AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM
*9:45 a.m., Thursday, October 22, 2015**
Claiborne Building Conference Center
Room 100, “Louisiana Purchase Room”
1201 North Third Street
Baton Rouge, Louisiana

MEMBERS:
Dr. Kelly Faircloth, Chair
Mr. Robert Shreve, Vice Chair
Ms. Maggie Brakeville
Mr. John Condos
Mr. Jimmy Long
Mr. Shawn Murphy
Mr. Gary Solomon

A. Call to Order
B. Roll Call
C. Approval of Minutes of August 27, 2015 Committee Meeting
D. Consent Agenda:

Board Agenda Item E.1.

Louisiana Tech University’s request for approval to offer an Existing Academic Program through Distance Learning Technologies: Master of Science in Engineering – Industrial Engineering Concentration.

Board Agenda Item E.2.

Louisiana Tech University’s request for approval to reorganize and consolidate the Department of Agriculture Sciences and the School of Forestry into a single School of Agricultural Sciences and Forestry within the College of Applied and Natural Sciences.

Board Agenda Item E.3.

McNeese State University’s request for approval to offer an Existing Academic Program through Distance Learning Technologies: Master of Business Administration.

Board Agenda Item E.4.

McNeese State University’s request for approval to offer an Existing Academic Program through Distance Learning Technologies: Graduate Certificate of Business Administration.
Board Agenda Item E.5.

McNeese State University’s request for approval to change the name of the University’s College of Engineering to the College of Engineering and Computer Science.

Board Agenda Item E.6.

McNeese State University’s request for approval to award an Honorary Doctor of Humane Letters degree to Mr. Michael R. Fuljenz at the Fall Commencement Exercises.

Board Agenda Item E.7.

Nicholls State University’s request for approval to reinstate the two Master of Arts degree program in Teaching (MAT) in Special Education (Grades 1-5 and 6-12).

Board Agenda Item E.8.

Nicholls State University’s request for approval of a Letter of Intent for a Two plus Two Baccalaureate Completion in Criminal Justice.

Board Agenda Item E.9.

Northwestern State University’s request for approval of a Letter of Intent for a Bachelor of Science degree program in Applied and Environmental Microbiology.

E. Other Business

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 22, 2015

Item E.1. Louisiana Tech University’s request for approval to offer an Existing Academic Program through Distance Learning Technologies: Master of Science in Engineering – Industrial Engineering Concentration.

EXECUTIVE SUMMARY

Louisiana Tech University requests consideration and approval to offer an online Master of Science Engineering Degree program with a concentration in Industrial Engineering. If approved, it will be offered this fall.

The Master of Science in Engineering with Industrial Engineering concentration coursework-only program is a 36-credit-hour, non-thesis Master’s degree program. The program consists of five core courses and seven elective courses. The proposed online program will mirror the existing program that is currently being offered in a traditional classroom setting. Students will have an opportunity to complete the degree program in two years through 100% online offerings.

The University proposes to offer the program online in an effort to help meet the current workforce demand. The program supports much-needed workforce development and skills for top occupational jobs. The Louisiana Workforce Commission forecasts that 250 new industrial engineering jobs will be created, a growth rate of 14%. This demand exceeds what Louisiana four-year colleges can supply each year.

The proposed online program will not be different from the traditional program in terms of admission, curriculum, or graduation requirements. Assignments will be comparable across all formats. Courses for the program already exist and consequently will be taught by current faculty. As well, existing resources will be utilized to implement the program via distance learning. All coursework including lecture materials, assignments, testing, and instructional videos will be provided within Moodle for students.

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 Louisiana Tech University’s request for approval to offer an Existing Academic Program through Distance Learning Technologies: Master of Science in Engineering – Industrial Engineering Concentration.
LADIES AND GENTLEMEN OF THE BOARD OF SUPERVISORS OF THE UNIVERSITY OF LOUISIANA SYSTEM:

Louisiana Tech University requests approval to offer the Master of Science in Engineering—Industrial Engineering concentration (CIP 14-0101, coursework-only option) through Distance Learning Technologies. This program is an existing academic program in Louisiana Tech’s inventory.

