BOARD OF SUPERVISORS
FOR THE UNIVERSITY OF LOUISIANA SYSTEM
NOTICE OF MEETING AND AGENDA
10:00 a.m., Monday, June 18, 2012**
Southeastern Louisiana University School of Nursing
4849 Essen Lane
Baton Rouge, Louisiana

A. Call to Order

B. Roll Call

C. Invocation

D. Administering the Oath of Office to Mr. William T. Dearmon, Student Board Member.

E. Approval of April 24, 2012 Meeting Minutes

F. REPORT OF ACADEMIC AND STUDENT AFFAIRS COMMITTEE

1. Northwestern State University’s request for approval of a Proposal to offer a Post Baccalaureate Certificate (PBC) in English as a Second Language.

2. University of Louisiana at Lafayette’s request for approval to rename the Department of Kinesiology to the School of Kinesiology.

3. University of Louisiana at Lafayette’s request for approval of a Proposal for a Master of Science degree program in Criminal Justice.

4. University of Louisiana at Lafayette’s request for approval of a Proposal for a Master of Science degree program in Kinesiology.

** Executive Session, pursuant to R.S. 42:6.1, may be required.
Persons wishing to make public comment on any item on the agenda should complete a Public Comment Card and register with the Assistant to the Board.
5. University of Louisiana at Monroe’s request for approval of a Proposal for a Post Baccalaureate Certificate (PBC) in Accounting.

6. University of Louisiana at Monroe’s request for approval of a Proposal for a Post Baccalaureate Certificate (PBC) in Occupational Health, Safety and Toxicology.

7. University of Louisiana at Monroe’s request for approval of a Letter of Intent for a Bachelor of Sciences in Pharmaceutical Sciences.

8. University of Louisiana at Monroe’s request for approval to name the School of Nursing the Kitty DeGree School of Nursing in honor of Mrs. Kitty DeGree.

9. University of New Orleans’ request for approval of its (a) Policy on Hazing and (b) Grievance Procedures for Faculty and Staff.

10. Other Business

G. REPORT OF ATHLETIC COMMITTEE

1. University of New Orleans’ request for approval of a contractual agreement with Mr. Derek Morel, Director of Intercollegiate Athletics, effective July 1, 2012.

2. University of Louisiana System’s report of significant athletic activities for the period of April 7 to May 31, 2012.

3. Other Business

H. REPORT OF AUDIT COMMITTEE

1. University of Louisiana System’s request for approval of System Universities’ Fiscal Year 2012-13 Internal Audit Plans.


3. Other Business

I. REPORT OF FACILITIES PLANNING COMMITTEE

1. Louisiana Tech University’s request for approval to demolish nine buildings.

2. Louisiana Tech University’s request for approval to name two galleries in the F. Jay Taylor Visual Arts Center in memory of Professors Elizabeth Bethea and Mary Moffett.
3. **Louisiana Tech University**’s request to name the Memorial Gymnasium the *Scotty Robertson Memorial Gymnasium* in memory of Mr. Scotty Robertson and to name the refurbished gymnasium floor the *Scotty Robertson Court*.

4. **Louisiana Tech University**’s request for approval to name the weight room in Lambright Sports and Wellness Center the *Billy Jack Talton Fitness Room* in honor of Dr. Billy Jack Talton.

5. **McNeese State University**’s request for approval to demolish the Pine Haven Married Student Housing Complex.

6. **Nicholls State University**’s request for approval to name the gymnasium in the Harold J. Callais Memorial Recreation Center the *Michael A. Childs Gymnasium* in memory of Michael A. Childs.

7. **University of Louisiana at Lafayette**’s request for approval to enter into an Act of Exchange with the City of Lafayette regarding a portion of the approximate 99-acre tract commonly known as the Horse Farm.

8. **University of Louisiana System**’s report on 2012 Regular Legislative Session, Act 236 to transfer certain state property in Lincoln Parish to Grambling State University and Louisiana Tech University.

9. Other Business

J. **REPORT OF FINANCE COMMITTEE**

1. **Louisiana Tech University**’s request for approval to refund Series 2002 Bonds.

2. **Louisiana Tech University**’s request for approval of its 2012-13 Undergraduate and Graduate Mandatory Attendance Fees.

3. **Nicholls State University**’s request for approval to convert the John Brady Endowed Chair in Computer Science to two endowed professorships: (1) the John Brady, Sr. and Pat Brady Endowed Professorship in Business and (2) the John Brady, Sr. and John Brady, Jr. Endowed Professorship in Biological Sciences.

4. **Southeastern Louisiana University**’s request for approval of documentation with respect to refunding the 2001 lease revenue obligations issued in connection with an Energy Services Agreement with Honeywell International Inc., as successor in interest to Sempra Energy Services Company.

5. **University of Louisiana at Lafayette**’s request for approval to refund the Lafayette Public Trust Financing Authority Revenue Bonds Series 2002.

6. **University of Louisiana at Monroe**’s request for approval to establish an LEQSF (8g) Endowed Professorship as follows: The John and Rosemary Luffey Professional In-Residence Endowed Professorship.
7. University of New Orleans’ request for approval of an Affiliation Agreement between the University of New Orleans and the University of New Orleans Foundation.

8. University of New Orleans’ request for approval of a Funds Management Agreement between the University of New Orleans and the University of New Orleans Foundation.

9. University of New Orleans’ request for approval of an Affiliation Agreement between the University of New Orleans and the University of New Orleans Research and Technology Foundation.

10. University of New Orleans’s request for approval of its revised Scholarships and Fee Exemptions for the 2012-13 academic year.

11. University of New Orleans’ request for approval to refund 1998 bonds for the University of New Orleans Wellness Center.

12. University of Louisiana System’s request for approval of payments made by nonprofit organizations to employees of the University of Louisiana System during Fiscal Year 2011 in accordance with provision of Louisiana Revised Statute (R.S.) 17:3390(F).

13. University of Louisiana System’s request for approval of a proposed revision to Chapter IV. Finance and Business, Section V. Student Fees, I. Vehicle Registration Fee.

14. University of Louisiana System’s discussion of Fiscal Year 2011-12 third quarter financial reports and ongoing assurances.

15. Other Business

K. REPORT OF PERSONNEL COMMITTEE

1. Grambling State University’s request for approval to continue the appointment of Dr. Kenoye Eke as Interim Vice President for Advancement, effective July 1, 2012.

2. Grambling State University’s request for approval to continue the appointment of Dr. Rama Tunuguntla as Interim Dean of Professional Studies, effective July 1, 2012.

3. Grambling State University’s request for approval to continue the appointment of Dr. Evelyn Wynn as Interim Dean of the College of Arts and Sciences, effective July 1, 2012.

4. Louisiana Tech University’s request for approval to reorganize its leadership structure.

5. Nicholls State University’s request for approval to appoint Dr. Leslie Jones as Dean of the College of Education, effective July 1, 2012.

6. University of Louisiana at Monroe’s request for approval to appoint Dr. Eric Pani as Vice President for Academic Affairs, effective July 1, 2012.
7. **University of New Orleans’** request for approval to appoint Dr. Brett Kemker as Vice President for Student Affairs and Enrollment Management, effective July 1, 2012.

8. **University of New Orleans’** request for approval to appoint Mr. Kevin McLin as Vice President for Communications, Marketing and Public Relations, effective July 1, 2012.

9. Other Business

L. **REPORT OF LEGISLATION COMMITTEE**

1. Recap of the 2012 Regular Session of the Legislature

2. Other Business

M. **SYSTEM PRESIDENT’S BUSINESS**

1. Personnel Actions

2. System President’s Report

3. Other Business

N. **BOARD CHAIR’S BUSINESS**

1. Board Chair’s Report

2. Other Business

O. Other Business

P. Adjournment
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 18, 2012

Item F.1. Northwestern State University’s request for approval of a Proposal for a Post Baccalaureate Certificate (PBC) in English as a Second Language.

EXECUTIVE SUMMARY

Northwestern State University requests approval to establish a Post Baccalaureate Certificate (PBC) in English as a Second Language (ESL). The proposed program is an add-on certification program that will consist of 15 credit hours. Program completers will be awarded a post-baccalaureate certificate (PBC) by Northwestern and certified in ESL by the Louisiana Department of Education.

Louisiana is host to a growing number of English language learners. Northwestern regularly receives requests from certified teachers who are placed in ESL classrooms without adequate preparation. In response to this need, Northwestern has developed courses that will prepare teachers to work with non-native speakers. Teachers who complete the proposed certificate program will be able to implement effective instructional and assessment strategies that will support English language learners.

Coursework leading to the add-on certification in ESL will be offered via the Internet, thereby adding convenience for teachers employed full-time. Based on the growing need for English as a Second Language, the expected enrollment is approximately 20-25 students per year.

Existing resources (facilities, faculty, and library holdings) will be used to support the proposed program. No additional funds will be needed to initiate or maintain the PBC in English as a Second Language as courses are currently offered on a regular basis.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System does hereby approve Northwestern State University’s request for a Proposal to establish a Post Baccalaureate Certificate (PBC) in English as a Second Language.
June 1, 2012

Dr. Randy Moffett, President
University of Louisiana System
1201 North Third Street, 7-300
Baton Rouge, LA 70802

Re: Post-Baccalaureate Certificate for English as a Second Language

Dear Dr. Moffett:

Northwestern State University is submitting the attached Post-Baccalaureate Certificate for English as a Second Language item to be placed on the agenda for approval at the June 2012 Board Meeting.

Thank you for your consideration.

Sincerely,

[Signature]

Randall J. Webb
President

RJW/pc

Attachment
A. Background Information

Consistent with the goals and purposes of statewide teacher education reform and redesign, the Board of Regents recognizes the development and implementation of new post-degree curricular structures intended to further educate already degreed individuals who wish to become certified as new teachers and/or earn additional teacher or educational leader certifications/endorsements. These guidelines are intended to provide a program mechanism which appropriately recognizes both the availability of these innovative curricular paths and to award individuals who have successfully completed such studies with an academic credential above and beyond previous degree attainment.

B. Terminology

For the purposes of these guidelines, the following definitions shall apply:

1. A “Post-Baccalaureate Certificate (PBC)” refers to a program of studies restricted to students who have already earned baccalaureate degrees. The program of studies shall consist of at least 15 credit hours of additional coursework, leading to the attainment of an initial teacher education credential, educational leadership credential, and/or additional teacher or leader certifications/endorsements.

2. A “Post-Masters Certificate (PMC)” refers to a program of studies restricted to certified teachers who have already earned a masters degree. This program of studies shall consist of at least 15 hours of additional coursework, leading to the attainment of an initial teacher education credential, educational leadership credential, and/or additional teacher or leader certifications/endorsements.

3. “Credentialing agency” means the state agency (e.g., Board of Elementary and Secondary Education/State Department of Education) that awards official credentials/licenses/endorsements after demonstration by an individual who has successfully completed licensing/credentialing/endorsement requirements.

C. Eligibility

All public colleges/universities which offer state approved (i.e., Board of Regents and Board of Elementary and Secondary Education) degreed or non-degreed programs of study which meet content definitions given above are eligible to have programs recognized as post-degree certificate programs within the Board of Regents’ Curriculum Inventory. The Regents requires all public colleges and universities to register all such programs.
D. Coursework

At least fifteen (15) credit hours for the approved Post-Baccalaureate Academic Certificate and Post-Masters Academic Certificate must be taken at the granting university. The program of study may contain all undergraduate courses, all graduate courses, or a combination of undergraduate and graduate courses. The program of study must meet state certification/endorsement requirements.

E. Procedures to Register Post-Degree Certificate Programs

1. As an existing program of study, a formal proposal for a new program is not required. If however, a new alternate teacher preparation program or new educational leadership program not previously approved by the Board of Regents and Board of Elementary and Secondary Education is being proposed, then a separate review process is mandated. Please contact Academic and Student Affairs within the Louisiana Board of Regents for more information regarding this matter.

2. To apply for designation as a state approved post-degree program of study, please complete the attached Application for Board of Regents Certificate Designation of Post-Degree Teacher and Educational Leader Certification/Endorsement Programs. A separate and distinct application should be filed for each program of study. As an example, a separate form must be submitted for a Post-Baccalaureate Academic Program for the Practitioner Teacher Program for Grades 1-5. A separate form must be submitted for a Post-Baccalaureate Academic Program for the Practitioner Teacher Program for Grades 4-8.

3. Upon completion of form informational requirements, appropriate campus and system signatures must be obtained.

4. The completed/signed form(s) should be sent to:

Division of Academic and Student Affairs
Louisiana Board of Regents
1201 N. Third Street
Suite 6-200
Baton Rouge, LA 70821

Once processing is completed, the affected campus/system shall be informed of Regents action.
Application for Board of Regents Certificate Designation of Post-Degree Teacher and Educational Leader Certification/Endorsement Programs

Name of University: Northwestern State University of Louisiana

Directions: Please identify the type of program seeking degree designation, the name of the program, and the type of credential that will be attained upon completion of the program.

### POST-BACCALAUREATE ACADEMIC PROGRAM

<table>
<thead>
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<th>Proposed Program (Please check)</th>
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<th>Type of Credential</th>
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<tr>
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<td>Practitioner Teacher Program (Grade Span &amp; Content Areas: )</td>
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<tr>
<td></td>
<td>Certification-Only Alternate Path Program (Grade Span and Content Area(s): )</td>
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<td>Add-on Certification Program (Grade Span and Content Area):</td>
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<td>English as a Second Language</td>
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<td>Type of Credential</td>
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<td>English as a Second Language (ESL)</td>
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### POST-MASTERS ACADEMIC PROGRAM

<table>
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<th>Name of Program</th>
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<tr>
<td></td>
<td>Alternate Educational Leadership Program</td>
<td>Level 1 Educational Leader License</td>
</tr>
<tr>
<td></td>
<td>School Turnaround Specialist Program</td>
<td>School Turnaround Specialist Endorsement added to Level 2 Educational Leader License</td>
</tr>
</tbody>
</table>

Directions: Please list the course prefixes, numbers, titles, and credit hours that have been approved by the university for the program cited above.

<table>
<thead>
<tr>
<th>Course Prefixes and Numbers</th>
<th>Course Titles</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ENGL 5240 or EDCI 5240</td>
<td>Principles of Second Language Learning and Second Language Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5060</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6640</td>
<td>Syntactical theories</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 5130</td>
<td>Teaching Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>5000/6000 level ENGL/EDCI/EDUC elective</td>
<td>Course selected by advisor</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>15</td>
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</tbody>
</table>
Note: All programs must have a minimum of 15 credit hours and result in a state license/credential/endorsement/certification.

APPROVAL:

I certify that the university has addressed all requirements of the credentialing agency for the identified credential and that the university currently possesses the necessary faculty, staff, resources, and facilities to deliver the program.

[Signature]

Campus Head (or designee) 5/23/2012

System Head (or designee) Date

Board of Regents Designee Date

Credentialing Agency Designee Date
Justification for Add-On Certification Program

English as a Second Language

Northwestern State University of Louisiana

Northwestern State University of Louisiana (NSULA) is requesting approval to offer courses that lead to the English as a Second Language (ESL) endorsement. The add-on program will consist of 15 credit hours of graduate coursework and will be restricted to those who have attained an initial teacher education credential. Program completers will be awarded a post-baccalaureate certificate (PBC) by NSULA and certified in ESL by the Louisiana Department of Education.

Louisiana is host to a growing number of English language learners. NSULA regularly receives requests from certified teachers who are placed in ESL classrooms without adequate preparation. In response to the population growth of limited English speaking students in Louisiana, who are subject to Louisiana’s Accountability System, NSULA has developed courses that will prepare teachers to work with these underserved students. The courses were collaboratively developed involving faculty members from NSULA College of Education and Human Development and Language and Communication, and also ESL certified teachers in Rapides Parish. Teachers who complete this program will be able to implement effective instructional and assessment strategies that will support English language learners.

All NSULA coursework leading to the add-on certification in ESL will be offered via the Internet. Students may complete the program without visiting the campus for face-to-face classes, thereby adding convenience for teachers employed full-time and working in all parts of the State. The instructional design format for all courses will be centered on the Moodle management system, which promotes faculty-student interaction, student-content interaction, and student-student interaction. Distance learning technologies (e.g., podcasting, video, WebEx) will be appropriately embedded in the courses.
Item F.2. University of Louisiana at Lafayette’s request for approval to rename the Department of Kinesiology to the School of Kinesiology.

EXECUTIVE SUMMARY

University of Louisiana at Lafayette requests approval to rename the “Department of Kinesiology” to “School of Kinesiology” within the College of Education (COE). Currently, the College of Education encompasses a total of three departments: Educational Curriculum and Instruction, Educational Foundations and Leadership, and Kinesiology.

The term “College of Education” appropriately represents in its title both Educational Curriculum and Instruction and Educational Foundations and Leadership. However, four of the five areas within Kinesiology are not reflected in that term. By becoming a “School of Kinesiology” the University’s faculty believes that the program will be clearly distinguished as a principal division without compromising the mission and identity of the college. Nationally, from 2003-2008, there was a 50% growth in the number of undergraduate kinesiology majors, making kinesiology one of the most rapidly growing majors in the United States. In keeping with this national trend, institutions such as Louisiana State University have transitioned from “Department of Kinesiology” to “School of Kinesiology.”

In 1998, the Kinesiology Department’s name was changed from the “Department of Health, Physical Education and Recreation” to the “Department of Kinesiology” and since that time the size and scope of the Kinesiology program has significantly expanded. In addition to a nationally recognized teacher preparation program, the department offers programs that are not directly related to teaching such as Athletic Training, Exercise Science, Health Promotion and Wellness and Sports Management. In Fall 2011, Kinesiology majors totaled 1,039, a 57% increase since Fall 2006. Graduates in 2011-12 numbered 115, a 92% increase from 2006-07. Thus, it is maintained that the programs housed within Kinesiology would be better represented and easier to differentiate from teaching-related programs as a “School of Kinesiology,” while remaining under the COE umbrella. The Department of Kinesiology is unanimous in its support of the proposed name change.

If approved, the name change would be implemented immediately with a six-month transition timeline. At that time, University publications would be updated to reflect this change. The proposed change would have a budgetary impact of $2,000 per year due to the increase in the director’s stipend.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette's request for approval to rename the Department of Kinesiology to the School of Kinesiology.
May 30, 2012

Dr. Randy Moffett  
President  
University of Louisiana System  
1201 North Third Street, Suite 7-300  
Baton Rouge, LA  70802  

Dear Dr. Moffett:

This is to request approval to change the "Department of Kinesiology" to the "School of Kinesiology" within the College of Education at the University of Louisiana at Lafayette.

Please place this item on the agenda for approval at the June 2012 meeting of the Board of Supervisors.

Sincerely,

[Signature]

E. Joseph Savoie  
President

Attachment
May 2, 2012

TO: Dr. E. Joseph Savoie, President
University of Louisiana at Lafayette

THROUGH: Dr. Carolyn Bruder
Interim Vice President of Academic Affairs

THROUGH: Dr. Gerald Carlson, Dean
College of Education

FROM: Dr. Charity Bryan, Department Head
Department of Kinesiology

RE: Proposed Name Change to “School of Kinesiology”

EXECUTIVE SUMMARY

REQUEST:
This is an official request for permission to transition from a “Department of Kinesiology” to a “School of Kinesiology” within the College of Education (COE).

RATIONALE:
Currently, the COE at the University of Louisiana at Lafayette encompasses a total of three departments: Educational Curriculum and Instruction, Educational Foundations and Leadership, and Kinesiology. The term “College of Education” appropriately represents in its title both Educational Curriculum and Instruction and Educational Foundations and Leadership. However, four of the five areas within Kinesiology (Athletic Training, Exercise Science, Health Promotion and Wellness, Sports Management) are NOT reflected in that term. By becoming a “School of Kinesiology” our faculty believes we can more clearly distinguish our program as a principal division within without compromising the mission and identity of the college.

BUDGETARY IMPLICATIONS:
A change in name from “Department of Kinesiology” to “School of Kinesiology” would not have a budgetary impact. Changes would involve updating our website, a change of title in the directory and on stationery, all of which would require no significant monetary commitment.
FULL PROPOSAL

Background Information:

In 1998, the Kinesiology Department, with support of the COE, changed their name from the “Department of Health, Physical Education and Recreation to the “Department of Kinesiology.” This move was reflective of other national trends to broaden the scope and name of departments who were providing more diverse areas of study. However, the size and scope of our program has expanded beyond expectations. A “School of Kinesiology” within the COE would help to differentiate between pedagogical and non-pedagogical academic career paths and advance the work and scholarship of Kinesiology faculty and students.

The Department of Kinesiology, as of fall 2011, has 1,039 declared majors. In a study by Boone (2000), a total of 62 institutions of higher education were surveyed to determine the names of the schools, colleges and departments which housed Kinesiology. Of the 62 institutions, there were 30 different schools, colleges and departmental names offering nine different academic degrees. This type of inconsistency in both name and placement of Kinesiology departments has been confusing to our constituency, and to our stakeholders in the community. It has been reported, on at least one occasion, of potential Kinesiology students who almost left a COE Preview Day because of confusion regarding attending a “College of Education” event, when they were interested in pursuing Kinesiology.

While the Kinesiology department maintains a nationally recognized teacher preparation program (NASPE/NCATE), our department has diversified to include other areas not directly related to teaching: Athletic Training, Exercise Science, Health Promotion and Wellness, and Sports Management. Our Athletic Training program is accredited through the Commission on Accreditation of Athletic Training Education (CAATE). The Health Promotion and Wellness program was the first fully online program offered at UL Lafayette. In addition, the Kinesiology Department is expecting to add a Master of Science degree in Kinesiology in the next 9-12 months. We believe that the programs housed within Kinesiology would be better represented and more easily to differentiate from teaching related programs as a “School of Kinesiology,” while still remaining under the COE umbrella. The schematic on the following page provides a visual overview of the current organization of the College of Education.
The Department of Kinesiology also offers a separate internship program for all majors except those in Physical Education, who participate in student teaching. All other majors (exercise science, athletic training, health promotion and wellness and sport management) complete a minimum 120 hour clinical internship. Candidates are required to participate in the internship experience (KNES 499; HLTH 499) providing hands-on learning experiences in the clinical settings. The undergraduate internship is the culmination experience for students earning a Bachelor of Science Degree in Kinesiology with a concentration in exercise science, athletic training, health promotion and wellness and/or sports management. The course is designed to provide practical experience in the emphasis areas that meet the student's needs and interests. While most internships are completed locally, students are allowed, with approval, to find sites in other geographical locations. Internship sites include fitness, corporate, hospital based and clinical rehabilitation settings, and community health arena. Sites may also include cardiac rehabilitation, physical and occupational therapy, work hardening, wellness, physical fitness and athletic programs.

Student organizations are another unique aspect of the Department of Kinesiology. Currently, three separate student organizations are housed in Kinesiology and are under the direction of Kinesiology faculty. The Kinesiology Professional Association (KPA) is the original departmental major's club. The KPA holds regular meetings, symposia, and supports student travel to conferences. KPA members also regularly submit research presentations to state, regional and national conventions. The HOSA (Health Occupations Students of America) is another organization within Kinesiology. "HOSA is a student organization whose mission is to promote career opportunities in health care and to enhance the delivery of quality health care to all people" (http://www.hosa.org/). Student members of HOSA are predominantly in the Health Promotion and Wellness concentration. Finally, the Sports Medicine Association (SMA) is for any KNES major who is interested in sports medicine. The SMA participates in community service and Relay for Life. SMA fundraising is used to support student travel to student SEATA (Southeastern Athletic Trainers Association) and upperclassmen to the NATA (National Athletic Training Association) national convention. All three clubs regularly participate in community and professional service and are registered student organizations at UI, Lafayette.
**Rationale:**

Across the nation, from 2003-2008, there was a 50% growth in the number of undergraduate kinesiology majors, and kinesiology is among the most rapidly growing majors in the United States (Wojciechowska, 2010). With this growth and diversified focus from traditional “PE” program to a variety of kinesiology career paths that encompass coursework in sociology, psychology, neurology, biomechanics, exercise physiology, epidemiology, sport management, athletic training and other areas of study that are not oriented toward teacher preparation (Wojciechowska, 2010). Many kinesiology majors pursue allied health careers such as physical therapy, occupational therapy, physician assistant programs, cardiac rehabilitation, and athletic training (Wojciechowska, 2010), all of which are a departure from the traditional “education” programs offered in colleges of education across the country.

In fact, the LSU College of Education has transitioned to the “College of Human Sciences and Education” in which their Department of Kinesiology is now a “School of Kinesiology” (http://coe.ednet.lsu.edu/coe/CollegeRealignment.html).

A “School of Kinesiology” would also enable the incorporation of other potential programs, such as the proposed adult degree completion program, for example. In addition, this transition could well facilitate relationships with other research entities, such as the Picard center or Pennington Biomedical Research Center in Baton Rouge. A “School of Kinesiology” may also be more appealing when writing grants, specifically highly competitive grants such as NIH or Robert Wood Johnson Foundation grants.

**Possible Timeline:**

If approved, the name “School of Kinesiology” could be implemented immediately, with an appropriate transition time of up to six months, during which few, if any, complications should arise from the change. This would provide ample time for updating of websites, phone directories, letterhead, envelopes, etc. As with any change, the transition process will be ongoing until all documents and other relevant items are updated to reflect the new name.

**Conclusion:**

The Department of Kinesiology is unanimous in its support for changing the name of our department to the “School of Kinesiology” in order to better differentiate between majors that are teacher preparation oriented and majors and concentration areas unrelated to teacher preparation. This request, if granted, will not have any deleterious consequences to the COE.

Should you have any questions, please do not hesitate to contact me at 337-482-6282 (work) or 225-241-3883 (cell). Thank you for your time in this matter.
References


Item F.3.  University of Louisiana at Lafayette's request for approval of a Proposal for a Master of Science degree program in Criminal Justice.

EXECUTIVE SUMMARY

University of Louisiana at Lafayette proposes the creation of a Master of Science degree program in Criminal Justice with an emphasis in Juvenile Justice. A related letter of intent was approved by the Board of Supervisors on October 27, 2011 and subsequently by the Board of Regents on January 25, 2012. This interdisciplinary program will provide advanced knowledge, research and managerial skills to prepare graduates for a wide range of criminal justice occupations in the Acadiana region.

Support for the creation of a graduate program in Criminal Justice has been expressed by numerous agency representatives within the Lafayette region. Louisiana has one of the highest violent crime and incarceration rates in the nation; these conditions have resulted in projected increases in criminal justice occupational positions, especially those requiring a master’s degree in criminal justice. These skilled positions are projected to increase at a rate of 16 percent over the ten-year period from 2010 to 2020.

Although there are five universities in Louisiana that offer graduate degrees in criminal justice there are none located in the South-Central region of the state. The proposed MS in Criminal Justice program differs from these existing graduate programs in that it will offer an emphasis in Juvenile Justice. The Cecil J. Picard Center for Child Development and Lifelong Learning, located at the UL Lafayette Research Park, will also offer a unique opportunity to blend its expertise and resources with the proposed degree.

Students pursuing a Master of Science in Criminal Justice may select a thesis or non-thesis track that includes a core curriculum of 6 hours of methods courses, 3 hours of theory, 9 hours in the delinquency emphasis, and 12 hours of electives from outside the department. The 36-hour thesis track will be completed with 6 hours of thesis and the 39-hour non-thesis track with 9 hours of criminal justice electives. All students will be required to pass a comprehensive final exam which will have written and oral components.

The proposed program will draw graduates from the University’s undergraduate programs as well as working professionals in the Acadiana area. The University currently offers an undergraduate Criminal Justice program with more than 300 majors and produces more than 30 graduates each semester. As a recent survey indicated that nearly 50 percent of graduates
would return to pursue a graduate degree in Criminal Justice, enrollment is estimated to commence with 12 students in the program’s inaugural year and grow to 28 students per year by the end of year five. Completers are estimated at eight in year three and ten by the end of year five.

The proposed program will be housed in the Department of Criminal Justice. Existing library holdings and facilities will be sufficient to support the proposed program. The University expects that there will be additional costs associated with this program during its first five years, for the creation of one additional faculty position, two graduate assistantships, and minor increases to supplies, operating expenses, and travel. These costs which total $279,061 over four years are projected to offset by additional tuition revenue of $465,654.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette’s request for a Proposal for a Master of Science degree program in Criminal Justice.
May 30, 2012

Dr. Randy Moffett  
President  
University of Louisiana System  
1201 North Third Street, Suite 7-300  
Baton Rouge, LA 70802

Dear Dr. Moffett:

This is to request approval to offer a new program, the Master of Science Degree in Criminal Justice.

Please place this item on the agenda for consideration at the June, 2012 meeting of the Board of Supervisors.

Sincerely,

[Signature]

E. Joseph Savoie  
President

jl

Attachments
LOUISIANA BOARD OF REGENTS

REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM*

SUBMIT 1 PRINTED COPY AND 1 ELECTRONIC VERSION (EMAIL or DISK)

Name of Institution Submitting Proposal

Specific Degree to be Awarded Upon Completion

Recommended 2010 CIP Taxonomy

Date to be Initiated

Name of Department or Academic Subdivision Responsible for the Program

Name, Rank, and Title of Individual Primarily Responsible for Administering the Program

Date Approved by Governing Board

University of Louisiana at Lafayette

M.S. in Criminal Justice

CIP 430104

Fall 2012

Criminal Justice

Dr. Craig Forsyth, Chair of Criminal Justice, Professor of Sociology

Date Received by Louisiana Board of Regents

Academic Affairs Committee Review

Board Action (Nature of Action)*

Date of Board Action

* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.
1. Description

a. Title, degree/certificate level, description, and objectives of the proposed program.

The University of Louisiana at Lafayette proposes the creation of a Master of Science in Criminal Justice with an emphasis in Juvenile Justice.

This interdisciplinary program is designed to: (1) provide advanced knowledge as well as the research and managerial skills necessary to meet the challenges facing our criminal justice system today; (2) prepare students for a wide range of criminal justice occupations; and (3) serve the Acadiana region by providing the advanced degree needed by area professionals. Although graduates of the program will be thoroughly qualified for careers in management of any component of the criminal justice system, they will be especially prepared for work in juvenile facilities as well as in juvenile prevention and diversion programs. Graduates will also be well suited to positions in private and non-profit crime-related fields, as well as many other positions within our criminal justice system.

b. List and describe the program curriculum (i.e., required courses), in sequence or term by term. Indicate new courses by an asterisk (*). Include any special requirements (internships, comprehensive examination, thesis, dissertation, etc.).

The unique emphasis in Juvenile Justice is currently unavailable within our state. The curriculum is designed to consider an array of theoretical, research and management issues pertinent to the understanding and application of criminal justice research, scholarship, program development and management techniques. Students completing this course of advanced study will be highly versatile within the field of criminal justice, but the curriculum also provides the opportunity for developing more specialized knowledge and skills within the juvenile justice system.

Students pursuing a Master of Science in Criminal Justice may select a thesis or non-thesis track. Both will complete a core curriculum that includes 6 hours of methods courses, 3 hours of theory, 9 hours in the delinquency emphasis and 12 hours of electives in a declared minor from outside the department (for example in communications, history, psychology, education, counseling, or business). The 36-hour thesis track will be completed with 6 hours of thesis and the 39-hour non-thesis track with 9 hours of criminal justice electives. Students will have the option of taking independent research and reading courses. A student who wishes to pursue a Ph.D. will be encouraged to take the thesis track and independent research courses, presenting his/her research at meetings and submitting such manuscripts for publication. All students must pass a comprehensive final exam. Students in the 36-hour thesis track will use the defense of their thesis as a final exam. Thesis students who have completed all course requirements will register for CJUS 600 (Thesis Research). A professional project paper and a written comprehensive examination are required for students in the 39-hour non-thesis track. The paper may be completed for 3 hours of Directed Individual Study CJUS 597 or 598. Non-thesis students, who have completed all course requirements but not the Comprehensive Examination requirement, will register for CJUS 599 (Examinations Only). Comprehensive Exams will be assembled from questions submitted only by professors who have taught the specific student and should only reflect the coursework of the specific student.

The proposed program recognizes the need to incorporate expertise from a variety of disciplines into a coherent advanced program of study within criminal justice. By drawing faculty within established
disciplines and departments at UL Lafayette, the program organizes a constellation of relevant courses to deliver a comprehensive advanced education in Criminal Justice. Although the program will reside within the field of criminal justice, as in other fields of study, an interdisciplinary approach is not only desirable, but is also considered best-practice. This is especially so for the criminal justice system due to the complex nature of crime in modern society which necessitates collaboration between various agencies and the criminal justice system in the hope of obtaining their common goals of prevention and community safety. The same is true for advanced knowledge and skills necessary to effectively and efficiently manage components of the criminal justice system.

Students can enter the program in any semester.

**Required Substantive Courses: 9 hours**

- CJUS 510. Seminar in Juvenile Justice
- CJUS 511. Seminar in Juvenile Offender
- CJUS 512. Child Delinquency

**Required Support Courses: 9 of 12 hours**

- CJUS 561. Advanced Criminological Theory
- CJUS 590. Quantitative Research Methods
- CJUS 591. Qualitative Research Methods or CJUS 592. Legal Research

**Outside department: 12 hours**

Graduate level courses in departments offering graduate degrees.

**Thesis:** 6 hours (CJUS 600)

**Non-Thesis:** 9 hours of CJUS 500 level electives: methods course not taken; CJUS 501, 505; 515, 570.

**Independent Research:** CJUS 597/598.

**Projected CJUS Course Sequence (2 year cycle)**

<table>
<thead>
<tr>
<th></th>
<th><strong>LECTURE/DAY/EVENING</strong></th>
<th><strong>ONLINE/EVENING</strong></th>
<th><strong>THESIS/INDEPENDENT RESEARCH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st YEAR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>CJUS 510; 561</td>
<td>501</td>
<td>597 600</td>
</tr>
<tr>
<td>Spring</td>
<td>CJUS 511; 590</td>
<td>505</td>
<td>597 600</td>
</tr>
<tr>
<td><strong>2nd YEAR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>CJUS 512; 591</td>
<td>515</td>
<td>597 600</td>
</tr>
<tr>
<td>Spring</td>
<td>CJUS 501; 592</td>
<td>570</td>
<td>597 600</td>
</tr>
</tbody>
</table>
Courses

*CJUS 501 Special Topics in Criminal Justice. (3, 0, 3). Contemporary research on specific problems, methods, and practices in criminal justice. Students read and critique published works for weekly discussion with faculty moderators. The student can take the course multiple times under various special topics being offered.

CJUS 505. Seminar in Crime and Justice. (3, 0, 3). Crime control as a national, state, and local political and social issue; the influence of conflicting philosophies, policies and programs in criminal justice.

*CJUS 510. Seminar in Juvenile Justice. (3,0,3). Examination of the various issues and problems in the juvenile justice system. Variety of issues are explored including philosophies and models of juvenile facilities. Discussion of the role of supervision, non-secure and secure custody.

*CJUS 511. Seminar in the Juvenile Offender. (3,0,3). The social construct of and the etiology of juvenile offending. Theoretical perspectives that focus on juveniles; and developments in the areas of race and gender.

*CJUS 512. Child Delinquency. (3,0,3). Focus on the causes and issues surrounding juvenile offenders 12 years of age and younger. Students will examine familial and institution connections associated with child delinquents and their likelihood of becoming adult offenders.

CJUS 515. Seminar in Criminal Justice Administration and Operations. (3, 0, 3). Study of the executive's role in the criminal justice agency, with emphasis on decision-making and organizational dynamics; principles of advanced management techniques, including operations research.

