

Faculty Senate Agenda
11/30/2018
9-10 a.m.
Highlands College 112

- I. Welcome and Minutes (<https://www.mtech.edu/facultystaff/facultysenate/minutes/2018/Faculty-Senate-Minutes-11132018.pdf>)

Action Items

- II. Curriculum Recommendations
- a. Terminate Pre-Surgical Technology (AAS) and Historic Preservation (AAS)
 - b. Rename Network Technology (AAS) to Computer Networks and Cybersecurity (AAS)
 - c. Revise curriculum for Computer Science service course, Computer Science (BS) and Software Engineering (BS), and Pre-Licensure (BSN) Program
 - d. New Math course
- III. Voluntary End of Employment Agreement

Informational Items

- IV. Committee updates:
- a. Program Prioritization Committee
 - b. Budget
 - c. Teaching Communities
 - d. Research Mentors
 - e. Campus Committee Assessment
 - f. Chancellor Search Advisory Committee

Discussion Items

- V. Performance-Based Funding Model Revisions
- VI. Tabled / Returning Items
- a. Advising Models
 - b. Workload
- VII. Other Items

From: [Risser, Scott](#)
To: [Capoccia, Stella](#); [Spear, Rita](#); [Wesenberg-Ward, Karen](#); [Curtiss, Phillip](#); [Faight, Charie](#); [Mitra, Atish](#); [Young, Miriam](#); [Okrusch, Chad](#); [Petritz, Vicki](#); [Young, Laura](#); [Patrick, Anton](#); [Juskiewicz, Scott](#); [White, Ronald](#); [Timmer, Jackie](#); [Zodrow, Katherine](#); [Shrestha, Kishor](#); [Lucon, Peter](#); [Miah, Khalid](#); [Young, Courtney](#); [Choudhury, Abhishek](#); [Williams, George](#); [Autenrieth, Daniel](#); [Holtz, Ulana](#); [Kuenzi, Amy](#); [Vath, Carrie](#); [Abbott, Doug](#)
Cc: [Wolfgram, Diane](#); [Donnelly, Matt](#); [Risser, Hilary](#); [Larson, Jeanne](#); [Jiang, Daqian](#); [Nagisetty, Raja](#); [Yang, Xufei](#); [Ganesan, Kumar](#); [Wright, Brant](#)
Subject: Faculty Senate Meeting
Start: Friday, November 30, 2018 9:00:00 AM
End: Friday, November 30, 2018 10:00:00 AM
Location: Highlands College 112
Attachments: [CRC Notes Meeting 11118.docx](#)
[Summary of Nov Documents.pdf](#)
[UNDERGRADUATE ACADEMIC ADVISING RESTRUCTURING PROPOSAL3.18.2016.docx](#)
[Undergraduate Advising Center Proposal.docx](#)
[Advising Program Review1718.docx](#)
[Appendix 1 Advisor Assessment.docx](#)
[Agenda11-30-18.pdf](#)
[Voluntary End of Employment Agreement MT.pdf](#)
[FacultySenateCommitteeTables.pdf](#)
[BudgetMeetings11-19and11-26.pdf](#)

UPDATE 11/30/18 Final Agenda and Associated Files:

Please let me know if you have any trouble opening any of these documents.
-sdr

Requested Information from Dr. Vath -

I have attached the two different advising proposals. The earlier proposal includes the data from the Student and Faculty Advising survey.

This is the link to the <https://www.mtech.edu/assessment/program-review.html> 2014-2015 and 2015-2016 Advising program review. Select the "other" tab and view the document ACE (Tutoring, Tech Success, and Advising are all in one program review).

I have attached the 2017-2018 Advising program review. A program review for advising was not done in 2016-2017.

I have attached the sample advisor assessment that was proposed to the Academic Deans in 2015 and included in that year's program review.

Below is a table for Fall 2018 full-time and part-time first time freshman and how many are Calc 1 ready (if they are in a program that requires Calc 1). Roughly 75% of our incoming freshman are in a major that requires Calculus 1 to be program ready. 53% of those students are calc. 1 ready when they are admitted to Montana Tech.

College Total Calc 1 Ready Percent

CLSPS 123
Calculus Based 64 36 56%
Non-Calculus based 59

SME 152
Calculus Based 137 71 56%
Non-Calculus based 15

UPDATE 11/7/18:
CRC Minutes and Documentation



Voluntary End of Employment Agreement

This Agreement, between Montana Technological University (“University”) and Employee, is effective on the last signature date indicated below.

I, _____, (“Employee”) will end my employment with Montana Technological University on _____ (Date).

I am providing notice now to give the University more time to plan for the consequences of my departure.

I understand and agree that the University will rely on this information and that my decision as written in this Agreement is irrevocable, except by mutual written agreement by me and the Provost as the authorized representative of the University.

I understand and agree that during the remainder of my employment with the University, I will continue to have all of the rights and responsibilities contained in the Collective Bargaining Agreement between Montana Tech, Montana Tech Faculty Association/Montana Two-Year College Faculty Association (if applicable) and the Montana University System.

I understand that this Voluntary End of Employment Agreement supersedes all prior discussions, agreements, and understandings between Montana Technological University and me regarding the date my employment with the University will end.

EMPLOYEE

MONTANA TECHNOLOGICAL UNIVERSITY

By:

Signature Date

Douglas M. Abbott, VCAA and Provost Date

Employee Name (printed)

Budget Book Page #	Item	Savings (Cost)
1	Gammon late start	\$9,000
1	Crooker salary savings	\$3,680
1	JJ Adams salary savings	\$50,000
3	Gonshak Busch Professor	\$3,000
3	Hobbs salary savings	\$57,517
4	Add Asano salary	-\$48,000
4	Chamblin salary adjustment	-\$1,500
5	Net Noel and Sutton salary	\$7,000
6	Hunter salary savings	\$50,580
6	Kishor salary	-\$1,000
7	Donnelly not on sabbatical	-\$27,552
9	Autenreith salary	-\$1,000
11	Conley late start	\$12,500
11	Elakovich	-\$2,000
11	McDonough 1/3 salary	\$38,772
12	Hoskins salary savings - half year	\$31,000
13	South Campus Merit	-\$2,500
13	Foundation Faculty Salary Supplements	-\$168,600
17	Gjeltema salary savings	\$11,500
17	Cote salary savings - half year	\$23,000
17	Library Database Subscription	\$22,000
18	VCDUR travel	\$10,000
18	VCDUR Discretionary	\$20,000
18	Campaign Readiness	\$32,000
19	Amy Lorang salary savings	\$3,000
19	Bracco salary savings	\$34,788
19	Stillwagon salary increase	-\$3,300
19	Enrollment/Recruiting Student Budget	\$6,944
20	Contracted Service-Athletic Trainers	\$8,000
21	DAA Recharge	\$6,776
22	Vice Chancellor reduction	\$15,000
22	Budget/Payroll reduction	\$4,444
22	Budget/Payroll reduction	\$3,556
22	HR budget reduction	\$10,000
22	Mary Lou Jones salary savings	\$12,000
23	Chancellor PT	\$4,400
23	Chancellor Operating	\$20,000
23	PR & Other	\$2,600
23	Wire Stipends	\$1,000
24	Doug Evans late start	\$10,000
25	Vacant custodian savings	\$7,421
25	Custodian	\$11,960
25	Maintenance Engineer	\$24,637
25	SSC O&M	\$80,000
25	Grounds Keeper	\$22,860
26	Telecommunications	\$84,000
	Benefits on Salary Savings	\$52,000
	Chancellor Search	-\$90,000

Net = \$461,483

Reallocate

CLSPS Part time	-100,000
Highlands Part time	-60,000
SME Part time	-50,000
Student Clubs	-20,000
SME Discretionary (Research Match)	-15,000
Available Balance	\$216,483

Pending

<i>Restore URP</i>	<i>14,000</i>
<i>Recruiting</i>	<i>14,405</i>

Miscellaneous Designated Funds			Notes
533003	Continuing Ed - Other	45,431	Recharges in FY 17 \$26k to Tech Xpo & \$5k to ASMT Rocket Club
533102	Tech Xpo	(6,454)	Funded from Continuing Ed Other 533003
533022	Engineering Science - C.E.	9,129	Last activity FY 12.
533019	HPER - C.E.	18,436	9 years all revenue except FY 16 & 17 contracts with the Peak totaling \$8,354
533020	HSS - C.E.	6,432	FY 16, 17 & 18 Revenue no expenses
533021	Business - C.E.	3,165	FY 15, 17, 18 & 19 Revenue - no expenses
533083	Historical Preservation	410	Revenue only in FY 13 & FY 16
533114	Biology C.E.	8,640	FY 15, 17, 18 & 19 Revenue - no expenses
	Misc. Continuing Ed	85,189	Adjunct salary in FY 20?
533067	Blackboard Help Desk	663,470	Distance Learning - Charge Kathy Stevens salary here?
533051	Career Fair	110,352	Use in FY 20 to pay Career Service employee salary ?
535116	Physical Facility Rebate	86,390	Energy Conservation Rebate - Approx \$7k per year. Use to pay SBECF loans?
535127	Athletics	5,303	Royalties - Revenue only in FY 16, 17 and 18
535132	Athletic Uniform Replacements	2,280	Last activity in FY 12
535135	Mineral Research Center Rentals	196,004	Revenue generated by leasing the MRC - now up for sale
535139	Verizon Lease	26,000	\$7,800 Annual Revenue for cell phone tower
533010	Nursing Career Fair	5	
533029	Highlands College Nursing	463	
533030	Highlands Welding	205	
533037	Campus-To-Community Speakers Prog	8,716	
533038	Gear Up Summer Olympics	607	
533046	CISCO Regional Academy	491	
533047	Photo Classes	50	
533081	39th EGGE	656	
533082	Underground Mine Tour	232	
533084	ASEE Workshop	1	
533087	NBC Summit	1,700	
533092	CERT Training	1	
533094	Montana DEQ Air Diffusion Modeling	341	
533095	Highlands Home Improvement	468	
533096	English Language Institute	3,597	
533099	Foundations of Eng & Science Prog	(66)	
5330A4	Ruby Valley UB	1	
533103	NAFSA Conference	205	
533105	Math Refresher Workshop	(263)	
535102	Env. Eng. Analytical Lab	2,041	
535104	Chem. Analytical Lab	1,010	
535112	Biology Analytical Lab	8	
535115	Biology-Algae	154	
535117	Drafting/Civil	40	
535121	Geophysical Eng-Computer Support	612	
535130	Health Care Informatics	41,225	
535137	Outdoor Recreation	320	
535138	Suicide Prevention	115	
535C14	NSF Contributions - SS	6,226	
53825A	Healthcare Informatics Dept	382	
53825B	Professional Technical Comm Dept	(88)	
538502	Montana Tech Research Cntr Camp	440	
538505	Outreach Support	3,776	
538761	Reserve - Tuning Conference	3,684	
538762	Reserve - Dual Enrollment	33	
538802	Veteran's Upward Bound	3,865	
	Total Misc. - No Activity in 3 years	81,249	

or more

Auxiliary Projects (572700) -

Index	Fund	Description	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY18	FY18	Funded From
			End Fund Bal	End Fund Bal	End Fund Bal	End Fund Bal	End Fund Bal	End Fund Bal	End Fund Bal	End Fund Bal	End Fund Bal	Income	Expense	End Fund Bal	
BMTNL	572710	Auxiliary Facilities R & R	982,491	996,531	1,030,466	1,238,465	1,342,354	2,287,238	4,245,204	5,333,027	4,972,119	825,501	54,652	5,742,968	
BPAKCM	572750	Parking Mtn	83,740	129,090	189,090	269,042	144,409	163,790	163,790	147,040	100,002	20,000	66,843	53,159	
BSUMAJ	572770	SUB Mtn Fund					12,257						889	(859)	
BUBCS	572768	Library Coffee Shop									477			477	
BSUBDM	572778	Health Center	80,000	110,000	150,000	190,000	230,000	270,000	290,000	305,000	320,000	10,000		390,000	
BWRED	572798	Wireless Projects						(56,921)			100			100	
	Total		1,159,284	1,261,841	1,514,414	1,759,362	1,970,684	2,739,389	4,669,321	5,985,067	5,392,698	855,501	122,354	6,125,845	

TOTAL PLANT FUNDS

8,977,863

Designated Funds
5 Year History

	FY 14			FY 15			FY 16			FY 17			FY 18		
	Revenue	Expenses	End Bal	Revenue	Expenses	End Bal	Revenue	Expenses	End Bal	Revenue	Expenses	End Bal	Revenue	Expenses	End Bal
531100 Instructional Fees	364,311	341,471	210,598	320,638	344,658	186,578	370,380	322,315	234,643	347,141	324,227	257,557	388,764	311,448	334,873
531200 Other Student Fees	194,523	186,531	272,891	212,272	199,732	285,431	221,176	202,806	303,801	218,305	260,885	261,221	221,704	230,496	252,429
531301&2 Mandatory Fees (HPER)	366,618	336,235	132,550	381,227	325,546	188,231	391,303	331,892	247,642	383,921	344,761	286,802	338,882	403,997	221,687
531303 Mandatory Fees (Pool)	0	-	-	-	-	-	-	-	-	92,112	83,318	8,794	94,116	88,055	14,855
532000 Athletics	13,202	244,302	11,950	275,752	269,242	18,460	405,241	386,519	37,182	347,177	373,071	11,288	319,793	290,985	40,096
533000 Cont Ed/Conf/Workshop	716,888	427,700	814,433	517,587	435,366	896,654	561,077	397,035	1,060,696	620,563	543,030	1,138,029	498,539	528,148	1,108,420
534000 Associated Students	163,673	213,651	154,516	272,527	264,303	162,740	346,368	327,417	181,691	307,570	357,599	131,662	218,122	237,301	112,483
535000 Sales & Services	1,079,235	811,877	1,202,488	876,041	503,877	1,574,652	610,765	604,152	1,581,265	589,103	559,055	1,611,313	568,697	596,981	1,583,029
536000 IDC Accounts	1,700,051	915,965	1,461,020	1,024,302	1,010,966	1,474,356	1,096,835	960,964	1,610,227	1,160,751	1,201,627	1,569,351	1,255,492	1,199,863	1,624,980
537000 * Campus Sales & Service	1,153,666	2,119,332	1,084,769	2,156,045	2,139,175	1,101,639	2,235,855	2,031,002	1,306,492	2,596,890	2,186,664	1,716,718	1,378,566	2,097,387	997,897
538000 General Designated	3,517,139	326,053	3,591,630	849,614	600,446	3,840,798	931,567	581,007	4,191,358	781,005	516,652	4,455,711	730,240	731,117	4,454,834
539000 Scholarships	40,552	131,212	-	141,487	137,914	3,573	5,425	4,050	4,948	4,895	6,208	3,635	2,606	4,426	1,815
Total Designated Fund Balance	8,939,030		8,936,845	9,733,112		10,759,945	11,452,081		10,747,398						

* Campus Sales and Service shows a large reduction of revenue in FY 18 due to pre-payments made in FY 17 to IT.

