, and Modern Languages.

I am pleased to announce that OIS is one of the select few grantees in the US this year and the only one in Montana and our region. I truly consider this a game-changer for OIS and MSUB and would like to update the Senate on the next steps. I will need continued support of the faculty in most areas of this grant and look forward to working with all faculty and the Senate in the upcoming three years. The grant is for three years, with approximately \$120,000 per year. The majority of these funds will be distributed directly to MSUB faculty in the form of \$6,000 grants.

We will partner with Northwest College in Powell, Wyoming on this program.

In general, the grant funds will be used to increase opportunities for undergraduate students to grow their global skills by:

1) accessing a new interdisciplinary Global Skills Certificate Program and International Studies Minor focusing on East Asian studies and

2) increasing faculty expertise in Global Skills learning outcomes and East Asian studies in service of these programs.

There are 7 main objectives of this project:

- 1) increase faculty expertise in global studies and East Asia;
- 2) create new and revise existing MSUB and NWC courses with focus on global studies and East Asia;
- 3) develop and implement an interdisciplinary Global Studies Certificate Program and add East Asian Track to current International Studies Minor;
- 4) increase participation in Study Abroad Programs in Korea, Japan, and China;
- 5) develop language programs in less commonly taught languages (Chinese, Japanese, Korean);

- 6) develop a bi-annual Global Studies Seminar; and
- 7) form a Global Studies Advisory Committee.

The objectives of the project are to strengthen and improve undergraduate instruction in international studies and foreign languages at both institutions. Grant funds will be used to revise and update curricula, develop faculty expertise and add language instruction at both institutions. Some funds will support student study abroad in East Asia. The MSU Billings UISFL project will greatly enhance faculty expertise in international studies and East Asia in Montana and Wyoming. 25 faculty will receive funds to revise curricula and to travel to East Asian partner universities. Over 6,000 undergraduate students in a largely under-represented area will have full access to the activities and outcomes of the project (Global Studies Certificate, International Studies Minor – East Asia Track, Study Abroad, language instruction), thereby increasing their career prospects, especially in relation to service in areas of national need. MSUB and NWC have developed considerable strengths in International Studies and have fully-staffed professional offices to support campus internationalization. East Asia is the most important trading partner with Montana/Wyoming and the source of much investment resources in the region. MSUB has existing, active partnerships with three universities in East Asia (Beijing, China; Kumamoto, Japan; Chuncheon, Korea) who support this project. The bi-annual Global Studies Seminars will bring together national experts in East Asian studies and consortial partner students, faculty, and community members. A Project Advisory Committee will provide faculty and administrative oversight.

At this time, I would like to begin work with the MSUB Faculty and Senate in the following areas:

1. Launch Project Advisory Committee
2. Create Global Skills Certificate Program
3. Add East Asian Track to International Studies Minor
4. Create RFP process to award Faculty Grants (\$6,000) to MSUB faculty to revise and update courses to add Global Studies Learning Outcomes and to travel to partner universities in China, Japan and Korea
5. Develop Global Studies Seminar for January 2020 to include training for all faculty interested in this project – 5 such seminars to follow in next 3 years

In the next month, the inaugural meeting of the UISFL Advisory Committee will be held and a specific short-term action plan will be presented, including a plan to develop the Global Skills Certificate Program and develop the RFP process for faculty to apply for funding. We will also design a training program for all MSUB faculty on revising current courses to include global learning outcomes and designing new courses with global learning outcomes embedded. The training program will be led by an invited faculty expert from a regional Title VI Center (Washington, Oregon, Utah).

MSU Billings Academic Programs

Proposing New Programs

Step 1
Program Planning Form



MSUB Dean's Council

Step 2
OCHE Paperwork
(Level I or Level II)



OCHE/BOR

Step 3
Academic Senate Process



MSUB Academic Senate

Process for Revising and Creating New Programs at MSU Billings

Below are the links to folders in BOX where the checklist and OCHE forms are located to create new academic programs or revise existing academic programs. We are test-driving the checklist and MSUB Planning form, so any thoughts or feedback on these documents as you work through this process would be great! Please let me know if you would like me to join in on any meetings or if you would like to meet (via webex or in-person with social distancing) to discuss anything about this process. The first formal step is to submit a Program Planning form to the College Dean and to have it discussed at a Dean's Council meeting.