CJUS 561. Advanced Criminological Theory. (3, 0, 3). Focus on selected criminological theories important in historical and contemporary explanations of crime.

*CJUS 570. Seminar in Gender, Race, Crime, and Criminal Justice. (3,0,3). Study of the relationship of gender and race to the criminal justice system. Critique of current systems and their applicability to males, females, and all races and cultures.

*CJUS 590. Quantitative Research Methods. (3,0,3). Methods and techniques of research and research design; conducting and assessing research in the criminal justice agency management environment; translation of research findings to policy; understanding informational systems available.

*CJUS 591. Qualitative Research Methods. (3,0,3). Methods and techniques of qualitative research designs. Gathering, interpreting, and displaying qualitative data.

*CJUS 592. Legal Research. (3,0,3). Methods and techniques of research in the legal system. Designed to prepare students to locate, interpret and disseminate relevant law as well as scholarly legal works.

CJUS 597/CJUS 598. Directed Individual Study. (3,0,3). Integrated reading or research under supervision of faculty member.

*CJUS 599. Examinations only.
*CJUS 600. Thesis Research.*

c. Describe how the proposed program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for a cooperative program, cross-enrollment options, or other manners of sharing/extending resources and access.

Three courses and two Independent Study courses will be offered each semester. We expect to offer both day and evening courses, attracting those already employed in the criminal justice system or related agencies/companies as well as traditional students who come to graduate programs immediately after receiving their undergraduate degrees. Traditional students will be able to graduate within 2 years while those already employed will take an additional year. We anticipate enrollment in the program to be grow to 28 students per year by the end of the 3rd year. Students will be allowed to enter the program at any point. Online courses will be available for students who have successfully completed required methods and theory courses.

d. Furnish documentation of the approval of the proposed program by the institution's Governing Board.

The LOI was approved by the Board of Regents on January 25, 2012.

2. Need

a. Describe how the proposed program fits within the institution’s existing role, scope and mission.

The University has a commitment to graduate education. UL Lafayette’s ability to offer this degree program will directly contribute to the accomplishment of several of the institution’s objectives articulated in its 2009-2014 Strategic Plan related to increasing the number of graduates in high-demand professions and to growing select graduate programs that will be unique and result in significant in-state employment opportunities.

The proposed program supports the mission of the University of Louisiana at Lafayette by advancing the reputation of the University among its peers in the field of criminal justice education. It will promote excellence in graduate education, research, scholarly pursuits, and public service by imparting advanced knowledge of the discipline and related research skills. The theoretical knowledge and research skills obtained in this program will prepare students for scholarly endeavors, which will advance knowledge within the discipline. The practical application of the skills learned in this program will produce efficiency and effectiveness within the juvenile criminal justice systems of our state, thus improving the quality of life among citizens.

The M.S. in Criminal Justice degree program will enhance Louisiana’s educational competitiveness with other states. Adoption of the proposed program will provide students who are attracted to work in Louisiana’s burgeoning criminal justice and related industries with the opportunity to obtain an affordable education in their home state, rather than having to seek a comparable experience out-of-state or in another region of the state.

This degree also strengthens UL Lafayette’s portfolio of academic programs, research centers and community outreach efforts focused on childhood development.
b. Has the proposed program, or a similar one, been offered at the institution previously? (If yes, give reasons for the termination of the earlier program.)

No.

c. List similar programs offered at other institutions (public and private) in Louisiana. If a graduate program is requested, indicate similar programs in neighboring states.

<table>
<thead>
<tr>
<th>SUPPLY AND DEMAND</th>
<th>Market Share—M.S. or M.A. in Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006-07</td>
</tr>
<tr>
<td>Grambling State University</td>
<td></td>
</tr>
<tr>
<td>M.S. — no concentrations</td>
<td>21</td>
</tr>
<tr>
<td>Southern University and A &amp; M College</td>
<td></td>
</tr>
<tr>
<td>M.S with concentrations in Criminal Investigation, Law Enforcement, Corrections, and Public Policy</td>
<td>28</td>
</tr>
<tr>
<td>Southern University at New Orleans</td>
<td></td>
</tr>
<tr>
<td>M.A. with same concentrations as Southern BR</td>
<td></td>
</tr>
<tr>
<td>University of Louisiana Monroe</td>
<td></td>
</tr>
<tr>
<td>M.A. — no concentrations</td>
<td>26</td>
</tr>
<tr>
<td>Loyola University, New Orleans</td>
<td></td>
</tr>
<tr>
<td>M.A. — no declared concentrations</td>
<td>Not available</td>
</tr>
<tr>
<td></td>
<td>85</td>
</tr>
</tbody>
</table>

*From Board of Regents Inventory

There are ten institution of higher learning across the state of Texas offering a masters degree in criminal justice, and collectively graduating about 80 students per year; 3 institutions in Mississippi graduating about 20; and 2 in Arkansas graduating about 10. As is anticipated at UL Lafayette, in each of these neighboring states, the number of graduates fails to meet even local demand for positions such as SOC 33-1012 First-Line Supervisors/Managers of Police and Detectives, SOC 33-3021 Detectives and Criminal Investigators, and 33-9021 Private Detectives and Investigators. Stated another way, this program like others in criminal justice graduate education is intended to serve a regional market in terms of student recruiting and placement. And even after reaching projected enrollments, we anticipate labor demand for graduates will exceed supply here as in neighboring states (SOURCE: Occupational Supply Demand System: http://www.occupysupplydemand.org/OSD_DemandState.aspx?CLUSCODE=2348-12&ST=LA&PathNo=1&sst=0)

d. If similar programs exist in Louisiana, why is an additional program needed? Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.
The proposed program was developed in response to the increasing need for advanced education, knowledge and skills among employees and administrators working within the field of criminal justice and in related industries or agencies within our state and, more specifically, within the region served by the University of Louisiana at Lafayette. Support for the creation of a Master’s program within Criminal Justice at the University of Louisiana at Lafayette has been expressed by numerous agency representatives within our region, including, but not limited to: Louisiana Department of Public Safety and Corrections, Lafayette City Police, Lafayette Parish Sheriff, United States Attorney’s office, the Federal Judiciary, the 15th and 16th Judicial District Attorneys’ offices, the 15th Judicial District Judges, Breaux Bridge Adolescent Drug Court, 15th Judicial District Drug Court, and 15th Judicial District Public Defender’s Office. We have amassed letters of support from the Lafayette Parish Sheriff (“I will commit to providing financial resources for graduate assistants”), City-Parish President (“a great asset both in training our local workforce as well as recruiting talented people into our community”), an Assistant DA of the Louisiana 15th Judicial DA’s office (“answering a strong demand for advanced training from law enforcement working professionals”), the Lafayette Chief of Police (“further their education to meet the requirements to make rank within this department”) and a number of district judges. The University of Louisiana at Lafayette is well situated geographically and in terms of its faculty credentials, academic resources, and networks and partnerships with justice agencies. These factors will help to ensure the success of a Master of Science in Criminal Justice.

The need for the program is driven by national, state, and local need for educated and skilled employees and administrators who can handle the ever-increasing demands of a criminal justice system. This system is plagued with the challenge of handling the multi-faceted nature of the crime problem in society today as well as the need to generate empirical knowledge to inform program development and decision making within agencies.

Throughout the past few decades, crime rates increased dramatically and our nation’s prisons swelled beyond capacity. Although crime rates have begun to stabilize in the past few years, we are still in the process of responding to this rapid and massive growth of crime and the criminal justice system. The state of Louisiana has one of the highest violent crime and incarceration rates in the nation. While these conditions have resulted in projected increases in criminal justice occupational positions across our nation, those positions requiring a master’s degree within the field of criminal justice are projected to increase at a rate of 16 percent over the ten year period from 2010 to 2020. A move to professionalize all aspects of the criminal justice system has arisen within this context of rapid growth and staggering need for qualified personnel to help manage our nation’s crime problem and criminal justice system. Effective and efficient responses will necessarily require advanced knowledge and skills among employees and administrators within the various agencies charged with handling crime, criminals, and justice within society.

A particular area of concern has been increases in juvenile offending and the question of how to effectively and efficiently handle juveniles in the justice system. Our state witnessed a crisis in the juvenile justice system that resulted in the restructuring of juvenile corrections in recent years. This ongoing restructuring is resulting in the rise of various juvenile prevention, diversion and correctional programs across our state and the subsequent need for evaluation of these programs. We are at the crux of change within the juvenile justice system and there is a huge demand of innovation in programming to prevent juvenile offending and recidivism. If we are to ensure progress within this area of justice, we must impart advanced knowledge of the causes of delinquency and best practices for handling this social problem as well as the advanced skills necessarily to evaluate these efforts and effectiveness and efficiency of programs.
By establishing a Master of Science in Criminal Justice degree program, with an emphasis in Juvenile Justice, focusing on contemporary issues of concern within the justice system, the state would deliver an unambiguous message to criminal justice and related agencies, as well as aspiring agents of justice, crime prevention and crime control, that Louisiana’s higher education system will continue to cultivate public safety through an innovative and effective justice system and foster new opportunities for those aspiring to promising careers and advancement within this field of employment. Furthermore, this program will promote effective and efficient justice programs across our state by providing a workforce with advanced evaluation and adjustment skills.

Although there are five universities in the state of Louisiana that currently offer graduate degrees in criminal justice, there are none located in the South-Central region of our state. The proposed Master of Science in Criminal Justice program differs from the existing Criminal Justice graduate programs in that it will offer an emphasis in Juvenile Justice as well as focus on traditionally neglected areas within the criminal justice system and academic criminal justice programs, such as gender and justice, and race and justice. In addition, the Master of Science in Criminal Justice at the University of Louisiana at Lafayette will have an emphasis on more analysis, scientific data and research. This focus on applying analysis to practice (evidence based practices/research driven ideas) will also distinguish it from other programs. It is advanced knowledge about these and other complex issues that must shape future program development, implementation, and evaluation and administration of justice systems.

Finally, the proximity of the Cecil J. Picard Center for Child Development and Lifelong Learning at the University of Louisiana Research Park, offers a unique opportunity to blend the expertise and resources of the Center into an academic discipline. The Picard Center is a multi-disciplinary group of evaluation and research professionals who focus on early childhood, K-12 education and lifelong learning. The collaboration fits well into the Picard Center’s focus on childhood development and the proposed graduate program in criminal justice focus on juvenile justice, as much of the cutting edge research on child delinquency is focused on early childhood and familial factors.

e. If a graduate program is requested, indicate:

i. State, regional, and national need in the field for more graduates. Cite any pertinent studies or national and state trends.

UL Lafayette’s differing focus as well as the need for additional masters-prepared individuals to meet future labor needs is illustrated in the tables below. It is expected that by 2018 there will be 398 new managerial and professional positions open annually; the supply of master’s graduates was 87 in 2010-11.

<p>| Occupational Projections for Louisiana |
|-------------------------------|-------------------|---------------|-------------------|--------------|---------------|
| SOC Code | Occupation | Employment | Average Annual Openings |
|----------|------------|------------|----------------------|--------------|---------------|
| 33-1011  | First-Line | 1,912      | 2,213               | 15.70%       | 30            | 52            | 82           |
|          | Supervisors/Managers of Correctional Officers |        |                      |              |               |               |
| 33-1012  | First-Line | 2,150      | 2,348               | 9.26%        | 20            | 67            | 87           |
|          | Supervisors/Managers |        |                      |              |               |               |              |</p>
<table>
<thead>
<tr>
<th>TOTAL MANAGERIAL POSITIONS</th>
<th>33-3021 Detectives and Criminal Investigators</th>
<th>33-9099 Protective Service Workers, All Other</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,836</td>
<td>1,680</td>
<td>7,578</td>
</tr>
<tr>
<td></td>
<td>2,252</td>
<td>1,913</td>
<td>8,726</td>
</tr>
<tr>
<td></td>
<td>22.70%</td>
<td>13.90%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>42</td>
<td>23</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>119</td>
<td>124</td>
<td>283</td>
</tr>
<tr>
<td></td>
<td>169</td>
<td>147</td>
<td>398</td>
</tr>
</tbody>
</table>

*From Department of Labor on Occupational Supply and Demand*

ii. Are there possibilities for cooperative programs?

The geographic distance from and differential focus of the proposed program, when compared to the other master’s programs in the state, justifies the creation of a new program. However, recognizing our common goals of enhancing the knowledge and skills within the criminal justice workforce, in our state and nation, we view cooperation between programs as extremely desirable. It is our intention to explore and promote cooperative endeavors between the proposed program and the existing programs in our state whenever possible.

Implicit cooperation, as partners within the field of criminal justice, is evident in the proposed program focus on areas that currently represent gaps in the overall system of advanced criminal justice education in our state. This will promote the overall goal of all such programs in meeting the needs of our state, while not duplicating programs already in existence. We will also explore opportunities for cooperation between programs on research and scholarly activities as well as program creation, implementation and evaluation.

f. If this program is approved, will its approval result in the termination of phasing out of existing programs? That is, could this program be considered a replacement program?

No

g. Describe how the proposed program will further the mission of the institution and support initiatives identified in the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011.

The program is aligned with the “Master Plan for Public Postsecondary Education In Louisiana: 2011”

**Objective 1-6 | Increase the rate and number of students earning a postsecondary credentials.** The narrative accompanying this objective indicates that “there is a large unmet need for adult postsecondary education efforts that target . . . . . . adults with a college degree who need additional credentials, coursework, or skills for career advancement.”
It is also aligned with Objective 1-7 | Develop a skilled workforce to support an expanding economy. While there is much emphasis in other parts of the Plan on converting high school graduates to college graduates and attracting those adults who have had little or no prior postsecondary education, the narrative supporting this objective makes it clear that “building and sustaining a 21st century economy for Louisiana requires continuing workforce development at all levels, from adult basic education to advanced graduate and professional training.”

3. Students

a. Project the enrollment and estimate the number of graduates expected for the proposed program for the first five years by level of student and with a justification for the projections.

The program is intended to serve our own graduates as well as working professionals in the Acadiana area. At present, the University offers an undergraduate Criminal Justice program with more than 300 majors which produces more than 30 graduates each semester. To date, this program has more than 1,000 alumni, approximately 70 percent of whom still reside in Louisiana.

The program will offer three courses and two Independent Study courses each semester. **Conservatively,** we anticipate enrollment in the program to be 28 students per year by the end of the 3rd year. Given a one-third rate of attrition, an enrollment of 12 students per year, and considering that it will take 3 years for the first students to graduate, we expect the program to be at approximately 18 students after the 1st year, 20 students after the 2nd year, and 28 students during the third and subsequent years. We expect to graduate 8 students a year beginning in the third year of the program’s existence and approximately 10 students each year thereafter. Students will be allowed to enter the program at any point. We expect to offer both day and evening courses, attracting both those already employed in the criminal justice system or related agencies/companies and traditional graduate students who come to graduate programs immediately after receiving their undergraduate degrees. Traditional students will be able to graduate within 2 years while those already employed will take an additional year. These projections are very conservative; as shown below we project no graduates at the end of Year 2. Based on expressed interest in the program and our number of criminal justice graduates we feel these projections to be very low. We graduate 60 plus students a year; many of these going to work in agencies which require a MS for promotion.

<table>
<thead>
<tr>
<th>Projections</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>12</td>
<td>20</td>
<td>28</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Completers</td>
<td></td>
<td></td>
<td>8</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

b. Indicate the source of students from existing programs or students who might not otherwise be attracted to the institution.

A recent survey of graduates indicated that nearly 50 percent of the baccalaureate graduates described above would return to pursue a graduate degree if one was available in Criminal Justice. Although former and graduating students continuously express interest in advancing their education within the discipline at UL Lafayette, we are currently unable to meet their educational needs within our institution.
c. What preparation will be necessary for student to enter the program?

Students will need to be admitted to the Graduate School.

Admission to the Master of Science will be based on assessment of the applicant's score on the Graduate Record Examination, the undergraduate academic record, and letters of recommendation from undergraduate professors. In some cases, letters can be from employers in the criminal justice or legal system and/or related institutions. International students are required to take the Test of English as a Foreign Language and receive a score which is acceptable to the graduate school.

d. Provide enrollment data for closely related programs currently offered at the institution. If the proposed program is an expansion of an existing program, give the past four years' enrollments in existing programs by level, and number of degrees granted.

There are no closely-related existing programs.

e. If a graduate program is requested, indicate sources of financial support for students.

Public agencies like the 15th Judicial District Public Defenders Office and the Lafayette Parish Sheriff's Department have agreed to fund several graduate assistantships (stipends and tuition; 9 or 12 months). Private law firms have also expressed interest.

4. Faculty

a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Appointment</th>
<th>Rank</th>
<th>Degrees and Institutions Granting</th>
<th>Present Credits</th>
<th>Contact Hours - Fall 2007</th>
<th>S. C. H. Hours Produced</th>
<th>Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhonda D. Evans</td>
<td>August 2001</td>
<td>Associate Professor of Criminal Justice</td>
<td>Ph.D., Sociology, Texas A &amp; M University, 2002</td>
<td>12</td>
<td>9</td>
<td>456</td>
<td>Externally-funded Research</td>
</tr>
<tr>
<td>Craig J. Forsyth</td>
<td>June 1984</td>
<td>Professor of Sociology and Criminal Justice</td>
<td>Ph.D., Sociology, LSU, 1983</td>
<td>6</td>
<td>6</td>
<td>168</td>
<td>Department Head</td>
</tr>
<tr>
<td>Scott M. Mire</td>
<td>August 2005</td>
<td>Associate Professor of Criminal Justice</td>
<td>Ph.D., Criminal Justice, Sam Houston State, 2005</td>
<td>12</td>
<td>9</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Paula Broussard</td>
<td>August 2007</td>
<td>Instructor, Criminal Justice</td>
<td>MBA, MA in Criminal Justice, LSU, 1983</td>
<td>12</td>
<td>9</td>
<td>432</td>
<td>Senior advising, Internships</td>
</tr>
<tr>
<td>DeAnn M. Kallieh</td>
<td>Spring 1994</td>
<td>Professor of Sociology</td>
<td>Ph.D., Sociology, LSU, 1995</td>
<td>12</td>
<td>9</td>
<td>408</td>
<td></td>
</tr>
<tr>
<td>Margo Hashai</td>
<td>Fall 2008</td>
<td>Assistant Professor of Sociology</td>
<td>MSW-LSU, DBW, LSU, 2009</td>
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<td>Degree</td>
<td>Position</td>
<td>Hours</td>
<td>Hours</td>
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<tr>
<td>Brian-Paul Frost</td>
<td>Associate Professor of Political Science</td>
<td>Ph.D., Political Science; University of Toronto, 1996</td>
<td>9</td>
<td>9</td>
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<tr>
<td>Rick Swanson</td>
<td>Associate Professor of Political Science</td>
<td>Ph.D., Political Science; University of Kentucky, 2001</td>
<td>12</td>
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<tr>
<td>Gary Amsue</td>
<td>N/A Adjunct Professor</td>
<td>Ph.D., Computer Science, LSU, 1998</td>
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<tr>
<td>Michael Neustrom</td>
<td>N/A Adjunct Professor</td>
<td>Ph.D. Criminal Justice, Sam Houston State University</td>
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<tr>
<td>Gary Copes</td>
<td>N/A Adjunct Professor</td>
<td>Ph.D., Education &amp; Psychology/Criminal Justice, University of Southern Mississippi, 1985</td>
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<tr>
<td>Mary Livers</td>
<td>N/A Adjunct Professor</td>
<td>Ph.D., M.S.; Oklahoma University, 2007; MSW</td>
<td></td>
<td></td>
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</tbody>
</table>

b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered. The basis for this calculation should be full-time equivalent students and faculty and should be computed based on all students taught rather than the student majors or other related groupings.

In Spring 2011: 950 Students enrolled/taught in CJUS courses divided by 10.3 FTE faculty equals a student-faculty ratio of 92 to 1.

c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

The program would require one additional tenure track position in the Criminal Justice department (expected salary of $53,000 per year). This position will be filled by an individual having expertise in the management/administration of criminal justice agencies/systems. The program will also require one course reduction per semester for a graduate coordinator.

d. Explain if recruiting new faculty members will require an unusual outlay of funds or unique techniques. For example, will a special chair of instruction be required to attract a nationally recognized person?

No, there will be no unusual outlay of funds.

e. Describe involvement of faculty, present and projected, in research, extension and other activities, and the relationship of these activities to the teaching load.
Through the use double sections and faculty teaching 2 sections of the same course; professorial ranks are able to engage in research and grant activity. Please see attached VITAs for faculty scholarly research.

f. If a graduate program is requested, indicate:

i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.)

A summary is provided below. For more detailed information, please see VITAs.

Rhonda D. Evans, Ph.D., Associate Professor of Criminal Justice; received Ph.D. in Sociology from Texas A&M University in 2002; has extensive knowledge in methodology, victims’ rights, statistics, and criminological theory. She is also experienced in working with large data sets and merging multiple sets of data, a necessary skill in criminal justice agencies. Dr. Evans has an excellent grant and publication record.

Craig J. Forsyth, Ph.D., Professor of Sociology and Criminal Justice; received Ph.D. in Sociology from Louisiana State University in 1983; chair of the University of Louisiana at Lafayette Criminal Justice Department. He has published over 200 articles, books and book chapters. His areas of specialty are crime and deviance. He has an excellent grant and publication record. He is currently involved in several projects with the UL Lafayette Picard Center involving juvenile justice and foster care.

Scott M. Mire, Ph.D., Associate Professor of Criminal Justice; received Ph.D. Criminal Justice from Sam Houston State University in 2005. His areas of expertise are police process, evaluation research, and ethics. He has an excellent publication and grant record.

Paula Broussard, M.B.A.; M.S.; Instructor of Criminal Justice. A member of the University of Louisiana faculty for over 10 years, she has extensive skill and experience using mapping and data display programs. She could assist in teaching various methodology courses. Her skills have assisted the Criminal Justice department in grants/contracts.

Faculty from other departments:

DeAnn M. Kalich, Ph.D., Professor of Sociology and Anthropology; received a Ph.D. in Sociology from Louisiana State University in 1996. Dr. Kalich has extensive knowledge in methodology, statistics, and criminological theory. She is also experienced in working with large data sets and merging multiple sets of data. Dr. Kalich has an excellent research record.

Dr. Margot Hasha received both Master’s and Doctoral degrees in Social Work and has maintained a private practice in Lafayette for 21 years, specializing in Post-Traumatic Stress Disorders and other dissociative disorders associated with physical, emotional and sexual abuse. She is a member of the faculty of the Department of Sociology and Anthropology.

Bryan-Paul Frost, Ph.D., Associate Professor of Political Science; has expertise in the relationship between politics and punishment and the changing philosophy of corrections. He has an excellent research record.
Rick A. Swanson, Ph.D., J.D., Associate Professor of Political Science; has an extensive legal background. He has an excellent research record.

Gary Asmus, Ph.D., MIS Director of the Cecil J. Picard Center for Child Development and Lifelong Learning, UL Lafayette. Dr. Asmus has a Ph.D. in computer science which he received from LSU in 1998. He has an excellent research record particularly with risk factors associated with delinquency. He is very experienced in working with large data sets and merging multiple sets of data. He has an excellent grants record. He has worked on projects with the Office of Juvenile Justice.

In addition the following two individuals are adjunct professors in the Criminal Justice Department:

Michael Neustrom, Ph.D.; received Ph.D. in Criminal Justice from Sam Houston State University in 1972. Dr. Neustrom is the immediate past chair of the UL Lafayette Criminal Justice Department and currently the Sheriff of Lafayette Parish. He has extensive knowledge of the management of criminal justice systems.

Gary Copes, Ph.D.; received his Ph.D. in Criminal Justice from the University of Southern Mississippi in 1984. Dr. Copes is a former police chief of the City of Lafayette and recently retired Executive Warden of LCS Corrections Service, Inc. In that capacity he was the chief administrator of nine private prisons in four states. He currently teaches a CJUS management course at night.

Other individuals who will teach in the graduate program:

Mary Livers, Ph.D.: Dr. Livers is the current Director of the Louisiana Office of Juvenile Justice (OJJ). She received her Ph.D. in 2001 from Oklahoma University. Dr. Livers also has an MSW from LSU with a concentration in corrections. Dr. Livers has extensive experience in juvenile justice

ii. For proposed new faculty, qualifications and/or strengths needed.

This new position will be filled by an individual having expertise in the management/administration of criminal justice agencies/systems.

5. Library and Other Special Resources

a. Are present library holdings in related fields adequate to initiate the proposed program?

Yes, the holdings are adequate.

b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?

No, the holdings will not need to be expanded in first five years.

c. Do other institutions have library resources being used or available to faculty and students for the proposed program?
Yes. The resources at LSU, Baton Rouge, are currently available to our faculty and students.

d. **Indicate or estimate total expenditure for the last two completed fiscal years in library acquisitions for the subject matter fields or departments in which the proposed program will be offered, or which are related to it.**

Expenditures on journals for the 2010-11 academic year were $4,703.

e. **Project library expenditures needed for the first five years of the proposed program.**

No additional resources are needed at this time.

f. **What additional special resources, other than library holdings, will be needed?**

None at this time.

g. **If a graduate program is requested, indicate:**

i. **Special library resources needed to offer a program of quality.**

Data bases/ Offerings in social science are applicable to CJUS and are adequate.

ii. **How do library resources deemed desirable compare to other institutions with similar programs**

The university has several high quality search/data bases. They are deemed more comprehensive than those at Grambling, Southern, Loyola, or ULM.

Search/data bases available include:
- Academic Search Complete
- Criminal Justice Abstracts with Full Text
- LexisNexis Academic
- Psychology and Behavioral Sciences Collection
- PsycINFO
- SocINDEX with Full Text
- Social Sciences Citation Index

6. **Facilities and Equipment**

a. **Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program.**

The Criminal Justice department currently shares a computer lab with the departments of Political Science and Sociology. The lab has 8 computer stations with new Dell computers capable of running SPSS and ARC View mapping programs. In addition, all faculty in the Department have two computers in their offices equipped with SPSS; the second computer is for student use. All faculty offices are also equipped with laser printers.
b. Describe present utilization of these facilities where facilities are assigned to the department.

Criminal Justice students use the research lab which is available during the day and evening. Some students work with professors in their offices.

c. Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment. If special facilities and equipment will be needed, estimate cost and indicate proposed sources for financing.

There is no need for new facilities or equipment.

7. Administration

a. In what department, division, school, college, or other designation will the proposed program be administered? Explain if the program is interdisciplinary and/or inter-departmental.

The program will be administered by the Department Head of Criminal Justice. There will be a graduate coordinator who will advise graduate students. The Criminal Justice program is located in the College of Liberal Arts headed by a Dean. All graduate programs are also under the guidance of the Dean of the Graduate School.

b. Indicate if the proposed program will affect the present administrative structure of the institution.

There will be no change in the present administrative structure of the institution.

c. Describe any special departmental strengths and/or weaknesses and how the proposed program will affect them.

The Department has a respected publication and grants record. The presence of graduate students will only enhance the effort of faculty and increase research productivity.

8. Accreditation

a. Is the program eligible to be accredited? If so, give the name(s) of the accrediting agency(ies), requirements for accreditation, and how the criteria will be achieved.

No

b. Delineate the initial costs of accreditation and subsequent annual cost.

N/A

c. If a doctoral program is requested, describe the use of consultants in developing the proposed program and include a copy of their report as an appendix to the proposal. The use of consultants to assist in the development of such proposal is highly recommended, if not imperative.

N/A
9. Related Fields

a. Indicate subject matter fields at the institution which are related to, or will support, the proposed program.

Sociology; Political Science; the Picard Center; Communications; History; Counseling; Psychology; Management; Education; Center for Louisiana Studies.

b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.

The supporting fields are adequate and do not need improvement.

10. Costs

a. Estimate costs of the proposed program for the first four years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Indicate if federal or other sources of funds are available. Are there prospects for increased income from students recruited specifically to this program who otherwise would not have enrolled?

There will be no additional major costs for this program during the first five years, other than the creation of one additional faculty position, two graduate assistantships, and minor increases in the departmental budget in the areas of supplies, operating expenses, and travel. All will be funded through existing university resources. Public agencies like the 15th Judicial District Public Defenders Office and the Lafayette Parish Sheriff's Department have agreed to fund several graduate assistantships (stipends and tuition; 9 or 12 months). Private law firms have also expressed interest.

The Department will also purchase NVIVO software which is an excellent tool for analyzing qualitative data. While the $700 cost has been included in the first-year budget, it is anticipated that the Department can apply for STEP (Student Technology Enhancement Program) funds since the software will be used in a student lab.

Details are included on the Summary of Estimated Additional Costs for the Proposed Program.
b. Indicate departmental costs:

i. Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program.

Department of
CRIMINAL JUSTICE

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
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<tbody>
<tr>
<td><strong>Personal Services:</strong></td>
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<tr>
<td>Salaries Instructional</td>
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<td>Salaries Classified</td>
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<td>Insurance contributions</td>
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<td><strong>Total Personal Services</strong></td>
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<td><strong>Travel</strong></td>
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<td><strong>Department Total</strong></td>
<td>$328,543</td>
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ii. How will the proposed program affect the allocation of these funds?
There will be no impact on the allocation of departmental funds.

c. Indicate if additional funds for research will be needed to support the proposed program.
Additional funds for research will not be required.

d. Provide estimates of additional cost on the attached form.
# SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

**Institution:** University of Louisiana at Lafayette  
**Date:** January 25, 2011

**Program/Unit:** M.S. in Criminal Justice; Department of Criminal Justice; College of Liberal Arts

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<th></th>
<th><strong>FIRST YEAR</strong></th>
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<th><strong>THIRD YEAR</strong></th>
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<td>Fellowships and Scholarships</td>
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<td><strong>SUB-TOTAL</strong></td>
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<tr>
<td>Facilities (operating)</td>
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<td>Equipment</td>
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<td>Travel</td>
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<tr>
<td>Supplies (Library/software)</td>
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<td>Federal Grants/Contracts</td>
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<td>State Grants/Contracts</td>
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<td><strong>TOTAL</strong></td>
<td>$54,912</td>
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<td>$100,672</td>
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<td>$155,035</td>
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</table>
Dear Dr. Bruder,

A new master’s degree in Criminal Justice at ULL would be a real asset to Louisiana as we face major problems in public safety - the world’s highest incarceration rate, lack of effective programs for juvenile offenders, and law enforcement agencies that are struggling to provide increased services with declining revenue. Louisiana’s criminal justice system needs leaders who are prepared to deal with these issues by using methods that have been tried in other jurisdictions and found to be effective and efficient. A master’s degree program at ULL would provide such preparation.

From an agency perspective, our sheriff’s office needs people with master’s degrees in Criminal Justice. They will be challenged to deal with a myriad of issues confronting managers today—motivating a new breed of employee, dealing with a rapidly developing technology field which has significant benefits and as well as liabilities to public safety management, an abundance of data that must be analyzed in a manner that helps in the allocation of scarce resources, and an ever increasing reliance on our legal system to resolve issues.

I see a definite need for a master’s degree in Criminal Justice in Louisiana and I will commit to providing financial resources for graduate assistants who will work in our office. We are one of only 35 sheriffs’ offices in the United States that has earned the National Sheriffs’ Association “Triple Crown” recognition. This means we have received accreditation awards from the Commission on Accreditation of Law Enforcement Agencies, the American Corrections Association, and the National Commission on Corrections Healthcare. Working and researching in our agency should prove to be an extremely valuable experience for those students pursuing a graduate degree.

I feel that there are a sizeable number of potential students in the state that would take advantage of this graduate offering. I strongly support this proposal and urge your favorable review. I feel it will definitely add insight and solutions to some of our more pressing social problems.

Sincerely,

Michael W. Neustrom, Sheriff
Lafayette Parish
June 17, 2011

Dr. Carolyn Bruder
Interim Provost and Vice President for Academic Affairs
University of Louisiana at Lafayette
PO Box 41812
Lafayette, LA  70504-1812

Dear Dr. Bruder:

I received the attached letter regarding the Department of Criminal Justice’s proposal of a Master of Science program in Criminal Justice. This is absolutely great news for the Lafayette Police Department, as well as this community and we will support it wholeheartedly. Our officers will benefit tremendously with the options made available to them.

I would like to express my sincere appreciation and support for this program. This will give our officers unlimited access due to more efficient scheduling. They are constantly trying to further their education to meet the requirements required to make rank within this department.

Thank you for allowing me to voice my support and if there is anything else I can do to ensure the success of this program, please do not hesitate to call on me.

Sincerely,

JIM CRAFT
CHIEF OF POLICE

JC/jvl
June 27, 2011

Dr. Carolyn Bruder  
Interim Provost and Vice President for Academic Affairs  
University of Louisiana at Lafayette  
P.O. Box 41812  
Lafayette, LA 70504-1812

Dear Dr. Bruder,

I am writing this letter in support of the establishment of a Master of Science Program at University of Louisiana at Lafayette.

As City-Parish President of Lafayette as well as an alumnus of UL Lafayette, I understand the importance of the University to our local economy. The opportunity to have a Masters Degree program in Criminal Justice would be a great asset both in training our local workforce as well as recruiting talented people into our community.

Thank you for your consideration, and please feel free to contact me if you have any questions about Lafayette Consolidated Government.

Sincerely,

[signature]

L. J. "Joey" Durel, Jr.  
City-Parish President  
Lafayette Consolidated Government
June 13, 2011

Dr. Carolyn Bruder  
Interim Provost and Vice President for Academic Affairs  
University of LA at Lafayette  
Post Office Box 41812  
Lafayette, LA 70504-1812

Re: Proposed Master of Science Program in Criminal Justice

Dear Dr. Bruder:

I would like to advise of my support for the Master of Science Program in Criminal Justice being proposed by the Department of Criminal Justice at the University of Louisiana at Lafayette. It is my opinion that this graduate program be one that would be beneficial to the surrounding communities and court systems, as well as to the students. We certainly have need for graduate students to come in and help us on certain projects relative to criminal justice.

We therefore support the program with the hope that persons going through the program could aid the criminal justice system in the surrounding area by having graduate students work on various projects which would be helpful and beneficial to the court systems.

Very truly yours,

Gerard B. Wattigny  
District Judge

GBW/krf
University of Louisiana Lafayette  
Dr. Carolyn Bruder  
Interim Provost & Vice President for Academic Affairs  
P.O. Box 41812  
Lafayette, LA 70504-1812  

June 27, 2011  

Re: Master of Science Program  
Criminal Justice  

Dear Dr. Bruder:  

I am totally in favor of creating a Masters Program in Criminal Justice. This will not only advance the University but will greatly help the community as a whole.  

I wholeheartedly support this effort.  

Sincerely,  

Richard T. Haik, Sr.  
U.S. District Judge  
Western District of Louisiana  

RTH/jds  
cc: Dr. Joseph Savoie
June 16, 2011

Dr. Carolyn Bruder  
Interim Provost and Vice President  
for Academic Affairs  
University of Louisiana at Lafayette  
P. O. Box 41812  
Lafayette, LA 70504-1812

Dear Dr. Bruder:

I agree that the proposed master of science program in criminal justice would be a useful addition. I support the University of Louisiana, Lafayette offering the program.

Very truly yours,

[Signature]

Edward M. Leonard, Jr.  
District Judge

EMI Jr.: kbm
June 10, 2011

Dr. Carolyn Bruder
Interim Provost & Vice President for Academic Affairs
University of Louisiana at Lafayette
P. O. Box 41812
Lafayette, LA 70504-1812

RE: Department of Criminal Justice

Dear Dr. Bruder:

My office supports the request of Dr. Craig Forsyth to create a Master of Science Program in Criminal Justice. We have a great need for well educated criminal justice professionals.