Some discussion on how campus retirement, are budgets

Some state money being used where it likely shouldn't

\$ 171,000 - actual available

- other accounts (non-stud) need to be used rather than stud

DA will try to compile a one-pager

Scorecard

533000	Continuing Ed/Conference & Workshops	Ending Balance FY 18	50010 Class Fees	50008 Continuing Ed	50090 Workshop Fees	50109 Other Income	50021 Designated Special Fees	50114 Testing Fees	FY 16	FY 17	FY 18	Notes
533002	Highlands Misc- Workshops	1,702		X	X			X	X	X		
533014	Geology 421	6,246		X	X		X	X	X	X		Entertainment only in FY 17 - Christina's & Paul Bunyan's \$2,134
533024	Extended Studies Program	4,469		X	X			X	X	X		
533A19	Treas State 8 Man FB Clinic	514		X	X			X	X	X		
533003	Continuing Ed - Other	45,431		X	X			X	X	X		Recharges in FY 17 \$26k to Tech Xpo & \$5k to ASMT Rocket Club
533102	<i>Tech Xpo</i>	(6,454)										Funded from Continuing Ed Other 533003
533022	Engineering Science - C.E.	9,129		X	X			X	X	X		Last activity FY 12
533019	HPERK - C.E.	18,436		X	X			X	X	X		9 years all revenue except FY 16 & 17 contracts with the Peak totaling \$8,354
533020	HSS - C.E.	6,432		X	X							FY 16, 17 & 18 Revenue no expenses
533021	Business - C.E.	3,165		X	X							FY 15, 17, 18 & 19 Revenue - no expenses
533083	Historical Preservation	410		X	X							Revenue only in FY 13 & FY 16
533114	Biology C.E.	8,640		X	X							FY 15, 17, 18 & 19 Revenue - no expenses
	Total Misc. CE to Sweep	85,189										
533015	Scuba Diving	403		X	X			X	X	X		
533067	Blackboard Help Desk	663,470	X				X	X	X	X		Distance Learning - Charge Kathy Stevens salary here?
533012	Hydrology Summer Field Camp	1,376		X	X			X	X	X		
533005	Volleyball Camp	8,663		X	X			X	X	X		
533016	Science and Engineering Fair	4,206		X	X			X	X	X		
533051	Career Fair	110,352		X	X			X	X	X		Use in FY 20 to pay Career Service employee salary?
533073	PTC Productions	3,168		X	X			X	X	X		
533091	WBB Sport Camp	867		X	X			X	X	X		
533113	MT GEMS	4,853		X	X			X	X	X		
533118	Champ Camp	2,785		X	X			X	X	X		
533120	Nursing Conference	(5,120)		X	X			X	X	X		
533001	Basketball School - Men	28,440		X	X			X	X	X		
533009	Girls Sport Camp	(629)		X	X			X	X	X		
533011	Other Workshops and Conferences	8,189		X	X			X	X	X		
533026	MWTT - Private	112,413		X	X			X	X	X		
533031	Kidd College	1,729		X	X			X	X	X		
533043	Math	2,944		X	X			X	X	X		
533045	Football Camp	13,898		X	X			X	X	X		
533048	Main Process Plant Sim & Opt	3,244		X	X			X	X	X		
533072	College Fair	299		X	X			X	X	X		
533086	Alumni Events	586		X	X			X	X	X		
533088	SUB Events	1,995		X	X			X	X	X		Revenue only FY 18
533098	CPWER-Camps, Workshops & Services	507		X	X			X	X	X		
533106	Extended Learning Institute (xI)	2,150		X	X			X	X	X		\$10 in exp in FY 17, \$961 in FY 18
533108	Create Math Summer Camp	14		X	X			X	X	X		FY 17 Revenue only
533109	What a Blast!	8,124		X	X			X	X	X		
533111	Mining and Mineral Symposium	8		X	X			X	X	X		
533115	Civil/Construction Student Activity	2,165		X	X			X	X	X		
533004	Upward Bound Special	1,988		X	X			X	X	X		
533008	Counseling/Programming	17,051		X	X			X	X	X		
533007	SLUB Rent Overhead	5,907		X	X			X	X	X		
533112	Safe Space Pulse Auction	108		X	X			X	X	X		Revenue only in FY 18
533110	Grad Seminar Luncheon	907		X	X			X	X	X		
533010	Nursing Career Fair	5		X	X			X	X	X		
533029	Highlands College Nursing	463		X	X			X	X	X		
533030	Highlands Welding	205		X	X			X	X	X		
533037	Campus-To-Community Speakers Prog	8,716		X	X			X	X	X		
533038	Gear-Up Summer Olympics	607		X	X			X	X	X		
533046	CISCO Regional Academy	491		X	X			X	X	X		
533047	Photo Classes	50		X	X			X	X	X		
533081	39th EGCE	656		X	X			X	X	X		
533082	Underground Mine Tour	232		X	X			X	X	X		
533084	ASBE Workshop	1		X	X			X	X	X		
533087	NBC Summit	1,700		X	X			X	X	X		
533092	CERT Training	1		X	X			X	X	X		
533094	Montana DEQ Air Diffusion Modeling	341		X	X			X	X	X		
533095	Highlands Home Improvement	468		X	X			X	X	X		
533096	English Language Institute	3,597		X	X			X	X	X		
533099	Foundations of Eng & Science Prog	(66)		X	X			X	X	X		
5330A4	Ruby Valley UB	1		X	X			X	X	X		
533103	NAFSA Conference	205		X	X			X	X	X		
533105	Math Refresher Workshop	(263)		X	X			X	X	X		
	Total Misc. to Sweep	17,407										
	TOTAL Continuing Ed/Conference & Workshops	1,122,589										

535000 Sales & Service		FY 18	Rental	Lease	Sales &	HPER	Private	Other	FY 16	FY 17	FY 18	Notes
53501R Sales & Services Payroll Pool		Ending Balance	Fees 50082	Contract 50433	Service 50076	Use Fees Misc. 50147	G & C 50147	Income 50109				
535101	Welding Machinery Lab - Highlands	(54,405)						X	X	X		
535103	Met. Analytical Lab	229			X			X	X	X		
535105	General Engineering	447			X			X	X	X		
535106	Auto Mechanics - Highlands	1,522			X			X	X	X		
535111	Recycle	2,135			X			X	X	X		
535113	Secretarial - COT	3,763			X			X	X	X		
535114	Campus Rec Building	199						X	X	X		
535119	Mining Engineering Equip Rent	78,693				X		X	X	X		
535120	Geophysical Eng	19,015			X			X	X	X		
535126	CAMP Research Center	2,538			X			X	X	X		
535C18	CAMP Research Center	(74,509)				X		X	X	X		
535133	CAMP Equipment Repair	4,997						X	X	X		
535134	High Performance Computer	36,226						X	X	X		
535136	Choir Sales and Service	4,996			X			X	X	X		
535C02	Pearson Vue Testing	33,022			X			X	X	X		
535C05	Library Special Grants	7,590			X			X	X	X		
535C11	Tobacco Root Geological Society	1,330			X			X	X	X		
535C17	Figueria Special Account (Royalties)	11,454			X			X	X	X		Patent Royalties - Change Name on this index
535C17	Petroleum Sales & Service	2,065			X			X	X	X		
535102	Env. Eng. Analytical Lab	2,041						X	X	X		Last activity FY 11
535104	Chem. Analytical Lab	1,010						X	X	X		Last activity FY 15
535112	Biology Analytical Lab	8						X	X	X		Energy Conservation Rebate FY 16, \$7,207 Income in FY 17, \$7,165 Revenue in FY 18
535115	Biology-Algae	154						X	X	X		
535116	Physical Facility Rebate	86,390						X	X	X		
535117	Drafting/Civil	40						X	X	X		
535121	Geophysical Eng-Computer Support	612						X	X	X		Last activity FY 13
535127	Athletics	5,303			X			X	X	X		Royalties - Revenue only in FY 16, 17 and 18
535132	Athletic Uniform Replacements	2,280						X	X	X		Last activity in FY 12
535130	Health Care Informatics	41,225						X	X	X		Last activity in FY 15
535135	Mineral Research Center Rentals	196,004	X					X	X	X		Revenue generated by leasing the MRC - now up for sale
535137	Outdoor Recreation	320			X			X	X	X		
535138	Suicide Prevention	115			X			X	X	X		
535139	Verizon Lease	26,000			X			X	X	X		FY 16 7,800 Revenue, FY 17 \$7,800 Revenue, FY 18 \$7,800 Restrictions ???
535C14	NSF Contributions - SS	6,226			X			X	X	X		No Activity last 10 years
535C20	MBMG Geoprobe Repair & Maintenance	(8)						X	X	X		
535C21	MBMG Billings Building	100,552			X			X	X	X		
535C22	MBMG Core Samples/MT Env. Trust	25,000			X			X	X	X		
535108	MBMG Bureau Analytical Lab	564,184			X			X	X	X		
535109	MBMG Bureau Drilling	48,730			X			X	X	X		
535129	MBMG Mineral Museum	102,873			X			X	X	X		
535C01	MBMG Computer Rental	145,146			X			X	X	X		
535C03	MBMG Bureau Rental	(2,257)			X			X	X	X		
535C04	MBMG GW Assessment Rental	401			X			X	X	X		
535C06	MBMG Office of Surface Mining	135			X			X	X	X		
535C08	MBMG Billings Rental	20,015			X			X	X	X		
535C09	MBMG Water Sampling	16,670			X			X	X	X		
535C12	MBMG Billings Rental	1,326			X			X	X	X		
535C15	MBMG GWIP Truck Rental	18,330			X			X	X	X		
535C16	MBMG GWIP Repair & Maintenance	92,897			X			X	X	X		
Total Sales & Service		1,637,205										

College of Letters, Sciences & Professional Studies		School of Mines & Engineering		Highlands College		Montana Bureau of Mines & Geology		Other IDC Accounts				
536005	Bus IDC	1,547										
536007	Statistics IDC Account	3,627	536001	Met IDCR	7,667	536032	Highlands College IDC	186	536003	Coop Ed IDC	28,338	
536017	Chemistry IDCR		536002	Env. Eng. IDC	(143)	536252	Lovell IDC Account	640	536010	Mining & Mineral IDC	1,099	
536019	Biology IDC	12,178	536008	Geophysics IDCR	514	536281	Draper IDC Account	150	536012	IDC Reimbursement	451,483	
536024	Computer Science IDC	14,731	536009	General Engineering IDCR	3,333		Highlands Total	976	536014	Camp IDC	(3,722)	
536036	Liberal Studies IDCR	(2,238)	536047	Geological Engineering IDC	4,925				536016	Institute for Educ Opp	(3,655)	
536051	College/Letters, Sciences & PS IDC	36,445	536048	Petroleum Engineering IDC	26,602				536020	Library IDC	(180)	
536121	M. Apple / IDC	439	536049	Safety, Health & Industrial Hyg	3,129				536086	F&A Payroll Pool	(125,057)	
536126	Pedulla IDC Account	6,201	536050	College of Engineering IDC	15,378				536087	URP IDC Account	79,169	
536155	Scott L. IDC Account	(175)	536101	Trudowski IDC Account	44,856				536136	VC Research IDC	20,697	
536168	Scott Risser IDC Account	728	536108	Civil Eng. IDC Account	2,327				536151	G Iopini IDC	4,556	
536174	Brant IDC Account	1,756	536137	M MacLaughlin IDC Account	1,882				536159	Michalek IDC Account	1,293	
536175	Schabaczski IDC Account	743	536142	C Gammous IDC	4,683				536211	Timmer IDC Account	16,932	
536177	Parler IDC Account	253	536143	P. Conrad IDC	4,134				536218	Buckley IDC Account	17	
536178	Delaney IDC Account	3,713	536144	C. Young IDC	14,214				536255	Chandler IDC Account	586	
536181	Aspweg IDC Account	1,622	536145	Twidwell IDC	717				536267	English, A. IDC Account	6,515	
536184	Good IDC Account	600	536146	Spear, T. IDC	1,599				536268	Kuzara IDC Account	1,021	
536186	Shirk IDC Account	1,600	536147	R. Jensen IDC	1,326				536270	LaFave IDC Account	14,368	
536188	H. Smith-Risser IDC Account	199	536148	Speece IDC	2,066					MBMG Total	456,574	
536190	C. Danielson IDC Account	279	536170	Electrical Engineering	74,622					536273	Shrestha FY 18 Seed Grant	4,687
536197	HCI IDC Account	2,634	536176	Hart IDC Account	1,449					536274	Yakovlev FY 18 Seed Grant	6,400
536202	K. Hailer IDC Account	2,471	536191	Sudhakar IDC Account	2,470					536285	White, R. IDC Account	4,546
536207	Hobbs IDC Account	787	536194	Larry Smith IDC Account	283					536287	Curtis FY 19 Seed Grant	(3,327)
536209	Chant Faight IDC Account	768	536196	Donnelly IDC Account	21,217					536288	Graff FY 19 Seed Grant	(4,313)
536213	Revenaugh IDC Account	1,283	536201	G. Shaw IDC Account	1,469					536289	Jiang FY 19 Seed Grant	(126)
536216	Kuenzi IDC Account	1,179	536210	J. Gety IDC Account	1,215					536290	Prieto FY 19 Seed Grant	(2,159)
536217	Douglas IDC Account	1,218	536219	Downey IDC Account	(1,100)					536291	Thomson FY 19 Seed Grant	(1,682)
536224	Canerton, Doug IDC Account	275	536232	Skinner IDC Account	12,410					536294	Engineers w/o Boards	5,000
536225	Hawthorne IDC Account	300	536234	Zhou IDC Account	3,833						Other Total	747,062
536226	Masters IDC Account	2,833	536239	B. Hill IDC Account	947							
536227	Van Dyne IDC Account	369	536239	Choudhury IDC Account	2,285							
536228	Restoration Ecologist IDC	26,597	536240	Gleason IDC Account	2,253							
536231	Caprocha IDC Account	3,386	536244	Nagierity IDC Account	370							
536233	Nursing Dept. IDC Account	9,772	536246	Rosenhall IDC Account	751							
536234	Spear, R. IDC Account	300	536251	Amtmann, J. IDC Account	300							
536256	Cox, Alysia IDC Account	253	536258	Reos IDC Account	1,924							
536279	P. Curtis IDC Account	3,732	536261	Autenrieth IDC Account	300							
536280	Graff IDC Account	619	536269	World IDC Account	2,003							
536293	Pal IDC account	1,899	536277	Zodrow IDC Account	711							
	CLSPS Total	149,230	536278	Spahn IDC Account	300							
			536282	Das IDC Account	602							
			536283	Hoffman IDC Account	238							
			536284	Prieto IDC Account	798							
			536295	Prieto IDC Account	300							
				SME Total	271,139							