The proposed online MSE—Industrial Engineering concentration supports much-needed workforce development and skills in several jobs listed in the Annual Demand of Top Occupations to the Year 2020, including the following in Demand Level I and Level 2: SOC 17-2122 Industrial Engineers, SOC 11-3051 Industrial Production Managers, and SOC 11-9041 Engineering Managers, thus requiring approximately 190 graduates (replacements for existing and new jobs combined) each year in Louisiana. The Louisiana Workforce Commission forecasts that 250 new industrial engineering jobs will be created, a growth rate of 14%. This demand far exceeds what Louisiana four-year colleges can supply each year.

Louisiana Tech has been approved by the Southern Association of Colleges and Schools Commission on Colleges to offer 50% or more of a program electronically.

Thank you for your consideration and approval.

Sincerely,

Leslie K. Guice
President

A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM
P.O. BOX 3168 • RUSTON, LA 71272-0001 • TEL: (318) 257-3785 • FAX: (318) 257-2928
AN EQUAL OPPORTUNITY UNIVERSITY
DELIVERY OF DEGREE PROGRAMS THROUGH DISTANCE EDUCATION TECHNOLOGY

REQUEST FOR AUTHORITY TO OFFER AN EXISTING ACADEMIC PROGRAM THROUGH DISTANCE LEARNING TECHNOLOGIES
(Academic Affairs Policy 2.12, revised January 2014)

1. University or College

Louisiana Tech University, College of Engineering and Science

2. Name, Phone and Email Address of contact person for questions regarding this request

Dr. Hisham Hegab, Dean, College of Engineering and Science, (318) 257-4647, hhegab@latech.edu

3. Name of Degree Program and CIP Classification

Masters of Science in Engineering – Industrial Engineering concentration, coursework-only option, 14.0101

4. List the initial date of implementation

Fall 2015 term, beginning September 10, 2015

5. Briefly describe the program. If there are any differences (e.g., curriculum, admission, graduation requirements, etc.) between the program to be delivered via distance learning and the program offered through traditional delivery modes, explain and provide a rational for the differences.

The Masters of Science in Engineering (MSE) with Industrial Engineering concentration (MSE-IE), coursework-only program is a 36 SCH non-thesis masters degree consisting of five core courses and seven elective courses.

There is no difference between the proposed on line program and the existing program offered on campus in terms of curriculum, admission, and graduation requirements. At present, the five core courses are offered in two sections: on campus and online. Besides these five core courses, students in either program will take an additional seven elective courses approved by the advisory committee to complete their degrees. The seven elective courses that a student is approved to take may or may not be offered online as some on-campus courses are only offered through traditional delivery modes. The students in the proposed online program will take courses that are available online to complete the elective course requirements.

The proposed MSE-IE supports much needed workforce development and skills in several jobs listed by the Annual Demand of Top Occupations to the Year 2020 including the following in Demand Level I and Level 2: SOC 17-2122 Industrial Engineers, SOC 11-3051 Industrial Production Managers, and SOC 11-9041 Engineering Managers, thus requiring approximately 190 graduates (replacements for existing and new jobs combined) each year in Louisiana. The Louisiana Workforce Commission forecasts that 250 new industrial engineering jobs will be created, a growth rate of 14%. This demand far exceeds what Louisiana 4-year colleges can supply each year.

6. Briefly describe the extent to which the program will be offered via distance learning.

The Industrial Engineering Program currently offers an entirely online Master of Science in Engineering and Technology Management (ETM). There is overlap between this degree program and the proposed online one. The Industrial Engineering Program teaches four to six ETM classes per quarter online, with the core courses being offered twice per year. With the expected program overlap and the planned
offering of online statistics courses by the Mathematics and Statistics Program, it is expected that at least four courses for the proposed online MSE-IE will be offered each quarter. A student enrolling in Fall 2015 will have an opportunity in two years to complete the degree program through 100% online offerings.