Sincerely,

John E. Conery
District Judge

JEC/sel
June 20, 2011

Dr. Carolyn Bruder  
Interim Provost and Vice President for Academic Affairs  
University of Louisiana Lafayette  
P. O. Box 41812  
Lafayette, LA 70504-1812

Craig J. Forsyth, Ph.D.  
Professor and Head, Department of Criminal Justice  
University of Louisiana Lafayette  
P. O. Box 41652  
Lafayette, LA 70504-1652

Drs. Bruder and Forsyth:

The University of Louisiana Lafayette and the criminal justice system of law enforcement, criminal court, and corrections professionals, would benefit immensely from the offering of a Master’s Program in Criminal Justice. ULL would continue to be recognized as a leader in providing needed graduate professional training, specifically in the criminal justice field where basic individual rights collide with the public’s need for law and order on a daily basis. ULL would also be answering a strong demand for advanced training from law enforcement working professionals themselves.

As one of those working professionals, I whole-heartedly support the addition of a graduate program in criminal justice at ULL. Please pass on this support, as well as that of many other law enforcement professionals, in presentations for any proposed Master’s Program in Criminal Justice at the University of Louisiana Lafayette.

Thanking you for your interest and consideration, I remain,

Sincerely,

Keith A. Stutes  
Assistant District Attorney  
Louisiana 15th Judicial District Attorney’s Office
July 5, 2011

Dr. Carolyn Bruder  
Interim Provost and Vice President for Academic Affairs  
University of Louisiana at Lafayette  
P.O. Box 41652  
Lafayette, LA 70504-1652 

Re: Letter of Support for Master of Science  
Program in Criminal Justice

Dear Dr. Bruder:

Please accept this letter of support for the proposed Master of Science Degree Program in Criminal Justice. This master’s degree program will make a worthy and attractive addition to the current undergraduate program at the University of Louisiana at Lafayette. As a graduate of the then University at Southwestern Louisiana Criminal Justice Program, I know this University has been involved in educating criminal justice professionals for over 30 years and has a reputation of offering a high quality education that addresses the needs of working professionals through flexible and convenient schedules.

The United States Probation System requires professionals with the values, knowledge base, and skills necessary to become creative and effective criminal justice agency administrators and workforce managers. In support of the Criminal Justice Program at the University of Louisiana at Lafayette, we will continue to provide students an opportunity to serve an internship with our agency.

We are excited about the possibility of a Master of Science Degree Program and offer our continued support.

Very truly yours,

Willie R. Leday
Chief U.S. Probation Officer

WRL: ncm
Jeanne Ayo  
6515 Collins Avenue #1406  
Miami Beach, FL 33141  

June 16, 2011  

Dr. Carolyn Bruder  
Interim Provost and Vice President for Academic Affairs  
University of Louisiana at Lafayette  
P.O. Box 41812  
Lafayette, LA 70504-1812  

Dear Dr. Bruder:  

I am writing this letter to express my support for offering a Master of Science program at the University of Louisiana at Lafayette. The standard of education which I received at The University of Louisiana at Lafayette was paramount, in particular the internship program, which led me to my current position as a Special Agent with Immigration and Customs Enforcement in Miami, Florida. This proposed program would allow continued education for myself as well as fellow graduates while at the same time supporting the University of my home town.  

I will always cherish the criminal justice program at The University of Louisiana at Lafayette and I am excited to hear that the program could expand nationally and possibly globally!  

Sincerely,  

Jeanne Ayo
Item F.4. University of Louisiana at Lafayette’s request for approval of a Proposal for a Master of Science degree program in Kinesiology.

EXECUTIVE SUMMARY

University of Louisiana at Lafayette requests approval of a proposal for a Master of Science degree program in Kinesiology. A related letter of intent was approved by the Board of Supervisors on December 8, 2011 and subsequently by the Board of Regents on March 21, 2012.

The objective of the program is to meet the needs of Kinesiology professionals in and around the Acadiana region. The proposed degree program will provide an avenue by which individuals with career interests in research, exercise, fitness, health promotion, sport management, recreation management, and human performance can pursue advanced studies. As such it has been designed with a focus on the professional preparation of candidates to develop, administer, and implement broad-based programs in one of two concentrations: (1) Exercise and Sport Science; and (2) Health Promotion, Recreation and Sport Management. The proposed 36-hour program would provide for thesis and non-thesis tracks with a required 12-hour core and will build on existing programs within the Department of Kinesiology to provide a highly marketable degree.

The University currently offers a highly successful baccalaureate degree in Kinesiology with graduates averaging approximately 100 per year since 2008-09. Although graduate degree programs are offered by several institutions in Louisiana (Grambling - MS in Sports Administration; Louisiana Tech – MS in Kinesiology; McNeese – MS in Health and Human Performance; Northwestern – MS in Health and Human Performance; Southeastern – MS in Health and Kinesiology; ULM – MS in Exercise Science; LSUBR – MS Kinesiology; and LSUS – MS in Kinesiology and Wellness), the proposed degree is designed to meet the needs of the Acadiana region as the primary target populations are local students and health and fitness professionals.

An interest survey indicated that, of 145 upper-division student respondents in Kinesiology, approximately 124 would be interested in pursuing a Master’s degree in Kinesiology at UL Lafayette. These students, in addition to current fitness professionals, coaches, athletic trainers, and managers of sport and recreation programs employed in the Acadiana region would be recruited to the proposed graduate program. Numerous letters of support were received from local businesses and agencies such as Acadian Ambulance Service, Women’s and Children’s Hospital, Our Lady of Lourdes Regional Medical Center, and Red Lerille’s Health and Racquet Club. Enrollment is estimated to commence with 5-10 students in the program’s inaugural year and grow to approximately 25 students by the end of year five. Completers are estimated at 10-15 in year three and 20 by the end of year five.
Executive Summary
June 18, 2012
Page 2

There are currently three vacant faculty lines that would participate in the teaching of this program and would be filled during its first two years to help with anticipated program demand. Although the Department of Kinesiology has sufficient equipment and supportive technology to initiate the proposed program, additional supplies, equipment, and library resources will be needed to sustain the program. These expenses totaling $290,000 would be offset by tuition revenue, which over the first five years is estimated to be over $400,000.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette’s request of a Proposal for a Master of Science degree program in Kinesiology.
May 30, 2012

Dr. Randy Moffett
President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Moffett:

This is to request approval to offer a new program, the Master of Science Degree in Kinesiology.

Please place this item on the agenda for consideration at the June, 2012 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie
President

jl

Attachments
Louisiana Board of Regents

Request for Authority to Offer a New Program

SUBMIT 1 PRINTED COPY AND 1 ELECTRONIC VERSION (EMAIL or DISK)

Name of Institution Submitting Proposal
University of Louisiana at Lafayette

Specific Degree to be Awarded Upon Completion
M.S. Kinesiology

Recommended 2010 CIP Taxonomy
131314

Date to be Initiated
Spring 2013

Name of Department or Academic Subdivision Responsible for the Program
Kinesiology

Name, Rank, and Title of Individual Primarily Responsible for Administering the Program
Dr. Charity Bryan, Assistant Professor and Department Head

Date Approved by Governing Board

Date Received by Louisiana Board of Regents

Academic Affairs Committee Review

Board Action (Nature of Action)*

Date of Board Action

* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.
Proposal for a Master of Science Degree in Kinesiology: University of Louisiana at Lafayette

1. Description

a. Title, degree/certificate level, description, and objectives of the proposed program.

Proposed Degree offered:

Master of Science (M.S.) in Kinesiology (CIP Code 131314), with concentrations in:

- Exercise and Sport Science
- Health Promotion, Recreation and Sport Management

This proposal for a M.S. degree in Kinesiology focuses on the professional preparation of candidates to develop, administer, and implement broad-based programs in one of two concentrations: (1) Exercise and Sport Science; or (2) Health Promotion, Recreation and Sport Management. The curricula, outlined in #1c, include core courses and guided electives offered for each concentration. This degree will build upon existing programs in the Department of Kinesiology (i.e., Athletic Training, Exercise Science, Sports Management, Health Promotion and Wellness, and Health and Physical Education) and will provide a highly marketable degree that is much needed, and greatly desired, by health and fitness professionals in the Acadiana region.

The objective of the program is to meet the needs of Kinesiology professionals in and around Acadiana who wish to further their education and expand their career opportunities and employability. Prior to redesign of the College of Education, many of these professionals enrolled in the M.Ed. program in Secondary Education with a 12-hour concentration in Exercise Science. Currently, only professionals with teaching certificates and a year of teaching experience are permitted to enroll in the M.Ed. program. Redesign of the college created a void for all persons interested in health and human performance careers outside of teaching. The proposed M.S. degree will provide an avenue by which individuals with career interests in research, exercise, fitness, health promotion, sport management, recreation management, and human performance can pursue advanced studies.

b. List and describe the program curriculum (i.e., required courses), in sequence or term by term. Indicate new courses by an asterisk (*). Include any special requirements (internships, comprehensive examination, thesis, dissertation, etc.).

The M.S. in Kinesiology is intended to prepare researchers and practitioners; therefore, the program provides thesis and non-thesis options, both 36 hours. Both tracks, as illustrated in Table 1, include 12 hours of graduate core courses, 9 hours in the cognate area, and 9 hours of guided electives (for students enrolled in the thesis option). Those in the non-thesis option will take 6 hours of guided electives. The electives will be selected in consultation with the student’s advisor from a list of courses in Kinesiology. If a student has a specialized interest
area in one of several support fields (i.e., dietetics, biology, psychology, health information management, recreation, business, etc.), electives in these areas must be approved by the advisor. Students who choose not to complete the thesis will be required to complete 9 hours of research-related Special Projects (i.e., KNES 497 or 498: 3 hours), Individual Study (i.e., KNES 597, 3 hours), and an Internship (i.e., KNES 599, 3-9 hours). Students in the Health Promotion, Recreation and Sports Management track may elect to take the internship for up to nine hours.

Tables 1 and 2. Term by Term Curriculum.

### Kiniosiology

**EXERCISE AND SPORT SCIENCE**

<table>
<thead>
<tr>
<th>Code</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNES 504</td>
<td>Physiological Implications of Ex/Fit</td>
<td>KNES 512*</td>
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<tr>
<td>KNES 503</td>
<td>Current Literature in KINES/HLTH</td>
<td>KNES 510*</td>
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<td></td>
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<td>Applied Statistics in KINES/HLTH</td>
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<td>KNES 497G/499G**</td>
<td>Non-Thesis Option</td>
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<td>KNES 597****</td>
<td>Special Projects in KINES 1 &amp; 2</td>
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<td>KNES 599****</td>
<td>Individual Study</td>
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<tr>
<td>KNES 599****</td>
<td>Internship</td>
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### HEALTH PROMOTION, RECREATION, AND SPORTS MANAGEMENT

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<tr>
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<th>Second Semester</th>
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<td>Physiological Implications of Ex/Fit</td>
<td>KNES 500</td>
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<tr>
<td>KNES 504*</td>
<td>Mgmt in KINES &amp; HLTH Prof</td>
<td>KNES 540</td>
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<td>KNES 508</td>
<td>Current Literature in KINES/HLTH</td>
<td>KNES 510*</td>
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<tr>
<td></td>
<td></td>
<td>Master of Science</td>
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<td><strong>Total</strong></td>
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<th>Guided Electives Choose 6 hours</th>
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<tr>
<td>KNES 502</td>
<td>Applied Statistics in KINES/HLTH</td>
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</table>

<table>
<thead>
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<th>Fourth Semester</th>
<th>Guided Electives Choose 5 hours</th>
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<tbody>
<tr>
<td>KNES 600*</td>
<td>Thesis Research and Thesis</td>
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<tr>
<td>KNES 497G/499G**</td>
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<td>KNES 597****</td>
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<td>KNES 599****</td>
<td>Individual Study</td>
</tr>
<tr>
<td>KNES 599****</td>
<td>Internship</td>
</tr>
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</table>

*Indicates new course

**Note:** credits of elective coursework selected in consultation with the student's advisor from the following: HLTH, KNES, RCRA

**Non-Thesis Option**

***Non-thesis required courses***
c. Describe how the proposed program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for a cooperative program, cross-enrollment options, or other manners of sharing/extending resources and access.

We will provide a program with flexible scheduling, including online and hybrid courses in order to appeal to professionals in this area who have limited time, budgets, or both. Because the University currently offers an online B.S. in Health Promotion and Wellness, a number of the courses in the Health Promotion, Recreation and Sport Management concentration will be offered online or as hybrid courses. Because of the nature of the Exercise and Sport Science concentration, those courses will be offered in the more traditional manner. The UL Lafayette Department of Kinesiology is open to cooperative partnerships with other universities that may be interested; however at this time, the proposed degree is a stand-alone program.

d. Furnish documentation of the approval of the proposed program by the institution's Governing Board.

The Board of Supervisors of the University of Louisiana System approved the Letter of Intent on December 8, 2011.

2. Need

a. Describe how the proposed program fits within the institution's existing role, scope and mission.

The proposed degree is aligned with university priorities as stated in the mission and vision statements that advocate a commitment to graduate education. Further, the University’s Strategic Plan Imperative 2 calls for the growth of selected graduate programs. The program will also complement numerous other departments on campus, including Athletics, Business Administration, Dietetics, Nursing, Education, Health Information Management, Biology and Psychology. In addition, there will be a significant benefit to the UL Lafayette Athletic Department as the department will rely heavily on graduate assistants in Kinesiology to serve as athletic trainers and assistant coaches.

b. Has the proposed program, or a similar one, been offered at the institution previously? (If yes, give reasons for the termination of the earlier program.)

No.

c. List similar programs offered at other institutions (public and private) in Louisiana. If a graduate program is requested, indicate similar programs in neighboring states.

Similar programs within the state of Louisiana and contiguous states are listed below.
Table 3. Similar Programs in Louisiana: 2003-2010

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<tr>
<th>CIP</th>
<th>Institution</th>
<th>Degree</th>
<th>Subject</th>
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<th>04-05</th>
<th>06-08</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
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<tr>
<td>310504</td>
<td>Grambling</td>
<td>M.S.</td>
<td>Sports Admin.</td>
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<td>131314</td>
<td>Louisiana</td>
<td>M.S.</td>
<td>Kinesiology</td>
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<td>14</td>
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<td>9</td>
</tr>
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<td></td>
<td></td>
<td>Health and Human</td>
<td>0</td>
<td>0</td>
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<td>14</td>
<td>14</td>
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<tr>
<td>Tech</td>
<td></td>
<td></td>
<td>Performance</td>
<td></td>
<td></td>
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<tr>
<td>310505</td>
<td>McNeese</td>
<td>M.S.</td>
<td>Exercise Science</td>
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<td>10</td>
<td>6</td>
<td>16</td>
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<td>M.S.</td>
<td>Health and Human</td>
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<td>State Univ.</td>
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<td></td>
<td>Performance</td>
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<tr>
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<td>Health and Kinesiology</td>
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<td>11</td>
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<td>131314</td>
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<td>Kinesiology</td>
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<td>38</td>
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<td>LSU Shreveport</td>
<td>M.S.</td>
<td>Kinesiology &amp; Wellness</td>
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Table 4. M.S. Programs Available in Contiguous States

<table>
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<tr>
<th>UNIVERSITY</th>
<th>MASTER'S IN KINES? (YES/NO)</th>
<th>IF YES, NAME(S) OF MASTER'S PROGRAMS</th>
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<tr>
<td>Mississippi State</td>
<td>YES</td>
<td>M.S. Kinesiology - Exercise Physiology Concentration</td>
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<tr>
<td>University of Mississippi</td>
<td>YES</td>
<td>M.S. Exercise Science</td>
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<tr>
<td>401 miles</td>
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<td>M.S. Health Promotion</td>
</tr>
<tr>
<td>University of Southern Mississippi</td>
<td>YES</td>
<td>M.S. Human Performance</td>
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<tr>
<td>223 miles</td>
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<td>M.S. Recreation</td>
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<tr>
<td>Jackson State University</td>
<td>NO</td>
<td>M.S. Sport management (online)</td>
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<tr>
<td>(Mississippi)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Houston</td>
<td>YES</td>
<td>M.S. Exercise Science</td>
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<tr>
<td>Lamar University</td>
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<tr>
<td>UT Tyler</td>
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<td>M.S. Health Sciences</td>
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<tr>
<td>310 miles</td>
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<td>M.S. Kinesiology</td>
</tr>
<tr>
<td>Online M.S. Kinesiology</td>
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<td>University of Arkansas</td>
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<td>Fayetteville</td>
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<td>M.LAT Athletic Training</td>
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<td>530 miles</td>
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<td>University of Central Arkansas</td>
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<td>M.S. Kinesiology</td>
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<tr>
<td>Conway</td>
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<td></td>
</tr>
<tr>
<td>451 miles</td>
<td></td>
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</tr>
</tbody>
</table>

d. If similar programs exist in Louisiana, why is an additional program needed?
Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.
While similar M.S. degree programs do exist in Louisiana, the two tracks we are proposing (i.e., [1] Exercise and Sport Science and [2] Health Promotion, Recreation and Sport Management) are unique in that the focus is primarily on the Acadia region. LSU and Grambling University offer similar programs; however, knowing that our primary target populations are local students and existing health and fitness professionals, they have provided us letters of support for our proposed program (Appendix 2). Below is an excerpt from the letter written by Dr. Melinda Solmon, Interim Department Head of the LSU Department of Kinesiology:

“The UL Lafayette proposed Master of Science degree offers an opportunity for graduates of the Kinesiology program to pursue a Master’s degree and for the current workforce in Acadia to pursue higher education without traveling extensively. I do not believe that this program will have a negative impact on the enrollments of other Kinesiology related Master’s programs throughout the state. UL Lafayette has carved a unique niche in the Acadia market and I fully expect the program to predominantly fill with local residents and recent graduates. The Kinesiology faculty at UL Lafayette has also agreed to direct its most promising graduates to the Ph.D. program at Louisiana State University (LSU) to pursue a doctoral degree. We look forward to a long and productive relationship with the UL Lafayette Department of Kinesiology.”

Economic downturns have made it difficult for Lafayette residents to travel considerable distances to attend graduate school. The recent and dramatic increase in oil and gas prices will continue to discourage students and potential students from entering programs with long commutes. We anticipate the predominant portion of the applicant pool for the proposed M.S. program to come from the Acadia region. As stated earlier, providing a program with flexible scheduling, including online and hybrid courses will be appealing to professionals in this area who have limited time, budgets, or both. Based on survey data recently acquired, it appears that the proposed M.S. degree will be well received by UL Lafayette graduates who wish to continue their education. Enrollment in Kinesiology has increased considerably every year from 2003 through 2010 (Figure 1) with 87% of the 980 students enrolled in the fall of 2010 in non-teaching programs (i.e., Exercise Science, Athletic Training, Health Promotion and Wellness and Sports Management). This reflects an 89% positive change in enrollment from 2003 to the present.

**Figure 1.** Undergraduate enrollment trends in the Department of Kinesiology from 2003 to 2011
Placement opportunities in the field of Kinesiology, specifically exercise and sport science and health, recreation and sport management, are boundless and involve a vast array of possibilities. Students who complete the Exercise and Sport Science concentration will expand their employment and marketability options in the fields of athletic training, fitness, strength and conditioning, athletics, gerontology and rehabilitation. Students successfully completing the program may apply to doctoral programs in physical therapy, occupational therapy, exercise physiology, biomechanics, physical education pedagogy, health promotion/public health, sport management/administration, recreation management or motor development in order to teach and conduct research. This proposed degree will provide an increased pool of applicants to the Ph.D. program in Kinesiology offered by Louisiana State University (See LSU letter of support, Appendix 2). Specialized certifications are available for these students through the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA) and others.

The industry of sports management is one of the top three industries in almost every state and currently generates more than $300 billion nationwide. As sport has evolved into an integral component of American culture, the operations of sport programs have become more sophisticated and complex. Sports management, as a profession and academic discipline, includes a broad spectrum of career paths that range from professional sports to college athletics, recreational sports to health clubs, fitness centers to sports facility management and from sport governing bodies to sport marketing firms. People who manage sport programs and facilities must be familiar with the intricacies of sport activities while also being effective leaders and business professionals. Students who complete the Health Promotion, Recreation and Sport Management option will be employable in many settings: college athletics, professional sports, Olympic and international sports, interscholastic sports, Special Olympics, Paralympics, college recreational sports and intramurals, YMCAs, Boys and Girls Clubs, convention centers, community recreation, therapeutic recreation, geriatric facilities, tourism, state parks, multi-purpose facilities, gyms and fitness centers, racquet clubs, aquatics centers, and entertainment/spectacle events. Within these settings sport management professionals may serve as athletic directors, assistant directors, fundraisers, facility managers, equipment specialists, marketing agents, program directors, sales representatives, advertisers, public relations professionals, and sports information directors.

Graduates from the proposed program who focused on managing and promoting health programs may gain employment in national, state, and local governmental (i.e., the National Institutes of Health [NIH], the Centers for Disease Control [CDC], state or city health department, and school health). Organizations such as the American Heart Association, American Lung Association, American Cancer Society, American Diabetes Association, and Red Cross are additional sources of employment. Some graduates may seek careers in hospitals to oversee health promotion, while others may choose to work for agencies such as United Blood Services.

Other opportunities exist in corporate health and wellness programs, health clubs and spas, and in the delivery of health programs to America's growing senior population. Neither concentration (i.e., Exercise and Sport Science or Health Promotion, Recreation and Sport Management) are in conflict with other programs currently offered at UL Lafayette.

<table>
<thead>
<tr>
<th>e. If a graduate program is requested, indicate:</th>
</tr>
</thead>
</table>

i. State, regional, and national need in the field for more graduates. Cite any pertinent studies or national and state trends.
Vision 2020, the strategic plan for the state of Louisiana, envisions all Louisiana citizens pursuing knowledge, increasing personal income and achieving a standard of living among the top ten states in the country. As Louisiana residents aspire to increase knowledge, enhance income, and achieve a higher standard-of-living, it is imperative we consider health and wellness. Graduates of the proposed program will contribute to these efforts by positively impacting the physical and financial health of citizens and businesses in Louisiana.

Increasing the number of health and fitness professionals will positively impact the quality of life of Louisiana citizens by contributing to the reduction of health care costs, increasing worker productivity, and concomitantly reducing company costs. As the overall health and wellness IQ of the state increases, "out of pocket" medical expenses for the average Louisianan will be reduced. This should increase the purchasing power of the populace and stimulate the state's economy. The return on investment (ROI) for health-promotion programming on health care costs averaged $3.48 for every dollar spent. Also, the ROI from decreased absenteeism attributed to health-promotion programming ranged from $2.50 to $10.10 for every dollar invested.3

The proposed program will cooperate with local fitness industries in educating and training highly qualified persons for positions in Louisiana and throughout the United States. The people of Acadiana will be the immediate beneficiaries of a program designed to produce exercise, health, recreation and sport management specialists, not only for local health and fitness industries but also for public and private schools. Producing properly trained fitness educators and practitioners will positively impact the health and wellness of Louisiana residents, in addition to providing local, state, regional and national, fitness industries with a larger pool of highly trained and educated wellness professionals.

The total number of graduate students in Louisiana enrolled for the 2009-2010 school years in similar Masters programs was 146. A close examination of the statistics (Figures 2-6) provided by the National Center for Disease Control (CDC), suggests that the number of health, wellness and fitness professionals currently graduating from Louisiana institutions that have similar Masters degrees has been insufficient to significantly impact the prevalence of diseases caused from poor nutrition and sedentary lifestyles of Louisiana residents.

According to recent statistics provided by the CDC (Figure 2), ≥ 30% of Louisiana residents are obese (i.e., a body mass index ≥ 30). It has been estimated that in a business of about 1000 employees, the cost of obesity alone is approximately $285,000 per year1.

*Figure 2. Obesity Trends Among U.S. Adults. >30% of the residents of Louisiana are obese.
As one might expect, a significant contributor to obesity is a lack of physical activity. The physical activity trends in Louisiana as compared to other states (Figure 3), is revealing. Less than 40% of Louisiana residents are physically active, indicating that the need for more health and fitness programs and qualified professionals to staff them diminishes the concern of graduate program duplication.

*Figure 3. Prevalence of Physical Activity in 2007: < 40% of the residents of Louisiana are physically active.

According to the CDC, the state of Louisiana has experienced a steady increase in the incidence of diabetes since 1999 (Figure 4).

*Figure 4. 2008 Age adjusted estimates of the percentage of adults with diagnosed diabetes in Louisiana.
Regardless of what hypokinetic disease is scrutinized, Louisiana does not compare well. The incidence of heart disease across the United States (Figure 5) indicates a substantial portion of the state of Louisiana has the highest heart disease death rate of 523-747 deaths per 100,000 residents during the years 2000-2006.

* www.cdc.gov

*Figure 5. 2000-2006 Heart Disease Death Rates, Adults 35+ by county.

In addition, the incidence of hypertension in the state of Louisiana has shown a steady rise since 1995 (Figure 6). The presence of medical conditions such as obesity, diabetes or hypertension does not preclude exercise and, to the contrary, makes it all the more necessary. Proper testing and exercise prescription programs can minimize the devastating effects these conditions can have on the quality of people’s personal and financial lives. The Master of Science degree in Kinesiology is one avenue by which we can begin to impact these critical health related concerns in the Acadiana region.

*Figure 6. Prevalence and trend of Adult Hypertension in Louisiana from 1995-2009
The cancer related death statistics in Louisiana are very disturbing (Figure 7). The age adjusted death rate is at the highest level (i.e., between 193.3-213.7 deaths per 100,000 persons).
* www.cdc.gov

*Figure 7. Age-Adjusted Death Rates (per 100,000 persons) for the U.S. Standard Population (19 age groups-Census P25-1130)

*www.cdc.gov

The use of physical activity, as a form of complementary medicine for survivors of cancer is a relatively young field. The Acadiana area is served by one cancer organization, Miles Perret Cancer Services (MPCS), with a program dedicated to the use of physical activity and other forms of movement to increase patient survival. To date, MPCS has served over 7,000 families in Acadiana. The success MPCS has seen with the use of physical activity as a form of complementary medicine has been the impetus behind two other organizations developing similar programs (i.e., Cancer Center of Acadiana and Lafayette General Hospital). The blossoming of the field as a whole and the development of local programs focusing on a cancer specific population presents employment opportunities for graduates of this proposed Master’s program.

Students in the Master of Science degree program will learn the necessary information to work with special populations such as cancer exercise therapy groups and older adults, and will be able to select internships in these areas. This will make an immediate impact upon the area surrounding UL Lafayette as these students will provide a much-needed source of assistance for local centers such as MPCS. These students will also be highly marketable, as training special populations is one of the fastest growing segments of the rehabilitation and fitness industries. Based upon the internship and electives chosen, the following career paths that deal with special populations may be available: cancer exercise specialist, certified health fitness specialist, Certified Clinical Exercise Specialist (ACSM), senior exercise specialist, and rehabilitation specialists. The M.S. degree in Kinesiology is one avenue by which we can address all of these important health related concerns for the purpose of improving the overall quality of life for individuals living within and outside the Acadiana region.
ii. Are there possibilities for cooperative programs?

The UL Lafayette Department of Kinesiology is open to cooperative partnerships with other universities that may be interested; however at this time, the proposed degree is a stand-alone program.

f. If this program is approved, will its approval result in the termination or phasing out of existing programs? That is, could this program be considered a replacement program?

No, the proposed program is new.

g. Describe how the proposed program will further the mission of the institution and support initiatives identified in the Board of Regents' Master Plan for Public Postsecondary Education in Louisiana: 2011.

The program is aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" Objective 1-6: Increase the rate and number of students earning a postsecondary credential. The narrative accompanying this objective indicates that "there is a large unmet need for adults postsecondary education efforts that target ....... adults with a college degree who need additional credentials, coursework, or skills for career advancement."

It is also aligned with Objective 1-7: Develop a skilled workforce to support an expanding economy. While there is much emphasis in other parts of the Plan on converting high school graduates to college graduates and attracting those adults who have had little or no prior postsecondary education, the narrative supporting this objective makes it clear that "building and sustaining a 21st-century economy for Louisiana requires continuing workforce development at all levels, from adult basic education to advanced graduate and professional training."

3. Students

a. Project the enrollment and estimate the number of graduates expected for the proposed program for the first five years by level of student and with a justification for the projections.

A student interest survey conducted in Kinesiology indicated that, of 145 upper-division respondents in Kinesiology, approximately 124 (85.5%) would be interested in pursuing a Master's degree in Kinesiology at UL Lafayette. Graduates of the Kinesiology undergraduate program recognize the quality of their undergraduate degree and have indicated a strong interest in pursuing an advanced degree. In addition, fitness professionals, coaches, athletic trainers, managers of sport and recreation programs employed in the Acadiana region, and students from universities and colleges throughout Louisiana and the surrounding states will be recruited. Professionals currently practicing in the health and fitness fields may be interested in Master's level course work to gain certifications required in their field or meet continuing education credit for retaining certifications.
Table 5. Projected enrollment from 2013-2018

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<tr>
<td>enrollment</td>
<td>5-10</td>
<td>10-15</td>
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<td>20+</td>
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<td><strong>Projected</strong></td>
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<tr>
<td>graduates</td>
<td>0-5</td>
<td>5+</td>
<td>10-15</td>
<td>15-20</td>
<td>20+</td>
</tr>
</tbody>
</table>

In 2003 there were 518 undergraduate majors in Kinesiology. Since then, there has been a steady rise in the number of majors (see Figure 1). Current enrollment is 1039 undergraduates (Figure 1), a positive percent change of over 100%. Of these majors, 88% were enrolled in areas other than teaching certification (i.e., Exercise Science, Athletic Training, Sports Management, and Health Promotion and Wellness). In addition, students in the teacher preparation program may also be interested in pursuing advanced studies in Kinesiology, through the M.S. degree.

Kinesiology faculty are sensitive to the needs of local students who have full time jobs. Courses will be offered in a variety of delivery methods to meet the needs of working students who intend to complete the program in two years or less. Completion of the program in as little as four semesters is possible if they take a full 9-hour load each semester.

The Exercise and Sport Science track requires more face-to-face content delivery due to the nature of the coursework and hands-on lab components. The Health Promotion, Recreation and Sport Management track is primarily online or hybrid with very few required face-to-face course offerings. This program would be excellent for students with less flexibility in their schedules or for students outside the Acadiana region. Several KNES faculty members have successfully completed the Quality Matters online training through the UL Lafayette Office of Distance Learning and will have their courses certified to offer online.

b. *Indicate the source of students – from existing programs or students who might not otherwise be attracted to the institution.*

Kinesiology faculty members have been actively involved in a variety of nationally and internationally recognized professional organizations for many years. Through our extensive involvement with these organizations, the process of recruiting graduate students to our program will be greatly facilitated. Currently, Dr. Chuck Duncan serves as the Past-President of LAHPERD (Louisiana Association of Health, Physical Education, Recreation and Dance) and Dr. Charity Bryan is the current President of LAHPERD. Dr. Bryan also serves on the board of directors for the National Association of Girls and Women in Sports (NAGWS) and the Research Consortium of AAHPERD (American Alliance for Health, Physical Education, Recreation and Dance).

Our faculty regularly attend national meetings of the American College of Sports Medicine (ACSM), National Athletic Training Association (NATA), American Society on Aging (ASA), American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), National Council On Aging (NCOA), Gerontological Society of America (GSA), Association of Gerontology in Higher Education (AGHE), National Strength and Conditioning Association (NSCA) and the National Recreation and Parks Association (NRPA). The opportunity to interact with and recruit potential graduate students in these forums is limitless.
The Athletic Department annually employs graduate assistants as athletic trainers and assistant coaches. Many of these individuals want to pursue a Master’s degree in a field related to exercise and/or sport. The Master in Education (M.Ed.) is currently not available to individuals who do not have teacher certification and one year teaching experience. The proposed M.S. degree will immediately provide an avenue for these professionals to expand their knowledge base and further their careers. Based on the rationale provided, the Graduate Faculty of the Department of Kinesiology projects an initial minimum cohort of 5 to 10 students, some of whom will have graduate assistants from Kinesiology and Athletics. This pool of students is not expected to negatively impact existing M.S. degree programs in the state of Louisiana. This cohort will be supplemented by outside professionals in the areas of health, fitness, coaching, athletic training, strength and conditioning specialists and rehabilitation specialists in the Acadiana region.

National trends indicate the greatest job growth for certified athletic trainers is in local high schools. In order to obtain a high school teaching/athletic training position, certified athletic training (ATC) students are required to obtain two years of experience. Many of these ATC students will choose to meet this requirement through our graduate program.

The UL Lafayette Department of Intramural Sports is another excellent resource for recruiting well-qualified students for the M.S. degree program. The Departments of Kinesiology and Intramural Sports have an excellent working relationship, and graduate assistantships would be mutually beneficial to both departments.

With rolling admissions and classes scheduled as cohorts, a projected enrollment of 25 to 30 students, and a yearly completion of 10-15 graduates is reasonable. The six-parish area of Acadiana is projected to have a population of 558,441 in 2013, with about 38% between the ages of 18 and 44. Demographic data virtually assure the growth of UL Lafayette, and there can be no doubt that the Department of Kinesiology will continue to produce professionals with intentions to pursue graduate studies.

c. What preparation will be necessary for students to enter the program?

Students in the M.S. in Kinesiology program must have an undergraduate degree in a Kinesiology-related field and will be subject to UL Lafayette’s regular admission standards. Specifically, students in the Exercise and Sport Science track must have a sufficient background in the sciences and must have completed an undergraduate or graduate Exercise Physiology course with corresponding lab. In addition, applicants must submit a writing sample to the Kinesiology Graduate Coordinator.

d. Provide enrollment data for closely related programs currently offered at the institution. If the proposed program is an expansion of an existing program, give the past four years’ enrollments in existing programs by level, and number of degrees granted.

A closely related program is not offered at UL Lafayette.

c. If a graduate program is requested, indicate sources of financial support for students.

Currently, our department supports four Graduate Assistants (GAs). Historically, GAs taught in our Kinesiology activity program (KNEA), supervised our computer lab, and occasionally assisted in research projects (e.g., assistance in data collection and data entry). We expect to retain these GAs and utilize them as Teaching and/or Research Assistants for this program.
There are several sources of financial support available for students who pursue the Master's degree in Kinesiology. Graduate scholarships exist through professional organizations such as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), Ruth Abernathy Presidential Scholarship, National Athletic Trainers Association (NATA), American College of Sports Medicine (ACSM), National Strength and Conditioning Association (NSCA) and American Society of Exercise Physiologists (ASEP).

The Department of Kinesiology also has the Vesta R. Bourgeois Health, Physical Education and Recreation Research Fund (account #02552). This account was established with a donation to the UL Foundation in 2005 as part of the estate settlement of Vesta R. Bourgeois. Below is an excerpt from her last will and testament indicating the intended use of the $75,000 donation, which includes the possibility of funding graduate students:

"... $75,000 to the University of Southwestern Louisiana Foundation to be used for the funding of the Vesta Richard Bourgeois Health, Physical Education and Recreation Research Fund. This fund shall be used solely for grants to female faculty and/or female Graduate students in the Department of Health, Physical Education and Recreation of the University of Southwestern Louisiana. Only the income generated by the Principal of such bequest may be used for grants. The selection of the person or persons to receive a grant shall be made by the Director of Research of the University of Southwestern Louisiana."

The faculty and graduate students in the Department of Kinesiology will seek funding from the aforementioned organizations, as well as from other appropriate avenues within the local, national and professional community.

4. Faculty

a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments.