538000 General Designated/Reserve Accounts		Ending Balance FY 18		
538100	State Work Study	12,930		
538200	Wellness	22,053		
538700	Workers Comp - UM	27,801		
538701	Workers Comp Rebate	72,088		
538733	Safety Smart Rebate	13,360		
538750	Retirement Costs Revolving Account	683,586		
538755	MBMG Retirement Costs Revolving	298,214		
538760	Reserve Revolving Account	1,740,885		
538763	Reserve - Veterans Success	1,266		
538764	MBMG Reserve Revolving Acct	288,229		
538770	Scholarship Reserve - Policy 901.13	1,007,607		
538803	STIP	15,017		
538801	VA ED Fee	3,053		
538850	Salmon Lake Lodge Gift	256,654	Honors Program	
53825B	Professional Technical Comm Dept	(88)		
53825A	Healthcare Informatics Dept	382		
538505	Outreach Support	3,776		
538502	Montana Tech Research Cntr Camp	440		
538761	Reserve - Tuning Conference	3,684		
538762	Reserve - Dual Enrollment	33		
538802	Veteran's Upward Bound	3,865		
	Total Misc. to Sweep	12,091		
	Total General Designatd	4,454,834		

recruitment intention - \$14K (though we are looking at domestic)
 High-fidelity marketing campaign (approx. 11)
 An... to... with... and...

Name,

Recently, the Faculty Senate discussed a need to better manage committees on campus. There seems to be a lot of new committees and several may share scope with other committees. There may also be some older committees that may no longer meet. To help us with this process, we have a few questions for you:

1. Are you the chair of the **Committee Name**? If not, who is?
2. Whom does the committee report to (or is this an orphan committee)?
3. How often does this committee meet? Weekly? Monthly? Per semester? Annually? Never?
4. What is the charge of this committee?
5. Does this charge reflect the needs of today's campus?
6. Is the membership adequate, too little or too large to meet this charge?
7. Is it possible that this committee should be combined with another committee or even be cancelled? Please explain.

The information that you provide is critical. First, recommendations will likely be made to streamline or even cancel some of the committees. Second, service has become more of an expectation; however, it is an important activity for promotion, tenure and merit and may need to be required similar to all departments having a representative on the Faculty Senate. Third, engaged faculty are a prerequisite to shared governance so the importance of all committees let alone service needs to be examined at the minimum.

Please respond to these questions by noon, Wednesday, November 21, 2018. Thanks for your attention.

Courtney Young
Metallurgy Faculty Senate Rep

Red – no response yet – requested again unless chair is in Administration

Yellow – did not request

Blue – did not request but unaware of chair or committee

Committee/Chair	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Academic Freedom & Tenure Scott Risser	Scott Risser	Provost	As needed	See Appendix A of FSHB, page A1	Yes	Yes (might consider going from 3 to 5)	Could share with Union Grievance but may be best as is
Academic Standards Doug Abbott				See Appendix A of FSHB, page A1			
Athletic Joe McClafferty	Matt Stepan?	Chancellor	Resent to Matt	See Appendix A of FSHB, page A1			
Behavioral Intervention Team Carrie Vath	Carrie Vath	Provost and OCHE	At least semesterly but as needed	See Appendix A of FSHB, page A1	Yes	Yes	No – chair serves as the gatekeeper for all BIT cases and deploys the team as needed. If the chair cannot handle the situation, the two counselors are brought in if they are needed to take action/assist but are not on the BIT
Benefits (Inter-Unit) Empty (Doug Abbott)				See Appendix A of FSHB, page A1			

Bookstore Advisory Board Laurie Vandel	Laurie Vandel	The Bookstore Advisory Board has not met in years. It was an orphan committee which met each semester, again, several years ago. I have not felt it necessary to go through a Board to take issues to our administration or faculty. See Appendix A of FSHB, page A2					this committee should be cancelled
Campus Access Carrie Vath	Cricket Pietsch and Amy Lorang	Provost	Annually but not lately	Determine ways of dealing with Campus Access (both physical and digital) and making sure it is compliant with ADA regulations. See Appendix A of FSHB, page A2	Yes	Too large	No – however this is more of a recommending body – improvements would actually go through facilities – Doug Evans should be Chair?
Campus Landscape Rita Spear and Roget St. Aubin	Rita Spear and Roget St. Aubin	Chancellor	At least semesterly	Oversee the annual planting of the flowers on campus, the bulbs on campus that bloom in the spring, the deciduous trees that were planted on campus last spring, and planting native plants with Robert Pal on the hillside above the football field. See Appendix A of FSHB, page A2	Yes	Too small	NO – we need a long term strategic plan like MSU (see attached)
Collegiate Evaluation Elected Annually				See Appendix A of FSHB, page A2			
Computer and Telecommunications Advisory Doug Abbott and Brant Wright				See Appendix A of FSHB, page A4			
Cultural Events Michael Masters	Michael Masters	orphan	At least semesterly	Organize and promote cultural events that help tie with the community of Butte including but not limited to music, art, international dinner, etc. See Appendix A of FSHB, page A4	Yes – MT Tech and Butte need this	Yes	No
Curriculum Review Theresa Stack	Theresa Stack	Faculty Senate	Typically monthly	See Appendix A of FSHB, page A4	Yes		no
Diversity & Inclusivity Doug Abbott				Not in Appendix A of FSHB			
Educational Outreach Advisory Doug Abbott				Not in Appendix A of FSHB			
eLearning Advisory Kathy Stevens	David Bentz but he's gone	Provost	At least once a year	Facilitate distance learning at Montana Tech, which included growing online programs and courses, helping faculty with technology, and providing support to the online teaching environment. See Appendix A of FSHB, page A5	Yes – huge potential here	Yes	No – we became part of an MUS initiative from OCHE – however, when Tom Gibson left, the support dwindles so MUS committee does not meet as much – a faculty member needs to be the chair
Employee Recognition Brant Wright		RESENT		Not in Appendix A of FSHB			
Faculty Advisory	Defunct	Not in Appendix A of FSHB. Courtney is right, this was created back when Ray Rogers and Tony Campeau were here. The Office of College					

Committee for College Relations and Marketing Office Shauna Savage		Relations and Marketing covered what are now elements of Enrollment Services, Enrollment Management and Recruiting (Carrie Vath and Stephanie Crowe), and Public Relations (Joe McClafferty's staff). Because that office doesn't even exist as such any longer, I think this committee should be dissolved. Those offices now seek input through other channels.					
Faculty Senate Scott Risser	SD Risser	Faculty / Chancellor	Every two weeks	Appendix A of FSHB, page A5	Yes	Currently in debate	No
Faculty Service Tim Kober				See Appendix A of FSHB, page A3 and A6 (looks like some fixing to do)			
Financial Aid Appeals Shauna Savage	Carrie Vath	This is no longer a public committee. For the past few years, the previous Dir. of Financial Aid made all of the rulings. This Year Shauna and I decided to reform the committee. The membership includes: Shauna Savage, Leslie Dickerson, and myself. We consult with Doug Abbott as needed. The committee meets to discuss every appeal that is submitted each term (~15). We meet as the appeals come in because there is a need to make a decision quickly. This Fall the committee met 8 times. Appendix A of FSHB, page A5					
Financial Education Advisory Shauna Savage	Carrie Vath	This committee no longer exists. It was tied to a grant and the grant expired June 30, 2017. Appendix A of FSHB, page A5					Should be cancelled
General Education Review Carrie Vath	HS Risser	Faculty Senate	Twice per semester	Appendix A of FSHB, page A6	Yes	Should be larger	No, however greater involvement of both SME and Highlands faculty is needed.
Graduate Council Bev Hartline				Appendix A of FSHB, page A6			
Grievance Vanessa van Dyk				Appendix A of FSHB, page A6			
Instructional Improvement	It is not Frank Ackerman			Appendix A of FSHB, page A7			What Hillary is doing for Faculty Senate is exactly the charge?
Library Charie Faught	Charie Faught	Faculty Senate and Scott Juskiewicz	At least semesterly	Support the university library to the benefit of the strategic direction of the university, its faculty and students <ul style="list-style-type: none"> • Communicate and encourage the use of the library resources among the faculty, staff and students • Promote the library as a physical and virtual place for scholarly gathering, research, and social interaction of scholars • Support the faculty staff and students in communicating their needs to the library Appendix A of FSHB, page A7	Yes	Yes	No
Merit Award Theresa Stack	Appointed annually (?) – Should contact C Danielson	Provost	Twice a year	Select up to 6 candidates for merit and summarize findings to Provost. Appendix A of FSHB, page A8	Unsure – we follow FSHB	No – we need odd number	Combining with the Employee Recognition Committee makes sense but faculty prefer to be recognized by their peers? This committee is established in the CBA.
Moodle Casey Vanatta	Casey Vanatta	IT	At least once a year	-Inform departments of changes and modifications upcoming to Moodle -assist others as needed regarding	Yes	Yes	Could be combined with Distance Learning, On-line learning, e-learning, etc.

				ideas of how best to teach with Moodle -test new upgrades to Moodle Appendix A of FSHB, page A8			
Motor Pool Annette Kankleberg	Unknown	“Rollo” at one point	Based on need	Not in Appendix A of FSHB “...was to make sure the motor pool was meeting the needs of campus”	?	“The motor pool has always been run out of the physical plant and this committee was never really consulted on any decisions made concerning the motor pool.”	“Since meetings were only held during discussions on whether to continue the motor pool or go with a private company I really don’t see the need for this committee to continue. We haven’t had a meeting in at least 10 years that I am aware of. “
National Student Awards Marissa Pedulla	Marissa Pedulla	Provost	Numerous!	Appendix A of FSHB, page A8	Yes	Yes (excluding point persons)	No
Parking Appeal Denise Herman	Denise Herman	Mary Durkin	Weekly	Review appeals against parking citations received on campus. Not in Appendix A of FSHB	Yes	Yes	Could be combined with the Traffic and Parking Committee but this committee has a narrow focus and only meets 30 min at a time
Recycling Catherine McKillips	Catherine McKillips	Orphan?	At least semesterly	Develop a comprehensive, long term recycling program for the MT TECH Campus to recycle materials such as aluminum, plastic, paper and cardboard by educating the campus, providing bins, and applying for grants. Not in Appendix A of FSHB	Yes but needs change	Yes but only 2 are active	NO – the committee needs active members and could use some help. A new student club? Copper Club?
Research Advisory Bev Hartline				Appendix A of FSHB, page A8			
Retention Efforts Carrie Vath?				See Appendix A of FSHB, page A3			
Safety Jeanne Larson				Appendix A of FSHB, page A9			
Scholarship Julie Hart				Appendix A of FSHB, page A9			
Staff Senate Angela Stillwagon				Appendix A of FSHB, page A9			
Strategic Planning Doug Coe	Defunct?	Chancellor & Provost	Not in several yrs	Develop, implement, assess, analyze, and revise, as necessary, the Strategic Plan. Appendix A of FSHB, page A10	Yes but new members needed and	It was too large (~40)	May be needed following Program Prioritization

Student Disciplinary Appeals Carrie Vath	Carrie Vath	Dean of Students	As needed; it has not met lately	To hear any students who feel that a disciplinary action for non-academic misconduct is unjust. Appendix A of FSHB, page A10	Yes	Yes	The committee needs to be in place in case of an appeal
Student Union & Activities Advisory Board Scott Forthofer	This committee, as I have heard, has not met in anyone's recent memory. I believe this committee fully overlaps current student and staff roles already in place. I would recommend officially disbanding it. Not in Appendix A of FSHB.						
Student Wellness Cricket Pietsch	Cricket Pietsch	Orphan	2 times a semester	Appendix A of FSHB, page A10	Yes	Yes (at 17)	Just combined with Rape Prevention Education Team which are supported by grants. Helps with Retention.
Sustainability Bill Ryan	Defunct			Not in Appendix A of FSHB	I think the committee is dead. We last met when Frank was still chancellor.		
Traffic and Parking Robert Smith	No one appointed			Appendix A of FSHB, page A10			
Undergraduate Research Katie Hailer	K Hailer	Bev Hartline	6 times annually	Appendix A of FSHB, page A11, "To fund undergraduate research"	Yes	"it's fine"	"No" "I find this request annoying. I understand why you're doing it, but you personally know that URP is very active, so this is an unnecessary request for this particular committee"
Veteran's Task Force Carrie Vath	Janet Friez is the Chair	Dean of Students	Annually to review nominations for the veteran of the year award	Provide and assess services geared towards veterans. Janet(Chair) is responsible for making sure the veterans lounge is stocked with supplies, Cricket does this on the South Campus and she oversees the veterans orientation session in Fall and spring. She also does all of the planning for the awards dinner. Not in Appendix A of FSHB.	Yes; however, there are discussions about rethinking this committee	There needs to be one individual to manage the veterans lounge, the orientation, and the dinner	This probably does not need to be a committee but the responsibilities need to be given to someone. Janet has been willing to manage it this Fall but needs to hand it over to someone else- She doesn't have the time. It should be someone on a 12-month contract or a faculty member that will manage and work for free
WEB Guidance Amanda Badovinac	Diane Warthen	Orphan?	Once a semester	Recommend policies regarding all Montana Tech Web pages, recommend standards, ensure that there is an ongoing process of content review and adherence to the standards. Appendix A of FSHB, page A11	Unsure but not very active	Probably too large	No
Wellness Champions Cathy Isakson	Cathy Isakson	Orphan - MUS Wellness	Regularly as needed	Appendix A of FSHB, page A11	Yes	Yes	No
Writing Scott Juskiewicz	No (not sure) Karen Sorensen	Asked Karen	Asked Karen	Asked Karen Not in Appendix A of FSHB	Asked Karen	Asked Karen	Has not met in at least 4 years

Undergraduate Advising Center Proposal

Prepared by Dr. Carrie Vath, Assoc. Vice Chancellor/Dean of Student Success

Objective

This proposal seeks approval/support for initiating a formal Advising Center in Fall 2019 in the Student Success Center

Purpose

1. To financially support an undergraduate academic advising center through the creation of a Director of Advising/Retention and three Academic Advisor (1.0 FTE) positions. The Director and one advisor would start July 1, 2019, a second advisor would start in Fall 2020 and the final advisor would be hired (if needed) for Spring 2021.