Proposal Forms University Campus New Programs

Anyone with the following link can view and download the forms

<https://msubillings.box.com/s/tn0ng4axy61j8pkvzbht66ezkqkl8iv>

Proposal Forms City College New Programs

Anyone with the following link can view and download the forms

<https://msubillings.box.com/s/3601dzc2dkc9k27rc6hhdwyrtrwdkv7>

Proposal Forms Revisions to Existing Programs

Anyone with the following link can view and download the forms

<https://msubillings.box.com/s/ybr3mytwc2hhfm3atqoefxn1s3z5m2s9>

New Program enrollment projections are now very high stakes

<https://mus.edu/che/arsa/Academic-Affairs-Handbook.pdf>

LEVEL II ACADEMIC PROGRAM FOLLOW-UP

Postsecondary education programs approved under the Level II “New postsecondary program” option will be reviewed during their third and fifth years of operation*.

In their fifth year of operation, programs...whose actual headcount is 70% or less of that projected...will be placed into moratorium. Programs whose actual headcount enrollment falls between 70 and 100%...will be asked to submit a Level II Academic Program Follow-up Form, a Level II Fiscal Analysis Follow-up Form, and a detailed plan for improvement to OCHE...seven weeks prior to the November BOR meeting. The ARSA Deputy Commissioner will review the submitted materials and make a recommendation to the BOR regarding whether the program should be placed into moratorium or continue. The BOR will then vote on the ARSA Deputy Commissioner’s recommendation at the November meeting of the BOR.

MONTANA UNIVERSITY SYSTEM ACADEMIC PRIORITIES

and Analysis of AY 2020-21 Campus Academic Priority and Planning Statements

ACADEMIC PRIORITIES AND PLANNING STATEMENTS

Where do Academic Priorities and Planning Statements fit into the MUS program approval process?

The new academic program approval process approved by the BOR in November 2019 requires campuses submit an annual report to the Board on their academic priorities and planning. This statement is meant to give the Board a broad overview of campus' academic direction, provide useful context for the Board as it considers new academic proposals, and identify some of the specific program proposals that the Board may see from each campus in the coming year. The Priorities and Planning Statement also provides an opportunity for campuses to describe, in broad terms, the process they use to prioritize and review academic programming.

How might the BOR use these reports?

OCHE and the Board can use these reports to:

- Identify areas of overlap in forthcoming academic programming, so that OCHE and campuses can organize early coordination and state-level conversation
- Evaluate the alignment between a campus's academic priorities, mission parameters, and emerging local, state, and regional needs
- Understand campus-level procedures for reviewing and prioritizing academic programming

AY 2020-21 SYSTEM ACADEMIC PRIORITIES

OCHE anticipates focusing on three priorities in the coming academic year to ensure that the system's academic offerings are responsive to the needs of Montana students and the state economy.