A list of all graduate faculty with the requested information as well as a brief synopsis of their recent research history is provided in Appendix 1. The Department of Kinesiology currently has three endowed professors, one distinguished professor, three former endowed professors, and three recently retired Professors. Of the three recent retirees, two were Distinguished Professors, one was an endowed professor and all three hold the title of Professor Emeritus. Several faculty members have held important offices within key state, regional, national and international organizations. All graduate faculty members regularly publish in international and national blind, peer reviewed journals relevant to the proposed degree. In addition, they have conducted numerous peer reviewed international and national presentations and have published research abstracts in nationally recognized journals and proceedings. Most have been successfully involved in both internal and external grant writing.

Professors who will be teaching in the M.S. program hold doctoral degrees in fields related to the proposed degree. Drs. Clemons, Campbell, Dore, and Bellar have all been involved in
teaching and conducting research relevant to the fields of exercise science, sport science and athletic training. Dr. Clemons has published numerous exercise science articles and has recently published investigations on new valid and reliable methods of testing strength and power. Dr. Campbell is a biomechanist as well as a Certified Athletic Trainer (ATC) which will help meet the teaching and research needs of students interested in the athletic training area. Dr. Dore is involved in research and curriculum development for athletic training and has research interests and capabilities relative to muscle reconditioning. Dr. Bellar has expertise in the areas of exercise for special populations as well as strength and conditioning and has recent publications on the relationship of anabolic hormones to executive function in older adults and the effects of elastic tension on weight training. Dr. Lyman has an extensive background in teaching, conducting research and promoting health, and is published in numerous health journals. Dr. Andrew Hatchett directs the Sport Management undergraduate concentration. He has recently been involved in research linking physical activity with cancer recovery. Dr. Hatchett brings a research record that utilizes oncology professionals in the area who are supportive of his efforts relative to exercise and cancer recovery. He has conducted research in the area of body composition with regard to older adults as well as the college age population. Dr. Hatchett recently initiated a longitudinal study to determine the impact of health and physical activity programs at UL Lafayette on the body mass index (BMI) of students, faculty and staff. He is certified in the use of Dual-Energy X-ray Absorptiometry (DEXA), an imaging technique used in assessing body composition. This skill will be of tremendous value to our M.S. degree program if and when funds are available for purchasing a DEXA unit.

As previously indicated, obesity is a major concern for the state of Louisiana. Drs. Duncan, Foret, and Bryan all have expertise in the research and development of wellness programs for children, the elderly and individuals with disabilities. Dr. Duncan has been a Professional Development School Liaison at J.W. Faulk elementary school for the last 8 years and works closely with numerous elementary educators in the public schools to address current issues and concerns such as childhood obesity and wellness. Dr. Foret, recognized as a Distinguished Professor, is involved in fall prevention research and intergenerational fitness programs. She and Dr. Rachel Fournet, Associate Professor and Director of Dietetics at UL Lafayette, developed a program entitled Fitness through Intergenerational Teamwork (FIT). This program addresses obesity and lack of physical activity issues of both children and older adults, two critical issues currently facing Louisiana. Drs. Bryan and Bellar are currently working in conjunction with the Picard Center for Child Development and Lifelong Learning in the Coordinated School Health program that covers a five parish area.

b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered. The basis for this calculation should be full-time equivalent students and faculty and should be computed based on all students taught rather than the student majors or other related groupings.

Classes taught by full time faculty and adjuncts in the Department of Kinesiology at UL Lafayette averaged approximately 35 students per class over the past academic year. The ratio is 1 full time faculty member for every 74 Kinesiology undergraduates (14 full time faculty/1039 undergraduate majors). Currently, the Department of Kinesiology is undergoing three faculty searches in order to replace faculty members who have recently accepted positions elsewhere.
c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

The addition of a Master of Science degree program will certainly impact all future hiring decisions within the Department. First, the Department of Kinesiology will need to replace the three vacant faculty lines recently created by retirements and resignations. Once these three faculty members are replaced with Ph.D. tenure track faculty, we will be able to accommodate the new M.S. degree program. The three faculty hires will offset the number of graduate faculty who currently teach overloads each semester.

In addition, future retirements are anticipated and our expectation is that these positions will be filled to maintain and/or meet the needs of the proposed graduate program. The KNES department has a plan to address workload issues. When a graduate faculty member is teaching a graduate course, other KNES faculty, adjuncts, and graduate assistants will cover undergraduate courses previously taught by that faculty member.

d. Explain if recruiting new faculty members will require an unusual outlay of funds or unique techniques. For example, will a special chair of instruction be required to attract a nationally recognized person?

Other than filling the three positions in Kinesiology mentioned earlier, an unusual outlay of additional funds is not anticipated. Existing faculty lines will be filled based on program needs and salaries will be commensurate with experience and expertise.

e. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.

The Kinesiology graduate faculty are currently involved in research projects in their areas of specialty, many of whom utilize undergraduate students to collect and record data. In addition, Kinesiology faculty collaborate with one another on various projects and our department currently has several collaborative efforts with other entities, both on and off campus (e.g., Picard Center for Child Development, Miles Perret Cancer Services Center, Women's and Children's Hospital of Lafayette, etc.). Kinesiology faculty will continue to expand their research efforts as they acquire graduate students in the M.S. degree program. Currently, all graduate faculty receive a 3 hour release for research and teach 12 hours per semester. Please see abridged faculty vitae in Appendix 1 for a more complete accounting of faculty research productivity.

f. If a graduate program is requested, indicate:

i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.)

A complete list of faculty publications can be found in the abridged faculty vitae in Appendix 1. All Kinesiology faculty in the Master's Degree program are highly qualified to direct thesis level research for students who choose the thesis option.
ii. For proposed new faculty, qualifications and/or strengths needed.

Two of the three vacant positions referred to in sections 4c and d above would need to have a Ph.D. in Exercise Science or a related field. The third position would need to be in the area of health, sport and/or recreation management. Individuals with previous experience directing Master’s level theses will be recruited.

5. Library and Other Special Resources

a. Are present library holdings in related fields adequate to initiate the proposed program?

The Edith Garland Dupré Library provides materials and professional support required by Kinesiology faculty in their pursuit of quality scholarship. The Library houses the University Media Center and a STEP microcomputer laboratory with 150 networked computers, printers, and servers; the Reference Online Center with 24 networked computers and printers; and the Bibliographic Instruction SMART Classroom with 25 computers, an operator’s workstation, and projection equipment. Special Collections include: a 40% repository for United States Government Documents, Louisiana government documents, materials pertaining to the history and culture of Acadiana (in the Jefferson Caffery Louisiana Room), the University Archives and Acadiana Manuscripts Collection, the Folklore/Oral History Collection, and the Rare Book Collection.

Most of the library’s collections are provided online through the iLink catalog. The library is a member of the regional library organization Lyris, which provides nationwide networked cataloging and other professional services. The ILLiad system for transmitting Interlibrary Loan documents is also available. The University community may access most of the 100+ databases 24 hours a day, 7 days a week through Ebscohost, Lexis-Nexis Academic, PROQUEST, and other providers. Among these databases are Academic Search Complete, Index Medicus, ERIC, Library Literature & Information Science Full Text, and Mental Measurements Yearbook and JSTOR.

Eleven of the databases are specifically pertinent for research in the subject areas of athletic training, and health. Most of the Library’s collections are listed in the UL Lafayette Online Public Catalog (iLink). The University of Louisiana at Lafayette provides access for faculty and graduate students to comprehensive bibliographic databases such as the Web of Science, Academic Search Complete, and Ebscohost. Internet access to these services is available within university, college and departmental computer labs as well as multimedia stations in the library.

Additional library services that aid scholarly activities of students and faculty in the Department of Kinesiology are Ask Reference, an online reference service for basic questions and search strategies, and the Bibliographic Instruction/Distance Learning Department which offers tours and instruction for classes at all levels and provides a host of research support, including an online glossary of library terms and online guides to MLA (Modern Language Association) and APA (American Psychological Association) styles. Library instruction takes place in the fully automated Bibliographic Instruction Lab. Subject-specific research guides are available in the Reference Department. The Library’s Webpage provides links to resources and services, with online forms available for Ask Reference, Interlibrary Loan, Library Tour Requests, and Departmental Book Requests. MOODLE provides around-the-clock web access to assignments and readings posted by faculty members.
Dupré Library contains 55 refereed journals directly contributing to the cognitive base of course work taught in Kinesiology. In addition, the library receives numerous journals and magazines specific to activities and topics related to this diverse field. The Department of Kinesiology is allocated approximately $11,000 each year for subscriptions, although the amount of that allocation varies according to the size of the Library’s budget. The Kinesiology Department has a designated library representative; Denise Goetting is the Library’s liaison for Kinesiology and Dr. Toby Dore serves on the University Library Committee.

b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed – books, periodicals, reference books, primary source materials, etc.?

Faculty members in the Department of Kinesiology believe the existing current library resources to be adequate to initiate the new program. The journals listed below will eventually need to be acquired and full access to the entire manuscripts will need to be provided (i.e. abstracts alone are insufficient). Having access to these journals would be critical to the ability of a graduate student to create a literature review for a thesis, prepare a manuscript for publication, or prepare a paper for a class.

British Journal of Sports Medicine
European Journal of Sport Science
European Journal of Applied Physiology
International Journal of Sports Nutrition and Exercise Metabolism
Journal of Applied Physiology
Journal of Sport Science
Journal of Strength and Conditioning Research
Journal of Teaching in Physical Education,
Scandinavian Journal of Medicine & Science in Sports
Strength and Conditioning Journal

c. Do other institutions have library resources being used or available to faculty and students for the proposed program?

Dupre Library is a member of the statewide Louisiana Academic Library Information Network Consortium (LALINC) of public and private university and college libraries. LALINC members, thirty-six in number, have reciprocal borrowing privileges. The Libraries are members of the OCLC Interlibrary Loan Service (ILL), which enables us to borrow and lend library materials through OCLC’s electronic network of 6,700 libraries. Additionally, the Library subscribes to various electronic delivery services that provide access to a multitude of other titles in all disciplines.

d. Indicate or estimate total expenditure for the last two completed fiscal years in library acquisitions for the subject matter fields or departments in which the proposed program will be offered, or which are related to it.

Below are the 2008-2010 expenditures for Kinesiology at Dupre Library.
Table 6: Kinesiology Library Expenditures: Dupre Library, University of Louisiana – Lafayette

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<th>Monographs</th>
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<tr>
<td>2009-2010</td>
<td>$0</td>
<td>$0</td>
<td>$9,962.19</td>
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<tr>
<td>2008-2009</td>
<td>$2,132.29</td>
<td>$4,119.78</td>
<td>$10,987.97</td>
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<tr>
<td>2010-2011</td>
<td>$0</td>
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Table 6 represents only expenditures related to Kinesiology materials. It does not include expenditures for related materials purchased on other college and/or departmental accounts, such as Nursing or Health Information Management, which may have library holdings that could be utilized by students in the Kinesiology Master’s degree program.

c. Project library expenditures needed for the first five years of the proposed program.

In order to acquire research quality resources to sustain a Master of Science in Kinesiology, the journals listed below will need to be obtained by Dupre Library. The total annual cost to obtain these journals with online access is $8645. The annual costs for the individual journals are provided adjacent to each journal.

- British Journal of Sports Medicine ($367 online)
- European Journal of Sport Science ($554 online)
- European Journal of Applied Physiology ($180 per volume)
- International Journal of Sports Nutrition and Exercise Metabolism ($446 for online & text)
- Journal of Applied Physiology ($1,455 for online and text)
- Journal of Sport Science ($3,675 for online and text)
- Journal of Strength and Conditioning Research ($554 for online and text)
- Journal of Teaching in Physical Education ($350 for online and text)
- Scandinavian Journal of Medicine & Science in Sports ($872 total for online and text)
- Strength and Conditioning Journal ($192 for online and text)

d. What additional special resources, other than library holdings, will be needed?

On-campus printing of posters for research presentations needs to be available to faculty and graduate students across all disciplines at the University. These services are cost-prohibitive when using vendors outside the University and faculty members bear the financial burden.

e. If a graduate program is requested, indicate:

i. Special library resources needed to offer a program of quality.

As indicated in section 5b, the library holdings at this time are sufficient to begin the program. Over the coming years, new journals will need to be added to the library’s current holdings.
ii. How do library resources deemed desirable compare to other institutions with similar programs that are high quality? Cite specific comparisons of other institutions.

There is wide variation in library holdings among our peer institutions offering Master’s degrees in Kinesiology. We have chosen to compare ourselves with three other institutions in the mid and southeastern United States that offer degrees which are similar to the proposed M.S. degree: University of Southern Mississippi (Hattiesburg MS), University of Memphis (Memphis, TN), and the University of North Carolina – Greensboro (Greensboro, NC). The library holdings of universities comparable to UL Lafayette are listed below in Table 7.

Table 7. Comparison of Selected Library Criteria for Three Southeastern Universities offering the M.S. in Kinesiology

<table>
<thead>
<tr>
<th>Institution</th>
<th># Titles</th>
<th># Serial Subscriptions</th>
<th>Expenditures -- Current Serial Subscriptions</th>
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<tr>
<td>University of Southern Mississippi</td>
<td>1,196,097</td>
<td>6,318</td>
<td>$2.475 million</td>
</tr>
<tr>
<td>University of Memphis</td>
<td>2,048,468</td>
<td>7,065</td>
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</tr>
<tr>
<td>University of North Carolina - Greensboro</td>
<td>1,249,687</td>
<td>40,911</td>
<td>$2.9 million</td>
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<tr>
<td>University of Louisiana at Lafayette</td>
<td>1,024,179</td>
<td>2,000</td>
<td>$1.2 million</td>
</tr>
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6. Facilities and Equipment

a. Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program.

The Department of Kinesiology has sufficient equipment and supportive technology to initiate a Master of Science degree. We are housed in an attractive $8.6 million structure occupying 125,000 square feet on a 17-acre tract of land. The facility, dedicated in January of 1987, includes a large multi-purpose gymnasium that contains four basketball courts and a four-lane 1/8 mile track on the second level. Situated around this nucleus are a variety of other instructional, recreational and laboratory facilities (i.e., six classrooms, one large teaching auditorium, a gymnastics room, a weight-lifting room, exercise room with stationary bicycles, racquetball courts, a central equipment storage-issue room and a multi-purpose...
room for martial arts and archery). A new $2,500,000 weight room has recently been completed and is fully operational. It totals 17,000 square feet and includes over 35,000 pounds of weight plates and dumbbells as well as a variety of CYBEX pin select resistance training equipment. The facility also includes a cardiovascular loft with Woodway, Life Fitness, Precor, and Cybex machines, televisions with a balcony view of the main resistance training area as well as the Student Aquatic Center. In addition, the area includes a 25 foot rock wall for every level of climber. Outdoor facilities include: lighted tennis courts, illuminated playing fields for soccer, and a $2,000,000 recreational swimming complex.

Sidewalks adequate for maintenance vehicles connect all areas of the complex. The academic and administrative areas include a tiered lecture room with an audio-visual projection cubicle in the rear, many classrooms, a resource center, computer lab and a 2,400 sq. ft. Human Performance Laboratory housing Exercise Physiology and Motor Learning Labs.

b. Describe present utilization of these facilities where facilities are assigned to the department.

All teaching and research facilities in Bourgeois Hall are managed by the Department of Kinesiology and are fully utilized to meet the teaching and learning needs of students and faculty in Kinesiology.

c. Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment. If special facilities and equipment will be needed, estimate cost and indicate proposed sources for financing.

New facilities and laboratories will not immediately be required for the M.S. Degree in Kinesiology; however, an operating budget will be needed for equipment repair and lab supplies. The estimated costs of expendable supplies and needed laboratory equipment will be $5,000 per academic year.

7. Administration

a. In what department, division, school, college, or other designation will the proposed program be administered? Explain if the program is interdisciplinary and/or inter-departmental.

The Master of Science degree will be housed in the College of Education, Department of Kinesiology. The program will be both inter-disciplinary and inter-departmental. The program is inter-disciplinary in that the M.S. degree may include courses not only in the concentration area, but also in related disciplines such as dietetics, biology, psychology, health information management, recreation, and business. The administrative chain of command will include: the Kinesiology Department Head, Dr. Charity Bryan; the Kinesiology Graduate Coordinator, Dr. Claire Foret; the Graduate Coordinator for the College of Education, Dr. Paula Montgomery; Dean of the College of Education, Dr. Gerald Carlson; Dean of the Graduate School, Dr. David Breaux; and Interim Vice President for Academic Affairs, Dr. Carolyn Bruder.
b. Indicate if the proposed program will affect the present administrative structure of the institution.

The proposed program will not affect the present administrative structure of the institution.

c. Describe any special departmental strengths and/or weaknesses and how the proposed program will affect them.

A particular strength that will lend itself to the proposed program is the diversity of faculty in the various research areas. All graduate faculty members represent unique areas of research and publication, and each has an extensive publication record. While the department has never had an M.S. degree program, all tenure track Kinesiology faculty have always maintained graduate faculty status at the University. The proposed program will accentuate faculty research capabilities in research in the field of exercise science, health, and sports/recreation management. Currently, three Kinesiology graduate faculty members have endowed research professorships. In addition, at least four other graduate faculty members have previously held endowed professorships.

8. Accreditation

a. Is the program eligible to be accredited? If so, give the name(s) of the accrediting agency(ies), requirements for accreditation, and how the criteria will be achieved.

The proposed M.S. degree in Kinesiology would provide students the opportunity to enroll in one of two concentrations: (1) Exercise and Sport Science or (2) Health Promotion, Recreation and Sport Management. Both tracks may be accredited by The Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Committee on Accreditation for the Exercise Sciences (CoAES) works with CAAHEP and its primary role is:

"... to establish standards and guidelines for academic programs that facilitate the preparation of students seeking employment in the health, fitness, and exercise industry. The secondary role of the CoAES is to establish and implement a process of self-study, review, and recommendation for all programs seeking CAAHEP accreditation (CoAES, 2011). Programmatic accreditation through CAAHEP is specifically intended for Exercise Science or related departments (Physical Education, Kinesiology, etc.) with a professional preparation tract designed for students seeking employment opportunities in the health, fitness, and exercise industry (CAAHEP, 2011)."

None of the SREB peer institutions for the University of Louisiana at Lafayette have CAAHEP accreditation for Exercise Science. Although accreditation may be desirable, it is not essential to initiate the program, but it will be a consideration in the future.

b. Delineate the initial costs of accreditation and subsequent annual cost.
Per the CAAHEP website, "Once accredited by CAAHEP, CAAHEP charges an annual institutional fee (currently $450). This fee is for the institution and is NOT based on the number of CAAHEP accredited programs an institution has."

c. If a doctoral program is requested, describe the use of consultants in developing the proposed program and include a copy of their report as an appendix to the proposal. The use of consultants to assist in the development of such proposal is highly recommended, if not imperative.

N/A

9. Related Fields

a. Indicate subject matter fields at the institution which are related to, or will support, the proposed program.

A variety of subject matter fields at UL Lafayette are related to, or may support, the proposed Master's Degree in Kinesiology (e.g. dietetics, biology, psychology, health information management, and business).

b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.

We are unaware of any significant weakness in the supporting fields; therefore, no improvement costs are anticipated. In addition, although the support fields may be desirable, they are not essential to the proposed degree.

10. Costs

a. Estimate costs of the proposed program for the first four years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Indicate if federal or other sources of funds are available. Are there prospects for increased income from students recruited specifically to this program who otherwise would not have enrolled?

There is a need for additional resources, including but not limited to replacing faculty lines. These costs may be provided for by reallocation of present institutional resources or obtaining new institutional commitments. Additional supplies and equipment and two additional graduate assistants will be needed to sustain the program. Aside from these needs, the University has the necessary infrastructure and technology to support the degree.

Each faculty member in the Department of Kinesiology teaches classes which total 24 or more credit hours per academic year. Graduate faculty in the Department of Kinesiology currently receive no release time for additional departmental duties and most teach overloads on a regular basis. Therefore, filling the existing faculty lines at the Assistant Professor rank will be essential to initiate and sustain the program. This will be necessary prior to the second year of the program (please refer to the attached cost estimates).
In addition, the new library assets requested in 5b will be helpful to further support the program. There are supplemental funds available at the state and federal level for grants to support the M.S. degree program in Kinesiology (e.g. NIH, CDC and BoRSF grants). The collaboration between Kinesiology and the Picard Center for Child Development has been advantageous when writing grants.

b. Indicate departmental costs:

i. Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program.

<table>
<thead>
<tr>
<th>Kinesiology Departmental Budget</th>
<th>2009-2010 (Actual)</th>
<th>2010-2011 (Budgeted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Categories:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel Services</td>
<td>$1,753,470</td>
<td>$1,674,009</td>
</tr>
<tr>
<td>Travel</td>
<td>$3,044</td>
<td>$6,980</td>
</tr>
<tr>
<td>Operating Services</td>
<td>$12,649</td>
<td>$19,977</td>
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<tr>
<td>Supplies</td>
<td>$3,955</td>
<td>$5,284</td>
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<tr>
<td>Professional Services</td>
<td></td>
<td>$150</td>
</tr>
<tr>
<td>Departmental Total</td>
<td>$1,773,118</td>
<td>$1,706,400</td>
</tr>
</tbody>
</table>

ii. How will the proposed program affect the allocation of these funds?

The proposed M.S. degree in Kinesiology will require an additional budget in order to fund the items listed in #10a. The current departmental budget in the chart above represents expenditures associated with the undergraduate Kinesiology degree only.

c. Indicate if additional funds for research will be needed to support the proposed program.

Necessary additional funds are indicated in the attached "Summary of Estimated Additional Costs for Proposed Program." In addition, $8,645 is being requested for additional library resources as outlined in 5e above.

d. Provide estimates of additional cost on the attached form.
## Estimated Program Costs and Tuition/Fees Generated for Five (5) Years Proposed Budget

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty (fill one vacant faculty position already included in UL Lafayette budget—no new dollars; 25% will be dedicated to this program)*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Library</td>
<td>4000</td>
</tr>
<tr>
<td></td>
<td>Operating</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>Equipment</td>
<td>3000</td>
</tr>
<tr>
<td></td>
<td>Supplies</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>Travel</td>
<td>1000</td>
</tr>
<tr>
<td><strong>Total—Year One</strong></td>
<td></td>
<td>28694</td>
</tr>
<tr>
<td></td>
<td>Potential Revenue from tuition/fees</td>
<td>47218</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty (fill second vacant faculty position already included in UL Lafayette budget—no new dollars; 25% of each new faculty position will be dedicated to this program)*</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Library</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td>Operating</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>Equipment</td>
<td>3000</td>
</tr>
<tr>
<td></td>
<td>Supplies</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>Travel</td>
<td>1500</td>
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<tr>
<td><strong>Total—Year Two</strong></td>
<td></td>
<td>48887</td>
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<tr>
<td></td>
<td>Potential Revenue from tuition/fees</td>
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<td></td>
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<td></td>
<td>Equipment</td>
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<tr>
<td></td>
<td>Supplies</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>Travel</td>
<td>2000</td>
</tr>
<tr>
<td><strong>Total—Year Three</strong></td>
<td></td>
<td>69082</td>
</tr>
<tr>
<td></td>
<td>Potential Revenue from tuition/fees</td>
<td>92262</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty (positions already included in UL Lafayette budget—no new dollars; 25% of each new faculty position will be dedicated to this program)*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Library</td>
<td>8645</td>
</tr>
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<td></td>
<td>Operating</td>
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<td></td>
<td>Equipment</td>
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<td></td>
<td>Supplies</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>Travel</td>
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<td><strong>Total—Year Four</strong></td>
<td></td>
<td>71977</td>
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<tr>
<td></td>
<td>Potential Revenue from tuition/fees</td>
<td>92262</td>
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</table>
Year Five

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (positions already included in UL Lafayette budget—no new dollars; 25% of each new faculty position will be dedicated to this program)*</td>
<td>$56082*</td>
</tr>
<tr>
<td>Library</td>
<td>$8645</td>
</tr>
<tr>
<td>Operating</td>
<td>$1000</td>
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<tr>
<td>Equipment</td>
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<tr>
<td>Supplies</td>
<td>$1000</td>
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<tr>
<td>Travel</td>
<td>$2250</td>
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<tr>
<td>Total—Year Five</td>
<td>$71977</td>
</tr>
<tr>
<td>Potential Revenue from tuition/fees</td>
<td>$114784</td>
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</tbody>
</table>

ESTIMATED EXPENDITURES (Years 1-5) $290,617
POTENTIAL REVENUE (Years 1-5) $416,266

References


May 10, 2011

Louisiana State Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 70802

Dear Board of Regents:

I am writing this letter in support of the proposed Master’s Degree of Kinesiology at the University of Louisiana at Lafayette. If approved, this program would have a positive impact on our Athletics Department. By having this Master’s Degree, our University and Athletics Department would be more attractive to potential graduate assistant coaches, managers, trainers and staff. These positions are very important to a successful athletic program during these difficult economic times.

Currently, we have a difficult time attracting quality applicants to meet the needs of our coaching and support staff positions because of unrelated degree programs. The Master of Kinesiology program would help educate and prepare coaches and support staff for their career upon graduation. The Athletics Department could potentially have approximately ten (10) graduate assistants that would benefit from this program.

I feel strongly that this Master’s program would be a huge benefit to our University and our Athletics Department. If you have any other questions please do not hesitate to contact me.

Sincerely,

Scott A. Farmer
Interim Director of Athletics
May 9, 2011

Dear Board of Regents,

I am writing this letter in support of a Master’s Degree Program in Kinesiology at the University of Louisiana at Lafayette. This program can assist many college graduates gain a stronger sense of what it takes to become professionals in such a diverse profession as Kinesiology.

As you well know, these days a Bachelor’s Degree alone in any major is not enough to promise security for new college graduates as job seekers. The training and skills that will be administered through this new Master’s Degree program will not only prepare its graduates, but also give them a cutting edge among other young professionals.

There are several positions in this widespread field where further education is the best chance to a promising future for a new graduate. Allowing these young professionals to have the ability to further their education in a subject matter that they have a passion for can only promise a more successful professional.

When students leave this university, we want them to enter the workforce as masters and not just more job seekers. The opportunity to further their college careers by attaining a Master’s Degree in this field will give them the confidence they need to interview with ownership and take on any position chosen not just the only position they can find.

With other states such as Texas, California, Kansas, Michigan, and countless others having this program available, we are losing revenue that could stay right here in Louisiana, if this program were offered. The culture of this state prides on keeping its residents local so by having this program available, we’ll be able to do that. Why should they have to travel several hours to other states when we could have the ability to receive higher education opportunities right here.

Thanks for your time and possible consideration of allowing Acadiana’s college graduates to stay local.

With Gratitude,

Shimeka Chretien-Bass

Shimeka Chretien-Bass

American Cancer Society, Mid-South Division
May 5, 2011

Mr. Robert W. Levy, Chairman
Louisiana Board of Regents
P.O. Box 777
Ruston, LA 71273

RE: Master of Science in Kinesiology Degree Program at University of Louisiana at Lafayette

Dear Mr. Levy,

I am writing this letter to express the Picard Center’s support for the development of a Master of Science in Kinesiology degree program at the University of Louisiana at Lafayette. We believe this degree will have a positive and tangible impact on the University, the Acadiana region, and the state for a number of reasons.

First, this degree aligns with our current research efforts on children’s health and fitness. With the passage of Act 256 in 2009, the Picard Center was named the data collection and analysis entity for student health-related physical fitness data. This large research endeavor led to the collaboration between the Picard Center and other UL Lafayette colleges and departments, primarily Kinesiology. Further, we are currently partnering with Kinesiology on two National Institutes of Health grant applications as well as other smaller-scale research projects.

Additionally, UL Lafayette’s Kinesiology department has helped us forge collaborations with other universities across the state, including LSU, NSU and ULM. These collaborations would only be strengthened and deepened by a Master of Science in Kinesiology degree program. It would allow us to match our specific research questions and agendas with specific graduate students for a mutually beneficial outcome. In a related manner, the Picard Center would provide opportunities for more research-minded students to serve as graduate assistants at the Picard Center. Currently, we have two graduate assistants who assist with children’s health and fitness research.

Second, this degree could have a positive impact on the Acadiana region. Having a more qualified field of candidates for positions in the fields of medicine, health, and fitness would increase the economic growth of this region and continue to diversify the available employment opportunities for its residents. This degree program could have a similar impact on the state as a whole.

In summary, the Picard Center strongly encourages the Louisiana Board of Regents to adopt the Master of Science in Kinesiology. It will improve the academic foundation of UL Lafayette by
filling a gap in the degree options for Kinesiology students and expand the research activity on our campus. Finally, this advanced degree can positively impact the economic climate of the Acadiana region and the state as a whole.

Thank you for your consideration in this matter.

Sincerely,

Billy Stokes, Ed.D., MBA
Executive Director, Cecil J. Picard Endowed Fellow in Child Development
Picard Center for Child Development and Lifelong Learning
5/3/11

Board of Regents
State of Louisiana
1201 North 3rd St. Ste. 600
Baton Rouge, LA 70802

This letter is written to support a Master’s Degree in the Department of Kinesiology at the University of Louisiana at Lafayette. This new master’s degree would be a vital component of growth for the Kinesiology department, UL Athletics, the local Acadia Community, hospitals, schools and other establishments where their graduates are employed.

As the Program Director in Dietetics at the university, this program would also be a viable opportunity for dietetic students to merge health and wellness at a time of obesity, heart disease, and health crisis in our state. Graduate students in KNES would be able to accompany and collaborate with dietetic interns on nutrition research projects in the accredited postgraduate Dietetic Internship. In addition, faculty in both departments can continue to merge our expertise and research talents. This degree would be a vital addition to the education and research of our institution.

Rachel M. Fournet, PhD, LDN, RD
Director of Dietetics
DEPARTMENT OF KINESIOLOGY, SPORT AND LEISURE STUDIES
May 9, 2011

TO: MEMBERS OF THE BOARD OF REGENTS
FR: Willie Daniel, Head
Dr. Willie Daniel, Head
DEPARTMENT OF KSLS

RE: SUPPORT OF THE MASTER'S DEGREE IN KINESIOLOGY

Please know that I support the establishment of the master's degree program in Kinesiology developed by the faculty in the Department of Kinesiology at the University of Louisiana @ Lafayette (UL@L). The support stems from market demand, student numbers and faculty.

In north central Louisiana, there are master's degree programs with different degree titles; however, I do not believe any of them conflict with the proposed degree program, especially by program location. Additionally, if the proposed program were approved by the Board, I would strongly encourage our undergraduate Kinesiology majors to give enrollment consideration to the program at UL@L.

Thanks and advise if the need exists.
May 2, 2011

RE: Master’s Program in Kinesiology

Dear Board of Regents:

I am writing in reference to the proposal for a Master’s Degree in Kinesiology to be implemented at the University of Louisiana-Lafayette. The university is long overdue for a program of this magnitude, and as a former student I also find the community to be very deserving of such a great honor.

With the above being said, I firmly believe that having the ability to further your education is truly a blessing and a gift. Some of us never had this opportunity for various reasons. One reason in particular is simply due to the lack of resource’s to fit the students continued educational needs or wants. This lack of resource ultimately leads to qualified students being left with no choice but to leave the state of Louisiana to find jobs or educational opportunities in other areas of the country. The constant loss of such qualified and deserving individuals can ultimately become detrimental to the student, not to mention the local workforce, economy as well as an entire community.

I feel there are multiple facets that such a program could address. For one, there is a high demand for qualified athletic trainers in this area. The potential for certified graduate student athletic trainers participating in a master’s program and being utilized in both the collegiate and high school settings in and around our community will set a standard in this area that is unprecedented. Such a program will certainly be inviting to students who wish to come to this area because of the unique culture and all Louisiana has to offer.

As more and more Louisiana high schools are implementing sports medicine programs into their curriculum, there will certainly be a higher demand for qualified teachers in the field of kinesiology and sports medicine and less of a need to venture outside of Louisiana to find these individuals.

As a business owner who heavily relies on local, qualified individuals for future employment at the collegiate and high schools levels in Lafayette and the surrounding areas, I would be in full support of a Master’s Degree program in Kinesiology at the University of Louisiana-Lafayette.

Professionally,

Chad Arceneaux, ATC, LAT
President/Owner
Louisiana Athletic Care

110 Travis Street, Ste 122
Lafayette, Louisiana 70503
Phone: 800.672.4504
Fax: 800.672.4564
www.laathleticcare.com
May 3, 2011

Board of Regents:

I am writing this letter in support of the University of Louisiana, Lafayette to have a new degree program added to the present curriculum offerings. I am in support of ULL having a Masters Degree in Kinesiology.

I am a retired teacher, coach and school administrator that has a Bachelors and Masters Degree in Health and Physical Education from McNeese State University but I feel very strongly about any University being able to give students in the acadiana area opportunities to further their education.

As a former coach, I know the validity of having a person with Kinesiology knowledge available for many various aspects of athletics. It will definitely be a positive relationship between the public school systems and the University. It will give students opportunities that are easily accessible and very rewarding.

Please vote in favor of allowing the University of Louisiana at Lafayette to offer this degree program. It will enhance education at a time when education is so critical. Thank you for your time and consideration of this request.

Sincerely,

[Signature]

Dahría Koentig
Retired Health and Physical Education Teacher, Coach, Assistant Principal
Delcambre High School
Delcambre, Louisiana
Friday, May 6, 2011

Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 70802

To whom it may concern:

It has come to our attention that the UL Lafayette Department of Kinesiology
is in the final writing stage of requesting the Board of Regents to grant it a
Master’s Degree Program in Kinesiology. My purpose in writing this letter is to
express the Southwest Louisiana Area Health Education Center’s utmost
support for this pursuit.

As a 20-year old organization whose mission is to improve health, we have
enjoyed a beneficial relationship with the Kinesiology Department. Through
the years, we have hired a number of UL Lafayette Kinesiology graduates and
have always been pleased with the caliber of those personnel. We routinely
utilize interns from the department and have been very satisfied with the
quality of those students as well.

SWLAHEC is particularly excited that the proposal includes an option geared
toward students interested in Health Promotion and Wellness. We have a
number of grants and contracts focusing on health and wellness, and eagerly
anticipate the prospect of hiring master’s prepared professionals to administer
them. Moreover, we would explore the possibility of establishing paid
assistantships at SWLAHEC for the master’s program.

I feel very strongly that this program would benefit not just our area but the
whole state in its quest to improve the health of its citizens and move
Louisiana up from the bottom of the U.S. states’ health rankings. It is my
profound hope that the Board of Regents sees the wisdom in granting the
Master’s Program in Kinesiology to UL Lafayette.

Sincerely,

Margaret B. Durand, M.S.,
CEO

103 Independence Blvd.
Lafayette, LA 70506
(337) 989-0001
(800) 435-2432
Fax (337) 989-1401
715 Ryan Street, Suite 104
Lake Charles, LA 70601
(337) 497-0127
Fax (337) 497-0128

www.swlaheccom
May 4, 2011

Charity Bryan, KNES Department Head
UL Lafayette Department of Kinesiology
225 Cajundome Blvd
Lafayette, LA 70506
337.482.6282

Dear Charity Bryan,

It has come to my attention that the administration at the University of Louisiana in Lafayette (ULL) may consider proposing the incorporation of a Master’s degree program in Kinesiology to the Louisiana Board of Regents. I eagerly encourage such effort in order to localize various options for potential graduate students as well as various sectors of the community in the Acadiana region. To enumerate just a few of the opportunities that such a graduate program would provide:

1. Positive economic impact to the infrastructure of the Acadiana region (employment, housing, business, primary/secondary education, including non-traditional students)

2. Growth/advancement in healthcare, education and technology (partnership with LSUHSC-UMC, local hospitals and other health care facilities and local schools)

3. Address disparity and changes with healthcare and promote research (a graduate program at a public learning institution at the border of many rural communities may participate in clinical trials and up to date treatment modalities).