Estimated Cost

Fall 2019-2020

Salary Estimates (benefits excluded)- \$81-100K

Operations Budget-

Gap Technologies Contract \$15,725 (this contract starts in Fall 2018 and ends in April 2021)

Minimum of 2,000 for travel and supplies

TOTAL University commitment (benefits excluded) \$98, 725- \$117,725

If we are able to retain 4 or 5 out of state students it covers the operation

If we are able to retain 14 or 16 in state students it covers the operation

Fall 2020-2021

Salary Estimates (benefits excluded and 3rd advisor)- \$117-148K

Operations Budget-

Gap Technologies Contract \$15,725 (this contract starts in Fall 2018 and ends in April 2021)

Minimum of 3,000 for travel and supplies

TOTAL University commitment (benefits excluded) \$158,450- \$188,730

If we are able to retain 7 or 8 out of state students it covers the operation

If we are able to retain 23 or 27 in state students it covers the operation

Director of Advising & Retention (Salary range \$54-68K, PhD required) Fall 2019

- Oversee the professional advisors, chair the retention committee, teach 1 section of MT1016 (College Success), conduct professional development workshops for faculty advisors, and other duties as assigned
- In Fall 2018 and Spring 2019 the Director would advise the following:
 - o Advise freshman and sophomore CLSPS Last Name N-Z (~55)
 - o Advise all probation students in CLSPS Last Name N-Z (~15)
- Reports to AVC Enrollment Management/Dean of Students

Academic Advisor I (Salary range 27K-32K, BS/BA required) Fall 2019

- Advise freshman and sophomore CLSPS Last Name A-M (~55)
- Advise all probation students in CLSPS Last Name A-M (~15)
- Reports to Dir. of Advising/Retention

Academic Advisor III (Salary range \$36-48K, Master's degree required) Fall 2020

- Advise freshman and sophomore CLSPS Last Name N-Z (~55)
- Advise all probation students in CLSPS Last Name N-Z (~15)
- Manage North campus disability services (~50 students)
- Reports to Dir. of Advising/Retention

Academic Advisor III (Salary Range \$36-48K, Master's degree in STEM discipline required) Spring 2021 if needed

- Advise all probation students in SME (~30)
- Advise any freshman or sophomore that is a student athlete (~50)
- Reports to Dir. of Advising/Retention

If this position is not needed the Director and other 2 advisors could split these duties

All advisors and/or director would potentially teach 1 section of MT1016 College Success (as needed) and they would all help offer student workshops related to time management, registration, test anxiety.

Proposed Programming

Professional Advising Center

The goals of academic advising are to enhance the undergraduate experience by making students aware of the diverse options for courses and other educational experiences available to them at Montana Tech and to facilitate graduation in a timely manner. The key tenet for an effective system of advising is shared responsibility. A student is ultimately responsible for the choices he or she makes in college, but in order to make informed decisions, students need the mentoring and advice of trained academic advisors.

On college campuses across the country, advising centers exist that provide professional advisers for all new freshmen and high-risk students eliminating the advising burden for academic departments while providing well-trained and experienced academic advisers to those students at risk of attrition. Advisors' that are current in their training and experienced with different types of students is an accepted "best practice" in combating attrition.

The Advising Center will have three professional advisers that are supervised by the Director of Advising/Retention. The staff will help guide freshman, sophomores, and at-risk students through individual appointments and workshops. Professional advisers will help enhance the undergraduate experience by making students aware of the diverse options for courses and other educational experiences available to them at Montana Tech and to facilitate graduation in a timely manner. The presence of an advising center means our talented faculty can spend time mentoring students within their discipline and the professional advisers can focus on retention.

A new program focused on increasing retention and decreasing attrition rates will be spearheaded by the Advising Center staff. The PASS (Pathways to Academic Success) program will focus on probationary students as a means to help them develop a plan to improve their GPA and maintain good academic standing. It will help these students to develop academic skills such as how to identify campus resources available to support their personal and academic needs, and help them understand how to effectively communicate with various campus constituents. Programs like this are considered a "best practice" and the implementation will build on our existing programs.

Current Model

Montana Tech uses three different advising models, decentralized-faculty only, centralized- self-contained, and shared split (Figure 1). The average faculty advisor to student ratio is 1:15. However, some faculty advisers carry many more advisees than 15 (i.e. Associate of Science Director, Director of Freshman Engineering).

<p>Decentralized- Faculty Only <i>Faculty advisers are located in their academic department</i></p> <p><u>Highlands College</u> Trades, Health, & Business Majors</p> <p><u>College Letters, Sciences, and Professional Studies</u> Sophomores, Juniors, Seniors Nursing Department</p> <p><u>School of Mines & Engineering</u> Sophomores, Juniors, Seniors</p>	<p>Centralized Self-Contained <i>Professional and Faculty advisers housed in one academic or administrative unit</i></p> <p><u>Highlands College</u> Associate of Science</p> <p><u>School of Mines & Engineering</u> Freshman Engineering Program</p>	<p>Shared Split Advising is carried out by faculty in their departments, as well as the staff of an advising center</p> <p><u>Highlands College</u> All Probation Students (excludes Associate of Science)</p> <p><u>College Letters, Sciences, and Professional Studies</u> Freshman and All Probation Students (excludes Nursing Department)</p> <p><u>School of Mines & Engineering</u> All Probation Students (excludes Freshman Engineering Program)</p>
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Figure 1. Montana Tech's Advising Program

We currently have two main advising objectives: (1) Help students enroll in classes and (2) provide academic interventions for student success.

In Fall 2017 only 84% of continuing students that were eligible for Spring 2018 registration were registered at the end of the term. This dropped by 3% for Spring 2018 (81%). For the academic year only 83% of eligible continuing students were pre-registered (Table 1).

In order to provide academic interventions Montana Tech requires all Highlands College, Math, and Chemistry Faculty, and any faculty member that has a freshman in their course to provide a status of satisfactory, unsatisfactory, or no data on the 20th day of the term. Once the grades are posted faculty advisors are required to complete and submit a form explaining the intervention efforts that were done to assist their advisee. Based on faculty grade submission and faculty advisor interventions we are not providing adequate support to improve retention rates (table 2). The overall retention of freshman on the North campus has the highest listed retention (Table 3) for Fall 2016 data (2017 data not available yet) however, I anticipate that MSU-Bozeman will surpass us due to their new “Sophomore Surge” program where preliminary data reported at the May BOR that surge student’s retention was 5% higher and 10% higher registration than non-surge students.

Table 1. Continuing Student Registration Fall 201 7 and Spring 2018.

	Fall 2017	Spring 2018	Total
Could Register*	1794	1491	3285
Registered	1509	1214	2723
% Registered	84%	81%	83%

*Remove the students with holds from this calculation

Table 2. Percent of grades posted and submitted intervention forms

	Fall 16	Spring 17	Fall 17	Spring 18
% of students with grades posted 20th Day	88%	87%	90%	81%
% of faculty advisors returning 20th day Intervention forms	60%	50%	62%	50%
% of students with grades posted 40th Day	81%	81%	77%	77%

Table 3. Percentage of First Time Freshman Retained (Percentage of first time freshman returning for a second year of enrollment in the MUS)

	% institution Retained (http://mus.edu/data/dashboards/first-time-freshmen.asp)
MT-Tech	78%
MSU- Bozeman	77%
UM- Missoula	71%
Gallatin College	71%
UM-Western	65%
MT-Tech Highlands	59%
Helena College	59%
Missoula College	50%

UNDERGRADUATE ACADEMIC ADVISING RESTRUCTURING PROPOSAL

Prepared by Dr. Carrie Vath, Director of Student Success

Objective:

This proposal seeks approval/support from Dean's Council to move forward to the Executive Board

Purpose:

1. To financially support an undergraduate academic restructuring at Montana Tech through the hiring of two Academic Advisor (1.0 FTE) Positions for a Fall 2016 and Fall 2017 implementation.

Estimated Cost:

Academic Advisor I position 1.0 FTE (2)

Salary Range: 21-27K based on experience and degrees obtained

South Campus Advisor Hire Date: Fall Aug. 1 2016

North Campus Advisor Hire Date: Fall Aug. 1 2017

Academic Advisor II position 1.0 FTE (2)

Salary Range: 21-27K based on experience and degrees obtained

South Campus Advisor Hire Date: Fall Aug. 1 2016

North Campus Advisor Hire Date: Fall Aug. 1 2017

Academic Advisor III position 1.0 FTE (2)

Salary Range: 21-27K based on experience and degrees obtained

South Campus Advisor Hire Date: Fall Aug. 1 2016

North Campus Advisor Hire Date: Fall Aug. 1 2017

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UNDERGRADUATE ACADEMIC ADVISING RESTRUCTURING PROPOSAL

Prepared by Dr. Carrie Vath, Director of Student Success

The goals of academic advising are to enhance the undergraduate experience by making students aware of the diverse options for courses and other educational experiences available to them at Montana Tech and to facilitate graduation in a timely manner. The key tenet for an effective system of advising is shared responsibility. A student is ultimately responsible for the choices he or she makes in college, but in order to make informed decisions, students need the mentoring and advice of trained academic advisors.

On college campuses across the country, advising centers exist that provide professional advisers for all new freshmen and high-risk students eliminating the advising burden for academic departments while providing well-trained and experienced academic advisers to those students at risk of attrition. Advisors' that are current in their training and experienced with different types of students is an accepted "best practice" in combating attrition.

The aim of this proposal is to create a structural transformation of our current advising process in order to improve student retention, allow faculty to focus on undergraduate mentoring, and provide consistent and accessible advising year round through a shared-split model of advising (figure 1).

Background and Current Model

Montana Tech uses a predominantly decentralized (professional or faculty advisors are located in their respective academic departments) faculty only advising model. In Fall of 2008 the Associate of Science Program was implemented on the South campus, in Fall 2014 the Freshman Engineering Program was implemented, and in March 2015 the Director of Student Success was hired on the North campus. Each of these programs/positions was geared towards advising freshman in Highlands College, the School of Mines and Engineering (SME) and College of Letters, Sciences and Professional Studies (CLSPS) respectively.

This means that the majority of Montana Tech students are advised by a faculty member but freshman in SME and HC follow a centralized self-contained model (where professional and faculty advisors are housed in one academic or administrative unit) and freshman in CLSPS follow a shared split-model (advising is carried out by faculty in their departments, as well as the staff of an advising center).

Academic advising at Montana Tech is presently affected by several challenges:

- Faculty Advisors are inherently unavailable between semesters and breaks (spring, winter, and summer)
- The quality of faculty advising is inconsistent between departments
- Faculty advisors are often not trained to help students explore other majors nor are they adept at advising students into programs other than those in their respective departments
- Faculty advisors are often not trained to help students with academic study skills

- Faculty Advisors are often not trained in “advising best practices”
- Students, in 2015 NSSE expressed that the quality of their interactions with academic advisors was less than great/excellent (62% for Freshman and 44% for Seniors, both of these scores failed to meet Montana Tech’s assessment criteria) and in the 2015 SSI Montana Tech failed to meet the assessment criteria in 4 out of 5 advisor quality questions, and barely met the criteria for the fifth criteria.

As universities are forced to consider performance based funding increased pressure has been placed on student retention and completion. Academic advising is one of the few academic support services that allow all students to access on-going, one-on-one interactions with a concerned representative of the university.

The bottom line is not who advises (faculty vs professional advisors) but rather how well advising is done on our campus. The true measure of advising effectiveness must come from those we serve, students and the most recent message students are sending is that they are not satisfied with academic advising. Our campus needs to rise above the feelings of “turfism” and support whatever model will best support and serve the students of Montana Tech.