1. Develop Tools to Support Multi-Campus Academic Collaborations

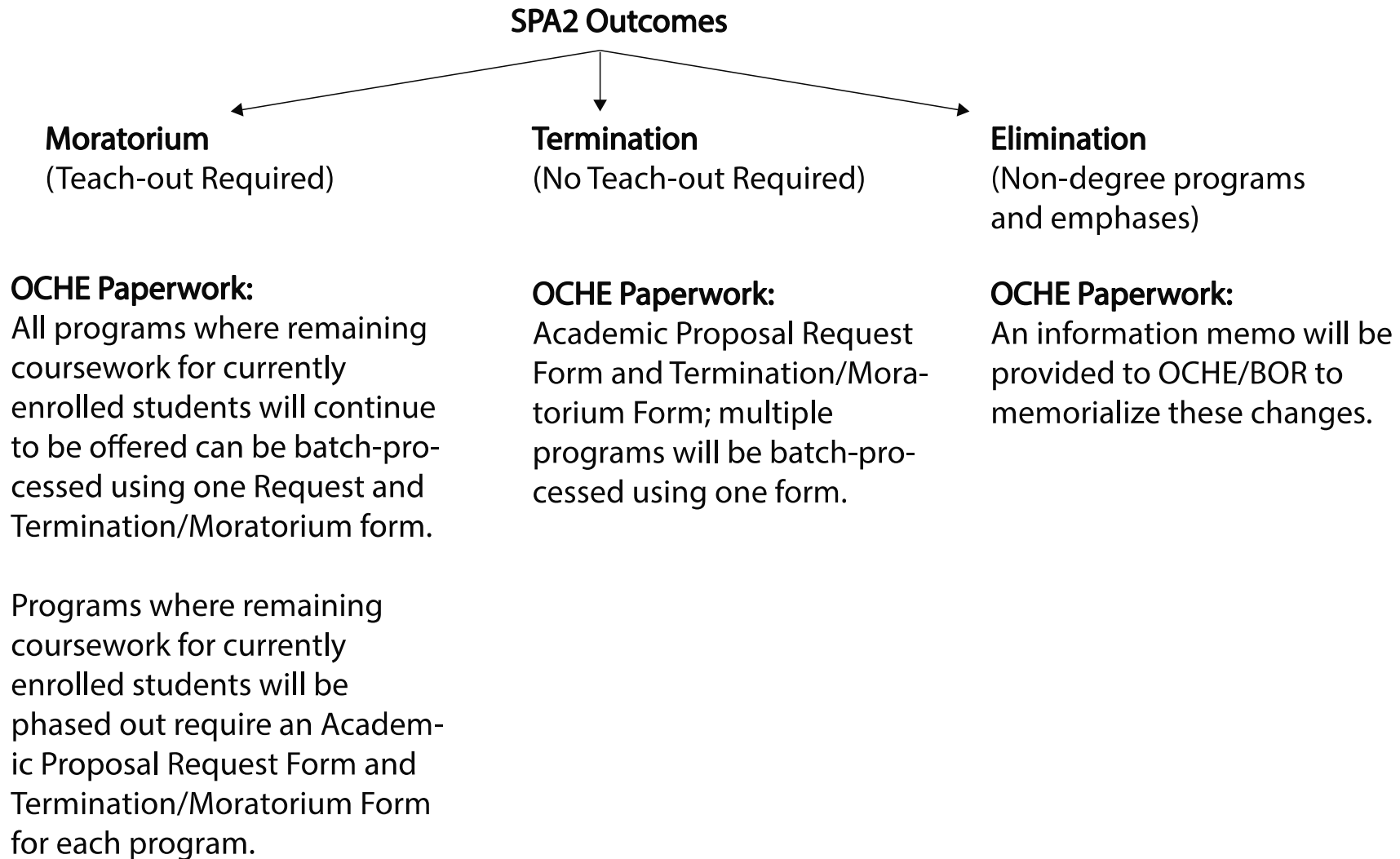
- A pilot course-sharing platform
- Launch of a One MSU Workforce Consortium.
- Collaborative programming is being given priority as a part of the Governor's Emergency Educational Relief (GEER) fund.

2. Create New Partnerships to Address Workforce Needs and Serve Unemployed Adults

3. Support Campuses in Ongoing Prioritization of Academic Programs

OCHE will work to provide campuses with necessary data and support as they transition their program prioritization efforts from one-off exercises into ongoing, data-informed scrutiny and evaluation of academic offerings. Recent revisions to the program approval and follow-up processes are one part of this effort.

SPA Paperwork for OCHE



Check list for OCHE Program Termination/Moratorium

Enrollment: Students informed of term/moratorium, Expected grad. dates Teach-outs	Teach-out Plan (Not Needed, Advising Generated, Departement Generated,Unknown)	Faculty Notified of Termination/ Moratorium	Have Senate and Internal Curriculum Committees been notified	Check for Public Advisory Committee (notification)	Articulation Partner Check (folder in BOX)
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OCHE Paperwork: Individual Form or Batch Process	College	SPA 2 Identificati on Number Program	Major- Minor	Enrollment Fall 2020
Batch Process: No Students to Notify	AH	119 Outdoor Adventure Leadership, Fire Science, BS	189	No Enrollment
Batch Process: No Students to Notify	AH	22 Int Stds Exc & Sprt Ldrshp, MS	452	No Enrollment
Batch Process: No Students to Notify	AS	170 Computer Science, MINOR	909	No Enrollment
Batch Process: No Students to Notify		Teaching English to Speakers of Other Languages (TESOL) Certificate		No Enrollment
Batch Process: No Students to Notify		Associate of Science Pre-Engineering Program of Study		No Enrollment
Batch Process: Note student has graduation application on file	AS	188 Statistics, MINOR	930	1
Batch Process: Notify students only	AH	81 Associate of Science AS, Allied Health, AS	899	1
Batch Process: Notify students only	AH	82 Associate of Science AS, Env Sci, AS	899	1
Batch Process: Notify students only	AH	206 Health & PE Teaching (K-12), MINOR	966	4
Batch Process: Notify students only	AH	197 Outdoor Adventure Leadership, MINOR	938	1
Batch Process: Notify students only	AH	56 Rehabilitation & Related Serv, AA	261	20
Batch Process: Notify students only	AS	204 Art Education, MINOR	950	4
Batch Process: Notify students only	AS	169 Communication: Organizational, MINOR	905	2
Batch Process: Notify students only	AS	195 Criminal Justice, MINOR	936	8
Batch Process: Notify students only	AS	175 History, MINOR	915	4
Batch Process: Notify students only	AS	103 Music Business Option, BA	563	6
Batch Process: Notify students only	AS	177 Music, MINOR	917	3
Batch Process: Notify students only	AS	142 Pre Prof Law, BS	688	5
Batch Process: Notify students only	BU	200 Finance, MINOR	941	1
Batch Process: Notify students only	CT	163 Accounting Assistant, CER	088	1
Batch Process: Notify students only	CT	153 Energy Technician, CAS	032	1
Batch Process: Notify students only	ED	Curr & Inst Tchr Licensure Opt, Secondary, Political 14 Science Tchng Area, MED	355	1
Batch Process: Notify students only	ED	55 Education, AA	255	1