When I considered various graduate programs, I ultimately chose a school located in the city that I lived in (LSUHSC in New Orleans). Our family relocated to Lafayette in 2005 after Hurricane Katrina and I found it difficult to travel to New Orleans until I obtained a Master’s Degree in 2007. ULL did not have a Master’s degree as a Family Nurse Practitioner at that time. Had it existed, I would have transferred and my time and money would have gone to ULL.

I currently work at LSUHSC-UMC as a Family Nurse Practitioner. The multidisciplinary opportunities for Kinesiology students and graduates are numerous. Physical therapy, occupational therapy, employee health, family practice, pediatrics, orthopedics and internal medicine are just a few services that may utilize them during school and upon graduation. Please consider these important reasons to integrate a Master’s Degree in Kinesiology at ULL.

Sincerely,

Anita Crutchfield
May 4, 2011

Charity Bryan
KNES Department Head
UL Lafayette Department of Kinesiology
225 Cajundome Blvd
Lafayette La 70506

Dear Dr. Bryan,

Woman's Foundation Inc. has recently been notified that the UL Department of Kinesiology has submitted a proposal for a Board of Regents Master's Degree in Kinesiology.

The Woman's Foundation Inc. has employed several of the graduates from the UL Department of Kinesiology. Woman's Foundation is an educational foundation providing programs and services to the medical profession and the community at large with information and knowledge which promotes the total well-being of women and their families. The Foundation has also participated in the internship program with the department.

The benefit of having a Master's graduate from the Kinesiology department would increase our credibility in the community. The importance of highly educated and prepared graduates assist the Foundation with its growth in programming and services in the field of health promotion and wellness in the Acadiana region.

Thank you for your assistance in the past with providing the Foundation quality and qualified individuals who are employable.

Sincerely,

Diana Leger
Executive Director
GROLEE ELEMENTARY
1540 Grolee Street
Opelousas, La. 70570

Positive Attitude = Positive Results

Gean C. Doucet, Principal
Emma J. Guillory, Asst. Principal

Phone: 337-942-3130
Fax: 337-942-2332

Members of the Board of Regents,

UL of Lafayette has a very strong KNES department. I have been associated with their program for several years as a supervising teacher. The teachers in the kinesiology department have a strong commitment to producing students who are effective teachers and leaders. It is because of this commitment to their students that I feel this university and the surrounding communities would benefit greatly by having a Master’s Degree program located at UL. Currently, students have to leave the area in order to pursue this level of education. Most of the time they do not come back to the area to work or teach because they receive job offers in the communities near the university they attended. We are losing and have lost a lot of talent because UL does not offer an advanced degree in KNES. Also, this program would attract students and teachers to the area which would have a positive impact on the businesses and housing in the area.

Some students, who want to stay in the area, have used online services from other universities to get their advanced degree. I personally do not feel they are as well educated as students who attend classes on a campus. They do not receive the personal interaction with their teachers and the give and take of ideas. That makes a difference in the personal development of students.

Also, we are living in a time when our elementary, middle, and high school children have the highest incidences of diabetes, obesity, and many other health issues. We need strong leaders to help bring about changes. I feel that by having a Master’s program in KNES at UL Lafayette will help the area schools and communities better educate the youth of today by bringing new ideas and innovations into the area thereby helping bring about effective and needed changes in the future of our students. My school participated in a PE/nutrition grant this year and the Master’s Degree students from the Dietetic program at UL assisted in teaching some of the nutrition lessons. It really made a difference to our students to have these students from UL teaching the lessons in creative and innovative ways that our regular classroom teachers would not have had the time to do.

I strongly hope you allow UL of Lafayette to offer a Master’s Degree program in KNES.

Sincerely,

Carolyn Mills, M. Ed.
Physical Education Teacher
Grolee Elementary

Students will learn in school what they need in life.
May 9, 2011

Board of Regents,

Please accept this letter in support of adding a Masters Degree in Kinesiology at the University of Louisiana at Lafayette. I work closely with this department daily and understand firsthand the importance this degree program would have on the department. I oversee the UL Lafayette Rec. Sports Department. Each year my department actively seeks graduate students to work in our department overseeing various areas such as aquatics, fitness, intramurals, club sports and strength and conditioning. Having our own graduate program, I would be able to offer 4-8 graduate assistantships per year to assist with our needs. What a great combination, students learning and working in the same facility in pursuit of their Masters Degree. The benefits to our department and the University are so obvious; I truly hope you too can see what such a common sense proposal would do.

The University supports, and is ready for graduates willing to enter the field in athletics, recreation, hospitals and schools. The collaboration I can foresee between our departments is truly exciting. Benefits to the Kinesiology Department, Rec. Sports and UL Athletics can be astonishing. I truly hope you give your sincerest consideration of adding a Kinesiology Master’s Degree program here at UL.

Sincerely,

Wayne Harper
University of Louisiana at Lafayette
Rec. Sports Director
Tuesday, May 03, 2011

To: The Board of Regents

Nineteen years ago, I started working in the Health Promotion and Corporate Wellness field. This was a time when very few degree programs were available that could impact health prevention and wellness. Now the field is “wide open.” I have been the Wellness Coordinator for Acadian Ambulance for the last 12 years, continually adding job duties to my plate that have far-reaching health impact for literally thousands of employees. This and many other reasons make me feel compelled to send in my support for the Master’s Degree in Kinesiology program at UL Lafayette. The fact that this proposed Master’s program includes a health option for students interested in Health Promotion and Wellness is incredibly timely.

In my professional opinion, many people do not understand the immense breadth of coverage that these Kinesiology and Health Promotion students can offer to employers. We have to think far beyond athletics, sports and personal training, and start to see the need for this knowledge to be utilized in corporate wellness, injury prevention, occupational medicine, safety and ergonomics. Recently, I had the pleasure of mentoring a student from the UL Kinesiology program. The work and assistance that this gentleman was able to provide to me was quite beneficial. I think it showed both of us how many opportunities are out there...from the traditional athletic programs, to hospitals and businesses of all sizes.

Quite frankly, my support for the Master’s Degree in Kinesiology is because I think the community needs a higher level of specialized training. As someone who will probably be hiring health professionals in the future, I would want these young graduates to be offered the extra coursework that allows them the focus and foundation to have immediate impact in the field of their choice. Health promotion and wellness are going to be major “hot beds” of activity for decades to come, and Acadian needs the degree program to produce these future leaders.

Best of health,

Chris Johnson, MSS, CEP, CLC
Wellness Coordinator
Acadian Ambulance Service
May 10, 2011

Dear members of the University of Louisiana Board of Supervisors and the Louisiana Board of Regents:

I am very pleased to offer my support to the Kinesiology Department at UL Lafayette in its effort to develop a Master of Science Degree in Kinesiology. These efforts are in alignment with the University’s commitment to graduate education and builds upon several existing baccalaureate programs in the Department of Kinesiology as well as numerous other departments on campus.

As UL Lafayette’s Faculty Athletic Representative I believe that I have insight into the academic goals of the student-athletes at our University. I know that many of them are committed to furthering their education and the proposed program would not only provide these students with a well-thought out and pedagogically sound curricula but would also provide UL Lafayette with a pool of graduate assistants (working as athletic trainers and assistant coaches) for the Athletic Department.

A Master’s degree is quickly becoming the standard for advancement in the sports industry. Leadership and management roles within amateur athletic programs, health and wellness programs, university and college sports, intramural and intercollegiate athletics, sports medicine, and sports teams in the professional leagues are typically filled with masters-level prepared individuals.

The two concentrations in the proposed degree program are well-designed to meet the needs of the industry. According to the Bureau of Labor Statistics, jobs in the fitness industry are expected to increase much faster than the national average for all jobs. The career options are broad as the master’s program will provide students with skills in management, law, public relations, research, ethics, fitness, wellness and business in a sport-related context.

A variety of industries will hire graduates from the proposed program. Employers hiring those with a master’s degree in kinesiology include college athletic programs, state and city sports programs, health care providers, leisure resorts, sporting equipment and supply companies, professional sports leagues, media outlets, federal, state or local health
departments, community health agencies, public relations and advertising companies, sporting and player associations and sports agency and management businesses.

The Acadiana area is rich in recreation, leisure and sporting programs and the graduates from this program will use their experiential education, their exposure to people from around the sports world and the practical experiences learned through internships to enhance the effectiveness of the various programs offered in Acadiana.

On a personal note, my son graduated with a baccalaureate degree in kinesiology from UL Lafayette in 2007. In order to pursue his dream of working for a professional sports franchise he sought a master’s degree in sports management. Unfortunately he had to look for programs in other states and ultimately graduated from the University of Southern Mississippi. Consequently those tuition dollars were lost to Louisiana.

I heartily endorse the proposed Master’s Degree in Kinesiology and I believe that not only will we attract students from within and outside of the state we will provide the Acadiana area with well-qualified sports professionals.

Thank you for this opportunity to convey my thoughts and recommendations.

Sincerely,

Anita Hazelwood, RHIA, FAHIMA
Louisiana Health Systems/BORSF Professor in Health Care Administration
Professor, Health Information Management
Faculty Athletic Representative
May 9, 2011

Board of Regents State of Louisiana
P.O. Box 3677
Baton Rouge, LA 70821-3677

Dear Sirs:

I am writing this letter in support of the application from the University of Louisiana at Lafayette (UL Lafayette) to establish an M.S. Degree in Kinesiology. As a "feeder" for physical therapy applicants to our Doctor of Physical Therapy program, I have come to know and have high regard for the strength of the Kinesiology Department at UL Lafayette. Graduates of the Kinesiology Department who are accepted into our academic program are very well prepared to handle the rigorous science curriculum that we provide our students. I have no doubt that the proposed M.S. degree in Kinesiology will build on the strength of the undergraduate curriculum that is already in place and will provide the educational needs of individuals in Acadiana who wish to pursue a Master’s degree in Kinesiology. Furthermore, I believe that exposing undergraduate students to graduate students will also strengthen the undergraduate curriculum as it will provide undergraduates more opportunities to be involved in research projects conducted as part of the graduate education program.

In closing, I would encourage you to strongly consider this application for the M.S. in Kinesiology. It will allow for advanced studies to individuals in a wide variety of health-related backgrounds which should ultimately enhance provision of health and wellness services to the citizens of Acadiana.

If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,

Jane M. Eason, PhD, PT
Associate Professor and Department Head
Physical Therapy
May 10, 2011

Board of Regents State of Louisiana
P.O. Box 3677
Baton Rouge, LA 70821-3677

To Whom It May Concern,

My name is Red Lerille and I am the owner of Red Lerille’s Health and Racquet Club in Lafayette, Louisiana. I established this club in a small 4000 sq. ft. facility in 1963 and in 1965 we moved it to our present location at 301 Doucet Road, Lafayette, Louisiana, 70503. My facility now comprises 185,000 sq. ft. over 20 acres and we are considered to be the largest and most complete health club in the southern United States. I am familiar with some of the present and past faculty members in the Department of Kinesiology at the University of Louisiana at Lafayette (UL Lafayette) and I have hired many of UL Lafayette’s undergraduate students in exercise science and health promotion and wellness. I have enjoyed and benefited from this relationship and hope that we can continue to build on it in the future.

I am nearing completion of a 9000 sq. ft. addition to the existing complex that will contain a Maximum Intensity Training Facility (i.e., Sports and Personal Training Complex). We pride ourselves in offering outstanding service and instruction to our clientele which is precisely why I have a personal interest in providing a strong recommendation for the proposed M.S. degree in Kinesiology. I have personally invested in the university as a sponsor of the Red Lerille’s Health and Racquet Club/BORSF Professorship in the College of Education at UL Lafayette and feel that this program would enhance the acquisition of new knowledge in the areas of health, exercise and sport and would hope that it would make this professorship even more competitive. We have a vibrant and active community in Lafayette and we need access to a program that will enable undergraduate students in Kinesiology, as well as other young professionals in health and fitness related careers that live in the community a place to expand their knowledge and experiences in exercise, sport, health and wellness.

I have observed the Department of Kinesiology grow from a small Health and Physical Education department to a strong and diverse undergraduate program in Kinesiology that contains the concentration areas of exercise science, health promotion and wellness and sport administration along with the two separate majors of athletic training and physical education. The number of majors is now approaching 1000 with yearly enrollment growing steadily since 2004. In closing, I offer my strongest recommendation that this program be allowed to come to fruition for the benefit of Acadiana and the surrounding communities. If I can provide additional information, I can be reached at 337-984-7256. Thank you for your consideration.

Sincerely,

Red Lerille
May 10, 2011

Louisiana State Board of Regents
1201 N. Third St. Suite 6-200
Baton Rouge, LA 70802

Dear Board of Regents:

I am writing this letter in support of the proposed Master of Kinesiology degree program at the University of Louisiana at Lafayette. This program is much needed and is long overdue in helping to make our university more attractive to potential graduate students.

Having been employed by this university for the last eight years, I know how difficult it is to draw quality graduate assistants due to the lack of related, attractive degree programs. A Master of Kinesiology degree would allow the Athletic Training Department to provide better care and service to all of our 16 intercollegiate sports with the potential to expand our athletic training staff.

We currently do not have a degree program that attracts potential graduate assistants. This degree program would educate graduate assistant athletic trainers in a field that is related to their undergraduate studies. I see this program attracting more potential students to our university and the Lafayette area than we currently have for post-graduate work.

I feel very strongly that this Master of Kinesiology program will propel our university to a level above any other university in our area. This degree would enable UL to keep its graduates here in this locale—assisting both the student and the University.

If you have any other questions please do not hesitate to contact me.

Sincerely,

[Signature]

Travis Soileau, MHRD, ATC, LAT
Associate Athletic Trainer

TS/1f
May 12, 2011

Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 70802

Dear Board of Regents:

The purpose of this letter is to express support for the University of Louisiana at Lafayette’s (UL Lafayette) proposed Master of Science in Kinesiology degree. This degree will have a positive and substantial impact on both the Acadiana workforce and the health and well-being of the citizens of Louisiana. Providing an educated workforce in the areas of fitness, health and kinesiology is of the utmost importance in Louisiana as the health status of our citizens continues to decline. The overweight, obesity and cardiovascular disease epidemic threatening the United States has been present in Louisiana for some time and will continue to escalate unless a cadre of well trained health care professionals throughout the state work collectively to address the severity of these issues.

The UL Lafayette proposed Master of Science degree offers an opportunity for graduates of the Kinesiology program to pursue a Master’s degree and for the current workforce in Acadiana to pursue higher education without traveling extensively. The current economic conditions and the volatile state of gasoline prices make daily travel prohibitive. I do not believe that this program will have a negative impact on the enrollments of other Kinesiology related Master’s programs throughout the state. UL Lafayette has carved a unique niche in the Acadiana market and I fully expect the program to predominantly fill with local residents and recent graduates. In addition, a Master’s degree program will greatly enhance the research capability and productivity of the Kinesiology faculty at UL Lafayette. The steady increase in undergraduate enrollment over the last seven years and the expressed interest of UL Lafayette athletic department personnel in the M.S. degree ensures a strong student base. The Kinesiology faculty at UL Lafayette has also agreed to directly its most promising graduates to the Ph.D. program at Louisiana State University (LSU) to pursue a doctoral degree. We look forward to a long and productive relationship with the UL Lafayette Department of Kinesiology.

In closing, I wish to reiterate my strong support for the proposed Master’s degree in Kinesiology at UL Lafayette. The proposed programs can be an avenue by which the health related needs of individuals in Acadiana can be met, while furthering the research and grant writing productivity of the Kinesiology faculty. In addition, as it evolves, it has the potential to help strengthen our doctoral enrollment. I fully support this program and if I may provide any additional information, please do not hesitate to contact me.

Sincerely,

[Signature]

Melinda A. Solomon
Roy Paul Daniels Professor and Interim Chair
Department of Kinesiology
Louisiana State University
Baton Rouge, LA 70803
Phone 225/578-2036
May 19, 2011

Dr. Jim Purcell, Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third Street, Suite 5-200
Baton Rouge, LA 70802

Dear Dr. Purcell:

The Louisiana Department of Education (LDOE) is pleased to offer this letter of support for the addition of a Master’s Degree in Kinesiology at the University of Louisiana Lafayette (ULL).

Each day we hear of the challenges Louisiana citizens face in maintaining a healthy and active lifestyle. More critically, the long-term prognosis of children’s health in Louisiana is very poor.

While many undergraduate students are pursuing degrees in health-related fields, it is imperative that these students have the opportunity to remain in Louisiana and serve their communities. When seeking graduate programs, students often look out of state for degree programs and internships. By offering a Master’s degree program at ULL, students would be afforded the opportunity to earn an advanced degree and potentially complete an internship with local health-related organizations. Furthermore, upon graduation, a Master’s Degree in Kinesiology will provide graduates with local employment opportunities in education, research, sports medicine, recreation management, sport administration, rehabilitation, and other health promotion fields.

The Master’s Degree in Kinesiology will provide unique economic and health benefits to businesses, health professionals and the community as we address growing health challenges in Acadiana and Louisiana alike.

Knowing that this proposed degree program has been carefully considered by ULL faculty and aligns with university priorities, LDOE can offer this letter of support. If you have any questions or need further information, please contact Michael Comeaux at 225-342-7493, the Department’s toll-free number listed above, or via email at michael.comeaux@la.gov.

Sincerely,

Donna Nola-Ganey, Assistant Superintendent
Office of Federal Programs Support

DG-MC mc

Ollie S. Tyler, Deputy Superintendent of Education
Erin Bendiby, Chief, Departmental Support
Michael K. Coburn, Director, Division of Student and School Learning Support
Linda Tindell, Federal Programs Resolution Services Supervisor
Dr. E. Joseph Savoie, President, University of Louisiana Lafayette

“An Equal Opportunity Employer”
May 19, 2011

To Whom It May Concern:

I am writing on behalf of the Jacob Crouch Foundation to express my support of a Master’s Degree program in Kinesiology at the University of Louisiana at Lafayette (ULL).

The Jacob Crouch Foundation is a small non-profit in the Lafayette, LA community. In the last year we have had the pleasure to partner and work with the Kinesiology Department at ULL. This has proved to be one of the best relationships that we have formed in our community. We only wish we could have been introduced to this great asset sooner. Students from this department have taken on various projects within our organization through class assignments and internships. Every project has been a wonderful success thanks to the bright, hardworking, talented students. The students have assisted with various programs, events, fundraisers, etc and allowed the Executive Director to focus on larger programs and fund development strategies for the organization allowing us to accomplish more overall. Without the assistance from the Kinesiology department our organization would not be able to provide near the services and events that has been afforded us through this opportunity.

Our organization is impressed with the amount of hands on experience that the Kinesiology department emphasizes and requires of the students in its program. In the non-profit community, the most valuable asset is hands on experience. The curriculum and the expectations of these students provide them with a great advantage as they enter the workforce. A Master’s Degree in Kinesiology would be an even greater asset. The non-profit arena and the community as a whole would certainly benefit from the education and experience those students would have. Our organization would be extremely interested in participating and supporting this program and would be delighted to provide additional opportunities for students to be directly involved in community programs.

A Master Degree program in Kinesiology would be a huge asset to the University of Louisiana, but also to our community as a whole. The Jacob Crouch Foundation urges you to please consider your approval of this needed program.

Please feel free to contact me if you have any further questions regarding my experience with this program and/or my support for a Master’s Degree in Kinesiology.

Best Regards,

Michelle Izzo-Voss
Executive Director
337-234-1828

To establish suicide prevention, awareness and educational programs in jacobmemory.org
July 24, 2011

Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 70802

This letter is being constructed in support of the proposal to bring about the Masters of Science in Kinesiology program at the University of Louisiana at Lafayette. Being the holder of an advanced degree from UL and living my life and career in the realm of fitness and wellness, I know how in demand and needed a program of this nature could be.

My name is Nathan Pry and I am currently the Director of all fitness and wellness components at the City Club at River Ranch in Lafayette, Louisiana. Over the past 15 years I have been involved from either the management level or fitness professional's standpoint at 8 separate facilities spanning from Philadelphia, PA to Lafayette, LA. I attained my undergraduate degree in Exercise Science from the University of Bloomsburg and began my career in Strength and Conditioning, working with athletes at both the division IAA and Division IA levels.

The facility I am currently involved with has been a large part of the Lafayette community for ten years now. We have grown to nearly 8,000 total members and there are currently over 100 employees that report directly to me in the areas of fitness and wellness. The strength of the City Club is found in its quality of service. I will not consider an applicant for a personal training or management level job that does not hold a degree in a fitness related field. All 35 trainers here are degreed with 5 of us holding masters degrees, ranging from human performance and kinesiology to cardiac rehab. I do an extensive amount of research into our statewide competitors as well as clubs around the country. Our revenue from training is the most I have found with clubs our size and is larger than almost all the clubs reporting data of any size. There is no question that this is directly in correspondence with the quality of the trainers here. We are the only club I’ve found in Louisiana that requires not only top notch certifications, but also a degree to train.

The implementation of this program would allow the largely growing population of young enthusiasts in this field to obtain more than just an undergraduate degree. I currently hold 19 resumes for fitness professionals and 16 are degreed. There is no question that the need to “separate yourself from the field” when looking for a job is abundant at this time.

The other largely important aspect of this program is the track leading in the direction of Recreation and Sports Management. When interviewing for positions such as: Group Exercise Coordinator, Personal Training Coordinator, Manager on Duty in Fitness and Assistant Fitness Director, I find there is a lack of degreed professionals that have been educated in both the fitness and management aspects needed for these positions. With the current boom in our industry, and new fitness based facilities opening their doors every day, there is no question that educated professionals to manage these entities will be in high demand...and already are. I strongly support the implementation of this program, and I know our field will grow stronger in this area as a direct result of it. If additional information is required please feel free to contact me at (337) 216-6584.

Yours in Health,

Nate Pry
City Club at River Ranch
Director of Fitness
www.cityclubatriverranch.com
July 21, 2011

Mr. Robert W. Levy, Chairman
Louisiana Board of Regents
P.O. Box 777
Ruston, LA 71273

Dear Mr. Levy:

I am writing to you in support of the development of a Master of Science in Kinesiology Degree Program at University of Louisiana at Lafayette. As a healthcare provider in the Acadiana area, Women’s and Children’s Hospital has the opportunity to collaborate with many community partners. ULL’s Kinesiology is a perfect example of a community business that truly desires to further the education and health of the community we serve.

Recently, Women’s and Children’s Hospital and ULL’s Kinesiology Department collaborated with others to provide a pediatric weight management program for children who were at risk of complications of obesity. The professors of the Department, Drs. Charity Bryan and David Bellar, have been intimately involved with every detail of the project, including the development and ultimate approval of a research project to measure the success of the program, as well as sacrificing their personal time to attend the program and ensure its success. I truly believe Drs. Bryan and Bellar, along with the other staff of this Department are fully committed to providing the best possible services to the Acadiana area. This program is a small example of what is needed and lacking in our area. The development of a program that would encourage further development and implementation of other programs to educate and encourage health promotion to children and adults is critical to the long term success of our area.

Thank you so much for your consideration of allowing ULL to strengthen their Kinesiology program with the addition of a Master of Science program.

Sincerely,

[Signature]

Leona Boutillon
Chief Operating Officer
Women’s & Children’s Hospital
Louisiana Board of Regents  
1201 N. Third St., Suite 6 – 200  
Baton Rouge, LA 70802  
July 25, 2011

To whom it may concern,

It is rewarding to see the University of Louisiana at Lafayette (UL Lafayette) taking the next step in producing highly skilled Kinesiologists and Exercise Physiologists to work with and improve the health of those in need. Such a program would uniquely position M.S. graduates to address escalating risk factors such as cardiovascular disease, hypertension, hypercholesterolemia, and obesity in the Acadiana area and beyond. Therefore, I propose you grant their petition to develop a Master of Science Degree in Kinesiology, thus supplying professionals to provide this much needed skill.

The following factors indicate an increased need for M.S. prepared Exercise Physiologists and Kinesiologists in the Lafayette area. First, Lafayette has experienced consistent population growth from 241,000 in the 1990 census to 301,600 in 2010, and an estimated 318,500 by the year 2015. The first of the Baby Boomers (1946-1964) will reach the age of 65 in 2011. The United States is currently experiencing a shortage of approximately 50,000 physicians. Finally, in 2014 physician reimbursement will be tied to patient outcomes instead of a fee for service system; these physicians will pursue ways to help their patients reach and maintain optimal health and this is where the M.S. graduate will positively impact these high risk populations.

As for my background, I graduated from UL Lafayette in 1994 with a B.S. in Exercise Science then in 1996 I attained an M.S. in Exercise Physiology from the University of Mississippi (Ole Miss). I have been employed by Our Lady of Lourdes hospital for nineteen years; 14 years in Cardiac Rehab and Cardiology, and most recently for 5 years as the Director of the Fitness Center and the Prevention and Wellness program. With experience in both the clinical track and the health/wellness track, I have a practical knowledge of the skill set required to be successful in both of these areas. Having personally supervised dozens of B.S. candidates from UL Lafayette, and hired five of them, I am aware of the level of education they possess and am confident that UL Lafayette will produce M.S. graduates that can confidently go out into this arena and succeed.

In closing, I reiterate my support for the proposed Master of Science Degree in Kinesiology at the University of Louisiana at Lafayette. If I can be of further assistance, please do not hesitate to contact me at 337.289.2048.

Sincerely,

D. Matt Borel, MS, LCFP

D. Matt Borel, MS, LCFP
July 21, 2011

Louisiana Board of Regents  
1201 N. Third St. Suite 6-200  
Baton Rouge, LA 70802

Dear Board of Regents,

My name is Manny Fontes and I am a licensed clinical exercise physiologist employed in cardiac and pulmonary rehabilitation at Lafayette General Medical Center in Lafayette, LA. I am writing to voice my support to the development of a Master’s of Science degree in Kinesiology at the University of Louisiana at Lafayette. I believe that such a program will fill a vital need in our state.

Louisiana ranks near the top of the nation in the incidence of obesity and chronic diseases attendant upon obesity and inactivity. With the prevalence of these diseases increasing at epidemic rates, there will be an increase in the need for qualified, properly educated health and fitness professionals. Sadly, many of the self-styled “experts” in the field have little or no formal education in the exercise sciences, and those who do typically have no more than a baccalaureate degree. This level of education is sufficient for dealing with the “apparently” healthy population, but exercise programming for cardiac, pulmonary, metabolic (diabetic), and geriatric populations, to name but a few, requires a substantially greater knowledge base than that possessed by the typical bachelor’s degree graduate.

Louisiana distinguished itself in the mid-1990’s with the passage of a law regarding the licensing of clinical exercise physiologists by the Louisiana State Board of Medical Examiners. This licensure helped to assure that exercise professionals in clinical settings met certain standards of education and preparation, requiring a master’s degree in exercise science or exercise physiology as well as a passing score on a licensing exam. This shows recognition of the need for more highly trained exercise professionals in dealing with clinical populations.

While other fine master’s degree programs exist in Louisiana, there is still tremendous value in the addition of other programs. Exercise physiology is a vibrant, dynamic, and tremendously exciting field. It requires a wide range of research emphases and specializations that can only be served by affording more schools and students the opportunity to pursue these opportunities. Fewer educational programs leads to an increased homogeneity of viewpoint and
emphasizes that serve neither the field nor the populations who may benefit from additional research discoveries.

If necessary, I will be glad to offer additional comments or engage in further discussions with you. Please feel free to contact me at either mfuentez@lanc.com or at 337-289-7358. Thank you for your time and kind attention.

Sincerely,

Manny Fuentes
Clinical Exercise Physiologist
Lafayette General Medical Center
1214 Coolidge Blvd.
Lafayette, LA 70503
August 4, 2011

Mr. Robert W. Levy, Chairman
Louisiana Board of Regents
P.O. Box 777
Ruston, LA 71273

Dear Mr. Levy:

This is a letter of support for the development of a Master of Science (M.S.) in Kinesiology degree at the University of Louisiana at Lafayette. I believe this degree will have a positive impact for people interested in the health and exercise science area living in the Acadiana region. The proposed M.S. degree will provide an avenue by which individuals with career interests in research, exercise, fitness, health promotion, sport management, recreation management, and human performance can pursue advanced studies.

The current M.Ed. program offered at the University is limited in that only professionals with teaching certificates and a year of teaching may enroll. Also, the number of courses offered by the Kinesiology department is limited to 12 credits. The proposed M.S. program is designed for individuals interested in research, exercise, fitness, health promotion, sport management, recreation management, and human performance. The obesity epidemic in our country continues to grow. In the state of Louisiana, 31% of adults are classified as obese. Students with advanced degrees within the proposed concentrations from the University of Louisiana Lafayette could have a significant impact on the future of your region.

As the graduate program coordinator at Plymouth State University since 2001, I have received many requests for advanced degree programs in these areas. I am also serving as the President elect for the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and work with practitioners and higher education faculty across the country. There are very few graduate programs that target the health and wellness professions that this program is proposing. This degree program is being developed at a critical time and I believe will be very well received.

In conclusion, I believe the University of Louisiana Lafayette have faculty with the content knowledge and research background to deliver a rigorous and much sought after graduate program. I support the development of this program 100%.

Please feel free to contact me if you have any questions.

Sincerely,

Irene M. Curina
AAHPERD President, 2012-2013

Irene Curina, D.P.E.
Health and Human Performance Department
Associate Professor
MSC 22, 17 High Street, Plymouth, NH 03264-1995
Phone (603) 335-2517  Fax (603) 335-2999
Email – icurina@plymouth.edu
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 18, 2012

Item F.5. University of Louisiana at Monroe’s request for approval of a Proposal to establish a Post Baccalaureate Certificate (PBC) in Accounting.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) proposes to offer a Post Baccalaureate Certificate (PBC) in Accounting. The proposed program will prepare individuals for accounting and accounting-related positions in the region. The PBC in Accounting is designed for individuals who have earned a baccalaureate degree in a discipline other than accounting and who are seeking functional competency in the accounting field. Students completing this certificate will have the required accounting courses necessary to qualify for the Louisiana Certified Public Accountant examination.

The proposed program is being created in response to a local market need for well-trained employees who possess accounting skills. CenturyLink, the third largest telecommunications firm in the United States, has a high demand for accountants. The proposed certificate program will provide an alternative approach for preparing individuals for careers in the high demand area of accounting that will meet the needs of students seeking employment in the field and employers desiring well qualified accountants.

According to the United States Department of Labor and the Bureau of Labor Statistics, employment of accountants and auditors is expected to grow by 22 percent between 2008 and 2018 in the United States, which is much faster than the average for all occupations. As well, an increase in the number of businesses, changing financial laws and corporate governance regulations and increased accountability for protecting an organization’s stakeholders will drive job growth. The Louisiana Workforce Commission projects that accounting and auditor positions in the Northeast region of the state are expected to grow 16 percent by 2018.

Currently there are no post baccalaureate certificate programs in accounting offered in Louisiana. Students should be able to complete the proposed 36 hours in the certificate program in 18 months. ULM projects that the program will begin with an enrollment of 15 students in 2012 and increase to 30 students by 2016. Also, by the end of the first year it is projected that there will be five graduates and 15 by year five. Through a partnership with the Workforce Investment Board, ULM will be able to provide classes to ten students in the PBC program at no cost to the students.
Executive Summary
June 18, 2012
Page 2

ULM has sufficient technology, facilities, and existing library holdings to support the proposed program. As well, no additional faculty will be needed. Revenue generated from tuition and fees of the proposed program will be more than adequate to offset additional expenses that may result from the hiring of adjunct faculty and/or overload pay. No additional appropriations will be required.

The proposed program will be administered in the College of Business. If approved, the program is expected to begin as early as Fall 2012.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe's request for a Proposal to establish a Post Baccalaureate Certificate in Accounting.
May 22, 2012

Dr. Randy Moffett
President
University of Louisiana System
1201 North Third Street – Suite 7-300
Baton Rouge, LA 70802

The University of Louisiana at Monroe requests approval of the attached proposal for the Post-Baccalaureate Certificate in Accounting in the College of Business Administration.

We strongly believe that the certificate program will provide the accounting requirements needed for an individual to sit for the Certified Public Accountants examination in Louisiana. The program also will assist in preparing individuals for accounting and accounting-related positions in the region.

We respectfully request that this proposal be placed on the agenda for the Board of supervisors meeting on June 18, 2012.

Sincerely,

Nick J. Bruno, Ph.D.
President
LOUISIANA BOARD OF REGENTS

REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM*

SUBMIT 1 PRINTED COPY AND 1 ELECTRONIC VERSION (EMAIL or DISK)

Name of Institution Submitting Proposal
University of Louisiana at Monroe

Specific Degree to be Awarded Upon Completion
PBC in Accounting

Recommended 2010 CIP Taxonomy
52.0301

Date to be Initiated
August 2012

Name of Department or Academic Subdivision
Dept of Accounting/College of Business Administration

Responsible for the Program

Name, Rank, and Title of Individual Primarily
Dr. E. Michelle McEacharn, Professor

Responsible for Administering the Program
and Associate Dean

Date Approved by Governing Board

Date Received by Louisiana Board of Regents

Academic Affairs Committee Review

Board Action (Nature of Action)*

Date of Board Action

* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.
THE UNIVERSITY OF LOUISIANA AT MONROE
PROPOSAL – POST BACCALAUREATE CERTIFICATE IN ACCOUNTING

1. PROGRAM DESCRIPTION

a. **Title, degree/certificate level:** Post Baccalaureate Certificate in Accounting

b. **Description:** This PBC in accounting program is designed for individuals who have earned a baccalaureate degree in a discipline other than accounting and who are seeking functional competency in the accounting field. The program is specifically related to the professional accounting area and should not, therefore, be considered as equivalent to the comprehensive business degree programs offered by ULM. Students completing this Certificate would have the required accounting courses necessary to sit for the LA CPA exam. The PBC in accounting will be composed of courses that currently exist and are regularly taught; as such, no new courses will need to be developed for this program.

c. **Objectives of the proposed program:**

This program strives to meet the specific accounting requirements needed to sit for the Certified Public Accountants examination in Louisiana and to prepare individuals for accounting and accounting-related positions in the region. As pointed out in recent publications, accounting jobs are considered high demand positions for our region and nationally. In addition to the post-baccalaureate requirements shown later in this proposal, the State Board of Certified Public Accountants of Louisiana also requires (1) a baccalaureate degree, (2) a minimum of 150 hours of college/university credit hours, and (3) an additional 21 credit hours of non-accounting business courses. Those interested in pursuing eligibility for the CPA exam should review the specific board requirements for eligibility. The State Board of Certified Public Accountants of Louisiana makes the final determination as to eligibility for the CPA exam.

d. **List and describe the program curriculum (i.e., required courses), in sequence or term by term.**

All of the courses are existing courses and there are no special requirements. Program will be offered in such a manner students could complete it in 18 months. Please see appendix A for details.

**Certificate Program Content/Requirements:**

1. Baccalaureate Degree
2. University Admission
3. Completion of 6 hours of introductory financial and managerial accounting
4. Completion of 3 hours of business law
5. Successful completion of each required course listed below with a minimum grade of “C”
6. Completion of at least 15 hours of the required courses listed below in-residence at ULM
7. Completion of 27 hours of accounting and accounting-related courses, including:
b. ACCT 3011 (Intermediate Financial Accounting II – 3 cr. Hrs.)
c. ACCT 3020 (Cost Accounting – 3 cr. Hrs.)
d. ACCT 3030 (Income Tax – 3 cr. Hrs.)
e. ACCT 4020 (Auditing – 3 cr. Hrs.)
f. ACCT 4010 (International and Advanced Accounting – 3 cr. Hrs.) OR ACCT 4032 (Governmental and Not-for-Profit Accounting – 3 cr. Hrs.)
g. Accounting Electives (3000/4000 level - 6 cr. Hrs.)
h. BLAW 4040 (Law for Accountants – 3 cr. Hrs.)

c. Describe how the proposed program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for a cooperative program, cross-enrollment options, or other manners of sharing/extending resources and access.