Proposed Restructured Model

Undergraduate Advising Center

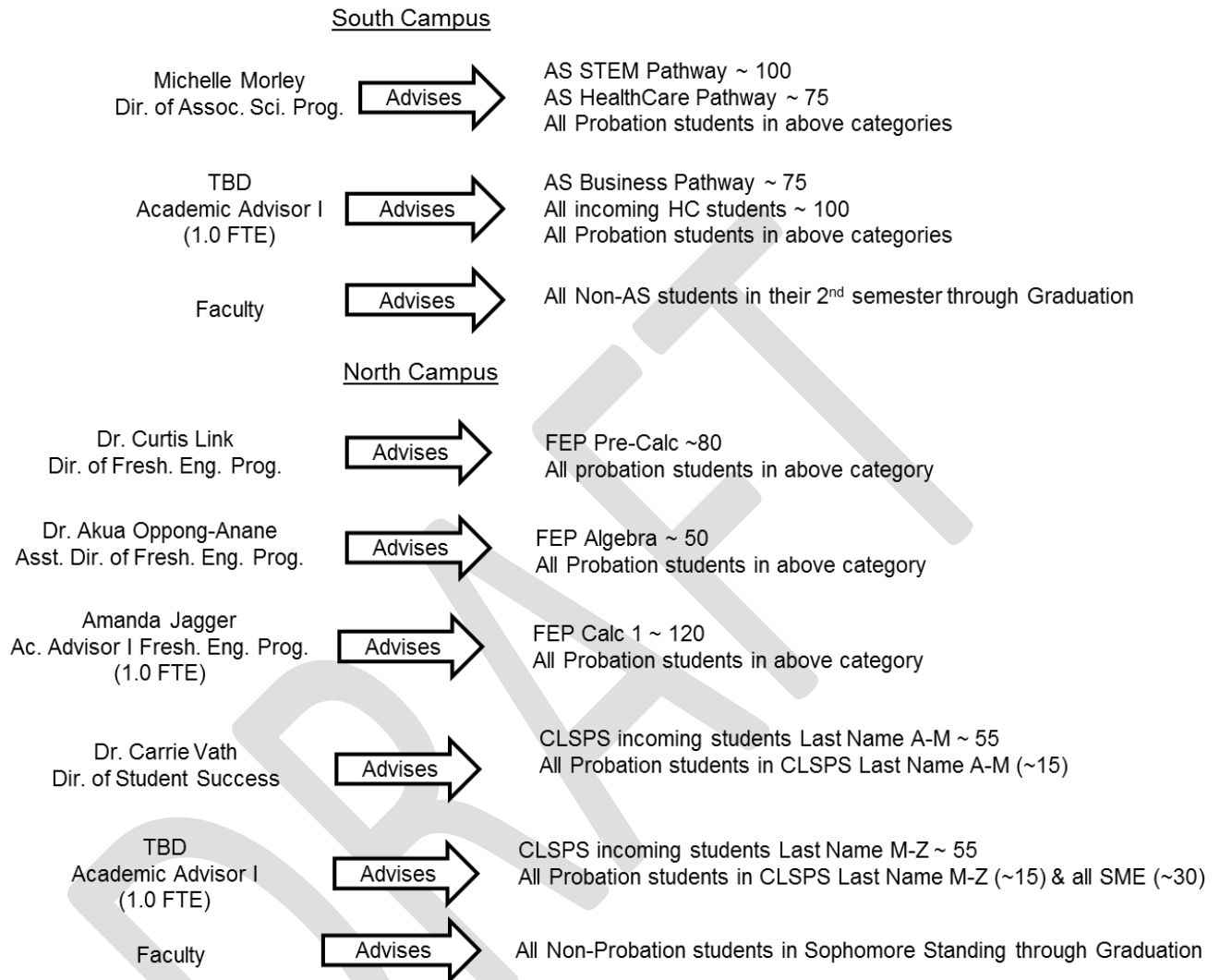


Figure 1. Shared-split advising model where freshman and all probationary students are advised by professional advisors and upper-class students are advised by faculty.

Faculty & Student Academic Advising Survey Results

In order to assess advising effectiveness from the perspective of students and faculty two surveys were distributed in February 2016. Faculty had 20% and students had 9% response rates. The School of Mines and Engineering (SME) had the highest participation with 46% of respondents belonging to SME, followed by College Letters, Sciences and Professional Studies (CLSPS) at 32% and Highlands College (HC) at 14%. Student respondent's mirrored faculty with 51% of respondents belonging to SME followed by 32% CLSPS and 17% from HC. The majority of respondents were traditional-aged, female, receive financial aid, seniors, and academically high-achieving (GPA above a 3.0).

Our current system of academic advising does not require advisor training and many junior faculty commented that they wanted formalized advising training while senior faculty commented that good advising requires time and many feel they do not have the time to offer adequate advising to students. Other senior faculty commented that advising is an unnecessary service and that students need to take personal responsibility for their academics rather than relying on advisors.

These two perspectives, good advising takes time/training vs. student's responsibility are at the heart of why Montana Tech's current advising model is inadequate to improve freshman and at-risk student retention and completion. Students that fall into the categories of low and under-achieving tend to do best when they are paired with an advisor who practices developmental advising. High-achieving students tend to be successful regardless of academic advising style, prescriptive or developmental. Our faculty survey shows that respondent's spend the majority of their advising time (51%) on prescriptive advising (Table 1).

One of the key characteristics of an effective advisor is one that is interested or enjoys advising. Only 74% of faculty respondent reported that they enjoy advising and it could be inferred from the low response rate that faculty that did not respond to the survey request do not care about advising or are indifferent. In contrast 85% of student respondents felt that their advisor enjoyed advising (87% HC, 86% CLSPS, and 82% SME). The general feedback from students is that there are some amazing faculty advisors but there are also terrible faculty advisors (Figure 2 & 3).

The intended outcomes of the surveys were to determine if faculty and students would be supportive of hiring full-time academic advisors that focus on freshman and at-risk students. The surveys show that both student and faculty are supportive of a structural transformation of our existing advising model.

Advising Style	Definition	Type of Student Best Served	Advisor Knowledge Requirements
Developmental	a style of academic advising focused on the relationship between advisor and student. The advisor and the student share responsibility for advising. The primary goal is problem-solving.	<ul style="list-style-type: none"> • High • Low • Under 	<ul style="list-style-type: none"> • University/Program policies & requirements • Strong interpersonal skills • Study skills • Strong time-management skills
Prescriptive	A style of academic advising focused on providing students with information about rules, requirements, and policies. The student is responsible for initiating the contact. The primary goal is task completion	<ul style="list-style-type: none"> • High 	<ul style="list-style-type: none"> • University/Program policies & requirements

Table 1. Definition of advising styles (adapted from NACADA, 2016)

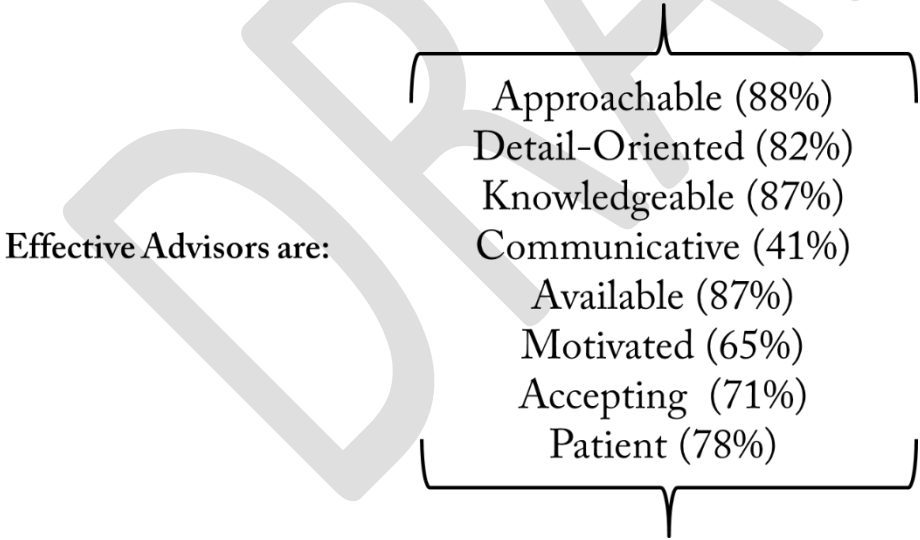


Figure 2. Students survey responses that agreed or strongly agreed that faculty advisors exhibited the following characteristic.

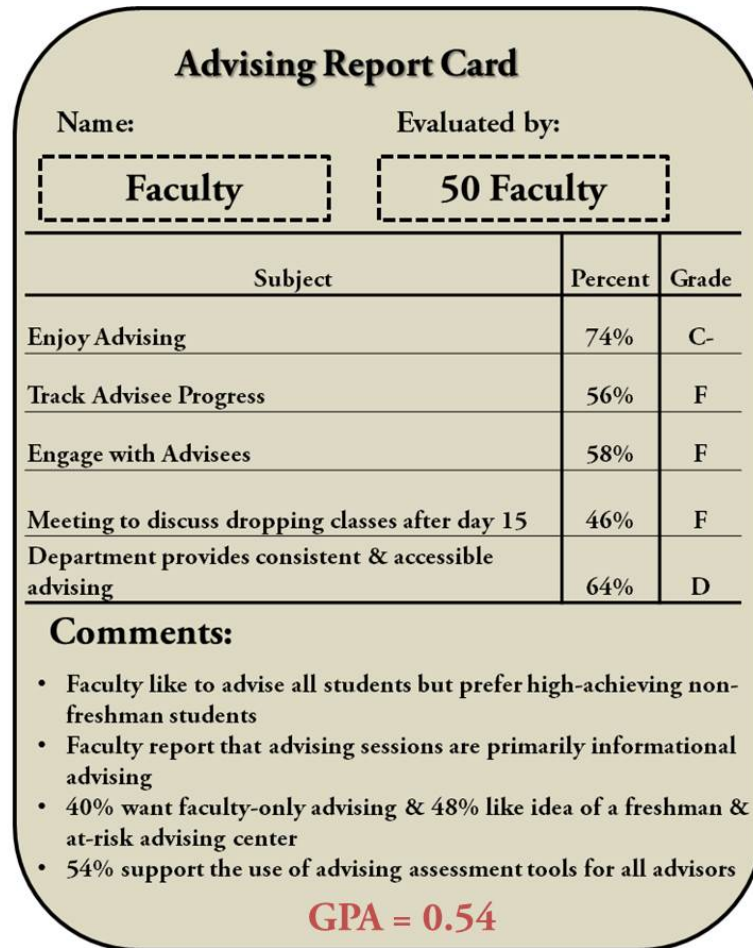
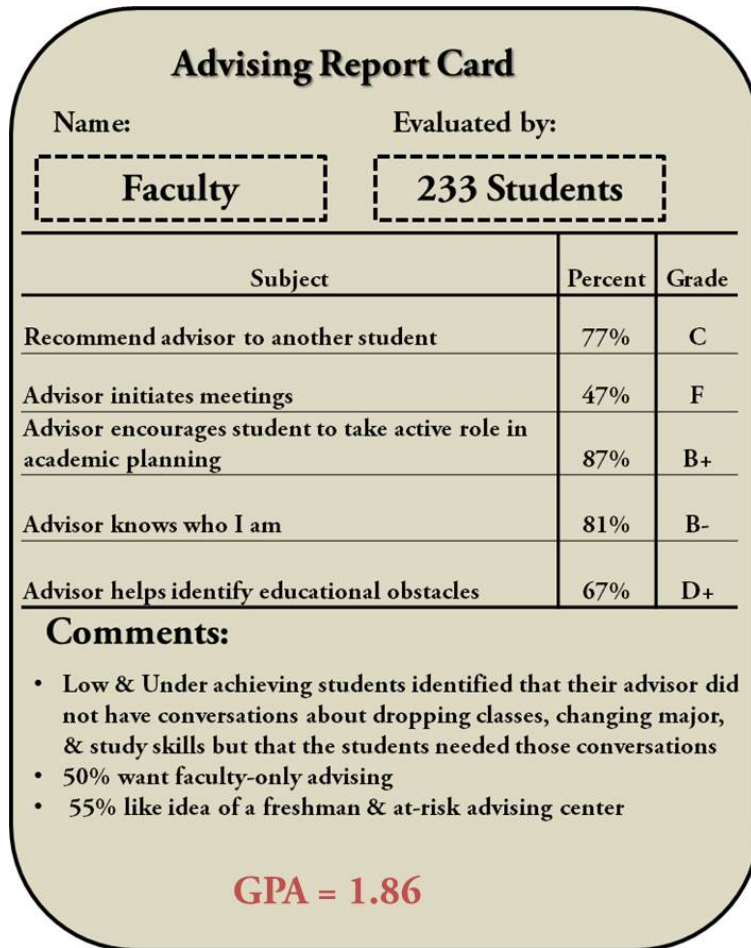


Figure 3. Summary of Faculty and Students responses to faculty advising at Montana Tech (survey administered February 2016)

Timeline

Date	Task	Completed
January 2016	Proposal Submitted to Dean's Council <i>If Approved Proposal Submitted to Executive Board</i>	✓
February 2016	Faculty Advising Survey Administered Student Advising Survey Administered	✓
March 2016	Survey's Analyzed Results shared with Dean Council & Executive Board	✓
April 2016	If results support Proposal planning commences Communicate new plan to Highlands Faculty	
May 2016	Draft PRA for South Campus Advisor & Advertise	
June 2016	2015-2016 Advising Program Review Completed Compare 2014-2015 results with 2015-2016	
July 2016	Interview South Campus Advisor & Hire for Aug. 1	
August 2016	New advisor participates in Fall 2016 Orientation	
December 2017	Draft PRA for North Campus Advisor & Advertise	
March 2017	Interview North Campus Advsiior & Hire for Aug. 1 Communicate new plan to North campus Faculty	
August 2017	New advisor participates in Fall 2017 Orientation	

Program Review 2017-2018

Advising

Background

The goals of academic advising are to enhance the undergraduate experience by making students aware of the diverse options for courses and other educational experiences available to them at Montana Tech and to facilitate graduation in a timely manner. Montana Tech uses three different advising models, decentralized-faculty only, centralized- self-contained, and shared split (Figure 1). The average faculty advisor to student ratio is 1:15. However, some faculty advisors carry many more advisees than 15 (i.e. Associate of Science Director, Director of Freshman Engineering).

