

ACADEMIC SENATE MINUTES

DATE: March 2, 2017

PRESENT:	Tom Dell	Jim Barron
	Cindy Dell	Francisco Saldivar
	Susan Gilbertz	Heather Thompson-Bahm
	Andrew Sullivan	Vern Gagnon
	Paul Pope	Joy Honea
	Steve Coffman	Greg Dicharry (student)
	Diane Duin (ex-officio)	Barbara Wheeling (ex-officio)
	Robert Hoar (ex-officio)	Joe Oravec (ex-officio)
ABSENT:	A.J. Otjen*	Kelly Shumway*
	Christine Shearer (ex-officio)	Mary Susan Fishbaugh (ex-officio)
	Clifford Coppersmith (ex-officio)	Matt Redinger (ex-officio)
	Terrie Iverson (ex-officio)	

* *excused*

GUESTS: Susan Balter-Reitz Cheri Johannes

PRESIDING: Susan Gilbertz, Chair

Susan Gilbertz called the meeting to order at 3:40 p.m. in the Chancellor's Conference Room.

The minutes of February 16 were accepted as presented.

I. PROVOST REPORT

Dr. Hoar reported that he spent two days in Denver this week, in the place of Deputy Commissioner John Cech, at the Complete College America (CCA) meeting. CCA received a grant from the Lumina Foundation, and this meeting was part of the reporting on that grant. The meeting primarily revolved around math pathways, and MSUB may be invited to present our corequisite course idea to other state university systems who are CCA members.

The call for proposals for faculty professional development went out this week. We will do one call each semester, but now is the time to apply for travel for this summer.

II. OTHER REPORTS

Occupational Therapy – Dean Diane Duin

Dr. Duin stated that she has been working with the Dean at Missoula, Dr. Humphrey, to create this joint program. She presented an overview to the Graduate Committee yesterday, and now presents the same to Senate (attached to these minutes). This is a curriculum skeleton which is based on accreditation standards, and has already been approved by the Missoula Faculty Senate. The document was put together by an occupational therapy consultant hired by Missoula. The occupational therapy accrediting body suggested two institutions which recently received accreditation for a single, integrated program, and Dr. Duin knew the director, so this curriculum skeleton is based on that joint program. The BOR are currently creating a new Level II form, so we will drop all of this information into that form, once it's ready. April 5 is the deadline to get the Level II form sent to Bozeman. The budget will be forthcoming, but we have to figure out our program fee so that MSUB and Missoula have equal student costs. The director of this program will oversee it at both campuses. It has not yet been worked out whether the director will be a faculty or administrative position. Accreditation may require it to be faculty, which presents another set of problems. This will be an entry-level master's program, like the MS in Athletic Training. It will be important to track our graduates' performance on licensure exams for the assessment of the program.

It was noted that there are opportunities for collaboration with other departments on campus as well, such as Rehabilitation & Human Services and Psychology.

Dr. Duin will return to the next Senate meeting with a budget draft.

University Budget Committee Structure/Purpose – Vern Gagnon

Mr. Gagnon reported that there are no bylaws for the UBC, so the structure and purpose have changed with each new chancellor. (Current structure attached to these minutes.) Bylaws would probably help solidify the committee. It was suggested that the UBC should meet in May and June, because that is when we have definitive budget numbers and the real work takes place.

Gen Ed Committee & Assessment – Jim Barron, Chair

Dr. Barron reported that he has about 50 students signed up to take the ETS test. About 28 of them are on-site and the rest are online. The deadline to sign up is tomorrow. Vice Provost Redinger sent out an email reminder to all of the selected students, telling them they could take the test on-site or online, and it generated several responses from *local* students who wished to take the test online. Dr. Barron responded that they should come to campus for the test, and the students have not written back. If we can get the students here, it's more likely we can motivate them to do well on the test. The results of this Spring's testing will be broken down by on-site and online, so we can compare how the two groups perform.

So few students responding also indicates the need for the ETS test to be required of all students. If the test is required, we may need to differentiate truly *distant* students so they may test online.

ASMSUB – Greg Dicharry, President

Elections are coming up March 22-23.