Program will be delivered in the traditional classroom environment. The program can be completed during the day or during the evening. Several of the prerequisites can be completed online (introductory managerial and financial accounting, Business Law).

f. Furnish documentation of the approval of the proposed program by the institution’s Governing Board.

2. NEED

a. Describe how the proposed program fits within the institution’s existing role, scope and mission.

ULM is currently charged with meeting the regional educational needs of students and employers. This program provides an alternative approach for preparing individuals for careers in the high demand area of accounting that will meet the needs of students seeking employment in the field and employers seeking well qualified accountants.

The PBC in Accounting is being proposed as a solution to a market need for well-trained employees who have accounting skills as identified by our local business community, Chamber of Commerce, and CenturyLink. CenturyLink, much like ULM, has played a significant role in the development of our regional community for many years. CenturyLink’s phenomenal growth through its successful operations and mergers and acquisitions is a point of pride for the region and state of Louisiana. CenturyLink, the third largest telecommunications firm in the United States, and one of only three Fortune 500 companies domiciled in Louisiana, has an annual payroll of approximately $90 million in Monroe and employs nearly 1,500 employees in the Monroe area. CenturyLink’s continued success and ability to remain in Louisiana is heavily dependent upon their access to a well-trained employee pool. Specifically at this time, CenturyLink has a need for employees with accounting skills, as evidenced in their letter of support accompanying this proposal. Their demand is impacting the supply of accountants in the local and regional business community as well.
According to the US Department of Labor and the Bureau of Labor Statistics, employment of accountants and auditors is expected to grow by 22 percent between 2008 and 2018 in the US, which is much faster than the average for all occupations. This occupation will have a very large number of new jobs arise, about 279,400 over the 10 year time period. An increase in the number of businesses, changing financial laws and corporate governance regulations, and increased accountability for protecting an organization's stakeholders will drive job growth (US Department of Labor, 2011).

In Louisiana, particularly in Region 8 (the Northeast region), according to the Louisiana Workforce Commission, accounting and auditors are listed among the top fastest growing occupations through 2018. In our region alone, accounting and auditor positions are expected to grow 16% by 2018. The average salary for accountants in our region was $52,380 in 2010.

By creating the PBC in Accounting, we hope to help meet this demand and provide CenturyLink and the regional business community with highly skilled accountants. Essentially, our PBC is an alternative certification program for accountants, much like the alternative certification program for education that produces additional teachers.

b. **Has the proposed program, or a similar one, been offered at the institution previously?**

   No

c. **List similar programs offered at other institutions (public and private) in Louisiana.**

   No similar programs exist.

d. **If similar programs exist in Louisiana, why is an additional program needed? Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions. N/A**

e. **If this program is approved, will its approval result in the termination of phasing out of existing programs? That is, could this program be considered a replacement program?**

   No

f. **Describe how the proposed program will further the mission of the institution and support initiatives identified in the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011.**

   As identified, ULM serves as a regional educational institution meeting the needs of individuals and employers. This PBC directly relates to numerous objectives of the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011. Specifically, this proposal addresses the following objectives:
Objective 1-3: Increase the number of adults age 25 and older enrolled in postsecondary education programs. Our PBC proposal impacts “adults with a college degree who need additional credentials, coursework, or skills for career advancement.”

Objective 1-6: Increase the rate and number of students earning a postsecondary credential. The PBC in Accounting will increase the number of students earning a postsecondary credential.

Objective 1-7: Develop a skilled workforce to support an expanding economy. It is well documented that accounting is a high-demand area in the nation, state, and within our region.

3. **STUDENTS**

   a. **Project the enrollment and estimate the number of graduates expected for the proposed program for the first five years by level of student and with justification for the projections.**

   Currently, ULM has approximately 15 students who are pursuing accounting classes after earning a non-accounting undergraduate degree to qualify to sit for the CPA exam. These students are currently enrolled as accounting majors, which has a negative impact on our productivity measures for the Grad Act because they will never graduate. These students are in essence already pursuing the PBC without the program being in existence. Over the past 5 years, we estimate that approximately 50 students have pursued this avenue of retraining. With the program in place, we believe this number will increase.

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<tbody>
<tr>
<td>Graduates</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

   b. **Indicate the source of students from existing programs or students who might not otherwise be attracted to the institution.**

   Currently, students from non-accounting business programs and non-business programs are completing the accounting courses required to sit for the CPA exam. Our belief is that we will see students from both areas attracted to the PBC as an alternative path for careers in accounting. Once the program is marketed, we believe students from across the state could be interested in this alternative approach.

   c. **What preparation will be necessary for students to enter the program?**

   **Certificate Program Entrance Requirements:**

   1. Baccalaureate Degree from an accredited institution
   2. University Admission
   3. Completion of 6 hours of introductory financial and managerial accounting
   4. Completion of 3 hours of business law
d. Provide enrollment data for closely related programs currently offered at the institution. If the proposed program is an expansion of an existing program, give the past four years' enrollments in existing programs by level, and number of degrees granted.

There are no similar PBC’s on campus. However, the BBA degree in accounting is related in that the courses are the same as required for the major. Enrollment numbers are for fall semesters while graduate numbers are for the academic year.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>259</td>
<td>228</td>
<td>210</td>
<td>209</td>
</tr>
<tr>
<td>Graduates</td>
<td>29</td>
<td>26</td>
<td>28</td>
<td>30</td>
</tr>
</tbody>
</table>

4. FACULTY

a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments.

Faculty Name: Dr. Michelle McEacharn
Date of Appointment: 1989
Rank: Professor of Accounting
Degree: DBA, Louisiana Tech University
Present Credits: 3 Hours
SCH’s Produced: 87 (Spring 2012)
Other Assignments: Associate Dean, College of Business

Faculty Name: Dr. Dorothy Davis
Date of Appointment: 1989
Rank: Associate Professor of Accounting
Degree: DBA, Mississippi State University
Present Credits: 9 Hours
SCH’s Produced: 270 (Spring 2012)
Other Assignments: Research, Service

Faculty Name: Dr. Thomas Hodge
Date of Appointment: 1983
Rank: Associate Professor of Accounting
Degree: PhD, University of Mississippi
Present Credits: 9 hours
SCH’s Produced: 237 (Spring 2012)
Other Assignments: Research, Service

Faculty Name: Dr. Katherine Boswell
Date of Appointment: 2007
Rank: Assistant Professor of Accounting
b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered. The basis for this calculation should be full-time equivalent students and faculty and should be computed based on all students taught rather than the student majors or other related groupings.

<table>
<thead>
<tr>
<th>Year</th>
<th>FTE Faculty</th>
<th>FTE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>5.5</td>
<td>114</td>
</tr>
</tbody>
</table>

Student-Faculty Ratio: 20.7 to 1

c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

We do not anticipate hiring full-time faculty to meet the demands of this program. Currently, excess capacity exists in the upper-level accounting courses. However, if needed, adjuncts could be used to offer additional sections as needed while still meeting the requirements of separate AACSB-International accreditation.

d. Explain if recruiting new faculty members will require an unusual outlay of funds or unique techniques. For example, will a special chair of instruction be required to attract a nationally recognized person?

We do not plan to recruit a new faculty member to support this program.

e. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.

The ULM Accounting program earned separate accreditation from AACSB-International in 1997 and has maintained it since. As such, all faculty teaching in the program are required to conduct research and publish their findings in peer reviewed accounting journals. Specifically, our faculty who have earned a PhD are required to publish a minimum of two peer-reviewed journal articles in a five year period, as well as three other intellectual contributions. The creation of this PBC will not add to the present expectations of faculty teaching in the program. Because of the research expectations, faculty teaching in the program receive a course reduction each semester.

5. LIBRARY AND OTHER SPECIAL RESOURCES

a. Are present library holdings in related fields adequate to initiate the proposed program?

Yes
b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?

Not Necessary to expand library holdings

c. Do other institutions have library resources being used or available to faculty and students for the proposed program?

Current resources utilized by existing students on campus and through existing relationships with sister institutions are more than adequate to support this program.

d. Indicate or estimate total expenditure for the last two completed fiscal years in library acquisitions for the subject matter fields or departments in which the proposed program will be offered, or which are related to it.

<table>
<thead>
<tr>
<th>Year</th>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>Accounting</td>
<td>$1,500</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Accounting</td>
<td>$2,500</td>
</tr>
</tbody>
</table>

c. Project library expenditures needed for the first five years of the proposed program.

The current level of funding of approximately $1,500 - $2,500 per year should be sufficient. This amount was estimated by the Dean of the Library from costs of databases that are shared across the system.

f. What additional special resources, other than library holdings, will be needed?

None

6. FACILITIES AND EQUIPMENT

a. Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program.

The College of Business, which includes the accounting program, recently moved into Colonel William T. Hemphill Hall, a 10-year old 50,000 square foot building. The accounting program is delivered in classrooms equipped with instructional technology including symposiums and ceiling mounted projectors. The program also has access to the various computer labs in the building and across campus. No additional facilities are required for the implementation of this proposal.
b. Describe present utilization of these facilities where facilities are assigned to the department.

Existing classroom space utilized by the accounting program has excess capacities that will accommodate students participating in the PBC program. Students in the program will enroll in existing courses with accounting students pursuing the BBA degree in accounting.

c. Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment. If special facilities and equipment will be needed, estimate cost and indicate proposed sources for financing.

Existing facilities are adequate for supporting this program.

7. ADMINISTRATION

a. In what department, division, school, college, or other designation will the proposed program be administered? Explain if the program is interdisciplinary and/or inter-departmental.

The program will be administered in the College of Business through the accounting area.

b. Indicate if the proposed program will affect the present administrative structure of the institution.

The implementation of the proposed program will not impact the present administrative structure of the University or College.

c. Describe any special departmental strengths and/or weaknesses and how the proposed program will affect them.

The ULM accounting program has earned separate accreditation from AACSB-International (1997), one of only a handful in the world that has accomplished this at a University with only an undergraduate degree in accounting. The program has traditionally had a high placement rate of graduates and respectable passage rates on the LA CPA exam. Due to the demographics of our region and fewer direct from high school students, this program provides a way to meet the needs of non-traditional students.

8. ACCREDITATION

a. Is the program eligible to be accredited? If so, give the name(s) of the accrediting agency(ies), requirements for accreditation, and how the criteria will be achieved.
While the BBA degree in Accounting has separate accreditation from AACSB-International, first earned in 1997, accreditation for PBC's is not possible through AACSB-International.

b. Delineate the initial costs of accreditation and subsequent annual cost.

N/A

9. RELATED FIELDS

a. Indicate subject matter fields at the institution which are related to, or will support, the proposed program.

In addition to accounting, students will be required to complete a business law course, which is also housed in the College of Business.

b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.

Existing staff and resources are adequate to meet the needs of the PBC being proposed.

10. COSTS

a. Estimate costs of the proposed program for the first four years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Indicate if federal or other sources of funds are available. Are there prospects for increased income from students recruited specifically to this program who otherwise would not have enrolled?

At this time, ULM only expects minimal additional costs to develop and implement this program. Students will enroll in existing ULM accounting courses with undergraduate degree-seeking students. Through a partnership with the Workforce Investment Board, ULM will be able to provide classes to 10 students in the PBC program at no cost to the students. As indicated in the attached letter of support, the Workforce Investment Board has agreed to fully support 10 students through the entire program, paying tuition, fees and for required textbooks. Revenue generated from the tuition and fees of this proposal will be more than adequate to offset additional expenses for potential adjuncts or overload pay that may occur if program exceeds the initial 30 total students expected to enter the program. No additional appropriations are required.

<table>
<thead>
<tr>
<th>Year</th>
<th># Students</th>
<th>Additional Cost</th>
<th>Reason for Additional Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>$0</td>
<td>Students will enroll in existing courses</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>$13,000</td>
<td>Salary for 4 adjuncts, as needed</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>$13,000</td>
<td>Salary for 4 adjuncts, as needed</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>$13,000</td>
<td>Salary for 4 adjuncts, as needed</td>
</tr>
</tbody>
</table>
The University will commit to funding the additional costs required to deliver the program through the additional revenue generated by the program.

c. **Indicate departmental costs:**

i. Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program.

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services</td>
<td>593,281</td>
<td>657,724</td>
</tr>
<tr>
<td>Travel</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>OS/Supplies/Other</td>
<td>2,500</td>
<td>2,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$600,781</strong></td>
<td><strong>$665,224</strong></td>
</tr>
</tbody>
</table>

ii. How will the proposed program affect the allocation of these funds?

No changes are anticipated.

d. **Indicate if additional funds for research will be needed to support the proposed program.**

No additional funds for research are anticipated for supporting this program.

e. **Provide estimates of additional cost on the attached form**
Appendix A
Professional Coursework

<table>
<thead>
<tr>
<th>FALL SEMESTER Year 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 3020: Cost Accounting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACCT Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER Year 1</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ACCT 3011: Intermediate Financial Accounting II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACCT 3030: Income Tax</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACCT Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL SEMESTER Year 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAW 4040: Law for Accountants</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACCT 4020: Auditing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACCT 4010: International and Advanced Accounting OR</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACCT 4032: Governmental and Not-for-Profit Accounting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 Total</td>
</tr>
</tbody>
</table>

Course Descriptions

**3010. INTERMEDIATE FINANCIAL ACCOUNTING I. 3 cr. each.** First in a two-course sequence intended to study the theory and application of financial reporting for business entities. Prerequisites: minimum grades of "B" in 2012 and 2013 and junior standing.

**3011. INTERMEDIATE FINANCIAL ACCOUNTING II. 3 cr.** Second in a two-course sequence intended to study the theory and application of financial reporting for business entities. Prerequisites: minimum grade of "C" in 3010 and junior standing.

**3020. COST ACCOUNTING. 3 cr.** Basic concepts and procedures involved in accounting for raw materials, direct labor, and manufacturing overhead in job order, process, and standard cost accounting systems. Prerequisites: minimum grades of "C" in 2012 and 2013; junior standing.

**3030. INCOME TAX. 3 cr.** The Federal Income Tax Law; preparation of returns for individual taxpayers. Prerequisites: minimum grades of "C" in 2012 and 2013; junior standing.

**4010. INTERNATIONAL AND ADVANCED ACCOUNTING TOPICS.**
3 cr. Topics include international GAAP: foreign currency transactions and translations; consolidations; and other advanced accounting issues. Prerequisite: Minimum grade of "C" in 3011.
4020. AUDITING. 3 cr. Auditing theory and procedures. Prerequisites: Minimum grades of “C” in 3008 and 3010.

4032. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING. 3 cr. Accounting, reporting, and auditing as related to governmental and other not-for-profit organizations. Prerequisites: Minimum grade of “C” in 3010; credit or enrollment in 3011.

4040. LAW FOR ACCOUNTANTS. 3 cr. Specifically for accounting majors. Legal concepts underlying business organizations, contracts, debtor-creditor relationships, government regulation of business, the uniform commercial code, property and professional and legal responsibilities. Can be used as a preparation for the CPA examination. Prerequisite: 4001.

Possible Electives:

3007. TECHNOLOGY FOR ACCOUNTANTS. 3 cr. The integration of basic software programs into the accounting curriculum and the use of typical accounting software programs to reinforce accounting concepts in an interactive case setting. Not applicable to a major or minor in Finance. Prerequisites: minimum grades of “C” in 2013 and CSCI 1070, and junior standing.

3008. ACCOUNTING INFORMATION SYSTEMS. 3 cr. Identification of distinct information systems knowledge required by accountants. Survey of effect of computers on accounting systems. Analysis of internal controls and cycles of accounting systems, both manual and computer. Prerequisites: 2013, CSCI 1070.

4031. ADVANCED INCOME TAX. 3 cr. Income tax applicable to partnerships and corporations; various other taxes; research of tax problems. Prerequisite: Minimum grade of “C” in 3030 or permission of department head.

4033. INFORMATION SECURITY ASSURANCE. 3 cr. Understanding the IT auditing process and how it supports enterprise-wide risk management and data security. Prerequisites: Minimum grade of “C” in 3008 or CINS 3050.
February 17, 2012

Dr. Nick Bruno, President
University of Louisiana at Monroe
700 University Avenue
Monroe LA 71209

Dear President Bruno:

I am writing in support of the College of Business proposal to create a Post Baccalaureate Certificate in Accounting.

For several years, the Monroe Chamber of Commerce has produced a report that identifies and highlights the top job opportunities for our region that are considered to be in high demand. Each year accounting has stood out as one of these areas. ULM’s proposed PBC in Accounting would provide a great alternative certification program for individuals in our region who would like to prepare for these career opportunities. Furthermore, through my discussions with the local Workforce Investment Board, financial support would be available to students who choose to participate in this program.

On behalf of the Chamber and the local business community, thank you for developing the PBC in accounting to help meet the continuing needs for well trained professional accountants for our region.

Sincerely,

Sue Nicholson
Sue Nicholson, President
Monroe Chamber of Commerce
November 28, 2011

President Nick J. Bruno
The University of Louisiana at Monroe
700 University Avenue
Monroe, Louisiana 71209

Dear President Bruno,

Please allow me to introduce myself. I am the current President of the Northeast Chapter of the Society of Louisiana Certified Public Accountants (LCPA), an organization that is celebrating our 100th birthday this year. Not many organizations can say that. Our organization's membership is made up of CPAs in public accounting, business and industry, education and government and currently stands at 328 members in the Northeast Louisiana region.

I am pleased to learn that ULM is pursuing the Post Baccalaureate Certificate in Accounting (PBAC). While I hope the program results in more students sitting for and passing the CPA exam, I realize not all will choose that path. For those students whose career path will not follow along the conventional accounting lines, but a wider area of business instead, I believe ULM will develop stronger, more well-rounded business people who will excel as a result of ULM offering this program.

As a partner in a local accounting firm, I am asked regularly if I know of a qualified candidate for an accounting position. There are often more accounting positions available than there are qualified accountants. The demand for accountants in Northeast Louisiana and the demand for accounting knowledge is quickly growing as businesses emerge and as individuals self-employ. I often advise successful business owners who struggle with basic accounting concepts and I absolutely see an opportunity for more accounting programs in education institutions.

I strongly support the Post Baccalaureate Certificate in Accounting program. I believe this is a giant step toward developing financially-minded business people and qualified accountants for the demand that will only increase as the economy improves. I look forward to ULM offering this incredible resource to Northeast Louisiana.

Sincerely,

Jamie Sheridan-Crawley, CPA
President, Northeast Chapter of the Society of Louisiana CPAs
January 31, 2012

President Nick J. Bruno
The University of Louisiana at Monroe
700 University Avenue
Monroe, Louisiana 71209

Dear President Bruno,

I am pleased to hear that ULM is pursuing a new academic program that will provide a Post Baccalaureate Certificate in Accounting. Establishing a program that will meet the specific accounting requirements needed to sit for the CPA exam should result in more candidates sitting for and passing the exam.

I am also excited that this program is designed to provide functional competency in accounting to individuals who have non-accounting undergraduate degrees, thus affording these individuals the opportunity to pursue accounting positions.

As you are aware, CenturyLink has made a commitment to keep our corporate headquarters in Monroe for some time, and we are in the process of transferring some of our accounting functions to Monroe from the recently acquired Qwest office in Denver. As a result, we expect to have several accounting positions available in the near future.

Our accounting positions traditionally require an undergraduate degree in accounting. However – due to increased demand for accountants – we have accepted applicants with a degree in a non-accounting field, provided they had 21 hours of accounting. The qualifications for a Post Baccalaureate Certificate will cover our application requirements for many positions. CenturyLink sees this as a definite benefit for the student and for our company.

I solidly support the Post Baccalaureate Certificate in Accounting program at ULM. I believe it will help supply the ever-growing demand for qualified accountants and develop additional candidates for accounting-related positions.

Sincerely,

Jerry M. Allen
Vice President -Accounting & Revenue
March 19, 2012

Dr. Nick Bruno, President
University of Louisiana at Monroe
700 University Avenue
Monroe LA 71209

Dear President Bruno:

I am writing in support of the University of Louisiana at Monroe College of Business proposal to create a Post Baccalaureate Certificate in Accounting.

The Ouachita Parish Workforce Investment Board is committed to helping individuals prepare for job opportunities in northeast Louisiana. This alternative certification program in accounting is a great way to prepare individuals who already have a college degree for the in-demand accounting jobs in our region. As such, we will commit to funding tuition and fees for up to 10 students in the program.

On behalf of the Ouachita Parish Workforce Investment Board, thank you for developing the PBC in accounting to help meet the continuing needs for well trained professional accountants for our region.

Sincerely,

Doretha Bennett, Director
Ouachita Parish Workforce Investment Board
Item F.6. University of Louisiana at Monroe's request for approval of a Proposal to establish a Post Baccalaureate Certificate (PBC) in Occupational Health, Safety and Toxicology.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) proposes to offer a Post Baccalaureate Certificate (PBC) in Occupational Health, Safety and Toxicology that will provide regional employers and employees with a local resource for quality occupational health and safety education. Using focused, real-world information that can be immediately applied to the workplace, the proposed program will be ideally suited to those preparing to enter the safety and health field as well as those who currently work in the profession.

The PBC in Occupational Health, Safety and Toxicology will consist of a comprehensive group of courses that will focus on occupational health and safety as opposed to mechanical or fire safety. Many of the courses will employ titles and use content established by the Occupational Safety and Health Administration (OSHA).

Although similar programs exist at LSU-E (certificate), Southeastern (baccalaureate degree), LSUHSC (graduate degree) and Tulane (certificate), ULM’s program will be distinct in several aspects. In addition to being a post baccalaureate certificate, it will provide a greater emphasis on occupational health, as well as certification in Occupational Safety and Health Standards for the General Industry and OSHA certifications in other class topics.

The proposed 30 hour certificate program will be desirable to a wide range of potential students such as established professionals, new college graduates, and industry employees. The university estimates that the number of potential candidates for the program is 300 based on the region’s industry profile; this would be complemented with recent graduates from ULM’s toxicology program, in which over 100 students currently major. As such, the University estimates that initial enrollment in the program will be ten and will increase to 30 by its fifth year of operation. It is anticipated that 45 students will graduate from the certificate program during the same period.

ULM has sufficient facilities and library holdings to support the proposed program. Additional costs associated with the program include training some faculty on OSHA trainer requirements, upgrades to safety and health equipment and adjunct/overload stipends. These
Executive Summary
June 18, 2012
Page 2

costs will be paid with reserve funds from the University, as well as anticipated revenue associated with the program. No new full-time faculty lines will be needed to offer the program.

The proposed program will be administered in the Department of Toxicology within the College of Pharmacy. If approved, the program is expected to begin as early as Fall 2012.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System does hereby approve University of Louisiana at Monroe’s request for a Proposal to establish a Post Baccalaureate Certificate in Occupational Health, Safety and Toxicology.
May 22, 2012

Dr. Randy Moffett  
President  
University of Louisiana System  
1201 North Third Street - Suite 7-300  
Baton Rouge, LA 70802

The University of Louisiana at Monroe requests approval of the attached proposal for the Post-Baccalaureate Certificate in Occupational Health, Safety, and Toxicology in the Department of Toxicology.

We strongly believe that the certificate program will provide the background needed for students preparing to enter the safety and health field, or for those currently working in safety and occupational health looking to enhance their knowledge and skills.

We respectfully request that this proposal be placed on the agenda for the Board of supervisors meeting on June 18, 2012.

Sincerely,

Nick J. Bruno, Ph.D.  
President
LOUISIANA BOARD OF REGENTS

REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM

SUBMIT 1 PRINTED COPY AND 1 ELECTRONIC VERSION (EMAIL or DISK)

Name of Institution Submitting Proposal: University of Louisiana at Monroe

Specific Degree to be Awarded Upon Completion: Post-Baccalaureate Certificate in Occupational Health, Safety, and Toxicology

Recommended 2010 CIP Taxonomy: 51.2206

Date to be Initiated: Fall 2012

Name of Department or Academic Subdivision Responsible for the Program: Dept. of Toxicology

Name, Rank, and Title of Individual Primarily Responsible for Administering the Program: Dr. Kevin N. Baer, Professor and Department Head

Date Approved by Governing Board:

Date Received by Louisiana Board of Regents:

Academic Affairs Committee Review:

Board Action (Nature of Action)*:

Date of Board Action:

* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.
1. Description
   a. Title, degree/certificate level, description, and objectives of the proposed program.

   **Title:** Post-Baccalaureate Certificate in Occupational Health, Safety, and Toxicology

   **Description:** The proposed program will consist of a comprehensive group of occupational safety, health, and toxicology-related courses and focus on occupational health and safety as opposed to mechanical or fire safety. Many course employ titles and use content established by OSHA. Unique courses developed by University of Louisiana at Monroe (ULM) toxicology faculty may also be offered as part of the certificate program. In addition to the terminal certification, material-specific certifications may be issued upon completion of specific courses.

   **Objectives:**
   The primary objective of ULM’s Occupational Health, Safety and Toxicology PBC is to provide regional employers and employees with a local resource for quality occupational health and safety education. The certificate program will provide comprehensive knowledge of many health, safety, toxicology, and hazmat topics using focused, real-world information that can be immediately applied to the workplace.

   **Outcomes:**
   The desired outcome of the certificate program is to provide locally available safety and health expertise to local and regional businesses. This will assist in the development of safer work environments in local and regional industries, resulting in fewer occupational accidents, injuries, and illnesses to the workforce.

   The OSHA Training Institute has formed partnerships with universities and colleges throughout the country to offer a multitude of safety and health courses and certificates to many types of industry. As our Certificate program develops, the option of forming a partnership with the OSHA Training Institute and participating in OSHA Outreach Programs can increase the uniqueness of this program throughout this region.

   b. List and describe the program curriculum (i.e., required courses), in sequence or term by term. Indicate new courses by an asterisk (*). Include any special requirements (internships, comprehensive examination, thesis, dissertation, etc.).

   Courses addressing all areas of Occupational Health, Safety, and Toxicology will be used to meet the goals of the certificate program. Utilizing courses developed by the OSHA Training Institute where possible will expedite the implementation of the program and immediately establish its credibility. Additional courses utilizing the expertise and uniqueness of the Toxicology department may be developed for inclusion into the Certificate Program dependent on the needs of employers in the region.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 1st Year</strong></td>
<td></td>
</tr>
<tr>
<td>OHST 3XXX Introduction to Safety and Health Management (OSHA 7500)</td>
<td>3</td>
</tr>
<tr>
<td>OHST 3XXX Health Hazard Awareness (OSHA 7205)</td>
<td>1</td>
</tr>
<tr>
<td>OHST 3XXX Occupational Safety and Health Standards for General Industry (OSHA 511)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring 1st Year</strong></td>
<td></td>
</tr>
<tr>
<td>OHST 3XXX Hazard Communications - Aligning with GHS (Revised Standard)</td>
<td>3</td>
</tr>
<tr>
<td>OHST 3XXX Hazardous Materials (OSHA 2015)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall 2nd Year</strong></td>
<td></td>
</tr>
<tr>
<td>OHST 4XXX OSHA Guide to Industrial Hygiene (OSHA 521)</td>
<td>3</td>
</tr>
<tr>
<td>OHST 4XXX Respiratory Protection (OSHA 2225)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring 2nd Year</strong></td>
<td></td>
</tr>
<tr>
<td>OHST 4XXX Hearing Conservation (OSHA 9028)</td>
<td>2</td>
</tr>
<tr>
<td>OHST 4XXX Principles of Ergonomics Applied to Work-Related Musculoskeletal and Nerve Disorders (OSHA 2250)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives (see below)</strong></td>
<td></td>
</tr>
</tbody>
</table>

   **Total** 36
Electives
OHST XXX Indoor Air Quality (OSHA 9233) 2
OHST XXX Safety and Health for Grain Handling Operations (OSHA 3060) 3
OHST XXX Disaster Site Worker (OSHA 7600) 2
OHST XXX Bloodborne Pathogens - General 2
OHST XXX Bloodborne Pathogen Exposure Control for Healthcare Facilities (OSHA 7200) 2
OHST XXX OSHA's Permit-Required Confined Space Standard (OSHA 7300) 3

Course descriptions can be found in Appendix A.

c. Describe how the proposed program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for a cooperative program, cross-enrollment options, or other manners of sharing/extending resources and access.

Initially the certificate program will be offered through traditional classroom techniques, including: power point presentations with lecture, video presentations, hands-on instruction, etc.

d. Furnish documentation of the approval of the proposed program by the institution's Governing Board.

Provided by Division of Academic Affairs

2. Need

a. Describe how the proposed program fits within the institution's existing role, scope and mission.

The Occupational Health, Safety, and Toxicology Certificate fits well within the following mission statement of the University, "The University of Louisiana at Monroe (ULM) is a teaching and research university whose mission is successful education of both undergraduate and graduate students and delivery of services that support economic development, especially to employers and communities in its region."

The certificate program will offer concentrated study in areas directly applicable to many industrial jobs in Louisiana and can add breadth and depth to existing knowledge and skills. This program is designed either for students preparing to enter the safety and health field or for those currently working in safety and occupational health that desire updating or cross training.

b. Has the proposed program, or a similar one, been offered at the institution previously? (If yes, give reasons for the termination of the earlier program.)

No

c. List similar programs offered at other institutions (public and private) in Louisiana. If a graduate program is requested, indicate similar programs in neighboring states.

LSU-Eunice; Technical Programs in Environmental Health and Safety Technology - certificate in health and safety technology field

Southeastern Louisiana University; Bachelor of Science in Occupational Safety, Health and Environment

LSU Health Science Center New Orleans, School of Public Health - offers a Master of Public Health (MPH)

Tulane University; Center for Applied Environmental Public Health - offers a certificate to qualify for the American Board of Industrial Hygiene (ABIH) exam and a MSPH in Industrial Hygiene
d. If similar programs exist in Louisiana, why is an additional program needed? Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.

The proposed Occupational Health, Safety, and Toxicology Certificate has similarities with the LSU-Eunice certificate program but will be distinct in several aspects. ULM's certification will concentrate more on occupational health (i.e., hearing conservation, respiratory protection, blood-borne pathogens, HAZCOM) as well as certification in OSHA 11 HP (Occupational Safety and Health Standards for the General Industry) and OSHA certifications in other class topics. The other programs offer bachelor or master degrees. The main focus of the Occupational Health, Safety, and Toxicology Certificate program is to provide occupational health and safety training to working adults interested in beginning a career in the field or to current occupational technicians looking to enhance their knowledge and skills in the central and northern region of the state. In addition, the program will fill the need for professionals with these skills. A recent on-line job search revealed over 300 openings in the environmental health and safety field.

e. If a graduate program is requested, indicate:
   i. State, regional, and national need in the field for more graduates. Cite any pertinent studies or national and state trends.
   ii. Are there possibilities for cooperative programs?

   Not applicable

f. If this program is approved, will its approval result in the termination of phasing out of existing programs? That is, could this program be considered a replacement program?

   No

g. Describe how the proposed program will further the mission of the institution and support initiatives identified in the Board of Regents' Master Plan for Public Postsecondary Education in Louisiana: 2011.

The mission is as follows: "To contribute to the State's economic prosperity through development of a skilled, educated citizenry, the Board of Regents has established the goal of increasing the educational attainment of its adult citizens to the SREB average of 42% by 2025 and designed a performance funding model to support and reward the achievement of that goal." The ULM certificate program will further this mission by providing occupational health and safety training to working adults interested in beginning a career in the field or to current occupational technicians looking to enhance their knowledge and skills. These skills are vital to the day-to-day operation of industries and the health and safety of Louisiana occupational workers.

3. Students

   a. Project the enrollment and estimate the number of graduates expected for the proposed program for the first five years by level of student and with a justification for the projections.

   The certificate program will be desirable to a wide range of potential students, including: established post-graduation professionals, new college graduates looking to add to their resumes, un-degree industry employees seeking profession certificates to help the advance at their place of employment. The following list is an example employees that may be interested in the program:

   - Human resources personnel
   - Job supervisors/foremen
   - Department managers
   - Logistics personnel
   - Food processing workers
• General industry workers
• Landscape workers
• Environmental health professionals
• Safety and health professionals and directors
• Engineers

In addition, there are currently over 100 students in the undergraduate toxicology students in the B.S. program. Approximately 30-40% of graduates find jobs in the Industrial Hygiene/Occupational Health and Safety field. It is anticipated that 10% of these students would be interested in the Certificate Program. In addition, a recent on-line job search revealed over 300 openings in the environmental health and safety field. These new employees would greatly benefit from additional training. With the program in place, the word will spread from our students, their employers, and through aggressive advertising. The projected enrollment and number of graduates is as follows:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>10</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

b. Indicate the source of students from existing programs or students who might not otherwise be attracted to the institution.

The main source would be working adults and not students from existing programs.

c. What preparation will be necessary for student to enter the program?

General college degree in a related field.

d. Provide enrollment data for closely related programs currently offered at the institution. If the proposed program is an expansion of an existing program, give the past four years' enrollments in existing programs by level, and number of degrees granted.

The only closely related program currently offered at the institution is the Industrial Hygiene tract within the B.S. degree in Toxicology. There are currently 103 active students in the program.

e. If a graduate program is requested, indicate sources of financial support for students.

Not applicable

4. Faculty

a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments.

Current department of Toxicology faculty will be utilized as much as possible to meet instruction requirements of courses offered as part of the Certification program. However, current faculty may be required to complete OSHA Authorized Trainer requirements offered through OSHA Institute Train-the-Trainer courses to allow the ULM Certificate Program to offer OSHA certification for the specific course.

Name: John E. Herrick
Date of Appointment: December 2005
Present rank: Instructor
Degrees: B.S. Biology - Northeast Louisiana University
Biology, M.S. - Northeast Louisiana University
b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered. The basis for this calculation should be full-time equivalent students and faculty and should be computed based on all students taught rather than the student majors or other related groupings.

For Spring 2012: (Number of full-time students currently enrolled in one or more Toxicology courses/number of faculty teaching these courses): 58/4=14.5:1

c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

Adjunct faculty (projected number = 2) will be used to provide practical experience and material expertise to the Certification program. We may use people that have specific knowledge in areas such as: ergonomics, job hazard analysis, etc. to meet specific requirements in certain courses.
d. Explain if recruiting new faculty members will require an unusual outlay of funds or unique techniques. For example, will a special chair of instruction be required to attract a nationally recognized person?

No unusual outlay of funds or unique techniques for recruiting new faculty will be required.

c. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.

Present faculty are currently involved in grant activities at <25% of workload. These activities will not significantly impact teaching loads.

f. If a graduate program is requested, indicate:

i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.)
ii. For proposed new faculty, qualifications and/or strengths needed.

Not applicable

5. Library and Other Special Resources

a. Are present library holdings in related fields adequate to initiate the proposed program?

Yes. Present library holdings in industrial hygiene and toxicology are adequate. Electronic access to the Occupational Safety and Health Administration (OSHA), National Institute of Occupational Safety and Health (NIOSH), Centers for Disease Control and Prevention (CDC), etc will be used as supplemental resources as needed.

In addition, access to Toxicology and health-related on-line journals, textbooks, monographs are available through the ULM College of Pharmacy Library Resources Toolbox.

b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?