Decentralized- Faculty Only	Centralized Self-Contained	Shared Split
<i>Faculty advisors are located in their academic department</i>	<i>Professional and Faculty advisors housed in one academic or administrative unit</i>	<i>Advising is carried out by faculty in their departments, as well as the staff of an advising center</i>
<u>Highlands College</u> Trades, Health, & Business Majors	<u>Highlands College</u> Associate of Science	<u>Highlands College</u> All Probation Students (excludes Associate of Science)
<u>College Letters, Sciences, and Professional Studies</u> Sophomores, Juniors, Seniors Nursing Department	<u>School of Mines & Engineering</u> Freshman Engineering Program	<u>College Letters, Sciences, and Professional Studies</u> Freshman and All Probation Students (excludes Nursing Department)
<u>School of Mines & Engineering</u> Sophomores, Juniors, Seniors		<u>School of Mines & Engineering</u> All Probation Students (excludes Freshman Engineering Program)

Figure 1. Montana Tech's Advising Program

Mission Statement

Through academic advising, we empower (guide) students to develop and implement sound educational plans that are consistent with their personal values, goals and career plans. Our purpose is to guide students to become self-directed learners and decision makers.

Program Objectives

1. Help students enroll in classes
2. Provide academic intervention for students
3. Foster a culture of advising assessment

Performance Criteria (Objective 1):

1. 95% of eligible students will be enrolled in classes prior to the ending of the current term

Assessment Method: Enrollment Data

Performance Criteria (Objective 2):

1. 100% of faculty will enter required grades for 20th day intervention
2. 100% of advisors will submit 20th day advising forms

- 100% of faculty will enter the required grades for 40th day intervention

Assessment Method: Enrollment Data

Performance Criteria (Objective 3):

- 50% of departments will adopt the advising assessment tool

Assessment Method: Qualtrics survey data

RESULTS

Objective 1. Help students enroll in classes

95% of eligible students will be enrolled in classes prior to the ending of the current term

In Fall 2017 only 84% of continuing students that were eligible for Spring 2018 registration were registered at the end of the term. This dropped by 3% for Spring 2018 (81%). For the academic year only 83% of eligible continuing students were pre-registered (Table 1).

Table 1. Continuing Student Registration Fall 2017 and Spring 2018.

	Fall 2017	Spring 2018	Total
Could Register*	1794	1491	3285
Registered	1509	1214	2723
% Registered	84%	81%	83%

*Remove the students with holds from this calculation

Objective 2. Provide academic intervention for students

- 100% of students that require grades at 20th day will have grades posted
- 100% of advisors will submit 20th day advising forms
- 100% of students that require grades at 40th day will have grades posted

In order to provide academic interventions Montana Tech requires all Highlands College, Math, and Chemistry Faculty, and any faculty member that has a freshman in their course to provide a status of satisfactory, unsatisfactory, or no data on the 20th day of the term. Once the grades are posted faculty advisors are required to complete and submit a form explaining the intervention efforts that were done to assist their advisee. We did not meet the benchmark on any of the objectives this year (Table 2).

Table 2. Percent of grades posted and submitted intervention forms

	Fall 16	Spring 17	Fall 17	Spring 18
% of students with grades posted 20th Day	88%	87%	90%	81%
% of faculty advisors returning 20th day Intervention forms	60%	50%	62%	50%
% of students with grades posted 40th Day	81%	81%	77%	77%

Objective 3. Foster a culture of advising assessment

- a. 50% of departments will adopt the advising assessment tool

An advising assessment tool was generated in Qualtrics and included in the 2015.2016 program review (Appendix 1). In Fall of 2016, the information was informally discussed with Faculty Senate and at Dean's Council. Unfortunately, I did not have any departments contact me to get access to the tool and therefore there was 0% adoption of the assessment tool.

I will re-share the information with the Academic Deans and request that they share it with their department heads for Fall 2018 and Spring 2019.

Strengths and Weaknesses of Advising

There are some very committed and dedicated faculty advisors on our campus. Those individuals would be the universities strengths. The weaknesses would be the lack of faculty that enter the required grades, the lack of faculty who submit the intervention forms, and a lack of formal assessment of faculty advisors.

Recommendations

In Fall 2019 the new Student Success Center will open with space for a Director of Advising and Retention and three professional advisors. There will need to be funds designated in order to support a professional advising Center (suggested proposal outline below).

Professional Advising Center

The goals of academic advising are to enhance the undergraduate experience by making students aware of the diverse options for courses and other educational experiences available to them at Montana Tech and to facilitate graduation in a timely manner. The key tenet for an effective system of advising is shared responsibility. A student is ultimately responsible for the choices he or she makes in college, but in order to make informed decisions, students need the mentoring and advice of trained academic advisors.

On college campuses across the country, advising centers exist that provide professional advisers for all new freshmen and high-risk students eliminating the advising burden for academic departments while providing well-trained and experienced academic advisers to those students at risk of attrition. Advisors' that are current in their training and experienced with different types of students is an accepted "best practice" in combating attrition.

The Advising Center will have three professional advisors that are supervised by the Director of Advising/Retention. The staff will help guide freshman, sophomores, and at-risk students through individual appointments and workshops. Professional advisors will help enhance the undergraduate experience by making students aware of the diverse options for courses and other educational experiences available to them at Montana Tech and to facilitate graduation in a

timely manner. The presence of an advising center means our talented faculty can spend time mentoring students within their discipline and the professional advisors can focus on retention.

A new program focused on increasing retention and decreasing attrition rates will be spearheaded by the Advising Center staff. The PASS (Pathways to Academic Success) program will focus on probationary students as a means to help them develop a plan to improve their GPA and maintain good academic standing. It will help these students to develop academic skills such as how to, identify campus resources available to support their personal and academic needs, and help them understand how to effectively communicate with various campus constituents. Programs like this are considered a “best practice” and the implementation will build on our existing programs. The Advising Center will require additional software that will allow for multi-dimensional risk analyses to proactively match student needs with appropriate institutional support services. I am currently reviewing options and am excited pilot the identified software in Fall 2018.

Positions and Roles (all positions are new and currently do not have funding)

Director of Advising & Retention (Salary range \$54-68K, PhD required)

- Oversee the professional advisors, chair the retention committee, teach one section of MT1016 (College Success), conduct professional development workshops for faculty advisors, and other duties as assigned

Academic Advisor I (Salary range 27K-32K, BS/BA required)

- Advise freshman and sophomore CLSPS Last Name A-M (~55)
- Advise all probation students in CLSPS Last Name A-M (~15)

Academic Advisor III (Salary Range \$36-48K, Master’s degree in STEM discipline required)

- Advise all probation students in SME (~30)
- Manage North campus disability services (~50 students)
- Advise any freshman or sophomore in SME that are a student athlete (~30)

Academic Advisor III (Salary range \$36-48K, Master’s degree required)

- Advise freshman and sophomore CLSPS Last Name N-Z (~55)
- Advise all probation students in CLSPS Last Name N-Z (~15)
- Advise any freshman or sophomore in CLSPS that is a student athlete (~30)

All advisors would potentially teach one section of MT1016 College Success (as needed) and they would all help offer student workshops related to time management, registration, test anxiety.

Describe your program objective assessment process including timeline.

The Associate Vice Chancellor of Enrollment Management will collect and organize metrics each semester and provide a term summary to the Provost at the close of each term. The

complete assessment (Full Academic Year) is reported annually and submitted to the Provost by June 1st.

Describe the program objective evaluation process.

The Provost reviews the program review and a “grade” of unsatisfactory, satisfactory, or excellent is assigned. A set of “recommended actions” for the program are assigned for each outcome using the evaluation results and the professional judgement of the Provost.

Appendix 1. Suggested Faculty Advisor Assessment Tool

An Academic Advisor Evaluation has been generated in Qualtrics and could be distributed to students by the departmental administrative assistant. If adopted/required departments would include the results of the evaluation in the departments program review.

Q1 What is your class standing? (Students seeking Associate of Science or Bachelor's degree select Fresh- Sr, Students seeking certificate or A.A.S degree at Highlands College select First-Fourth)

- Freshman (1-29 credits earned) (1)
- Sophomore (30-59 credits earned) (2)
- Junior (60-89 credits earned) (3)
- Senior (90 + credits earned) (4)
- First (1-14 credits earned) (5)
- Second (15-29 credits) (6)
- Third (30-44 credits) (7)
- Fourth (45 + credits earned) (8)

Q2 Did you meet with your advisor at least once per semester?

- Yes (1)
- No (2)

Q3 Why did you not meet with your advisor? (check all that apply)

- I did not arrange to meet with my advisor. (1)
- My advisor did not arrange to meet with me. (2)
- I did not feel as though I needed to meet with my advisor. (3)
- I met with another faculty member or administrator to get my academic advising. (4)

Q4 Given the opportunity, would you have liked to meet with your assigned advisor?

- Yes (1)
- No (2)

Q5 During the past semester, about how many times have you received academic or career advice/information (verbal, written, email, etc.) from your current advisor?

- Zero (1)
- 1 time (2)
- 2 times (3)
- 3 times (4)
- 4 times or more (5)

Q7 Please Indicate your level of agreement with the following statements:

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)
My advisor is readily available to meet with me (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor has always responded promptly to my e-mail messages (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor encourages me to ask questions and to discuss my concerns (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor is knowledgeable about General Education courses (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor is knowledgeable about the requirements of my academic major (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor seems well informed about campus support services (tutoring, personal counseling, etc.) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 I feel comfortable talking to my advisor.

- Extremely comfortable (1)
- Somewhat comfortable (2)
- Somewhat uncomfortable (3)
- Extremely uncomfortable (4)

Q9 My advisor shows concern about me as a person.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

Q17 My advisor asks me questions about my non-academic life.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

Q10 My advisor is willing to spend sufficient time with me to assist me with my academic concerns.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

Q11 I am pleased with the overall experience of my advising appointments.

- Extremely pleased (1)
- Pleased (2)
- Displeased (3)
- Extremely displeased (4)

Q12 I would recommend my advisor to another student.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

Q13 I would rather have a different academic advisor.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

Q14 Did you have any additional sources of academic advising from outside the department?

- Yes (Please list who) (1) _____
- No (2)

Q15 What could our department do to improve advising?

Q16 Do you have any additional comments or suggestions?

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Yes (Please list who) (1) _____

No (2)

Q15 What could our department do to improve advising?

Q16 Do you have any additional comments or suggestions?

CRC Notes Meeting 11/1/18

Meeting called to order at 9:35 am

Agenda approved

Minutes of September 2018 meeting approved.

Proposed termination of AAS Pre Surgical Technician approved. UM Missoula terminated the agreement with Highlands College for this program. This has been forwarded to Faculty Senate for approval.

Proposed termination of Historic Preservation AAS due to low enrollment during past several years. This has been forwarded to Faculty Senate.

Rename of AAS Network Technology. The revised name will be Computer Networks and Cyber Security. Applications are pending with NSA and DHS for certification as a center for excellence, which is about a three-year process. We have a mentor institution to assist us in certification. University of Washington will be our mentor. This change in name will need to be approved by OCHE. Faculty are working with Provost Abbot to communicate the name change. This has been forwarded to Faculty Senate.

Computer Science proposed a change in the catalog description for CSCI 114 Programming with C#. The agenda contained the revised description. This was forwarded to Faculty Senate.

Computer Science and Software Engineering proposed to add Statistics 453, 454 to both degree programs. This will assist with the data science minor which will be proposed to CRC in December 2018. This has been forwarded to Faculty Senate.

Mathematics proposed a new course M 140, math for Health Care. This will assist existing health care programs, and is following the model that has been adopted across the state as various institutions work to solve the shortage of professionals within Montana. This was forwarded to Faculty Senate.

Nursing-Pre Licensure (BSN). Proposal to replace ANTY 122 with any humanities elective. This will eliminate a host of course substations as ANTY 122 is a Social Science course. This was forwarded to Faculty Senate.

Next meeting 12/6/18 3:30 pm

Adjourned 10:07 am.

Date 09/10/18

Dept. Trades and Technical

College Highlands

Program Historic Preservation

CRC Representative Tony Patrick

Description of Request: Terminate the Historic Preservation Program

Current Course or Program Information: The Historic Preservation Program is a two-year Associate of Applied Science degree program. In the 2017-2018 catalog the first two semesters are specific to the current Carpentry/Construction Program. The second year of the program is program specific with a number of specialty courses such as Plaster, Masonry and Stonework, Metals and Stained Glass. Other course specific offerings include Historic Site Investigation, Historic Building Diagnostics and Special Projects in Preservation. The remainder of the classes are the customary general education requirements that include math, communications, writing and computer basics. **Please see attachment #1 for the complete 2017-2018 catalog information.**

Proposed Change

Course # Name	Credits	Pre-req.
Terminate program		

List of supporting documentation attached:

1. Attachment #1 - 2017 – 2018 Catalog information
2. Attachment #2 - Spreadsheet showing numbers of students registered each semester since the program’s inception in 2004
3. Attachment #3 - “Students by Major” pulled from the Secretary’s Database showing students in the program from Fall 2004 through Fall 2016 (which is the last time any students have been registered in the program or declaring Historic Preservation as their major (20 pages stapled together)
4. Attachment #4 - E-mail dated 7/18/18 from Leslie Dickerson, Enrollment Services, responding that she found 14 graduates from this program since its inception in Fall 2004
5. Attachment #5 - E-mail from Sarah Raymond with requested statistics on graduates, continuing education, working in degree related and non-degree related fields, volunteer service, seeking and not seeking employment and unreported (2 stapled pages)
6. Attachment #6 - Catalog information on Historic Preservation from 04-05 through 17-18

Assessment Leading to Request

Since the inception of the Historic Preservation Program in the Fall of 2004, there have been only 34 students declaring this program as their major. Of these students only 14 have completed the program and been awarded their degree. The program initially started as admitting new students only in the fall every two years. Therefore, the specialty classes (plaster, masonry, metals and stained glass) were only offered in the fall or spring, respectively, every other year. The curriculum remained the same from Fall 2004 through Spring 2009. The following two academic years, the program was not listed in the catalog and there were no students declaring this major. (see attachment #2). The Fall 2011 semester saw a significant change to the program with the first year of the program the same as the Carpentry/Construction Program. The second year of the program offered 17 credits specific to Historic Preservation. (see attachment #6) There have been no dedicated faculty positions in this program and it has been adjunct faculty who have taught the specialty courses. Job placement statistics as reported on attachment #5 were not good. There have been no students in the program since the Fall of 2016 and at that time there was only one student in the program. The program is not listed in the current 2018 – 2019 catalog.

Anticipated Impacts to “Other” Programs

None

Impact on Library: No impact on the library.