III. DISCUSSION/ACTION ITEMS

A. MEA/MFT Conference (October in Missoula): Recruiting

Dr. Gilbertz noted that the deadline to apply to present is April 30. Applicants submit a topic for a one-hour presentation, and MEA/MFT decides if they have a group of teachers that would be interested. Most of the attendees are from small, rural schools. Dr. Gilbertz will be going, and Joy Honea has already said she will go. Tom Regele, Modern Languages, has said he usually goes to this conference, and several faculty from COE attend as well. Francisco Saldivar and Mr. Gagnon also indicated interest in making the trip.

B. Oversight of the College of Education Council (formerly Teacher Education Committee)

It was noted that the COE does not even use this council anymore. It was an advisory council to the Dean. It should definitely be taken out of the Academic Senate bylaws.

⇒ Motion by Francisco Saldivar, seconded by Paul Pope, to **delete the College of Education Council from the Academic Senate bylaws.**

The deletion paperwork will be sent to COE before final approval by the Senate.

⇒ Motion carried.

C. Civility and Freedom of Expression

Last year, in response to some incidents, former Chancellor Nook sent out a letter concerning civility and freedom of expression. Dr. Gilbertz, took that letter and summarized it into a poster (attached to these minutes), which is now posted in many places in the LA Building. Should this be posted in every classroom on campus?

Sue Balter-Reitz, legal expert on freedom of speech, noted that she has used Dr. Gilbertz's poster as a good example for another campus that asked her for such a document. It is important to affirm the quality of argument without demeaning people. It was suggested that this should be part of every MSUB document and webpage, making it a large presence. We cannot tell faculty they must add this to their syllabi, but we can certainly encourage it. Dr. Balter Reitz also suggested that this could be added to the login page for D2L. While we can encourage faculty to use this statement, instructors have the academic freedom to do what they want in their classroom, including the online classroom, so we can't add the statement to each and every D2L class shell. However,

adding it to the D2L login page will mean everyone sees it. It was suggested we go to department meetings and encourage faculty to make use of the document. It was further suggested that a discussion of civility and freedom of expression should take place at each orientation, and the statement should be added to the student handbook. It was noted that this is a good start in making our students feel safe, especially LGBTQ students.

It was noted that this is not just an expectation of our students, but of our faculty as well. We need to make it clear that this is an expectation for all. This could be posted along with our diversity statement, which we may not have.

It was suggested that we should share the document with the service excellence group, headed by Trudy Collins and Kathy Kotecki, as well as the Staff Senate and the student government.

Beyond this, we also need to give our students guidance on what to do when people are not civil!

D. Field Trips & Excused Absences

It was noted that we have no written policy about excused absences from class. Recently, a student was forced to choose between a field trip and losing attendance points in another class which time conflicted with the trip. We excuse our student athletes, and we excuse our student government members to attend BOR meetings. Do we need to define an excused absence?

Joe Oravec, Vice Chancellor for Student Affairs, noted that when students experience emergencies such as being hospitalized, they do notify instructors. However, they take care to emphasize to the student that it is the student's responsibility to follow up with instructors for the work missed. They are not *excused* by Student Affairs, but Student Affairs will communicate for students.

It was noted that any policy will have to be carefully written. It was suggested that, like some other universities, we could have a day once a week, perhaps Friday, that is reserved for things like field trips.

The meeting adjourned at 4:52 p.m.
rjrm

Program Overview

The proposed degree program is unique in the sense that it is proposed in consortium model that would permit the program to be a single cohort, two campus program within the MUS, wherein the Consortium would be the accredited entity and the two collaborating institutions, UM-Missoula and MSU-Billings would be granted authority to award degrees to the students who enroll in their campus of choice.

The program is essential to the family of programs identified with the University of Montana Health & Medicine Initiative (UMHM) at UM-Missoula and the College of Allied Health Professions at MSU Billings. Within UM-Missoula, the master of science in OT degree will have an academic home in a newly proposed Department of Occupational Therapy. The College of Health Professions & Biomedical Sciences at UM-Missoula is the academic unit for the Schools of Pharmacy, Physical Therapy & Rehabilitation Science, Public & Community Health Sciences, and Social Work. The proposed Department of Occupational Therapy would be incorporated into the School of Physical & Rehabilitation Science at UM-Missoula and complement the mission of the College and School to improve the health and quality of life for citizens of Montana and the nation. Additionally, the College has an emphasis on interprofessional training, and encourages interaction with colleagues from other disciplines, both within the College and the University, with whom they will practice when they enter their respective professions.