No, sufficient resources and educational material is available on Occupational Safety and Health Administration (OSHA; http://www.osha.gov/), National Institute for Occupational Safety and Health (NIOSH; http://www.cdc.gov/niOSH/), and American Industrial Hygiene Association (AIHA; http://www.aiha.org/Pages/default.aspx).

c. Do other institutions have library resources being used or available to faculty and students for the proposed program?

Yes

d. Indicate or estimate total expenditure for the last two completed fiscal years in library acquisitions for the subject matter fields or departments in which the proposed program will be offered, or which are related to it.

$2 million was expended for library resources in the College of Pharmacy.

e. Project library expenditures needed for the first five years of the proposed program.

None anticipated

f. What additional special resources, other than library holdings, will be needed?
None anticipated

6. Facilities and Equipment
a. Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program.

Currently, there is one classroom (1,317 sq ft) and laboratory (3,631 sq ft) assigned to the undergraduate toxicology program. The classroom capacity is approximately 60 students and the laboratory is adequate to handle laboratory exercises in both general toxicology and industrial hygiene. There are two large storage rooms for equipment and supplies. There are five offices, one student/faculty lounge and one computer laboratory with 10 computers and 1 printer (total 1,003 sq ft).

b. Describe present utilization of these facilities where facilities are assigned to the department.

All of the toxicology classes (Toxi 1001, 2001, 3001, 4011, 4012, 4024, 4041, 4042, and 4091) are conducted in the classroom in Sugar Hall 259 and all laboratory classes (Toxi 4013, 4014, and 4043) are conducted in the laboratory space in Sugar Hall 260.

c. Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment. If special facilities and equipment will be needed, estimate cost and indicate proposed sources for financing.

Facilities are adequate but a significant upgrade in safety and health equipment will be required to meet the educational requirements of all of the proposed certificate courses (see estimated cost below).

7. Administration
a. In what department, division, school, college, or other designation will the proposed program be administered? Explain if the program is interdisciplinary and/or inter-departmental.

Department of Toxicology within the College of Pharmacy. The certificate program will be inter-departmental.

b. Indicate if the proposed program will affect the present administrative structure of the institution.

No

c. Describe any special departmental strengths and/or weaknesses and how the proposed program will affect them.

Strengths: The Toxicology Department at ULM administers the only B.S degree of Toxicology in the state of Louisiana and the southeast United States. The College of Pharmacy offers a Ph.D in Pharmacy with a concentration in Toxicology. As a result, faculty has expertise in basic toxicological concepts (chemical exposure assessment, physiological basis of chemical exposure) as well as Industrial Hygiene (occupational health and safety). Fundamental courses are already available for individuals enrolling in the proposed certificate program.
Weaknesses: Faculty will need to become certified to teach several of the courses proposed in the program. In addition, while the Industrial Hygiene Laboratory has a variety of equipment and instrumentation necessary for hands-on instruction in the certificate program, several of the older equipment will need to be upgraded or replaced.

8. Accreditation
a. Is the program eligible to be accredited? If so, give the name(s) of the accrediting agency(ies), requirements for accreditation, and how the criteria will be achieved.

The program is not eligible for accreditation. However, several of the courses offered as part of the certification program curriculum may be eligible for OSHA certification, if certain criteria are met. OSHA’s primary criteria are that the instructor be an OSHA-certified instructor and that the course materials meet OSHA requirements.

b. Delineate the initial costs of accreditation and subsequent annual cost.
Not applicable

c. If a doctoral program is requested, describe the use of consultants in developing the proposed program and include a copy of their report as an appendix to the proposal. The use of consultants to assist in the development of such proposal is highly recommended, if not imperative.
Not applicable

9. Related Fields
a. Indicate subject matter fields at the institution which are related to, or will support, the proposed program.
None

b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.
Not applicable

10. Costs
a. Estimate costs of the proposed program for the first four years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Indicate if federal or other sources of funds are available.
Are there prospects for increased income from students recruited specifically to this program who otherwise would not have enrolled? Yes

The costs associated with starting the Certificate program may include significant equipment upgrades and supplies, costs of specialized training for Toxicology faculty members, costs for adjunct faculty, and salary overloads for existing faculty.

Faculty Training Costs:

There will be an initial cost associated training current faculty members to a level that meets OSHA-Authorized trainer requirements. The following examples of costs is presented below, the number of classes required will be determined once the courses used in the certificate curriculum have been

OSHA 511 – Occupational Safety and Health Standards for General Industry – $850
OSHA 501 – Trainer Course in OSHA Standards for General Industry - $850
OSHA 503 – Update for General Industry Outreach Trainers (required every 4 years) – $600
OSHA 5600 – Disaster Site Worker Train-the-Trainer Course - $850
OSHA 5602 – Update for Disaster Site Worker Trainer Course (required every 4 years) - $600
Reserve funds from within the university will be used to pay these costs. Faculty Salaries (Overload at $1,800/term/faculty) = $10,800/year; self-generated revenue will be used to pay these expenses.

b. Indicate departmental costs:
   i. Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program.

<table>
<thead>
<tr>
<th>Toxicology Department Expenditures</th>
<th>Year</th>
<th>Salary</th>
<th>Travel</th>
<th>Operating Costs</th>
<th>Supplies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-2010</td>
<td>$625,661</td>
<td>$99</td>
<td>$705</td>
<td>$2,052</td>
<td>$628,517</td>
</tr>
<tr>
<td></td>
<td>2010-2011</td>
<td>$619,112</td>
<td>$0</td>
<td>$359</td>
<td>$2,585</td>
<td>$622,056</td>
</tr>
</tbody>
</table>

ii. How will the proposed program affect the allocation of these funds?
Funds will be needed for faculty training (i.e., OSHA certification), teaching overload, and equipment/supplies.

c. Indicate if additional funds for research will be needed to support the proposed program.
None

d. Provide estimates of additional cost on the attached form.
See attached form

Estimated Equipment/Supply Costs:
A significant upgrade in safety and health equipment will be required to meet the educational requirements of all of the proposed certificate courses.

<table>
<thead>
<tr>
<th>Equipment Name</th>
<th>Description</th>
<th>Quantity</th>
<th>Cost per Unit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Sampling Pumps</td>
<td>Air Check 32 (Li-ion Batteries) Sampling Pumps – 5-pack High/Low Flow Pump Kit</td>
<td>2</td>
<td>$4,095.00 each</td>
<td>$8,190.00</td>
</tr>
<tr>
<td>Calibrator</td>
<td>Defender Dry Calibrator (50 – 5,000 m/mill)</td>
<td>2</td>
<td>$1,300.00 each</td>
<td>$2,600.00</td>
</tr>
<tr>
<td>Piston Pump</td>
<td>GV110 Deluxe Pump Kit</td>
<td>2</td>
<td>$495.00</td>
<td>$990.00</td>
</tr>
<tr>
<td>Grab Sampling Tubes</td>
<td>Carbon Dioxide tubes for GV110 pump (10 pack); 100 – 1,000 ppm</td>
<td>2</td>
<td>$70.00</td>
<td>$140.00</td>
</tr>
<tr>
<td>Grab Sampling Tubes</td>
<td>Ammonia tubes for GV110 pump (10 pack); 0.5 – 78 ppm</td>
<td>2</td>
<td>$70.50</td>
<td>$141.00</td>
</tr>
<tr>
<td>Grab Sampling Tubes</td>
<td>Ethyl Alcohol tubes for GV110 pump (10 pack); 50 – 2000 ppm</td>
<td>2</td>
<td>$78.50</td>
<td>$157.00</td>
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<tr>
<td>Anemometer</td>
<td>Multi-function Hot-wire Anemometer Kit</td>
<td>2</td>
<td>$880.00</td>
<td>$1,760.00</td>
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<tr>
<td>Airflow Indicator</td>
<td>Airflow Indicator Kit - Gastec</td>
<td>2</td>
<td>$46.50</td>
<td>$93.00</td>
</tr>
<tr>
<td>Airflow Indicator Tubes</td>
<td>Replacement Smoke Tubes (6 pack)</td>
<td>2</td>
<td>$32.75</td>
<td>$156.00</td>
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<tr>
<td>Sound Level Meter</td>
<td>Quest SoundPro DL 1/1 Analyzer Kit</td>
<td>1</td>
<td>$3,533.00</td>
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<td>Noise Dosimeter</td>
<td>Quest NoisePro DL Single Dosimeter Kit</td>
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<td>$2,365.00</td>
<td>$4,730.00</td>
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<td>Heat Stress Monitor</td>
<td>Quest QUESTemp® 36 Area Heat Stress Monitor</td>
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<td>$2,911.00</td>
<td>$5,822.00</td>
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<tr>
<td>Multi Gas Monitor</td>
<td>Industrial Scientific M40 Multigas direct-read monitor (O₂, LEL, H₂S, CO); w/pump</td>
<td>2</td>
<td>$720.00</td>
<td>$1,440.00</td>
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<tr>
<td>Calibration Gas</td>
<td>Gasco multi gas mixture calibration gas</td>
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<td>$300.00</td>
<td>$600.00</td>
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<tr>
<td>Item</td>
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<td>Quantity</td>
<td>Unit Cost</td>
<td>Total Cost</td>
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<tr>
<td>---------------------------</td>
<td>------------------------------------------------------</td>
<td>----------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Regulator</td>
<td>(58L cylinder)</td>
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<tr>
<td>SCBA</td>
<td>MSA SCBA</td>
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<td>$243.00</td>
<td>$486.00</td>
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<tr>
<td>Respirator - 1/2 mask</td>
<td>Respirator (1/2 mask face piece)</td>
<td>2</td>
<td>$2110.00</td>
<td>$4220.00</td>
</tr>
<tr>
<td>Respirator - full-face</td>
<td>Respirator Full-Face face piece</td>
<td>2</td>
<td>$190.00</td>
<td>$380.00</td>
</tr>
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Reserve funds from within the university will be used to purchase this equipment.
APPENDIX A
PROPOSED COURSE DESCRIPTIONS

OHST 3X1X. Introduction to Safety and Health Management. 3 hr
Using interactive assignments and thought-provoking group projects, students of this one day workshop come away with a strong understanding of the benefits in implementing a safety and health management system in the workplace.  (OSHA 7500)

OHST 3X5X. Health Hazard Awareness. 1 hr
This course provides an introduction to common health hazards that are encountered in the workplace. These health hazards will include exposure to chemicals, asbestos, silica and lead. The course will feature these topics: identification of hazard; sources of exposure; health hazard information; evaluation of exposure; and engineering and work practice controls. The course materials will include an instructor and student manual; workshops and group activities; and PowerPoint presentations. The course is designed as an awareness course for employers and employees. (OSHA 7205)

OHST 3X2X. Occupational Safety and Health Standards for General Industry. 3 hr
This course for private sector personnel covers OSHA policies, procedures, and standards, as well as general industry safety and health principles. Topics include scope and application of the OSHA general industry standards. Special emphasis is placed on those areas that are the most hazardous, using OSHA standards as a guide. (OSHA 511)

OHST 3X3X. Hazard Communications - Aligning with GHS (Revised Standard) 3 hr
This course will provide an overview of the Hazard Communication Standard (HCS) in aligning with the provisions of the Globally Harmonized System of Classification and Labelling of Chemicals (GHS). The HCS requires that chemical manufacturers and importers evaluate the chemicals they produce or import and provide hazard information to downstream employers and workers by putting labels on containers and preparing safety data sheets. A summary of a hazard communication program for exposed workers, including container labels, safety data sheets, and training will be covered in the course.

OHST 3X4X. Hazardous Materials. 3 hr
This shortened version of #2010 covers OSHA general industry standards and integrates materials from other consensus and proprietary standards that relate to hazardous materials. Included are flammable and combustible liquids, compressed gases, LPGases, and cryogenic liquids. Related processes such as spraying and dipping are covered, as well as electrical equipment. (OSHA 2015) Prerequisite: OHST 3X2X.

OHST 4X0X. OSHA Guide to Industrial Hygiene. 3 hr
This course addresses industrial hygiene practices and related OSHA regulations and procedures. Topics include permissible exposure limits, OSHA health standards, respiratory protection, engineering controls, hazard communication, OSHA sampling procedures and strategy, workplace health program elements and other industrial hygiene topics. The course features workshops in health hazard recognition, OSHA health standards and a safety and health program workshop. (OSHA 521)

OHST 4X1X. Respiratory Protection. 3 hr
This course covers the requirements for the establishment, maintenance, and monitoring of a respirator program. Topics include terminology, OSHA standards, NIOSH certification, and medical evaluation recommendations. Program highlights include laboratories on respirator selection, qualitative fit testing, and the use of a large array of respiratory and support equipment for hands-on training. (OSHA 2225) Prerequisite: OHST 3X2X.

OHST 3X6X. Hearing Conservation. 2 hr
This course will provide information to help you prevent noise-induced hearing loss. It will also explain the purpose and components of a hearing conservation program including the proper fitting, use, and care of hearing protectors. The content in this course is designed to comply with the intent of the applicable
OHST 4X2X. Principles of Ergonomics Applied to Work-Related Musculoskeletal and Nerve Disorders. 3 hr
This course covers the use of ergonomic principles to recognize, evaluate, and control workplace conditions that cause or contribute to musculoskeletal and nerve disorders. Topics include work physiology, anthropometry, musculoskeletal disorders, use of video display terminals, and risk factors such as vibration, temperature, material handling, repetition, and lifting and transfers in health care. Course emphasis is on industrial case studies covering analysis and design of work stations and equipment, laboratory sessions in manual lifting, and coverage of current OSHA compliance policies. (OSHA 2250)

OHST 3XX7X. Indoor Air Quality. 2 hr
This introductory course will summarize the basic causes of indoor air quality problems and discuss methods of diagnosis and solution. Students will gain an understanding of the dynamic components of indoor air quality in relation to source control, occupant sensitivity and ventilation. (OSHA 9233)

OHST 3X8X. Safety and Health for Grain Handling Operations. 3 hr
This course will provide information on the safety and health hazards associated with grain handling operations and how to recognize them. Topics will include dangers of engulfment and suffocation in grain bins, grain fumigants, mold and dust, and safe grain and silage handling. An overview of chronic non-specific lung disease and related health problems in grain handling industry will also be provide. (OSHA 3060)

OHST 4X3X. Disaster Site Worker. 2 hr
This course is designed for personnel who provide skilled support services (e.g., utilities, demolition, debris removal, heavy equipment operation, governmental personnel other than Fire/Rescue/Law Enforcement, NGOs such as Red Cross and Salvation Army, etc.) or site clean-up services (including hazardous waste cleanup) in response to a disaster (hurricane, earthquake, wildfire, tornado, flood, tsunami, oil spill, terrorism, etc.). The goal of this course is to increase the participant's awareness of the safety and health hazards that may be encountered at a natural or human-caused disaster site. The importance of respiratory protection, other Personal Protective Equipment, and proper decontamination procedures that may be used to mitigate the hazards will be emphasized. (OSHA 7600)

OHST 4X4X. Bloodborne Pathogens - General 2 hr
This course explains safe work practices for employees who work with human blood or tissues. It covers the definition of blood-borne pathogens, protection from exposure including universal precautions, and spill cleanup procedures.

OHST 4X5X. Bloodborne Pathogen Exposure Control for Healthcare Facilities. 2 hr
The purpose of this course is to develop a Bloodborne Pathogens Exposure Plan for healthcare facilities using a step-by-step approach. Featured topics include an Introduction to Bloodborne Pathogens Standard, the Exposure Control Plan, Exposure Determination, Methods of Control, Vaccinations and Evaluations, Training and Information, and Record Keeping. (OSHA 7200)

OHST 4X6X. OSHA's Permit-Required Confined Space Standard. 3 hr
This one-day course discusses the requirements of OSHA's permit-required confined space standard, 29 CFR 1910.146. It is designed for small employers or a designated representative (line supervisor or manager) with the responsibility to develop a permit space program. It covers OSHA's requirements but does not feature hands-on sections (instrumentation and control methods and testing) which are included in OSHA course #2260. (OSHA 7300)
Dear Dr. Eric Pani,

PAC Environmental would like to extend its support to the Toxicology department at the University of Louisiana at Monroe in securing this grant. We believe that by giving the students an opportunity to receive a Post-Baccalaureate Certificate in Occupational Health, Safety, and Toxicology this will accelerate their prosperity in the workforce. From Microscopes to Training Equipment to real world experience and training in the field of Environmental Services, PAC stands ready to assist in the building of a future workforce for the environment.

This certificate is important, especially to those who are going into our line of work. In many cases, these students will enter a company, such as PAC Environmental, and have to receive these certifications. It is our understanding that much of the graduates from the ULM Toxicology department pursue employment in the industry setting, the LDEQ, or with an environmental consulting company. All of these places of employment will require at some point, depending upon the type of work, a certificate of this nature.

We at PAC Environmental have a passion to support this cause, because these students are the ones we want to employ in the future. PAC Environmental will give our support to the ULM Toxicology department. We will work with them, offering our advice on the best way to implement this certification into their curriculum.

This Post-Baccalaureate Certificate in Occupational Health, Safety, and Toxicology will give those students who already have this certificate a remarkable advantage over someone who does not have the certification. We look forward to participating with the Toxicology department on this certification.

Sincerely,

John Nolan
Chief Operating Officer, PAC Environmental
Item F.7. University of Louisiana at Monroe's request for approval of a Letter of Intent for a Bachelor of Science in Pharmaceutical Sciences.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe requests approval of a Letter of Intent to establish a Bachelor of Science in Pharmaceutical Sciences. Consistent with practice at pharmacy programs at institutions such as Michigan, Purdue, Ole Miss and Houston, the proposed degree would be awarded to students who successfully complete the first year of the professional portion of the Doctor of Pharmacy (Pharm.D.) program. At this stage of this doctoral program, students have earned credit hours comparable to that of other baccalaureate degrees.

The College of Pharmacy typically admits 100 students per year into the Pharm.D. program. There is currently a 7.8% attrition rate from the professional program, which equates to 5-8 students lost per class. This suggests that 92-95 students per year will earn this degree. For those students who earn this baccalaureate but do not complete the Pharm.D. program, the Bachelor of Science distinction will broaden employment opportunities.

There will be no additional costs to implement the Bachelor of Science in Pharmaceutical Science as it will be awarded upon successful completion of existing courses in the pre-pharmacy and Pharm.D. programs.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe's request for a Letter of Intent for a Bachelor of Science in Pharmaceutical Sciences.
May 22, 2012

Dr. Randy Moffett  
President  
University of Louisiana System  
1201 North Third Street – 7-300  
Baton Rouge, LA 70802

Dear Dr. Moffett:

The University of Louisiana at Monroe requests approval of the attached Letter of Intent for a Bachelor of Science in Pharmaceutical Sciences.

We strongly believe that the program will provide an opportunity to further the University of Louisiana at Monroe’s mission by adding a baccalaureate degree to the professional (Doctor of Pharmacy) and the graduate (Ph.D.) degrees already offered. In doing so, ULM is adding adults to Louisiana’s workforce who are well educated and possess sufficient knowledge in the pharmaceutical sciences in order that they can be employed in a variety of occupations other than a pharmacist.

We respectfully request that this item be placed on the agenda for the Board of Supervisors meeting on June 18, 2012.

Sincerely,

[Signature]

Nick J. Bruno, Ph.D. 
President
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Sept 2011]

General Information

<table>
<thead>
<tr>
<th>Campus: University of Louisiana at Monroe</th>
<th>Program: Bachelor of Science in Pharmaceutical Sciences</th>
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<tbody>
<tr>
<td></td>
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</table>

Institutional Contact Person & Access Info (if clarification is needed):

Eric Pani, Ph.D., Interim Vice President for Academic Affairs

Date:

1. Program Objectives and Content

Describe the program concept; purpose and objectives; basic structure and components/concentrations; etc.

The Bachelor of Science in Pharmaceutical Science (BSPS) would be awarded to all students who successfully complete the first year of the professional portion of the Doctor of Pharmacy (Pharm.D) program. The purpose of awarding this degree is to recognize the achievement of these students when they have earned credit hours in an amount comparable to that of students receiving other baccalaureate degrees.

The basic structure is as follows:

1. Pre-Pharmacy:
   a. English (9 semester credits: 6 credits in composition, 3 credits in technical writing)
   b. Mathematics (6 semester credits: 3 credits in calculus, 3 credits in statistics)
   c. Biology (18 semester credits: 4 credits in microbiology with laboratory, 8 credits in human/comparative anatomy with lab and human/mammalian physiology with lab, 3 credits in cell biology/cell physiology, 3 credits in genetics)
   d. Chemistry (19 semester credits: 8 credits in inorganic chemistry with lab, 8 credits in organic chemistry with lab, 3 credits in biochemistry)
   e. Physics (4 semester credits)
   f. Business (3 semester credits in economics)
   g. Humanities (3 semester credits in public speaking)

2. First year of Pharmacy Professional Curriculum:
   a. Medical Microbiology (3 semester credits)
   b. Principles of Immunology (2 semester credits)
   c. Principles of Drug Action I & II (5 semester credits in Fall, 3 semester credits Spring)
   d. Pharmaceutical Calculations (2 semester credits)
   e. Pharmaceutics I & II (5 semester credits)
   f. Introduction to Pharmacy (1 semester credit)
   g. Pharmacy Practice Ethics and Law (2 semester credits)
   h. Pathophysiology I & II (5 semester credits)
   i. Drug Information Retrieval (3 semester credits)
   j. Parenterals (1 semester credit)
   k. Top Drugs and Medical Terminology (1 semester credit)
   l. Integrated Lab Sequence I & II (2 semester credits)

Selected learning objectives after completion of the above-listed courses:

1. Develop an understanding of infectious disease pathogenesis and potential antibiotic treatment and prevention
2. Describe structural and functional characteristic of important molecular targets of drug action: (1) receptors, (2) enzymes, and (3) nucleic acids
3. Describe structural and functional characteristics of important macromolecular assemblages and tissue microstructures as affects drug absorption, distribution, biotransformation and excretion
4. Evaluate the appropriateness of a given prescription or medication order based on patient and disease-specific factors
5. Based on principles of medication mechanisms of action, the student should be able to predict physiological reactions to challenges at the cellular level and utilize information to explain the pathological basis of disease
2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., accreditation, contribution to economic development; related to current or evolving needs within state or region). Cite data to support need; employment projections; supply/demand data appropriate to the discipline and degree level, etc.

The College of Pharmacy typically admits 100 students per year into the Pharm.D. program. There is currently a 7.8% attrition rate from the professional program. This rate equates to 5-8 students lost per class either through voluntary withdrawal or for grade problems. The BSPS would be of significant help to these students for the following reasons:

1. The students' pre-pharmacy grades were very good (since they were selectively admitted into the professional program). The BSPS would be an appropriate indication of the work they had successfully completed in a very demanding curriculum.

2. The BSPS would allow the student to seek employment in a variety of positions in the larger pharmaceutical industry (sales, bench scientist) or in government (regulatory affairs).

3. These graduates would provide Louisiana with well-trained life science research technicians for industry and government regulatory positions.

4. According to the OSOS demand indicators, the demand for such graduates will increase by 9.5% through 2018.

5. The major needs in Louisiana include research and development in life sciences and for positions in testing laboratories.

3. Relevance

Explain why this program is an institutional priority at this time. How will it (a) further the mission of the institution and (b) increase the educational attainment of the state’s adult population or foster innovation through research.

This program is compatible with ULM’s mission to deliver pharmacy graduates for the state. It is a priority for the institution at this time because it furthers its mission by adding a baccalaureate degree to the professional (Pharm.D.) and the graduate (Ph.D.) degrees already offered. In doing so, ULM is adding adults to Louisiana’s workforce who are well educated and possess sufficient knowledge in the pharmaceutical sciences that they can be employed in a variety of occupations other than a pharmacist.

Other universities offering the Bachelor of Science in Pharmaceutical Sciences include:

- University of Mississippi
- Purdue University
- University of Michigan
- The Ohio State University
- University of Missouri Kansas City
- The University of Toledo
- Albany College of Pharmacy and Health Sciences
- University of Houston
- Campbell University

4. Students

Summarize student interest/demand for the proposed program.

All students admitted to the Pharm.D. program and successfully completing the first professional year will be awarded the degree. Thus, 92-95 students per year will earn this degree.

5. Cost

Estimate costs for the projected program for the first five years. Indicate amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program.

There is no additional cost to ULM for this degree since the students are already taking the courses as part of the pre-pharmacy and Pharm.D. curricula.
CERTIFICATION:

Chief Academic Officer

[Signature]

Chancellor/President

[Signature]

Management Board

Date

5/25/12

Date
Item F.8. University of Louisiana at Monroe’s request for approval to name the School of Nursing the Kitty DeGree School of Nursing in honor of Mrs. Kitty DeGree.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe wishes to recognize the contributions of Mrs. Kitty DeGree by naming the School of Nursing the Kitty DeGree School of Nursing. Mrs. DeGree is a humanitarian of remarkable character and profound generosity. Over her lifetime, she has become the greatest individual ULM donor, providing $6.4 million to the ULM Foundation, ULM Alumni Association, and ULM Athletic Foundation.

Mrs. DeGree’s high regard for ULM’s excellent faculty is evidenced through her establishment of a $1 million Eminent Scholars Chair and five $100,000 Endowed Professorships. Also among her exceptional gifts are endowed scholarships, a charitable gift annuity, and a charitable remainder unitrust, all of which will benefit students for generations to come. She has also contributed to the Kitty DeGree Computer Center, which is the key student resource area of the Clarke M. Williams Student Success Center, the Kitty DeGree Pharmacy Student Resource Center/Library, and the Kitty DeGree Speech and Hearing Center.

Mrs. DeGree has also been instrumental in funding the refurbishment of the President’s new University House which has accommodated dignitaries from all over the world. Additionally, she provided the funding for the focal part of the University Library and Conference Center, which is the front tower that houses the massive clock and bells whose majestic chimes are heard campus-wide. The Kitty DeGree Bell Tower is now an icon, a highlight among the official university logos.

ULM has recognized the contributions of Mrs. DeGree on several occasions. In May 1989, the University conferred an Honorary Doctorate of Laws degree to her. She also received the inaugural Hall of Distinction Award in 2004, which is the University’s most prestigious award that recognizes those who have honored ULM through a lifetime of distinction and exemplary service to, support for, or promotion of the University. Also befitting her exceptional generosity, the ULM Foundation Board of Trustees voted to name the University’s major gifts recognition society the Kitty DeGree Bell Tower Society. Membership in the Society is based upon the donor’s lifetime giving to the University and begins at the $50,000 level.
As of May 2012, Kitty DeGree is committing an additional seven-figure gift, for which the University is seeking approval from the Board of Supervisors for the University of Louisiana System to name one of its premier schools, the Kitty DeGree School of Nursing.

RECOMMENDATION

It is recommended that the following resolution be adopted:

**NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request to name the School of Nursing the Kitty DeGree School of Nursing in honor of Mrs. Kitty DeGree.**
May 22, 2012

Dr. Randy Moffett
President
University of Louisiana System
1201 North Third Street – Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Moffett:

I respectfully request consideration and approval to name the University of Louisiana at Monroe School of Nursing – the Kitty DeGree School of Nursing at the June 18, 2012, Board of Supervisors meeting. The attached letter and the brief summary of Mrs. DeGree’s philanthropic support of the university and her lifetime achievements are included.

Your favorable consideration is appreciated.

Sincerely,

Nick J. Bruno, Ph.D.
President
May 22, 2012

Dr. Randy Moffett, President
University of Louisiana System
1201 North Third St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Moffett:

I respectfully request consideration by the University of Louisiana System Board of Supervisors to name the University of Louisiana at Monroe (ULM) School of Nursing – the Kitty DeGree School of Nursing. This honor will recognize a humanitarian of remarkable character and profound generosity. Over her lifetime, Mrs. DeGree has become the largest individual donor to ULM, providing $6.4 million to the ULM Foundation, ULM Alumni Association, and ULM Athletic Foundation.

The enclosed summary encompasses 28 years of Mrs. DeGree’s philanthropic support of academics at ULM. Her generosity has benefited both faculty and students through substantial gifts that have established scholarships, endowed professorships and an endowed chair. Additional support has resulted in signature facilities on campus, including the Kitty DeGree Speech and Hearing Center, the College of Pharmacy Library, and the Kitty DeGree Clock Tower, a landmark feature of the University Library. Mrs. DeGree’s donations have also supported the University Conference Center on the seventh floor of the University Library and the refurbishment of the former President’s home into the University House, a facility used to house visitors to the university.

Mrs. DeGree’s lifetime achievements further establish the suitability of the distinction we are requesting. After completing her service as a yeoman first class in the United States Coast Guard during World War II, Mrs. DeGree moved to Monroe with her husband. She has held several positions in Monroe since then and eventually developed real estate. Mrs. DeGree has lived modestly throughout her life and has used her philanthropic and personal contributions in widespread community service. She has served on numerous boards, including that of the Ronald McDonald House and the Veterans Home of Northeast Louisiana. Her commitment to healthcare is evident not only through the Kitty DeGree Speech and Hearing Center mentioned above, but also through the Kitty DeGree Breast Health Center at St. Francis Medical Center.

Because Mrs. DeGree’s health has been declining for some time, I respectfully ask that we honor this exceptional philanthropist as soon as possible with approval of this request at the June 2012 Board meeting.

Sincerely,

Nick J. Bruno, Ph.D.
President

Enclosure
Kitty DeGree supports every aspect of the University’s mission of providing the highest level of academic excellence and life leadership skills to its students.

Kitty’s generous capital gifts include: the Kitty DeGree Computer Center, which is the key student resource area of the Clarke M. Williams Student Success Center; the Kitty DeGree Pharmacy Student Resource Center/Library; and the Kitty DeGree Speech and Hearing Center.

When the President’s former home was moved to allow the building of the new library, Kitty funded its refurbishment into the new University House, which has accommodated dignitaries from all over the world. She provided the funding for the focal part of the University Library and Conference Center, which is the front tower which houses the massive clock and bells whose majestic chimes are heard campus-wide. The Kitty DeGree Bell Tower is now an icon, a highlight among the official university logos.

In May 1989, the University conferred an Honorary Doctorate of Laws degree to Kitty. She also received the inaugural Hall of Distinction Award in 2004, which is the University’s most prestigious award that recognizes those who have honored ULM through a lifetime of distinction and exemplary service to, support for, or promotion of the University. Also befitting her exceptional generosity, the ULM Foundation Board of Trustees voted to name the University’s major gifts recognition society, the Kitty DeGree Bell Tower Society. Membership in the Society is based upon the donor’s lifetime giving to the University and begins at the $50,000 level.

As of May 2012, Kitty DeGree is committing an additional seven-figure gift, for which the University is seeking approval from the University of Louisiana System Board of Supervisors to name one of its premier Schools, the Kitty DeGree School of Nursing.
Item F.9. University of New Orleans' request for approval of its (a) Policy on Hazing and 
(b) Grievance Procedures for Faculty and Staff.

EXECUTIVE SUMMARY

The University of New Orleans requests approval of its Policy on Hazing and Grievance 
Procedures for faculty and staff, a requirement of UL System Rules (Hazing: C-II.XXIII and 
Grievance: C-III.XIV). Board approval is sought in preparation for the University's upcoming 
Southern Association of Colleges and Schools (SACS) onsite visit in August, 2012.

The proposed hazing policy and grievance procedures have been reviewed by the UL 
System staff and attorney and conform with UL System Policies and PPMs.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the 
University of Louisiana System hereby approves University of New Orleans' request for 
approval of its (a) Policy on Hazing and (b) Grievance Procedures for Faculty and Staff.
May 23, 2012

Dr. Randy Moffett, President
University of Louisiana System
1201 North Third Street, suite 7-300
Baton Rouge, LA 70802

Dear Dr. Moffett:

Enclosed you will find the University of New Orleans policy on hazing and grievance procedures for faculty and staff (classified and unclassified), which are hereby submitted for approval in accordance with applicable Board rules and regulations.

Board Bylaw C-II.XXIII (Hazing) provides, in pertinent part, that each university shall establish a written policy and develop a plan to disseminate information regarding the hazing prohibition on its campus and shall present it to the Board of Supervisors for approval. The UNO policy on hazing is distributed electronically each year and made available to students in print format. Student organization leaders are required to certify each year that they have received the policy and communicated its contents to current and prospective organization members. Certification forms are kept on file in the Student Affairs Office.

Board Bylaw C-III.XIV (Grievance Procedures) provides, in pertinent part, that each institution shall develop and promulgate an internal grievance procedure for employees (classified and unclassified). Enclosed you will find grievance procedures for UNO faculty, unclassified and classified staff, which are submitted for Board approval in accordance with the Bylaw.

I respectfully request that you place these items on the agenda for the June 18, 2012, meeting of the Board of Supervisors. Please do not hesitate to contact me if you have any questions or require additional information regarding this matter.

Sincerely,

[Signature]

Peter J. Fox,
President
HAZING POLICY

I. Policy Statement:

Hazing is prohibited under the UNO Student Code of Conduct. Any student organization that engages in hazing shall be subject to appropriate discipline under the Code. Hazing is also a violation of state law and will be reported to the appropriate authorities.

II. Hazing is:

a. Any action taken or situation created, whether on or off college or university property, which is life-threatening to the individual or intended to hurt or to humiliate physically or mentally.

b. Kidnapping, paddling, slapping, branding, burning with cigarette, or any such activities which are life-threatening to the individual or are intended to hurt or to humiliate physically or mentally.

III. Prohibited Activities

Hazing may include, but is not limited to, the following activities when these activities are life-threatening or intended to hurt or to humiliate physically or mentally:

a. physical exercise, scavenger hunts, road trips, any activity resulting in excessive fatigue, physical or psychological shocks;

b. wearing apparel which is uncomfortable to the individual or, if worn publicly, is conspicuous or not normally in good taste (dressing alike, specific costume or clothing);

c. engaging in public stunts or buffoonery, hair cutting, morally degrading or humiliating games or activities, giving of food or drink (alcoholic or nonalcoholic) which is distasteful or designed to provoke nausea or inebriation;

d. any form of verbal harassment, any action or situation which subjegates an individual to a condition where he/she might tend to lose self-respect or suffer injury to personal or religious values (line-ups or interrogations);

e. any activities which interfere with the student’s scholastic responsibilities;

f. the use of obscenities and vulgatures in dress, language, or action;

g. acts of personal or group servitude.
IV. **Duty to Report and Enforcement**

It is the responsibility of all current and potential student organization members and pledges to immediately report immediately possible hazing violations to Student Affairs and the University of New Orleans Police Department. Apathy or acquiescence in the presence of hazing is not a neutral act; it is a violation of this policy. Reported violations of this policy shall be investigated and appropriate disciplinary action taken in accordance with the Student Code of Conduct. Hazing is also a violation of state law and will be reported to the appropriate authorities.
CHAPTER II
STUDENTS

SECTION XXIII. HAZING

In accordance with the purpose and philosophy of the University of Louisiana System and the laws of the State of Louisiana, which include the belief that true fellowship can be nurtured only in an atmosphere of social and moral responsibility and that hazing is inconsistent with the responsibility of student organizations to conduct safe, constructive student education, and in order to eliminate the harmful practice of hazing, the University of Louisiana System has a policy to be followed by all students and student organizations, including but not limited to the Greek organizations, clubs, and athletic teams on its System campuses.