7. Describe distance learning technologies which will be used to offer the proposed program.

Videos of the courses will be made using either Camtasia Studio using webcams or Smart Classrooms at Louisiana Tech using MediaSite. These videos will be made available using Louisiana Tech’s course management software, Moodle. Interactive discussions with the students will be conducted online using features from the course management software (students will not need special software to participate – any browser is compatible).

8. Indicate where (city/town and parish) the proposed program will be offered.

Louisiana Tech University, Ruston Campus, Lincoln Parish

9. Describe processes in place to ensure that students have structured access to faculty.

The Louisiana Tech Industrial Engineering (IE) Program already administers the online ETM degree. The IE faculty are well acquainted with the processes for communicating course expectations and requirements to distance students, recording and posting lectures on Moodle, responding to student inquiries via email, conducting discussion sessions with students through Moodle, and coordinating proctored exams with distance students. The existing IE faculty will mentor any new IE faculty teaching in the proposed online MSE-IE program.

If this is the campus' first request for approval to offer 50% or more of a program electronically, upon approval by the Board of Regents the campus must submit notification to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) prior to implementation. Once the SACSCOC provides a letter acknowledging acceptance of this notification to the campus, a copy should be provided to the Board of Regents.

[Signature]
Provost/ Vice Chancellor for Academic Affairs

[Signature]
Campus Head (or Authorized Signature)

9/11/15
Date

[Signature]
System Head (or Authorized Signature)

9/11/16
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 22, 2015

Item E.2. Louisiana Tech University’s request for approval to reorganize and consolidate the Department of Agriculture Sciences and the School of Forestry into a single School of Agricultural Sciences and Forestry within the College of Applied and Natural Sciences.

EXECUTIVE SUMMARY

Louisiana Tech University would like to reorganize and consolidate the Department of Agriculture Sciences and the School of Forestry into a single School of Agricultural Sciences and Forestry within the College of Applied and Natural Sciences. The School of Forestry and the Department of Agricultural Sciences are closely aligned in academic areas related to natural resources. In addition to accruing efficiencies in administrative staffing costs, the consolidation would encourage interdisciplinary interaction in teaching, outreach, and research.

The proposed consolidation will reduce the number of academic units within the College of Applied and Natural Sciences from six to five. Curricula will not be affected, and there will be no displacement or deployment of faculty required.

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 Louisiana Tech University’s request for approval to reorganize and consolidate the Department of Agriculture Sciences and the School of Forestry into a single School of Agricultural Sciences and Forestry within the College of Applied and Natural Sciences.
LADIES AND GENTLEMEN OF THE UNIVERSITY OF LOUISIANA BOARD OF SUPERVISORS

Louisiana Tech University requests approval to reorganize and consolidate the Department of Agriculture Sciences and the School of Forestry into a single School of Agricultural Sciences and Forestry within the College of Applied and Natural Sciences.

The request for consolidation is the result of several factors:
- The previous department head for the Department of Agricultural Sciences has been promoted to Dean of the College of Applied and Natural Sciences, facilitating the possibility of a nationwide search for a Director of the combined units.
- The School of Forestry and the Department of Agricultural Sciences are closely aligned in academic areas related to natural resources, and consolidation would accrue efficiencies in administrative and staffing costs. In addition, consolidation would encourage interdisciplinary interaction in teaching, outreach, and research.
- Both units share classroom and laboratory space and other resources in Reese Hall and Lomax Hall, both located on Louisiana Tech’s South Campus. Administrative and faculty offices are also located on South Campus. No relocation of facilities or resources will be necessary.

We propose to create a single administrative office to be housed in Reese Hall. Curricula will not be affected, and there will be no displacement or deployment of faculty required. The consolidation will reduce the number of academic units within the College of Applied and Natural Sciences from six to five.

Thank you for your consideration and approval.