At MSU-Billings, the program would be housed within the College of Allied Health Professions, Department of Health Care Services. The mission of the College of Allied Health Professions is to prepare allied health professionals for their chosen field, and to meet the needs of society through education, discovery and service. Students matriculating at MSU-Billings would be engaged with interprofessional education that is currently embedded in the College through the Health Administration Program and the Athletic Training Program.

Faculty housed at UM-Missoula and MSU Billings would provide live video streaming for shared course content between the two campuses. Students also have opportunities to participate in research projects with faculty. Occupational therapy will provide additional opportunities for clinical and research collaboration. Occupational therapy's unique emphasis on both physical and mental disabilities affords collaborative opportunities with many other health professions. A graduate occupational therapy program is consistent with the both Universities' aim to provide graduate studies and professional training.

Occupational therapists work side by side in many settings with physical therapists and speech language pathologists, which are two graduate programs already offered at UM-Missoula. At MSU Billings, the graduate program in Clinical Rehabilitation and Mental Health Counseling aligns with the practice of occupational therapy. Adding occupational therapy supports the both university missions to maintain an interdisciplinary emphasis.

Additionally, occupational therapy faculty will engage in applied research and provide clinical services with their students and others at the universities, benefiting the local and global community.

Program Details

- A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.

The curriculum proposed for the proposed Master of Science in Occupational Therapy is largely driven by accreditation requirements that mandate minimum standards (American Occupational Therapy Association). Several of the courses will be taught interprofessionally with other existing programs, achieving that objective while creating faculty efficiencies. Newly hired Occupational Therapy faculty, upon approval of the proposed degree program, will develop individual course syllabi. Admission of students will not occur until the fall of 2018.

Anticipated Sequence of Classes

Fall Year 1		15 Credits
PT/OT 510	Applied Clinical Anatomy	5
OT 503	Professional Skills I: Practice Skills & Ethics	2
OT 521	Evaluation and Assessment of Occupational Participation	2
OT 560	Occupational Therapy Theory & Evidence Based Practice	3
PT/OT 520	Development Through the Life Span	3

Spring Year 1		15 Credits
PT/OT 536	Applied Neuroscience & Neurology	5
OT 504	Professional Skills II: Communication & Interpersonal Interaction with Clients	2
OT 552	Infant & Childhood Occupations and Therapeutic Interventions	4
OT 555	Level 1 Fieldwork: Infants & Children	1
OT 561	Research Methods	3

Fall Year 2		14 Credits
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OT 570	Occupational Performance & Mental Health	4
OT 505	Professional Skills III: Organization & Management in Occupational Therapy	2
OT 553	Adolescent & Young Adult Occupations and Therapeutic Interventions	4
OT 556	Level 1 Fieldwork: Adolescents & Young Adults	1
OT 562	Data Collection & Analysis	3

Spring Year 2		14 Credits
OT 526	Leadership & Management	4
OT 506	Professional Skills IV Community Based Occupational Therapy Practice:	2
OT 554	Adult & Elder Occupations and Therapeutic Interventions	4
OT 557	Level 1 Fieldwork: Adults & Elders	1
OT 563	Scientific Writing for Publication	3

Level II Fieldwork Courses		12 Credits
OT 587	Clinical Fieldwork Level II A	6
OT 589	Clinical Fieldwork Level II B	6

Total (not including electives)		70 Credits
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Course Descriptions

OT 503 – Professional Skills I: Practice Skills & Ethics

An introduction to occupational therapy and its relationship to the health care system. Topics include introduction to OT as a profession, medical terminology, medical records, teaching & learning, ethics, laws and professional issues in occupational therapy.

OT 504 – Professional Skills II: Communication & Interpersonal Interaction with Clients

Principles of communication in working with clients needing occupational therapy rehabilitation. Emphasis will be placed on clinical reasoning as it relates to group processes, cultural competency and individual experiences of persons with disability.

OT 505 – Professional Skills III: Organization & Management in Occupational Therapy Practice

Application of organization and management principles and practices in both traditional and innovative occupational therapy practice settings. Knowledge of the external and internal

forces acting on the health, education, and social service systems, in which occupational therapists typically work, provides the foundation for developing skills as a team member, collaborator, supervisor, manager, entrepreneur, or advocate for occupational therapy services. Students gain knowledge, skills, and attitudes necessary for effective management and supervision, for attending to fiduciary responsibilities, and for addressing legal and ethical concerns.