Date to take effect: 8/27/18

MontanaTech

Curriculum Change Request Form Dated 6 September 2018

APPROVALS

Department Head Approval

Antoni Fortuna

Date 9/10/18

Dean Approval

DJ [Signature]

Date 9-10-18

Graduate Council Approval

_____ Date _____

CRC Approval

_____ Date _____

Faculty Senate Approval

_____ Date _____

VCAA Approval (see below)

Douglas M. Abbott

Date 9/13/18

Chancellor Approval (see below)

[Signature]

Date 9/19/18

LEVEL of Request

Please indicate the type of request(s) by selecting *all that apply*:

Faculty Approvals (directly to CRC, then Faculty Senate):

- Establish a new course for the catalog (please contact the Registrar of MUS CCN information)
- Changed course: addition, deletion or change of title, credit, course number, pre-req, description, or cross listing.
- Amend an existing degree program. Making changes to programs such as adding a writing course to a major, changing the list of accepted electives or removing a requirement of a minor
- New degree certification program of 29 credits or less
- Other:

Campus Approvals (must be approved by the VCAA prior to CRC submission):

- Placing a postsecondary educational program into moratorium
- Withdrawing a postsecondary educational program from moratorium
- Establishing, re-titling, terminating or revising a campus certificate of 29 credits or more
- Establishing a B.A.S./A.A./A.S. area of study
- Offering an existing postsecondary educational program via distance or online delivery
- Other:

OCHE Approvals (must be approved by the VCAA and Chancellor prior to CRC submission):

- Re-titling an existing postsecondary educational program
- Terminating an existing postsecondary educational program
- Consolidating existing postsecondary educational programs
- Establishing a new minor where there is a major or an option in a major
- Revising a postsecondary educational program
- Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
- Other:

Level II (must be approved by the VCAA and Chancellor prior to CRC submission):

- Establishing a new postsecondary educational program
- Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
- Forming, eliminating or consolidating an academic, administrative, or research unit
- Re-titling an academic, administrative, or research unit
- Other:

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:

**Historic
Preservation**

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:

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

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

a.) Internal Curriculum Committees X

b.) Faculty Senate X

c.) Program Public Advisory Committee NA

d.) Articulation Partners NA

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

Date 09/27/18

Dept. Health Department

Program Pre-Surgical Technology A. A. S.

College Highlands

CRC Representative XXX

Description of Request: Termination of the Pre-Surgical Technology outreach program through University of Montana- Missoula College.

Current Course or Program Information:

Pre-Surgical Technology A.A.S. outreach program through University of Montana-College

Proposed Change

<u>Course # Name</u>	<u>Credits</u>	<u>Pre-req.</u>
Due to the termination of the agreement between University of Montana-Missoula College and Highlands College of Montana Tech the Pre-Surgical Technology A. A. S. outreach program is no longer offered because of unforeseen burdens on the Missoula-based Program Faculty and fiscal constraints.		
Highlands College of Montana Tech offered 1 st semester pre-requisites for the Pre-Surgical Technology outreach program through University of Montana-Missoula College. The courses offered for the program though Highlands College of Montana Tech were and currently are still offered by Montana Tech. They are as follows:		
BIOH 201/202 Anatomy and Physiology I		
WRIT 101 College Writing I		
CAPP 131 Basic MS Office		
AHMS 144 Medical Terminology		
After completion of these courses the student completed their degree on the University of Montana-Missoula College Campus receiving their degree though them.		

List of supporting documentation attached:

1. Curriculum (Document #1)
2. University of Montana Letter of termination (document #2)

Assessment Leading to Request

None

Anticipated Impacts to "Other" Programs

None

Impact on Library:

None

Date to take effect: 08/27/2018

MontanaTech

Curriculum Change Request Form Dated 8 May 2017

- Placing a postsecondary educational program into moratorium
- Withdrawing a postsecondary educational program from moratorium
- Establishing, re-titling, terminating or revising a campus certificate of 29 credits or more
- Establishing a B.A.S./A.A./A.S. area of study
- Offering an existing postsecondary educational program via distance or online delivery
- Other:

OCHE Approvals (must be approved by the VCAA and Chancellor prior to CRC submission):


- Re-titling an existing postsecondary educational program
- Terminating an existing postsecondary educational program
- Consolidating existing postsecondary educational programs
- Establishing a new minor where there is a major or an option in a major
- Revising a postsecondary educational program
- Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
- Other:

Level II (must be approved by the VCAA and Chancellor prior to CRC submission):

- Establishing a new postsecondary educational program
- Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
- Forming, eliminating or consolidating an academic, administrative, or research unit
- Re-titling an academic, administrative, or research unit
- Other:

APPROVALS

Department Head Approval



Date 9/06/18

Dean Approval



Date 9-6-18

Graduate Council Approval

_____ Date _____

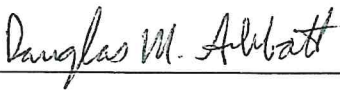
CRC Approval

_____ Date _____

Faculty Senate Approval

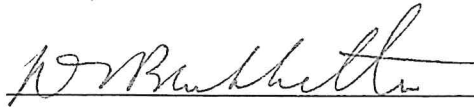
_____ Date _____

VCAA Approval (see above)



Date 9/13/18

Chancellor Approval (see above)



Date 9/19/18

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:

Surgical
Technology

Program is being Placed into moratorium Terminated

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

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

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

There is no date the students are out of University of Montana-Missoula College

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

The courses are offered at University of Montana-Missoula College

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:

Y: N:

Montana University System
PROGRAM TERMINATION/MORATORIUM FORM

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

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

No layoffs will occur at Highlands College

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

a.) Internal Curriculum Committees X

b.) Faculty Senate n/a

c.) Program Public Advisory Committee n/a

d.) Articulation Partners n/a

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

Date 09/27/18

Dept. Information Technology

College Highlands

Program AAS Network Technology

CRC Representative Ed Metesh

Description of Request: Rename A.A.S. Network Technology to A.A.S. Computer Networks and Cybersecurity

Current Course or Program Information: Degree requirements attached

Proposed Change

Course # Name	Credits	Pre-req.
No new courses		

List of supporting documentation attached:

1. Degree Requirements

Assessment Leading to Request

The AAS Network Technology degree at Highlands College has undergone curriculum changes in the past 2 years to adopt more courses in the computer/network/information/cyber security field. According to the Department of Labor's most recent employment projections, demand for Information Security Analysts is expected to very high. This field is in the top 15 of the fastest growing detailed occupations requiring post-secondary education.

Our previous curriculum changes are in support of our application to the National Security Agency and the Department of Homeland Security in the pursuit of designation as a Center of Academic Excellence in Information Assurance/Cyber Defense. This designation requires the alignment of course outcomes to specific knowledge units, making it necessary to restructure the existing course offerings.

Anticipated Impacts to "Other" Programs

None

Impact on Library: Since there are no new courses included in this proposal, the Montana Tech library was not consulted.

Date to take effect: XX/XX/XX

Associate of Applied Science Degree - Network Technology

Course No.	Course Title	Credits	Course No.	Course Title	Credits
FRESHMAN					
Fall			Spring		
ITS 130	Cybersecurity Essentials	3	ITS 280	Computer Repair & Maintenance	3
NTS 104	CCNA 1 – Introduction to Networks	4	NTS 204	CCNA 3 – Scaling Networks	3
NTS 105	CCNA 2 – Routing & Switching	4	NTS 205	CCNA 4 – Connecting Networks	3
ITS 210	Network Operating Systems - Desktop	3	ITS 212	Network Operating Systems – Server Admin.	3
CSCI 116	Introduction to Python Programming	3	ITS 238	Network Security Fundamentals	3
		Total			Total
		17			15
SOPHOMORE					
Fall			Spring		
ITS 274	Ethical Hacking & Network Defense	3	ITS 354	Advanced Linux	3
ITS 214	Network Oper. Systems - Infrastructure	3	ITS 220	Fundamentals of Wireless LANs	3
ITS 224	Introduction to Linux	3	PSYX 100	General Psychology	3
M 121	College Algebra	3	COMX 230	Presenting Technical Information OR	3
	Web Elective*	3	COMX 111	Principles of Speaking	3
			WRIT 101	College Writing I	3
		Total			Total
		15			15
				AAS Total	62


APPROVALS

Department Head Approval



Date 9/27/18

Dean Approval



Date 9-27-18

Graduate Council Approval

_____ Date _____

CRC Approval

_____ Date _____

Faculty Senate Approval

_____ Date _____

VCAA Approval (see below)

_____ Date _____

Chancellor Approval (see below)

_____ Date _____

LEVEL of Request

Please indicate the type of request(s) by selecting *all that apply*:

Faculty Approvals (directly to CRC, then Faculty Senate):

- Establish a new course for the catalog (please contact the Registrar of MUS CCN information)
- Changed course: addition, deletion or change of title, credit, course number, pre-req, description, or cross listing.
- Amend an existing degree program. Making changes to programs such as adding a writing course to a major, changing the list of accepted electives or removing a requirement of a minor
- New degree certification program of 29 credits or less
- Other:

Campus Approvals (must be approved by the VCAA prior to CRC submission):

- Placing a postsecondary educational program into moratorium
- Withdrawing a postsecondary educational program from moratorium
- Establishing, re-titling, terminating or revising a campus certificate of 29 credits or more
- Establishing a B.A.S./A.A./A.S. area of study
- Offering an existing postsecondary educational program via distance or online delivery
- Other:

OCHE Approvals (must be approved by the VCAA and Chancellor prior to CRC submission):

- Re-titling an existing postsecondary educational program
- Terminating an existing postsecondary educational program
- Consolidating existing postsecondary educational programs
- Establishing a new minor where there is a major or an option in a major
- Revising a postsecondary educational program
- Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
- Other:

Level II (must be approved by the VCAA and Chancellor prior to CRC submission):

- Establishing a new postsecondary educational program
- Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
- Forming, eliminating or consolidating an academic, administrative, or research unit
- Re-titling an academic, administrative, or research unit
- Other:

Date 09/27/2018
Dept. Computer Science
Program (Service)

College CLSPS
CRC Representative Jeff Braun

Description of Request: Change the description of the CSCI 114, Programming with C#, course so that it matches the content more accurately.

Current Course or Program Information: The course is taught as a service course, primarily to non-engineering majors. The description previously read: "An introduction to problem-solving methods and algorithm development in an object-oriented environment. Stresses techniques of good programming style. (This course may not be substituted for CSCI 135.) (1st)"

Proposed Change

Course # Name	Credits	Pre-req.
CSCI 114 Programming with C#	3	High school algebra

An introduction to problem-solving methods and algorithm translation in an object-oriented environment. Stresses techniques of good programming style. The student will learn to use C# to construct programs as a basis for business and health care applications. (1st)

List of supporting documentation attached:

1. N/A

Assessment Leading to Request

As part of a periodic course/outcome review, the Computer Science Department is reviewing, and where necessary, updating all course descriptions, prerequisites and outcomes. Review of this course indicated that the course description was not an accurate description of the course itself. The content of the course remains unchanged.

Anticipated Impacts to "Other" Programs

None

Impact on Library: No consultation is required since changes are only in the course number, course name, or course pre-requisites.

Date to take effect: Immediately.

APPROVALS

Department Head Approval

Michele Van Dyne

Digitally signed by Michele Van Dyne
DN: cn=Michele Van Dyne, o=Montana Tech, ou=Computer
Science, email=mrvandyne@montanatech.edu, c=US
Date: 2018.09.27 13:47:02 -0600

Date _____

Dean Approval



Date 10/19/18

Graduate Council Approval

_____ Date _____

CRC Approval

_____ Date _____

Faculty Senate Approval

_____ Date _____

VCAA Approval (see below)

_____ Date _____

Chancellor Approval (see below)

_____ Date _____

LEVEL of Request

Please indicate the type of request(s) by selecting *all that apply*:

Faculty Approvals (directly to CRC, then Faculty Senate):

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- Placing a postsecondary educational program into moratorium
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- Offering an existing postsecondary educational program via distance or online delivery
- Other:

OCHE Approvals (must be approved by the VCAA and Chancellor prior to CRC submission):

- Re-titling an existing postsecondary educational program
- Terminating an existing postsecondary educational program
- Consolidating existing postsecondary educational programs
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- Other:

Level II (must be approved by the VCAA and Chancellor prior to CRC submission):

- Establishing a new postsecondary educational program
- Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
- Forming, eliminating or consolidating an academic, administrative, or research unit
- Re-titling an academic, administrative, or research unit
- Other:

Date 09/25/18
 Dept. Computer Science College CLSPS
 Program Computer Science & Software Engineering CRC Representative Jeff Braun

Description of Request: Add STAT 453 and 454 to the Statistics Option in both Computer Science and Software Engineering.

Current Course or Program Information:

Statistical Applications					
<i>Junior Year</i>					
			<i>Fall</i>	<i>Spring</i>	<i>Sem/Gr</i>
*	STAT 441	Experimental Design (every other year, prereq STAT 332)	3		
*	STAT 432	Regression and Model Building (every other year, prereq STAT 332)		3	
<i>Senior Year</i>					
	STAT 421	Probability Theory (every other year, prereq STAT 332)	3		
*	STAT 422	Mathematical Statistics (every other year, prereq STAT 421)		3	
*	STAT 435	Statistical Computing & EDA (prereq STAT 332)		3	
* select 3 courses out of 4					

Proposed Change

Course #	Name	Credits	Pre-req.
Add existing courses to option, no new courses being proposed			

Statistical Applications					
<i>Junior Year</i>					
			<i>Fall</i>	<i>Spring</i>	<i>Sem/Gr</i>
*	STAT 441	Experimental Design (every other year, prereq STAT 332)	3		
*	STAT 432	Regression and Model Building (every other year, prereq STAT 332)		3	
<i>Senior Year</i>					
	STAT 421	Probability Theory (every other year, prereq STAT 332)	3		
*	STAT 422	Mathematical Statistics (every other year, prereq STAT 421)		3	
*	STAT 435	Statistical Computing & EDA (prereq STAT 332)		3	
*	STAT 453	Statistical Learning and Data Science I	3		
*	STAT 454	Statistical Learning and Data Science II		3	
* select 3 courses out of 6					

List of supporting documentation attached:

None

Assessment Leading to Request

Statistic courses are not always offered every year and two new statistic courses are now being offered. This will give our students additional options on courses to take and will allow them to more easily pursue a new proposed Data Science minor.