Sincerely

[Signature]

Leslie K. Guice
President

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Item E.3. McNeese State University’s request for approval to offer an Existing Academic Program through Distance Learning Technologies: Master of Business Administration.

EXECUTIVE SUMMARY

McNeese State University requests consideration and approval to offer an online Master of Business Administration. The newly proposed program will be offered in an online format parallel to the traditional format of delivery. Students will be able to choose from the traditional format, online delivery, or a hybrid format.

The College of Business Administration and faculty have learned that there is student demand to have the MBA offered through distance learning technologies. If approved, the program will be offered Spring 2016. The online format of delivery will be accessible to all students in Louisiana and other states and internationally.

The current program requires students holding non-business bachelor’s degrees to successfully complete six foundation courses in accounting, economics, management, statistics, marketing, and finance; eight core courses; and three elective courses. The total requirement is 51 hours. This degree prepares graduates to serve as middle managers working for local, regional, or national corporations.

The proposed online program will not be different from the traditional program in terms of admission, curriculum, or graduation requirements. Assignments will be comparable across all formats. Courses for the program already exist and consequently will be taught by current faculty. As well, existing resources will be utilized to implement the program via distance learning. All coursework including lecture materials, assignments, testing, and instructional videos will be provided within Moodle for students.

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 McNeese State University’s request for approval to offer an Existing Academic Program through Distance Learning Technologies: Master of Business Administration.
September 16, 2015

Dr. Sandra K. Woodley, President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton rouge, LA  70802

Dear Dr. Woodley:

I submit the two enclosed documents, "Request for Authority to Offer an Existing Academic Program Through Distance Learning Technologies," for University of Louisiana System (ULS) Board of Supervisors approval. I am seeking approval to offer the Master of Business Administration (CIP 520201) and the Graduate Certificate in Business Administration (CIP 520201) online. McNeese State University currently offers both programs in traditional instructional format. The College of Business administration and faculty have learned there is student demand to have both programs offered through distance learning technologies.

Students may earn the entire program online as of the 2016 Spring Semester. The programs serve professionals who wish to advance in their business related career.

Thank you for your consideration of this request.

Sincerely,

[Signature]

Philip C. Williams
President

Enclosure
DELIVERY OF DEGREE PROGRAMS THROUGH DISTANCE EDUCATION TECHNOLOGY

REQUEST FOR AUTHORITY TO OFFER AN EXISTING ACADEMIC PROGRAM THROUGH DISTANCE LEARNING TECHNOLOGIES

(Academic Affairs Policy 2.12, Revised January 2014)

1. University or College

McNeese State University, College of Business

2. Name, phone and Email address of contract person for questions regarding this request

Dr. Banamber Mishra
Office Phone: (337) 475-5572
Email: bmishra@mcneese.edu

3. Name of Degree Program and CIP Classification

Master of Business Administration (MBA).
CIP Classification: 520201, Business

4. List the initial date of implementation

Spring 2016

5. Briefly describe the program. If there are any differences (e.g., curriculum, admission, graduation requirement, etc.) between the program to be delivered via distance learning and the program offered through traditional delivery modes, explain and provide a rational for the differences.

There is no difference between the current traditional face-to-face program and the proposed online program.

The current program requires student holding non-business bachelor’s degree to complete successfully 6 foundation courses (18 hours) in accounting, economics, management, statistics, marketing, and finance, 8 core courses (24 hours), and 3 elective courses (9 hours). The total requirement is 51 hours. This degree prepares graduates to serve as middle managers working for local, regional, or national corporations.

The current program requires student holding a business bachelor’s degree to complete successfully 8 core courses (24 hours), and 3 elective courses (9 hours). The total requirement is 33 hours. This degree prepares graduates to serve as middle managers working for local, regional, or national corporations.

6. Briefly describe the extent to which the program will be offered via distance learning.
• The newly proposed program will be offered in online format in parallel to the existing traditional format of delivery. The student will have the choice to take the same course either face to face or online.
  ➢ Students could chose to take ALL courses based on the traditional format, or
  ➢ take ALL courses based on online delivery, or
  ➢ take a combination of traditional and online.