OT 506 – Professional Skills IV: Community Based Occupational Therapy Practice

Occupations involve active participation in culturally-relevant and meaningful activities throughout the life span. This course engages students in the exploration of the concepts of occupational alienation, deprivation, marginalization and imbalance. During the semester, students develop an understanding of these concepts and their relationship to achieving occupational justice for diverse populations.

OT 510 – Applied Clinical Anatomy

Anatomy of the neuromusculoskeletal system and body cavities in relation to movement and function with clinical correlates.

OT 520 – Development Through the Lifespan

Presentation of changes in adults as they progress through the lifespan. Includes the functional changes associated with aging, assessing occupational performance and interpretation of functional outcome measures.

OT 521 - Evaluation and Assessment of Occupational Participation

An overview of skills required for the assessment of occupational participation in a variety of contexts, ages, and populations. Students learn to critically evaluate: 1) assessment tools and evaluation methods based on evidence from research, current models of practice, and clinical utility, and 2) multi-dimensional demands of activities and occupations, client factors and process skills related to occupational performance, and the role of environmental context in the occupational analysis process.

OT 526 – Leadership & Management

Practice management and operations explored with emphasis on strategic planning, human resource management, regulatory compliance/risk management, quality improvement and coding payment.

OT 536 – Applied Neuroscience & Neurology

Anatomy of the head and neck with emphasis on the motor and sensory systems under normal and altered conditions. Review of clinical interventions and applications to occupational therapy.

OT 552 – Infant & Childhood Occupation & Therapeutic Intervention

This course will describe the foundations of pediatric occupational therapy practice including theory and core concepts; models of practice and service delivery; the assessment and treatment process; and alterations in performance components, skills, and participation for children with various disabilities. Using multiple case studies, students will engage in diagnostic reasoning and evaluation, research disability trajectories and occupational participation, and create appropriate goals and treatment plans.

OT 553 – Adolescent & Young Adult Occupations & Therapeutic Interventions

During this course, students will enhance their knowledge of typical adolescent/young adult development and learn to recognize signs or symptoms of occupational dysfunction. Students will develop skill in designing occupational therapy interventions appropriate for specific conditions associated with this age group.

OT 554 - Middle & Late Adulthood Occupations & Therapeutic Interventions

Knowledge of typical occupational roles for mid- and later life will provide a foundation for understanding the physical, psychosocial, temporal and environmental conditions that may impede occupational participation. Students will develop skills in occupational therapy assessment and intervention for conditions commonly associated with the aging process.

OT 555 – Level I Fieldwork: Infants & Children

This course provides occupational therapy students with a clinical experience in the use of therapeutic intervention to facilitate participation of children with disabilities and their families in everyday occupations within their community. In this clerkship students are expected to apply appropriate theory and principles to assessment and intervention, to conduct standardized assessment and observations according to appropriate guidelines, to collaborate and consult with stakeholders, to design and implement a therapeutic intervention, and to document and evaluate the effectiveness of an intervention.

OT 556 – Level I Fieldwork: Adolescent & Young Adults

This course provides occupational therapy students with a clinical experience involving occupational therapy practice with adolescents and young adults. In this Level-I experience, students are expected to apply appropriate theory and principles to assessment and the planning and carrying out of occupational therapy interventions with adolescents and young adults with disabilities.

OT 557 – Level I Fieldwork: Adults & Elders

This course provides occupational therapy students with a clinical experience involving occupational therapy practice with adults thirty-five years old and up. In this Level-I experience, students are expected to apply appropriate theory and principles to assessment and the planning and carrying out of occupational therapy interventions with adults with disabilities.

OT 560 – Occupational Therapy Theory and Evidence-Based Practice

This course is designed to inform students regarding the role and creation of practiced-based evidence in occupational therapy. The course covers the concepts, methods, and strategies related to evidence-based practice. The goal of the course is to support students in the development of critical reading and writing skills with particular relevance to understanding human occupation and the practice of occupational therapy through scientific inquiry. This course is the first in the sequence leading to the development of a proposal and completion of a research project.