Each university shall establish a written policy and develop a plan to disseminate information regarding the hazing prohibition on its campus and shall present it to the Board of Supervisors for approval. (Addition approved 3/21/97). (See PPM)
Policy Number: S-ILXXIII-1

University of Louisiana System

Title: HAZING

Effective Date: July 1, 2002
Cancellation: Formerly a Board RULES Policy

Chapter: Students

Policy and Procedures Memorandum

I. No student organization shall employ a program of student initiation/pledge education which includes “hazing.”

II. Hazing shall be defined as:
   A. Any action taken or situation created, whether on or off college or university property, which is life-threatening to the individual or are intended to hurt or to humiliate physically or mentally.
   B. Kidnapping, paddling, slapping, branding, burning with cigarette, or any such activities which are life-threatening to the individual or are intended to hurt or to humiliate physically or mentally.

III. Hazing may include but is not limited to the following activities when these activities are life-threatening or intended to hurt or to humiliate physically or mentally:
   A. physical exercise, scavenger hunts, road trips, any activity resulting in excessive fatigue, physical or psychological shocks;
   B. wearing apparel which is uncomfortable to the individual or, if worn publicly, is conspicuous or not normally in good taste;
   C. engaging in public stunts or buffoonery, hair cutting, morally degrading or humiliating games or activities, giving of food or drink (alcoholic or non-alcoholic) which is distasteful or designed to provoke nausea or inebriation;
   D. any form of verbal harassment, any action or situation which subjugates an individual to a condition where he/she might tend to lose self-respect or suffer injury to personal or religious values;
   E. any activities which interfere with the student's scholastic responsibilities
   F. the use of obscenities and vulgarities in dress, language, or action
IV. It shall be the duty of all current and potential student organization members and pledges to report immediately, in writing, any violation of this policy to the appropriate institution administrator. Any violation of this policy shall be investigated and appropriate disciplinary action taken.
UNIVERSITY OF NEW ORLEANS FACULTY GRIEVANCE PROCEDURE

1. Introduction: General Principles

1.1 It is fundamental to collegiality that members of the faculty be treated fairly. The Faculty Grievance Procedure is designed to ensure the observance of academic due process in personnel matters. Academic due process is a clear, orderly, fair system of procedures designed to produce the best possible decisions. While the judgment of colleagues within the discipline and of administrators (including department chairs) regarding the quality of professional performance may not be the subject of a grievance, a grievance may allege that a decision was not made in accordance with the letter and intent of established and accepted procedures and criteria.

1.2 A grievance consists of an allegation by a faculty member\(^1\) of unfair treatment in decisions made by a chair or other administrator that adversely affect the faculty member's academic standing or conditions of employment.\(^2\) Grievances may result from, but are not limited to, decisions affecting tenure, promotion, salary adjustments, and teaching responsibilities. If a faculty member can demonstrate that he or she has been treated unfairly because procedures were absent or not followed in such a decision, he or she has the right to resort to this Faculty Grievance Procedure.

1.3 The fundamental principle underlying this process is that it should be collegial. Therefore, whenever possible and as time allows, faculty are encouraged to discuss issues with department chairs, deans, and other university administrators prior to filing a grievance. Conversely, department chairs, deans, and other university administrators are expected to follow clear, orderly, and fair procedures and to discuss these processes with the faculty.

1.4 A Grievance Committee is advisory to the President and reports only to him/her. In matters of academic judgment, the Committee may not substitute its judgment for that of administrators or faculty committees. In grievances involving decisions on promotion, tenure, merit reward, etc., if the Committee finds that the decision being contested was not made according to the letter and intent of established and accepted criteria and procedures, then the Committee may recommend to the President that the decision be remanded and that the decision process begin anew with safeguards to ensure that appropriate procedures are in place and followed.

1.5 The filing of a grievance in no way suspends the regular administrative procedures of the University.\(^3\) Under no circumstances will a faculty member be penalized for filing a grievance -- whether upheld or denied. However, if, prior to seeking resolution of a dispute by filing a grievance or while the grievance procedure is in progress, a faculty member seeks resolution of this matter through any agency outside the University, whether administrative or judicial, the University will have no obligation to entertain or proceed further with the matter pursuant to this grievance policy, except as required by law or judicial order.

2. Initiation of the Grievance

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\(^1\) A "faculty member" for purposes of this Grievance Procedure is as defined in the Rules of the University of Louisiana System Board of Supervisors.

\(^2\) This procedure is written in terms of a complaint against a departmental decision. A complaint against a dean or Vice President shall follow the steps outlined here: i.e., starting at the appropriate level with a letter of grievance, then filing the Form of Grievance with the Grievance Review Committee. Administrative review of the grievance will be undertaken at the appropriate levels.

\(^3\) Grievances may be initiated only by persons currently in the employ of the University. If a grievant leaves the University, the grievance may proceed under this policy only if the grievance is initiated within the 30-day period specified in section 2.1 and the proposed resolution is an action which the University can practically and legally carry out.
2.1 Within 30 calendar days during an academic term\(^4\) after official notification to the faculty member of the action which the faculty member is challenging, the grievant should initiate the grievance process by submitting a letter to the person against whom the grievance is being made. This letter should request a resolution of the matter and include a statement of the exact nature of the grievance and the proposed resolution, and all available supporting documentation.\(^3\) A copy of this letter should also be sent to the administrator who is the immediate supervisor of the person being grieved against. (In promotion and tenure matters, the period begins with the notification to the faculty member by the chair after receipt of or confirmation of the adverse decision by the President.) The date of this letter shall constitute the initiation date of the grievance procedure. The party being grieved against will within 5 working days provide a written response to the grievant with a copy to the immediate supervisor. The respondent may either (1) agree to the resolution proposed by the grievant, (2) suggest an alternative resolution, or (3) deny the proposed resolution. If the grievant's proposed resolution is denied, the response should include the specific reasons for the denial and copies of all available supporting documentation.

2.2 If no response is received by the faculty member within the time period, or if a resolution cannot be agreed upon, the grievant may choose to take the grievance to the Grievance Review Committee (GRC), in the latter case within 10 working days of receiving the written response from the person against whom the grievance is made.\(^5\)

3. Submission to the Grievance Review Committee.

3.1 If the faculty member wishes to continue the grievance process, he or she may file the grievance with the Grievance Review Committee (see Appendix 1: Composition of the Grievance Review Committee). The Form of Grievance (attached to this policy) along with all written communications that were part of the attempt to resolve the matter to this point are to be sent to the Chair of the GRC, with a copy to the person against whom the grievance is being filed.

3.2 Within 10 working days of receiving the materials of the grievance, the GRC will review them and determine if the criteria for a grievance as specified in this policy are met (see above, Section 1, Introduction—General Principles). The GRC may contact any of the parties involved in the matter to this point to seek additional information or to verify the documentation it has received from the grievant. The purpose of the GRC at this stage is to facilitate the process of the grievance by assisting the faculty member in clarifying the issues at hand and formulating the Form of Grievance. The GRC review shall be based on and limited to the statement of grievance and the proposed resolution as stated, and it will make no judgment as to the merit of the grievance per se. If the GRC is not satisfied that the statement of the grievance meets the criteria of this policy, it may return the Form of Grievance and accompanying materials to the faculty member with suggestions for correction or clarification and the option of resubmission. The grievant will have 7 calendar days to resubmit the grievance to the GRC.

3.3 The faculty member may submit the statement of his/her grievance to the GRC a maximum of three times. The GRC will send a copy of the revised Form of Grievance to the person against whom the grievance is being filed for review and/or comment. Any written comments then become part of the record of the grievance. If upon

\(^4\) The academic term, defined in the University Calendar printed in the University Catalogue, normally begins on the date academic appointments become effective and ends on the day after Commencement. The Grievance Review Committee has the authority to extend any of the time limits specified in this section of the Policy. "Working days" as used in this Policy are defined as class or examination days, excluding Saturday and Sunday.

\(^5\) Whenever documents are submitted in reference to a grievance under this policy, they are to be arranged chronologically, numbered, and accompanied by a cover index sheet in order to ensure that all documentation remains together.

\(^6\) Administrative resolution of any grievance is preferred. Therefore, the immediate supervisor or others in the administration, upon receipt of the letters from the parties or at any other stage of the grievance process, are encouraged to seek an agreement that can resolve the grievance.
the third review the GRC determines that the grievance does not meet the criteria for grievances under this policy, the Chair of the GRC will communicate the decision in writing to the faculty member, the person against whom the grievance was made, his/her immediate supervisor, and the Provost. No further action will be taken by the GRC and this grievance procedure will no longer be available to the faculty member for this particular matter.

3.4 If a faculty member has two or more grievances pending against the same decision at any time, the grievances may be consolidated at any stage by the Grievance Review Committee. In addition, two or more faculty members who allege that they have been treated unfairly in the same manner may petition the GRC to have their individual grievances heard by a single committee. This decision shall be made on the basis of the written records of the individual grievances. A grievance committee hearing more than one grievance may make separate recommendations regarding each grievance.

4. Administrative Resolution of the Grievance

4.1 If the GRC decides that the grievance meets the criteria of this policy, it will notify the parties to the grievance, the grievant’s dean, and the Office of Academic Affairs. The record of the documentation will be provided to the grievant’s dean, who will have 5 working days to attempt to resolve the grievance. To conduct a fair and complete review, the dean must have full and complete documentation from each party to the grievance before issuing a ruling on the merit of the grievance. If the dean is able to resolve the grievance he/she will notify all parties and the chair of the GRC of his/her disposition of the grievance.

4.2 If the dean is not able to resolve the grievance after a careful review, he/she shall forward the grievance materials to the Office of the Provost. The dean may include a written ruling on the matter. The Office of the Provost will have 10 working days upon receipt of the grievance to attempt to resolve it. In attempting to resolve the grievance, he/she may request additional documentation before issuing a ruling on the merit of the grievance. If the Provost is able to resolve the grievance he/she (or a designee) shall notify all parties and the chair of the GRC of the disposition of the appeal.

4.3 If the Provost is unable to resolve the grievance, then the grievance materials along with the rulings of the dean and the Provost will be returned to the chair of the GRC. The chair of the GRC will immediately notify the faculty member that he/she has the option of having the President rule on the grievance or having the grievance sent to a faculty Grievance Committee.

5. Action by the President in Lieu of Action by a Grievance Committee

If the faculty member chooses to have the President act on the matter, the GRC will provide the President with the entire collection of materials assembled during its review. The President shall review the materials and within 30 calendar days make a decision on the contested matter. The President shall send copies of his or her decision to all parties.

6. The Grievance Committee.

6.1 If the grievant chooses to have the grievance heard by a Grievance Committee, the chair of the GRC will supervise the selection process for the Grievance Committee according to the procedure detailed in Appendix 2, Selection of the Grievance Committee. Once the membership of the Grievance Committee has been established and empanelled by the President, the GRC will select one of its voting members to serve as liaison to the Grievance Committee. He/she shall convene the first meeting of the Grievance Committee, instruct the committee to elect its chair and secretary, and provide the Committee with all of its materials relative to the grievance. The Committee chair's responsibilities include, but are not limited to: scheduling the meetings of the committee in a timely manner for all participants; issuing requests to persons to testify or present documents; and submitting the committee's final report to the President. The GRC liaison will serve as facilitator of the process of the grievance, will report once a month to the Chair of GRC on the progress of the hearings, but will have no vote in the Grievance Committee.
6.2 The Committee shall proceed according to Appendix 3, Instructions to Grievance Committees. Upon completion of its investigation, the Committee will report its findings and recommendations, together with its summary of the testimony, in writing to the President. Individual members may make minority or concurring reports as appropriate. The Committee may, at the President's request, discuss its findings and recommendations informally with the President after it has made its formal report.

7. Action by the President on the Recommendations of the Grievance Committee

The President will make his/her ruling known to the parties of the grievance within 10 calendar days of receipt of the Committee's report. Although the President may choose not to implement the recommendations of the Committee, the fact that the recommendations represent the result of extensive and careful investigation by a duly constituted faculty committee warrants his/her full consideration. The recommendations of the Grievance Committee, a summary of its findings and of the testimony, and the President's ruling are to be communicated in writing to the parties of the grievance and to the parties who reviewed the matter in the administrative review process. There will be a final official meeting of the Grievance Committee at which the President will discuss his or her ruling.

8. Appeal to the University of Louisiana System Board of Supervisors

From the University of Louisiana Board Rules, Chapter III, Section XIV

A. Institutional Grievance Procedures. Each institution shall develop and promulgate an internal grievance procedure for employees (classified and unclassified). This procedure shall be approved by the Board. An employee must exhaust all administrative procedures at the institutional level before an appeal can be made to the Board.

B. Board Review. If an employee makes an appeal to the Board, the administrative proceedings from the institution will be reviewed. The purpose of this review is to determine if an appropriate process has been provided to the grievant, not to review the particular outcomes. Following this review, the grievant will be notified of the Board's decision.

C. Granting of Hearing. The Board may grant the grievant a hearing and provide a fixed time for each party to present his/her case and all arguments shall be confined to the record of the administrative proceedings from the institution. However, after the review of the administrative proceedings from the institution, the Board may allow additional evidence to be presented. The Board will notify both parties of the type of additional evidence it seeks and the procedure to be used in its presentation.

D. Board Policy on Grievance. The Board recognizes the necessity and desirability of providing employees a method and forum in which to resolve, in an orderly fashion, problems in the work place. However, by the adoption of this policy, it is not the intention of the Board to confer upon college and university employees any additional rights of substantive or procedural due process not mandated by law.

May 7, 1998. Revision approved by the Faculty Senate 4/30/2012.
Appendix 1. Composition of the Grievance Review Committee

App 1.1 The Grievance Review Committee (GRC) is composed of one voting member and one alternate elected by the faculty of each of the colleges and the Library from among its tenured faculty. Elections shall be held in the units no later than April 20 each year and shall be conducted according to the method used for choosing the unit’s Senate Executive Committee members. Members and alternates from each college shall serve concurrent terms of three years. If at any time the voting member from a unit is unable to serve by reason of official leave or short-term absence, the alternate shall take his/her place. Alternates will not attend meetings of the GRC if they are not replacing voting members. The terms of GRC members shall be staggered.

App 1.2 The voting members of the GRC shall elect a Chair from among the members of the GRC who have at least one year of experience. The term of the Chair shall be one year and he/she may be re-elected. A Vice Chair shall then be chosen from among the remaining voting members of the GRC. If the Chair is unable to serve at any time during his/her term, he/she shall be replaced by the Vice Chair and the Chair’s alternate shall become a voting member. Vice Chairs on leave will be replaced from the remaining GRC members. Chairs and Vice Chairs who are absent for unforeseen reasons and for short duration shall be replaced on an ad hoc basis.

App 1.3 An alternate who was chosen as a liaison to a Grievance Committee will continue in that role until the work of that Committee is concluded, even though the principal GRC member has returned to duty.

Appendix 2. Selection of the Grievance Committee

App 2.1 After the grievant has agreed to carry the grievance forward, the Grievance Review Committee will proceed within 5 working days to the selection of a Grievance Committee for the matter. The chair of the GRC, assisted by at least one member shall select 7 full-time faculty members by random selection from the entire roster of full-time faculty at the rank of retained instructor or above, subject to the following exclusions: (a) those holding administrative positions above the rank of department chair or its equivalent, (b) members of the Senate Executive Committee and the Grievance Review Committee, (c) those who have already served on a grievance committee in the current academic year, and (d) faculty with visiting appointments.

App 2.2 The following qualifications shall be placed on the random selection: a) at least 4 members of the Committee must be tenured faculty; b) no more than 3 members from the same college may serve on the Committee; c) no more than 1 member from the same department may serve on the Committee; d) no member of the grievant’s academic department may serve on the Committee.

App 2.3 The selections and exclusions based on the above qualifications will be made from a “blind” roster of faculty identified only by rank or tenure status, college, and department. Faculty excluded by the above qualifiers in the selection of a committee will go back into the random selection pool immediately.

App 2.4 Once the tentative Grievance Committee has been chosen, the chair of the GRC will, within three working days, simultaneously send written notice of the list of committee members thus chosen to the grievant, the person(s) against whom the grievance has been filed, and the committee members, with the notation that those chosen are subject to recusal and/or challenge. Acknowledgment of the notice will be required, and it is the responsibility of the chair of the GRC to follow-up if a delay in acknowledgment occurs.

App 2.5 Recusals and Challenges. A request for recusal by a member of the committee must be made in writing to the chair of the GRC within 3 days of receipt of the notice of appointment. Requests for recusal can be based only on extreme hardship or conflict of interest. The GRC (in a quorum of four) will rule on the requests. Challenges.

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1 If the GRC deems that a request for a Grievance Committee has come too late in the Spring term to make this feasible, then a committee should be empaneled at the beginning of the next Fall term. A grievant who requires an expeditious ruling may request that the President rule directly.
either preemptory or for cause, must be transmitted to the chair of the GRC by the parties to the grievance within 5 working days of notification of the initial list of the Committee. Each party to the grievance is allowed 2 preemptory challenges and an unlimited number of challenges for cause. Parties are cautioned against the frivolous use of the right of challenge and the resultant delays they may occasion.

App 2.6 Vacancies. Vacancies on the Grievance Committee which are caused by refusal or challenge will be filled by the same manner in which the original list was made, with the same qualifications. If, before the committee officially meets, a member becomes unable to serve, the chair of the GRC will be notified and the vacancy will be filed immediately in the standard manner. If, once the committee is empaneled, a member becomes unable to serve, the committee shall continue without its full complement, subject to a minimum of 5 members still serving, at least 3 of which must be tenured faculty.

Appendix 3 Instructions to Grievance Committees

App 3.1 Once the Grievance Committee has been empaneled, the GRC liaison will convene the Committee promptly and supervise the election of a chair and secretary. The chair’s responsibilities include scheduling meetings, requesting persons to testify or present documents, and submitting the Committee’s final reports to the President. The secretary keeps the Committee’s records and provides the summaries of testimony (see Sect. App 3.6).

App 3.2 The Committee begins its deliberations with the documents that resulted from the administrative review process, including the grievant’s formal request for departmental explanation, the department chair’s response, the Form of Grievance, and the rulings from the previous steps in the grievance procedure. The Committee shall confine itself to the issues presented in these documents.

App 3.3 Although the Committee begins its investigation with the documents mentioned in the preceding paragraph, its task is not simply to review the rulings of earlier steps in the grievance process, but to determine for itself, by its own investigation, whether academic due process and fair treatment were accorded to the grievant in the decision being challenged. To further that end, the Committee may at its option accept additional documentation from any party to the grievance, accompanied by an explanation of why such documentation was not made available earlier in the grievance process. The Committee may also request additional documents from any other party or University office. When the Committee accepts additional documentation, it shall make such documents available to all parties to the grievance.

App 3.4 The Committee shall receive testimony from both parties as well as from other persons who, in the judgment of the Committee, have relevant testimony to offer. The grievant and the party against whom the grievance is brought may submit lists of witnesses to the Committee, but the Committee shall determine whom it shall invite to testify. University records and documents relevant to the case shall be made available to the Committee upon request, subject to legal restraints or pledges of confidentiality. The Committee shall attempt to elicit all sides of the issues presented to it. (Since many faculty members are not normally in residence during the summer, the Grievance Committee should strive to receive all testimony and complete their hearings before the end of the Spring term in order to avoid having to recess for the Summer.)

App 3.5 In grievances involving decisions on promotion, tenure, merit reward, etc., the Committee may not substitute its academic judgment for that of responsible administrators or responsible faculty committees. It is not appropriate for the Committee to compare the qualifications of the grievant with those of other individuals. However, if the Committee finds that the decision being challenged was not made according to the letter and intent of established and accepted criteria and procedures, then the Committee may recommend that the decision be nullified and that the decision process begin again with safeguards to ensure that proper procedures are followed.

App 3.6 Since the Grievance Procedure concerns personnel actions, the Committee shall meet in executive session and its members shall observe a rule of confidentiality on the matter before it. When the Committee receives testimony, only the person testifying before it may be present, except that the grievant may have an attorney/advocate present when giving testimony. The grievant shall be present only when giving testimony, and he/she shall have no right of questioning others who testify before the Committee. The Committee may recall any witnesses it deemed necessary in order to obtain the fullest information about the matter. Verbatim transcripts or

8 The parties to the grievance are taken to be the grievant(s) as one party, and the person(s) against whom the grievance has been filed as the other party.
electronic recordings shall not be made of the testimony. After witnesses have been heard, the secretary shall prepare a summary of testimony based on his/her notes taken during the hearing. This summary, which shall not identify by name or title those who have testified, shall be endorsed for accuracy by the members of the Grievance Committee.

App 3.7 Testimony will be given in person except when an extended absence from campus, illness, or other extreme hardship prevents a person whom the Committee desires to hear from appearing before the Committee. In such a case, the Committee may accept a written or recorded statement. Such a statement will not be part of the Committee record of the case, will not be reproduced, and will be returned to the sender when the Committee has finished its deliberations. All records of the Grievance Committee are confidential and are the property of the University.

App 3.8 The grievant may be accompanied at the hearing by an attorney, and/or other person of his/her choosing, whose role is limited to advising the grievant and does not under any circumstances include presentation, questioning witnesses, or addressing the committee. If the grievant chooses to have an attorney serve as advisor, the grievant must notify the Chair of the Grievance Committee at least five working days prior to the hearing.
FORM OF GRIEVANCE

GRIEVANT:

Name __________________________________________ Date Submitted __________________________

Rank/Dept ______________________________________

Office phone ______________________ Resubmitted ______________________

E-mail ______________________________

PERSON AGAINST WHOM THIS GRIEVANCE IS BEING FILED:

Name __________________________________________

Position ______________________________________

WHAT DECISION IS THE BASIS OF THIS GRIEVANCE?

WHAT REMEDY OR RESOLUTION DOES THE GRIEVANT SEEK?

CHRONOLOGY:

Date of notification of contested decision: ____________________________

Communications with person issuing the contested decision after the above date:

Date: __________________ Nature of communication (brief specific statement):

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

SUMMARY OF GRIEVANCE:

On a separate page, describe specifically the decision being grieved and how the grievant was treated unfairly, adversely affected by the decision, or how the decision violated established policies and procedures. **No more than 1 page maximum** (8 1/2 x 11", 1" margins, 12 pt/10 ppi font) will be accepted. The grievant may include any appropriate matter that substantiates the grievance. In accordance with Section 1.2 of the Grievance Procedure, the statement must address (1) the decision being grieved, and (2) how the decision resulted in unfair treatment because of a failure to follow procedures.
UNIVERSITY OF NEW ORLEANS

Grievance Procedure for Unclassified Staff (Non-Faculty)

Effective Date: June 26, 2012

The following procedures are provided for the benefit of unclassified (non-faculty) employees who seek review of administrative actions or decisions that may adversely affect the terms and conditions of employment. Complaints of harassment, discrimination or retaliation must be pursued in accordance with AP 8.03, Preventing Harassment, Discrimination and Retaliation. Under no circumstances will any employee be retaliated against or penalized for filing a grievance under this policy.

Level One
Level One is an informal complaint made by an employee to the employee’s immediate supervisor. When employment-related problems occur, professional dialogue and open discussions are encouraged first between the employee and the employee’s immediate supervisor. Informal lines of communication are recommended at this level. As professionals, and to the extent possible, the parties should seek mutually cooperative resolution for the benefit of all concerned. Most problems should be resolved at this level. Accordingly, it is not necessary that every complaint, discussion, or agreement be reduced to writing.

However, a written complaint or memorandum of the complaint should be created under the following circumstances:

1. Upon reaching an agreement, either the employee or the supervisor may prepare a Memorandum of Understanding regarding the complaint and the agreement.
2. If an agreement cannot be reached or if there is no apparent verbal solution for the complaint, the employee may file a written complaint with their immediate supervisor detailing the problem and the desired solution. Within ten (10) working days after the date of receipt of the written complaint, the supervisor is to provide a written response to the employee. If the supervisor does not provide a written response or if the employee does not agree that the response resolves the complaint, the employee may advance the grievance to Level Two.

Level Two
If an employee is not satisfied with the written response to a Level One written complaint, the employee may elevate the grievance to a Level Two. The Level Two grievance level requires a written statement from the employee to the next Management level above the employee’s immediate supervisor. This written statement of the employees’ grievance must be made within
five (5) working days after the date of receiving a response to the initial written complaint. The grievance must describe the issue in specific detail and the proposed remedy requested, and include copies of all original documentation from Level One.

At Level Two, Management may discuss the matter with the employee, with the employee’s immediate supervisor, and/or others that may be necessary to research and resolve the complaint. Within fifteen (15) working days after the date of receipt of the grievance by Management, Management will issue a written grievance response to the employee. A copy of the Level Two grievance response and Level One documentation will be given to the employee’s immediate supervisor, with a copy provided to the Office of Human Resource Management.

**Level Three**

If an employee is not satisfied with the grievance response at Level Two, the employee may advance the grievance to Level Three. Level Three requires a written statement from the employee to the next Management level, which in many cases may be the Department Head, Vice President or President. This written statement of the employee’s grievance must be made within five (5) working days after the date of the employee receiving the Level Two grievance response. The grievance must state in specific detail the employees’ complaint and requested remedy, the management responses at Level One and Level Two; it must state why the solution and the responses at those levels were unsatisfactory; and it must include copies of the written complaint and previous written responses.

Within fifteen (15) working days after the date of receipt of the grievance by Level Three Management, Level Three Management issues a final written decision to the employee in response to the grievance. The Level Three Management response will be provided to the employee and a copy provided to the Office of Human Resource Management.

**Final Decision**

The Level Three Management decision (or the President’s decision) shall be considered final; provided that the final campus action shall be subject to procedural review by the University of Louisiana Board of Supervisors in accordance with Board Bylaw C-III.XIV (Grievance Procedures).

**Additional Information**

Each step of the Grievance Procedure must be initiated by the Grievant. If the Grievant fails to initiate in a timely manner any step of the Grievance Procedure, the grievance is abandoned.

The Grievance Procedure is intended as a means of resolving employee complaints internally. The Grievant cannot be represented by a person of his/her choosing at any step of the Grievance
Procedure. Therefore, the presence of legal counsel or other internal or external representation is not appropriate and shall not be allowed.

The provisions contained in the Grievance Procedure are subject to change, amendment or withdrawal by UNO at any time.

The Grievance Procedure is not intended to create, and will not be construed, to constitute a contract, express or implied, between the University (UNO and Board of Supervisors for the University of Louisiana System) and any employee. Specifically, the grievance does not constitute an employment contract for a fixed term and it does not affect the terminable at-will status of any unclassified non-faculty employee.
UNIVERSITY OF NEW ORLEANS

Grievance Procedure for Classified Employees

Effective Date: June 26, 2012

SCOPE
This grievance procedure is an official, internal University procedure used to resolve classified employee complaints and other personnel actions that are not appealable to the Civil Service Director or to the Civil Service Commission.

PURPOSE
The University of New Orleans wants to develop and maintain a satisfied and efficient work force and a positive working environment for its classified employees. However, sometimes dissatisfaction arises in relationships between an employee and a co-worker or a supervisor. When this occurs, classified employees should have a method for voicing their concerns with their supervisor. It is the intention of the Classified Employee’s Grievance Procedure to provide the classified employees a method to be heard and a venue for resolution of grievances. Complaints of harassment, discrimination or retaliation should be pursued in accordance with AP 8.03, Preventing Harassment, Discrimination and Retaliation. Under no circumstances will any employee be retaliated against or penalized for filing a grievance under this procedure.

AUTHORITY
Article X, Section 10 (A)(1) of the Louisiana Constitution of 1974, Louisiana Dept. of Civil Service Rule 3.1(m), and Chapter III, Section XIV of the Bylaws and Rules of the Board of Supervisors of the University of Louisiana System.

PROCEDURE
When an employee feels he/she has been treated unjustly, he/she has the right to use the grievance procedure without fear of coercion, discrimination or reprisal because of this action. Only those grievances that cannot be appealed to the Civil Service Director or Commission shall be processed through the University’s Grievance Procedure for Classified Employees.

It is incumbent upon every supervisor to provide their employees with an opportunity to be heard in accordance with Grievance Procedure for Classified Employees. It is the responsibility of the employee to complete the Classified Employee Grievance Form and submit it to the appropriate supervisory level. The employee will also be responsible for following up with the designated respondent and preparation of the Classified Employee Grievance Form at each step during the process.

GRIEVANCE PROCESS
Employee’s problems should be resolved at the lowest supervisory level and at the earliest possible opportunity. If a grievance is settled outside this grievance process, a memorandum shall be placed in the supervisory file held by the employee’s supervisor.

It is often beneficial to both the grievant and the University to try to resolve problems unofficially before resorting to a formal grievance forum. However, if the employee is unable to resolve the issue, the employee can file a grievance using the following procedure. The Classified Employee Grievance Form will
be completed at each subsequent step for which the grievance or appeal is made by the classified employee.

First Step
All grievances should be presented in writing within five (5) working days from the date the employee first became aware of, or should have become aware of, the cause of such grievance.

The aggrieved employee should present the grievance to the appropriate supervisory level within his/her supervisory chain. The supervisor shall render to the employee a written response on the grievance within five (5) working days from the date the grievance was received by the supervisor.

The respondent shall date the form indicating when the employee and the respondent discussed the grievance. The employee shall indicate, on the grievance form, whether or not the employee is satisfied with the response and sign and date the form. A signed copy of the Classified Employee Grievance Form will remain with the respondent and the original copy of the form will be given to the employee. The supervisor shall provide to the Office of Human Resource Management a signed copy of the grievance.

Second Step
If the employee is not satisfied with the decision in the First Step, or if a decision is not rendered within the prescribed time limit, the employee may within five (5) working days present the grievance in writing to the appropriate section, division, or budget unit head. The latter shall investigate; afford the employee an opportunity to present his viewpoint; and furnish the employee a written statement of his findings and recommendations. Such statement shall be furnished within ten (10) working days of the receipt of the written grievance.

The respondent shall attach a written response to the Grievance Form, and sign and date the form. A copy of the grievance form and all written responses will be held with the respondent and the original grievance documents will be given to the employee. The employee shall indicate whether or not the employee is satisfied with the response, sign and date the form. The supervisor shall provide to the Office of Human Resource Management a signed copy of the grievance. If the employee is not satisfied with the response, it is the responsibility of the employee to forward the grievance documents to the University’s Delegated Appointing Authority in the Third Step.

Third Step
In the event that the decision of the section, division, or unit head at the Second Step does not satisfy the employee, or if the second step response is not provided within the prescribed time limit, the employee may present the written grievance documents to the University’s Delegated Appointing Authority within five (5) working days of receipt of the response in Second Step, or within five (5) working days following the date the Second Step response was due.

The Delegated Appointing Authority shall conduct a hearing, an investigation if deemed appropriate, OR a review of the first and second step responses, and will issue a written decision within fifteen (15) working days following the date the grievance entered the third step. This is the final step in the University’s classified employee grievance process.

GENERAL PROVISIONS
• If an employee experiences any form of “Harassment” as defined in the University’s Administrative Policy 08.03 Preventing Harassment, Discrimination and Retaliation Policy, the employee should
follow the procedures under that policy rather than use this grievance process. If the harassment is by anyone in the employee’s chain of command, the employee should skip this grievance procedure and notify any of the following University representatives:

- The employee’s immediate supervisor or next supervisory level if complaint is due to actions of the employee’s immediate supervisor;
- The Equal Employment Opportunity Officer;
- The Assistant Vice President for Human Resource Management;
- Dean or Department Head;
- Vice President
- Other University Official.

- The Delegated Appointing Authority may designate a hearing officer or a grievance committee to hear a grievance.
- Grievances may be consolidated due to similar or related circumstances and/or more than one employee with a grievance covering the same issue.
- The collection of evidence will be done in a manner that is cost-effective and least disruptive to the University’s business operations.
- During the grievance process, the person against whom the grievance complaint is made shall have the opportunity to provide a statement.
- Grievance rights do not relieve an employee of the responsibility to do the assigned job duties.
- No employee may use his/her position to coerce, attempt to coerce, or influence in any improper manner, a member of the committee or any person involved in the grievance process. Any classified employee who uses his/her official position to coerce, or influence in any improper manner any person involved in the grievance process shall be subject to disciplinary action.
- All documentation related to any grievance must be maintained in the Office of Human Resource Management. This includes copies submitted to the Office of Human Resource Management at each step of the procedure. Grievance documentation is not necessarily accessible to the general public.
- Each step of the Grievance Procedure must be initiated by the Grievant. If the Grievant fails to initiate in a timely manner any step of the Grievance Procedure, the grievance is abandoned.
- The Grievance Procedure is intended as a means of resolving employee complaints internally.
- The Grievant cannot be represented by a person of his/her choosing at any step of the Grievance Procedure. Therefore, the presence of legal counsel or other outside internal or external representation is not appropriate and shall not be allowed.
- The provisions contained in the Grievance Procedure are subject to change, amendment or withdrawal by UNO at any time.

DISMISSAL OF GRIEVANCES

The Delegated Appointing Authority may at any time dismiss a formal grievance under the following situations:

1. The action is appealable to the Director of Civil Service or to the Civil Service Commission.
2. The grievant does not work for the agency.
3. The person against whom the grievance is filed does not work for the agency.
4. The grievance has not been made in the required manner or within the prescribed period.
5. A decision on the grievance would be ineffective or moot.
6. The remedy requested cannot be granted.
7. The appointing authority has determined the grievance to be frivolous.
8. The grievance is being used to impede the efficient operation of the agency.
9. The grievant did not appear for the grievance hearing.

When an Appointing Authority or Delegated Appointing Authority dismisses a grievance, he or she shall notify the grievant and any supervisor or section head who received the grievance.

AREAS OUTSIDE THE SCOPE OF THIS PROCEDURE
Areas not covered by the University's Grievance Procedure for Classified Employees are employment actions which are appealable to the Civil Service Director or Commission:

- An allocation or reallocation decision – Rule 5.3;
- The rejection of an application – Rule 7.5;
- A determination that an applicant lacks the minimum qualifications – Rule 7.5;
- Performance and Planning Reviews - Chapter 10 of the Civil Service Rules (www.dscs.state.la.us/default.htm);
- Reassignment of a permanent employee for disciplinary reasons;
- Suspension without pay, reduction in pay, involuntary demotion or dismissal of a permanent employee;
- Non-disciplinary removal of a permanent employee;
- Layoff of a permanent employee;
- An employment action/decision that discriminates against an employee because of his or her political or religious beliefs, sex, or race
- An employment action/decision that violates a Civil Service Rule or the Civil Service Article (Article X, Part 1 of the state constitution).

Complaints about letters of warning, reprimand, or counseling are handled by written responses and not through the grievance process.
CHAPTER III

FACULTY AND STAFF

SECTION XIV. GRIEVANCE PROCEDURES

A. Institutional Grievance Procedures. Each institution shall develop and promulgate an internal grievance procedure for employees (classified and unclassified). This procedure shall be approved by the Board. An employee must exhaust all administrative procedures at the institutional level before an appeal can be made to the Board.

B. Board Review. If an employee makes an appeal to the Board, the administrative proceedings from the institution will be reviewed. The purpose of this review is to determine if an appropriate process has been provided to the grievant, not to review the particular outcomes. Following this review, the grievant will be notified of the Board’s decision. (Revision approved 1/5/00)

C. Granting of Hearing. The Board may grant the grievant a hearing and provide a fixed time for each party to present his/her case and all arguments shall be confined to the record of the administrative proceedings from the institution. However, after the review of the administrative proceedings from the institution, the Board may allow additional evidence to be presented. The Board will notify both parties of the type of additional evidence it seeks and the procedure to be used in its presentation.

D. Board Policy on Grievance. The Board recognizes the necessity and desirability of providing employees a method and forum in which to resolve, in an orderly fashion, problems in the workplace. However, by the adoption of this policy, it is not the intention of the Board to confer upon college and university employees any additional rights of substantive or procedural due process not mandated by law.