7. Describe distance learning technologies which will be used to offer the proposed program
   ➢ Moodle-based group discussion, powerpoint, research support.
   ➢ Video/audio based BigBlueButton to video the lectures in a traditional setting, that would be accessible to both traditional and online enrollees.

8. Indicate where (city/town and parish) the proposed program will be offered
   The online format of MBA delivery will be accessible to all students in Louisiana parishes, other states, and internationally.

9. Describe processes in place to ensure that students have structured access to faculty.

a) Each course syllabus provides the faculty member’s contact information including e-mail, phone and office. The syllabus also describes the manner in which students may contact faculty. The MOODLE software which is used to deliver online courses provides direct contact with the instructor. The MBA Director and Department Head will select full-time faculty who are appropriately trained to teach online courses and who are appropriately credentialed to teach graduate courses, whether through traditional or online formats. The faculty who are designated as academically qualified for AACSB International purposes, and those who are designated as research faculty based on McNeese Graduate School’s criteria (with doctorate degrees in the field they are teaching in) will be appointed to teach graduate courses offered through the traditional or online formats.

b) The MBA Director, Department Head and Director of Distance Learning at McNeese will meet with MBA faculty members and discuss with them how best to meet the needs of online students by interacting with them via distance learning technology to ensure that the students are actually learning the skills and knowledge needed to succeed in the program. Faculty will be reminded that teaching one online course represents 25% of their teaching load and consequently are required to stand ready to answer questions raised by students regarding the topics covered in their course syllabi. McNeese expects faculty who teach online to respond to student e-mails within 24 hours.

c) To ensure quality of learning, the Department Head and Dean will be evaluate faculty performance based on their Student Evaluation of Instruction (SEIs) and feedback from peers. Any SEIs below the departmental average will trigger a meeting between the faculty and his/her Department Head to agree on a correction action, which would be documented for future follow up.
d) To ensure quality of learning, online students will undergo the same ‘assurance of learning’ evaluation, with all the metrics used to ensure that the set target are met.

e) To ensure compliance with AACSB International standards, the learning objectives as well as the learning performance of the online students are compatible with the performance of traditional students, considering that the curriculum is the same and the admission standards are the same.

f) To ensure compliance with federal government regulations regarding international students, MBA Director and Department Head should be aware of the restriction that international students are not permitted to register for more than one online course/semester.

If this is the campus’ first request for approval to offer 50% or more of a program electronically, upon approval by the Board of Regents the campus must submit notification to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) prior to implementation. Once the SACSCOC provides a letter acknowledging acceptance of this notification to the campus, a copy should be provided to the Board of Regents.

Jeanne Dalpe  
Provost/Vice President for Academic and Student Affairs  
9/15/15  

[Signature]  
Date

[Signature]  
Campus Head (or Authorized Signature)  
9/16/15  

Date
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 22, 2015

Item E.4. McNeese State University’s request for approval to offer an Existing Academic Program through Distance Learning Technologies: Graduate Certificate of Business Administration.

EXECUTIVE SUMMARY

McNeese State University requests consideration and approval to offer an online Graduate Certificate of Business Administration. If approved, the online format of the certificate program will be offered Spring 2016.

The proposed Graduate Certificate program will be offered in a 100% online format parallel to the existing traditional format of delivery. The certificate program requires the successful completion of six foundation courses in accounting, finance, economics, management, marketing, and statistics. Students who have non-business bachelor degrees and who aspire to be in middle management positions are ideal candidates for the program. The online format of delivery will be accessible to all students in Louisiana and other states and internationally.

The proposed online program will not be different from the traditional program in terms of admission, curriculum, or graduation requirements. Assignments will be comparable across all formats. Courses for the program already exist and consequently will be taught by current faculty. As well, existing resources will be utilized to implement the program via distance learning. All coursework including lecture materials, assignments, testing, and instructional videos will be provided within Moodle for students.