OT 561 – Research Methods

This course is the second in the four course Scientific Inquiry sequence supporting the Evidence Based Practice Strand of the OT curriculum. This and other courses are designed to support the development and use of evidence in occupational therapy practice. This course provides an overview of research and evaluation procedures that have particular relevance to

understanding human occupation and the practice of occupational therapy through scientific inquiry.

OT 562 – Data Collection & Analysis

This course supports the development of a research proposal and the skills needed to implement a research project. This course builds on the skills developed through pre-requisite coursework as well as courses completed in the first year of the MSOT program (OT 671, OT 672 & OT 621). Through a series of lectures, small group discussions and lab activities students are guided through the development of a research proposal and analysis of data.

OT 563 – Scientific Writing for Publication

In this course students complete the collection and analysis of their data as well as the development of a final paper and poster presentations of their study findings. The skills addressed in this course include data entry and management, data analysis and preparation of tables and figures and the integration of the findings with existing literature. The emphasis on scientific writing and presentation emphasizes the importance of contribution to the OT literature and continuing education programs.

OT 570 – Occupational Performance & Mental Health

Psychological responses to illness, disability and functional limitations to include patient motivation, patient/professional interaction, and treatment of persons with chronic pain.

OT 587 – Clinical Fieldwork Level II A

This course is a twelve-week supervised practical application of occupational therapy in an approved practice setting. The student is required to complete a minimum of 24 weeks full-time in order to pass fieldwork and be eligible to take the certification examination. The student begins fieldwork after all academic coursework has been successfully completed.

OT 589 – Clinical Fieldwork Level II B

This course is a twelve-week supervised practical application of occupational therapy in an approved practice setting. The student is required to complete a minimum of 24 weeks full-time in order to pass fieldwork and be eligible to take the certification examination. The student begins fieldwork after all academic coursework has been successfully completed.

RECOMMENDATION

UNIVERSITY
BUDGET
COMMITTEE

BIENNIAL, STRATEGIC,
AND LONG TERM
BUDGETING

CO-CHAIRS
TO BE
SELECTED

ACADEMIC
SENATE (2)

FACULTY
ASSOCIATION (2)

MTYCFA (2)

DEANS AND
LIBRARY (6)

ASMSUB (1)

EXTENDED
CAMPUS (1)

PROVOST (1)

VC FOR
ADMINISTRATION
SERVICES (1)

VC FOR STUDENT
AFFAIRS (1)

ALUMNI (1)

STAFF SENATE
(1)

ENROLLMENT
SERVICES (1)

FOUNDATION (1)

ATHLETICS (1)

CIO (1)

ACADEMIC
SENATE
BUDGET
COMMITTEE

SUPPORT STAFF
BUDGET,
FINANCE, IR, CC
ADMINISTRATIVE
DIRECTOR, SA
BUSINESS MGR,
AND UR (6)

CHANCELLOR

OPERATIONAL
BUDGETING

EBC

CHANCELLOR

PROVOST

BUDGET

VC FOR
ADMINISTRATIVE
SERVICES

FINANCE

VC FOR STUDENT
AFFAIRS

CIO/IR

ACADEMIC SENATE
CHAIR

ATHLETIC DIRECTOR

DIRECTOR OF
UNIVERSITY
RELATIONS

MSU BILLINGS

BUDGET PROCESS AND
ORGANIZATIONAL CHART
1/2016



Freedom of Expression and Civility



MSU Billings affirms a dual responsibility to protect the rights of individuals to hold and impart opinions while simultaneously ensuring a safe environment for all students regardless of gender, race/ethnicity, citizenship status, sexual orientation, age, religion, military veteran status, disability, and/or political philosophy.

We support and encourage diverse points of view. We expect our community to engage in debates concerning issues facing our country, state, and university. We expect active discussions of ideas that challenge perspectives and ways of thinking. And, we expect such discussions will expose disagreements.

However, we call for civility in all conversations. This call demands that expressions of disagreements focus on ideas and that they not take the form of personal attacks or intimidation. Abusive and intimidating language targeting any person based on the above categories creates an environment that stifles the free expression of ideas and critical thinking.

We commit ourselves to practices that respect the rights of everyone:

Support the Exchange of Ideas

Support *a//* Individuals in their Growth

Resist Efforts that Demean or Intimidate

Assure Everyone's Dignity