OCHE Paperwork: Individual Form or Batch Process	College	SPA 2 Identification Number	Program	Major- Minor	Enrollment Fall 2020
Complete Individual Termination Form, Teach-out Plan and Notify Students	AS		Earth Science, MINOR	935	1
Complete Individual Termination Form, Teach-out Plan and Notify Students	AS	196	Interdisciplinary Honors, MINOR	937	2
Complete Individual Termination Form, Teach-out Plan and Notify Students	AS	189-193	International Studies, MINOR	933	5
Complete Individual Termination Form, Teach-out Plan and Notify Students	AS	138	Mathematics, BS	630	6
Complete Individual Termination Form, Teach-out Plan and Notify Students	AS	176	Mathematics, MINOR	916	4
Complete Individual Termination Form, Teach-out Plan and Notify Students	AS	180	Philosophy - Religious Studies, MINOR	921	1
Complete Individual Termination Form, Teach-out Plan and Notify Students	AS	179	Philosophy, MINOR	920	5
Complete Individual Termination Form, Teach-out Plan and Notify Students	AS	140	Sociology, BS	650	10
Complete Individual Termination Form, Teach-out Plan and Notify Students	AS	211	Spanish Education, MINOR	978	1
Complete Individual Termination Form, Teach-out Plan and Notify Students	AS	89	Spanish Teaching Option, BA	232P	2
Complete Individual Termination Form, Teach-out Plan and Notify Students	AS	105	Spanish, BA	590	4
Complete Individual Termination Form, Teach-out Plan and Notify Students	AS	194	Women's Studies, MINOR	934	4
Complete Individual Termination Form, Teach-out Plan and Notify Students	CT	165-167	Paramedic, CTS	94	
Complete Individual Termination Form, Teach-out Plan and Notify Students	ED	110	Reading, BS	165	1
Complete Individual Termination Form, Teach-out Plan and Notify Students	ED	110	Reading, BS	165P	1

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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



Program Title:

Program is being Placed into moratorium Terminated

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

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

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

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

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

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

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

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

a.) Internal Curriculum Committees _____

b.) Faculty Senate _____

c.) Program Public Advisory Committee _____

d.) Articulation Partners _____

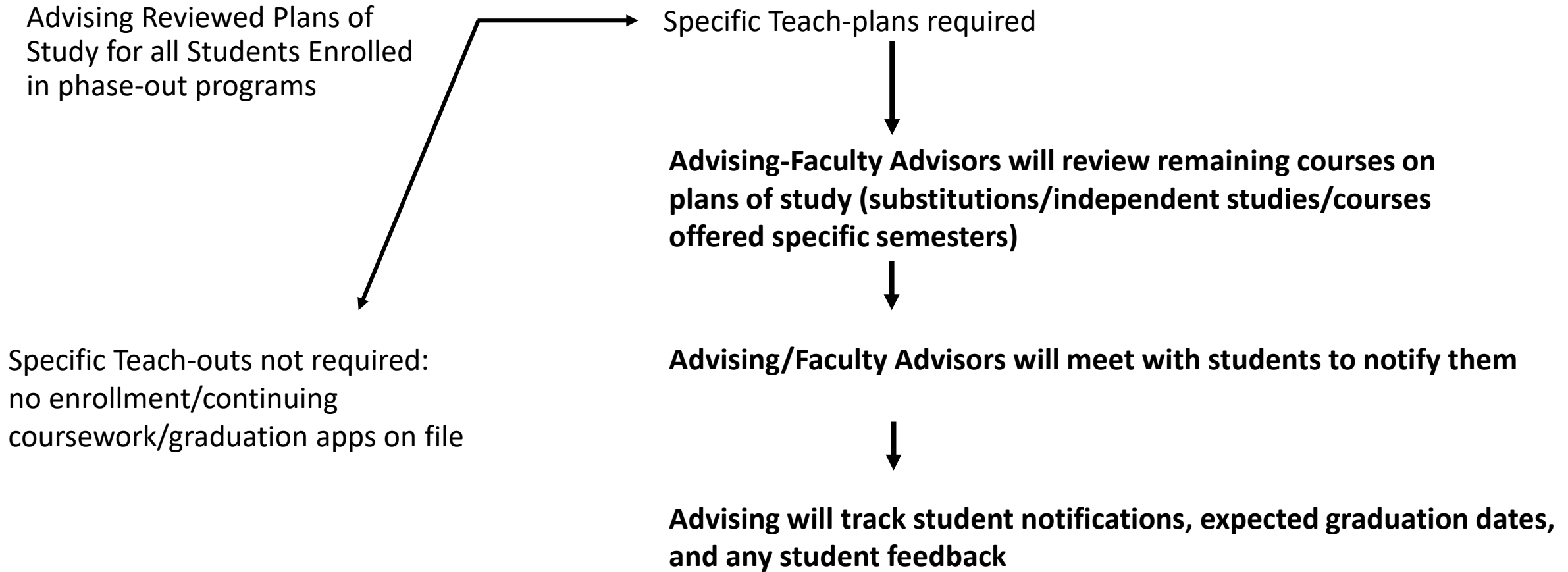
4. Has there been any negative feedback received from students, faculty, or other constituents regarding the impending termination/moratorium? (If yes, please explain below.) Y: N:



A. Level I	B. Request to Plan and Level II
Campus Approvals	BOR & OCHE Approvals
<ul style="list-style-type: none"> 1a. Placement of a postsecondary educational program into moratorium 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 	<ul style="list-style-type: none"> 11. Establishing a new postsecondary educational program 12. Permanent authorization of a temporary C.A.S or A.A.S. degree program 13. Exceeding the 120-credit maximum for baccalaureate degrees 14. Forming, eliminating or consolidating an academic, administrative, or research unit 15. Re-titling an academic, administrative, or research unit
OCHE Approvals	
<ul style="list-style-type: none"> 5. Re-titling an existing postsecondary educational program 6. Terminating an existing postsecondary educational program 7. Consolidating existing postsecondary educational programs 8. Establishing a new minor where there is a major or an option in a major 9. Revising a postsecondary educational program 10. Establishing a temporary C.A.S. or A.A.S. degree program 	



Next Steps In Paperwork for Phase Out Programs



Summary of MSU Billings Academic Priorities and Planning Statement

Overview of MSU Billings Current Academic Priorities

Restructuring efforts will include revising curriculum, administrative organization and procedures

Online teaching and learning efforts will include sharing innovation resulting from the faculty response to COVID-19.

Applied programs and research efforts will focus on interdisciplinary collaborations that support workforce development and strengthen Montana

New academic and research programming

The Institute for Neurodiversity and Applied Behavior Analysis

The MSU Billings Center for Teaching and Learning

AAS in General and Vascular Sonography

Bridge Program for Associate's of Science Nursing degree

Interdisciplinary Minor

Masters of Arts in Art Therapy and Counseling

The College of Education will pursue reorganization

The College of Liberal Arts and Social Sciences will pursue internal departmental restructuring

Areas that will be somewhat less prioritized include outcomes from the MSU Billings Strategic Program Alignment process which after intensive review, identified a number of programs to be phased out across all colleges. Programs were identified for intensive review based on trends in enrollment, retention and completions. In this process, concentrations, options, emphases and non-degree plans of study were included as distinct units of analysis. This means that while the outcomes include more than 80 “programs” identified to be phased out, almost half of these will be processed as internal changes to continuing degree programs.

Summary of MSU Billings Academic Priorities and Planning Statement

To determine academic priorities, MSU Billings requested input from academic divisions including college deans and academic directors, and used documents generated by the recent strategic program alignment process. This information was synthesized into a draft, and final revisions to the document were made after further review by members of both academic and student success divisions.

Additional relevant details for the MUS Board of Regents include some additional context for this year's academic priorities and planning. MSU Billings is at a transition point with both the past and coming year focused on restructuring and reducing programming that is not sustainably addressing student needs. Future priorities are expected to include more balanced, but strategic, growth initiatives. The strategic program alignment process undertaken by MSU Billings over the past two years was a major driver of the current academic priorities. In this process, a faculty-committee generated framework was used to guide the classification of programs as maintain, integrate/invigorate, or phase out; programs were further assessed systematically and flagged for intensive review based on enrollment, retention and completion trends. Together these processes culminated in identification of programs that will be maintained or phased out, as well as identification of needed revisions. The outcomes of this process include completing the termination/moratorium process and revising programmatic offerings to be responsive to student and community needs.