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 McNeese State University’s request for approval to offer an Existing Academic Program through Distance Learning Technologies: Graduate Certificate in Business Administration.
September 16, 2015

Dr. Sandra K. Woodley, President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton rouge, LA 70802

Dear Dr. Woodley:

I submit the two enclosed documents, "Request for Authority to Offer an Existing Academic Program Through Distance Learning Technologies," for University of Louisiana System (ULS) Board of Supervisors approval. I am seeking approval to offer the Master of Business Administration (CIP 520201) and the Graduate Certificate in Business Administration (CIP 520201) online. McNeese State University currently offers both programs in traditional instructional format. The College of Business administration and faculty have learned there is student demand to have both programs offered through distance learning technologies.

Students may earn the entire program online as of the 2016 Spring Semester. The programs serve professionals who wish to advance in their business related career.

Thank you for your consideration of this request.

Sincerely,

[Signature]

Philip C. Williams
President

Enclosure
DELIVERY OF DEGREE PROGRAMS THROUGH DISTANCE EDUCATION TECHNOLOGY

REQUEST FOR AUTHORITY TO OFFER AN EXISTING ACADEMIC PROGRAM THROUGH DISTANCE LEARNING TECHNOLOGIES
(Academic Affairs Policy 2.12, Revised January 2014)

1. University or College

McNeese State University, College of Business

2. Name, phone and Email address of contract person for questions regarding this request

Dr. Banamber Mishra
Office Phone: (337) 475-5572
Email: bmishra@mcneese.edu

3. Name of Degree Program and CIP Classification
   Graduate Certificate of Business Administration.
   CIP Classification: 520201, Business

4. List the initial date of implementation
   Spring 2016

5. Briefly describe the program. If there are any differences (e.g., curriculum, admission, graduation requirement, etc.) between the program to be delivered via distance learning and the program offered through traditional delivery modes, explain and provide a rational for the differences.

   There is no difference between the current traditional face-to-face program and the proposed online program.

   The target audience is the holders of a non-business bachelor’s degree (engineering, science or arts) who are aspiring to hold a middle management position but don’t have the time to work on full-fledged MBA degree requiring many foundation and core courses. The Graduate Certificate in Business Administration is designed to meet the needs of that group of students. The Certificate requires the successful completion of only 6 foundation courses (18 hours) in accounting, finance, economics, management, marketing, and statistics.

6. Briefly describe the extent to which the program will be offered via distance learning.

   - The proposed Graduate Certificate will be offered totally in online format in parallel to the existing traditional format of delivery. The student will have the choice to take the same course either face to face or online.
7. **Describe distance learning technologies which will be used to offer the proposed program**
   - Moodle-based group discussion, PowerPoint, and research support.
   - Video/audio based BigBlueButton to video the lectures in a traditional setting, that would be accessible to both traditional and online students.

8. **Indicate where (city/town and parish) the proposed program will be offered**
The online delivery format of the Graduate Certificate will be accessible to all students in Louisiana parishes, other states, and internationally.

9. **Describe processes in place to ensure that students have structured access to faculty.**
   
   a) Based on certain criteria, MBA Director and Department Head will select full-time faculty to teach graduate courses, whether through traditional or online formats. The faculty who are designated as academically qualified for AACSBI International purposes, and those who are designated as research faculty based on McNeese Graduate School’s criteria (with doctorate degrees in the field they are teaching in) will be appointed to teach graduate courses offered through the traditional or online formats.

   b) MBA Director, Department Head and Director of Distance Learning at McNeese will meet with those faculty members and discuss with them how best to meet the needs of online students by interacting with them via distance learning technology to ensure that the students are actually learning the skills and knowledge needed to help them improve their chances of landing business jobs. Faculty will be reminded that teaching online represents 25% of their teaching load and consequently are required to stand ready to answer questions raised by students regarding the topics covered in their course syllabi.