Anticipated Impacts to "Other" Programs

None

Impact on Library: No consultation is required since changes are only in the course number, course name, or course pre-requisites.

Date to take effect: Immediately

APPROVALS

Department Head Approval

Michele Van Dyne

Digitally signed by Michele Van Dyne
DN: cn=Michele Van Dyne, o=Montana Tech, ou=Computer Science,
email=mvandyne@mttech.edu, c=US
Date: 2018.09.27 13:47:46 -0600

Date _____

Dean Approval



Date 10/9/18

Graduate Council Approval

Date _____

CRC Approval

Date _____

Faculty Senate Approval

Date _____

VCAA Approval (see below)

Date _____

Chancellor Approval (see below)

Date _____

LEVEL of Request

Please indicate the type of request(s) by selecting *all that apply*:

Faculty Approvals (directly to CRC, then Faculty Senate):

- Establish a new course for the catalog (please contact the Registrar of MUS CCN information)
- Changed course: addition, deletion or change of title, credit, course number, pre-req, description, or cross listing.
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- New degree certification program of 29 credits or less
- Other:

Campus Approvals (must be approved by the VCAA prior to CRC submission):

- Placing a postsecondary educational program into moratorium
- Withdrawing a postsecondary educational program from moratorium
- Establishing, re-titling, terminating or revising a campus certificate of 29 credits or more
- Establishing a B.A.S./A.A./A.S. area of study
- Offering an existing postsecondary educational program via distance or online delivery
- Other:

OCHE Approvals (must be approved by the VCAA and Chancellor prior to CRC submission):

- Re-titling an existing postsecondary educational program
- Terminating an existing postsecondary educational program
- Consolidating existing postsecondary educational programs
- Establishing a new minor where there is a major or an option in a major
- Revising a postsecondary educational program
- Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
- Other:

Level II (must be approved by the VCAA and Chancellor prior to CRC submission):

- Establishing a new postsecondary educational program
- Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
- Forming, eliminating or consolidating an academic, administrative, or research unit
- Re-titling an academic, administrative, or research unit
- Other:

Date 10/20/2018
 Dept. Mathematical Sciences
 Program Mathematics

College CLSPS
 CRC Representative Atish Mitra

Description of Request: Create a new course M 140 – College Mathematics for Health Care.

Current Course or Program Information: NA

Proposed Change

Course # Name	Credits	Pre-req.
M 140	3	M 095 or equivalent, ACT above 22 or SAT above 510

This course is designed to provide students with a solid mathematical foundation necessary to succeed in a health care profession. This course will review algebra, systems of measurement, ratio and proportions, basic probability and statistics concepts, and Ionic solutions and pH calculations. This course will apply mathematical reasoning and problem solving as it applies to the healthcare field.

List of supporting documentation attached:

1. Course Syllabus

Assessment Leading to Request

As a consequence of a statewide grant to

Anticipated Impacts to "Other" Programs

This course will replace M 116 in the AAS Medical Assistant program.

Impact on Library: Hilary Risser has consulted with Scott Juskiwicz (10/11/18) at the Montana Tech library to ensure needed materials and media are available. (Or No consultation is required since changes are only in the course number, course name, or course pre-requisites.)

Date to take effect: 1/1/2019

APPROVALS

Department Head Approval _____ Date _____

Dean Approval _____ Date 10/28/18

Graduate Council Approval _____ Date _____

CRC Approval _____ Date _____

Faculty Senate Approval _____ Date _____

VCAA Approval (see below) _____ Date _____

Chancellor Approval (see below) _____ Date _____

LEVEL of Request

Please indicate the type of request(s) by selecting *all that apply*:

Faculty Approvals (directly to CRC, then Faculty Senate):

- Establish a new course for the catalog (please contact the Registrar of MUS CCN information) *course # already assigned by CCN*
- Changed course: addition, deletion or change of title, credit, course number, pre-req, description, or cross listing.
- Amend an existing degree program. Making changes to programs such as adding a writing course to a major, changing the list of accepted electives or removing a requirement of a minor
- New degree certification program of 29 credits or less
- Other:

Campus Approvals (must be approved by the VCAA prior to CRC submission):

- Placing a postsecondary educational program into moratorium
- Withdrawing a postsecondary educational program from moratorium
- Establishing, re-titling, terminating or revising a campus certificate of 29 credits or more
- Establishing a B.A.S./A.A./A.S. area of study
- Offering an existing postsecondary educational program via distance or online delivery
- Other:

OChE Approvals (must be approved by the VCAA and Chancellor prior to CRC submission):

- Re-titling an existing postsecondary educational program
- Terminating an existing postsecondary educational program
- Consolidating existing postsecondary educational programs
- Establishing a new minor where there is a major or an option in a major
- Revising a postsecondary educational program
- Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
- Other:

Level II (must be approved by the VCAA and Chancellor prior to CRC submission):

- Establishing a new postsecondary educational program
- Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
- Forming, eliminating or consolidating an academic, administrative, or research unit
- Re-titling an academic, administrative, or research unit
- Other:

M 140 – College Mathematics for Health Care

Catalog Description	This course is designed to provide students with a solid mathematical foundation necessary to succeed in a health care profession. This course will review algebra, systems of measurement, ratio and proportions, basic probability and statistics concepts, and Ionic solutions and pH calculations. This course will apply mathematical reasoning and problem solving as it applies to the healthcare field.
Prerequisite	M 095 or equivalent, ACT above 22 or SAT above 510
Required text and materials	Mathematics for Health Sciences: A Comprehensive Approach (1 st edition) by Joel R. Helms Math in Society: A Survey of Mathematics for the Liberal Arts Major version 2.5 by David Lippman Scientific or graphing calculator
Learning Outcomes	<ol style="list-style-type: none"> 1. Apply knowledge of decimals, fractions, and percents to solve algebraic linear equations in the healthcare field. 2. Understand rational equations and use knowledge of rational equations to solve problems involving ratios and proportions (including but not limited to volume, mass, weight and temperature) . 3. Be able to use the fundamental units of the metric system (SI), household units, and the apothecary system in making measurements and doing calculations related to allied health applications. 4. Interpret the meaning of range, standard deviation, and the coefficient of variation in applied situations. 5. Use and apply the basic probability concepts: probability models (Venn diagrams, two-way tables), sample spaces with equally likely outcomes (counting), probability distributions. 6. Use and apply the rudiments of statistics: measures of center and spread, the normal distribution. 7. Understand and interpret exponential and logarithmic functions and graphs. 8. Apply knowledge of logarithmic functions to solve problems in the healthcare. 9. Apply mathematical and statistical reasoning to a variety of applied or theoretical healthcare problems.

Objective	Homework
Solve linear equations	2.1 (17-42)
Write a linear equation for a situation	2.1 (43, 44)
Solve mixture problems	2.2 (1-15)

Montana Technological University

Solving equations with rational coefficients	2.3 (61-65)
Evaluate formulas for a given value	2.4 (21-28, 35-38)
Solve problems using ratio and proportions	2.5 (19-40)
Solve percent problems	2.6 (25-36)
Simplify exponential expressions	2.7 (1-34)
Convert between scientific and standard notation	2.8 (1-40, 59-62)
Simplify expressions given in scientific notation	2.8 (41-58)
Unit 1 Test	
Simplify units using dimensional analysis	3.1 (1-20)
Convert units within the metric system	3.2 (1-41)
Convert between metric and nonmetric systems	3.3 (1-26)
Convert between apothecary and household systems	3.4 (1-17)
Convert between Celsius and Fahrenheit	3.5 (1-16)
Solve single dilution problems	4.1 (1-31)
Determine final concentrations	4.2 (1-5, 10-12)
Solve dilution problems of two solutions	4.3 (1-18)
Solve problems using percent volume	4.4 (5-13)
Unit 2 Test	
Read and interpret drug orders	5.1 (1-9)
Read and interpret drug labels	5.1 (10-16)
Calculate drug orders	5.2 (1-23)
Calculate volume of drug to satisfy an order	5.3 (10-19)
Identify volume of drug in a syringe	5.3 (1-9)
Calculate the volume that is required when medicine is provided in powdered form	5.4 (1-7)
Perform intravenous calculations	5.5 (1-22)
Perform titration calculations	5.6 (1-11)
Calculate drug dosages based on body weight	5.7 (1-7)
Determine if a physician's order is appropriate	5.7 (8-22)
Calculate drug dosages based on BSA	5.8 (1-10)
Calculate drug dosages based on BSA using the West Nomogram chart	5.8 (11-20)
Unit 3 Test	
Plot ordered pairs on the coordinate plane	6.1 (2)
Determine the slope of a line given a graph	6.2 (8-15)
Determine the slope given two points	6.2 (1-7)

Montana Technological University

Graph a linear equation using slope and y-intercept	6.3 (1-16)
Read and interpret linear and nonlinear graphs	6.5 (1-9)
Determine if a graph represents a function	7.1 (1-6)
Evaluate functions	7.1 (7-13)
Graph inequalities	7.1 (14-25)
Graph exponential functions	7.2 (1-12)
Solve applications involving exponential functions	7.3 (5-12)
Determine logarithmic values	7.4 (5-16)
Expand and condense logarithmic expressions	7.4 (17-29)
Determine the pH of a solution	7.5 (1-6)
Unit 4 Test	
Create a frequency table	9.2 (1-7)
Construct graphs from tables	9.4 (1-10)
Calculate the mean, median, and mode of a data set	10.1 (1-9)
Compute the standard deviation of a data set	10.2 (1-6)
Compute percentages that fall within a range of data values for normally distributed data	10.3 (2-6)
Calculate percentiles	10.5 (1-6)
Compute basic probabilities	12 (1-10)
Find probability for and/or events	12 (17-22, 27-30,33, 34)
Compute conditional probabilities	12 (41-48)
Compute probabilities using permutations and combinations	12 (49-57)
Unit 5 Test	

Protocol: The department requesting curriculum change holds a discussion at the departmental level, and if agreed upon by the department head, discuss with the Dean for approval. Forward the completed form along with supporting information to the CRC chair after approval from the department head, dean, and graduate council if necessary. Final changes are then made by the registrar after faculty senate approval. Guidance: <https://www.umt.edu/provost/faculty/curriculum/default.php>.

Date 10/22/2018
 Dept. Nursing College CLSPS
 Program: Pre-licensure BSN
 Description of Request/Summary:

Request to replace ANTY 122 Race and Minorities in the current nursing curriculum/catalog with any approved humanities elective. This change is necessary since the general education committee approved ANTY 122 as a social science rather than humanity.

The change will eliminate the need to have students fill out a course substitution in order to meet the six credit humanities general education requirement.

Current Course Program Information:

ANTY 122 Race and Minorities
 3 credits

Race, ethnicity, and minority are powerful cultural and social constructs in American society. This course will explore from a critical Anthropological perspective the concept of race, to assess its validity as a biological and socio-cultural category. We will examine the relationship between race, ethnicity, and minority status among major ethnic groups of the U.S. and throughout the world, outlining their political, economic, and cultural struggles for societal equality.

Proposed Change (Attach syllabus or curriculum for new course or curriculum changes.)

Course #	Name	Credits	Pre-req.
Nursing students will be allowed to take any approved 3 credit course listed as a humanities.			

List of supporting documentation attached:

1. Example: syllabus
2. Example: Curriculum worksheet

Assessment Leading to Request

Six credits of humanities necessary to meet general education requirement. ANTY 122 Race and Minorities is classified as a social science. Therefore, students have been filling out course substitutions in order to meet the humanities requirement.

Anticipated Impacts to "Other" Programs

None

Impact on Library: Karen VanDaveer has consulted with Scott Juskiewicz at the Montana Tech library to ensure needed materials and media are available. (Or No consultation is required since changes are only in the course number, course name, or course pre-requisites.)

Date to take effect: 10/25/2018

LEVEL of Request

Please indicate the type of request(s) by selecting *all that apply*:

Faculty Approvals (directly to CRC, then Faculty Senate):

- Establish a new course for the catalog (please contact the Registrar of MUS CCN information)
- Changed course: addition, deletion or change of title, credit, course number, pre-req, description, or cross listing.
- Amend an existing degree program. Making changes to programs such as adding a writing course to a major, changing the list of accepted electives or removing a requirement of a minor
- New degree certification of 29 credits or less
- Other:

Campus Approvals (must be approved by the VCAA prior to CRC submission):

- Placing a postsecondary educational program into moratorium
- Withdrawing a postsecondary educational program from moratorium
- Establishing, re-titling, terminating or revising a campus certificate of 29 credits or more
- Establishing a B.A.S./A.A./A.S. area of study
- Offering an existing postsecondary educational program via distance or online delivery
- Other:

OCHE Approvals (must be approved by the VCAA and Chancellor prior to CRC submission):

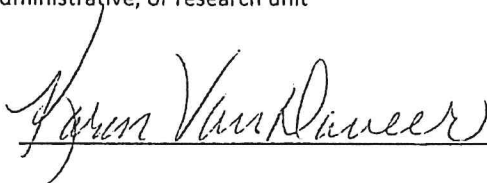
- Re-titling an existing postsecondary educational program
- Terminating an existing postsecondary educational program
- Consolidating existing postsecondary educational programs
- Establishing a new minor where there is a major or an option in a major
- Revising a postsecondary educational program
- Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
- Other:

Level II (must be approved by the VCAA and Chancellor prior to CRC submission):

- Establishing a new postsecondary educational program
- Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
- Forming, eliminating or consolidating an academic, administrative, or research unit
- Re-titling an academic, administrative, or research unit
- Other:

APPROVALS

Department Head Approval



Date 10/23/18

Dean Approval

_____ Date _____

VCAAR Approval (see above)

_____ Date _____

Chancellor Approval (see above)

_____ Date _____

Graduate Council Approval

_____ Date _____

CRC Approval _____ Date _____

Faculty Senate Approval _____ Date _____