   c) To ensure quality of learning, the Department Head and Dean will be evaluate faculty performance based on their Student Evaluation of Instruction (SEIs) and feedback from peers. Any low SEIs below the departmental average will trigger a meeting between the faculty and his/her Department Head to agree on a correction action, which would be documented for future follow up.

   d) To ensure qualify of learning, online students will undergo the same ‘assurance of learning’ evaluation, with all the metrics used to ensure that the set target are met.

   e) To ensure compliance with AACSBI International standards, the performance of the online students should be compatible with the performance of traditional students, considering that the curriculum is the same and the admission standards are the same.
f) To ensure compliance with federal government regulations regarding international students, MBA Director and Department Head should be aware of the restriction that international students are not permitted to register for more than one online course/semester.

If this is the campus’ first request for approval to offer 50% or more of a program electronically, upon approval by the Board of Regents the campus must submit notification to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) prior to implementation. Once the SACSCOC provides a letter acknowledging acceptance of this notification to the campus, a copy should be provided to the Board of Regents.

[Signature]
Provost/Vice President for Academic and Student Affairs
9/16/2015

[Signature]
Campus Head (or Authorized Signature)
9/16/2015
Item E.5. McNeese State University’s request for approval to change the name of the University’s College of Engineering to the College of Engineering and Computer Science.

EXECUTIVE SUMMARY

McNeese State University is seeking approval to rename the College of Engineering to the College of Engineering and Computer Science. Effective Spring 2016, the Bachelor of Science in Computer Science will be offered by the College of Engineering.

Because of a recent reorganization of the degree program inventory, the Bachelor of Science is now offered by the College of Engineering. Additionally, the computer science program recently received reaffirmation of accreditation by the Accreditation Board for Engineering and Technology (ABET). Thus, the proposed name change will more appropriately reflect the programs offered by the college.

The college dean and the program coordinators initiated the recommendation. Aside from minor administrative changes within the college, the proposed change would not affect other University entities or require additional resources.

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 McNeese State University’s request to change the name of the University’s College of Engineering to the College of Engineering and Computer Science.
September 16, 2015

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

Dear Dr. Woodley:

Enclosed are (5) copies of McNeese State University’s request for approval to change the name of its College of Engineering to the “College of Engineering and Computer Science,” to be placed on the ULS Board of Supervisors’ agenda for consideration and approval at the October 22, 2015 meeting.

Thank you for your attention in this matter.

Sincerely,

[Signature]

Philip C. Williams
President

Enclosures
September 16, 2015

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

Subject: Request to change the name of the College of Engineering to the “College of Engineering and Computer Science”

Dear Dr. Woodley:

In accordance with the attached memorandum to me from Dr. Jeanne Daboval, I hereby request approval for McNeese to change the name of its College of Engineering to the “College of Engineering and Computer Science.” Effective with the spring 2016 semester, the Bachelor of Science in Computer Science is now offered by the College of Engineering. In addition, the computer science program recently received reaffirmation of accreditation by ABET. The “College of Engineering and Computer Science” name will more appropriately reflect the programs offered by the college.

Thank you for your consideration of this request.

Sincerely,

Philip C. Williams
President
MEMORANDUM

TO: President Philip C. Williams
FROM: Jeanne Daboval, Provost and Vice President for Academic and Student Affairs
SUBJECT: Request for Approval to Rename the College of Engineering
DATE: September 3, 2015

I request approval to change the name of the College of Engineering to the “College of Engineering and Computer Science” effective upon all necessary approvals. Due to a recent reorganization of the degree program inventory, the Bachelor of Science in Computer Science is now offered by the College of Engineering. In addition, the computer science program recently received reaffirmation of accreditation by ABET. The “College of Engineering and Computer Science” name will appropriately reflect the programs offered by the college. The college dean and the program coordinators are recommending the new title, and I concur with their recommendation.

If you approve this request, it should be submitted to the University of Louisiana System Board of Supervisors for consideration at the October 2015 meeting.
Item E.6. McNeese State University’s request for approval to award an Honorary Doctor of Humane Letters to Mr. Michael R. Fuljenz at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

McNeese State University requests to award an Honorary Doctor of Humane Letters to Mr. Michael R. Fuljenz at the Fall Commencement Exercises. A former student of McNeese, Mr. Fuljenz has contributed time and resources to numerous McNeese student activities, including key contributions to academic, athletic, and cultural organizations.

While at McNeese, Mr. Fuljenz played in the marching and concert bands. He also served on the faculty and as principal of the Louisiana Governor’s Program for Gifted Children, which is housed at McNeese each summer.

As a leader in business, Mr. Fuljenz has served as President of Universal Coin & Bullion in Beaumont, Texas since 1994 and has received numerous awards from the Numismatic Literary Guild, including Best Book, Best Radio Show, Best TV Show, Best Dealer Publication, Best Column, Best Article, and the “Clemy” Lifetime Achievement Award. His publications have appeared in such national publications as the Wall Street Journal, New York Times, Los Angeles Times, Forbes, and Kiplinger. He has appeared on CNBC, Fox Business News, Bloomberg TV, Newsmax TV, and Fox News. He has consulted for the Federal Trade Commission, U.S. General Services Administration, U.S. Postal Service, U.S. Mint, and Royal Canadian Mint. He is a recipient of the Medal of Merit from the American Numismatic Association.

His community service activities include serving as president of his local Catholic diocesan school board, serving as president of his local youth basketball association, umpiring little league games, and he has coached twenty-five youth soccer, baseball, and basketball teams. He has received the Catholic Charities Humanitarian Award and his local police department’s Top Corporate Supporter Award. Mr. Fuljenz has received the Golden Ring of Freedom from the National Rifle Association and the St. Thomas Aquinas Top Award for Outstanding Support of Catholic Schools. He has been a contributing member of Meals on Wheels for over fifteen years.
Mr. Fuljenz’ achievements and recognition by his peers warrant the granting of a Doctor of Humane Letters degree. McNeese State University seeks to award this honorary doctorate to Mr. Michael Fuljenz as a deserving individual for his outstanding contributions.

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 McNeese State University’s request to award an Honorary Doctor of Humane Letters to Mr. Michael R. Fuljenz at the Fall Commencement Exercises.
September 16, 2015

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

Dear Dr. Woodley:

Enclosed are (5) copies of McNeese State University’s request to grant an Honorary Doctorate of Humane Letters to Mr. Michael R. Fuljenz, to be placed on the ULS Board of Supervisors’ agenda for consideration and approval at the October 22, 2015 meeting.

Thank you for your attention in this matter.

Sincerely,

Philip C. Williams
President

Enclosures
September 15, 2015

Dr. Philip Williams  
President  
McNeese State University  
Lake Charles, LA 70609

RE: Nomination of Mr. Michael R. Fuljenz for the Honorary Doctorate Degree

Dear Dr. Williams:

The ad hoc committee on Honorary Degrees met on September 15, 2015 to consider the nomination of Mike Fuljenz as a candidate for the Honorary Doctorate Degree.

Upon thorough review and discussion of Mr. Fuljenz’s resume and biography, the committee noted that Mr. Fuljenz’s life and works truly exemplify the mission and vision of McNeese State University. Given his many career accomplishments, his sustained service to his community, and his invaluable support to McNeese, the committee voted unanimously to submit this recommendation that Mr. Michael “Mike” Ray Fuljenz be awarded the Honorary Doctorate Degree of Humane Letters from McNeese State University.

Sincerely,

Joyce D. Patterson, M.S.  
Committee Chairperson  
Director of Alumni Affairs

Musa Essayyyad, PhD  
Committee Member  
Dean, College of Business

Dena L. Maijenbacher, PhD  
Committee Member  
Department Head, Psychology
September 16, 2015

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

Dear Dr. Woodley:

I request approval for McNeese State University to grant an Honorary Doctorate of Humane Letters degree to Mr. Michael R. Fuljenz, to be awarded during the December 2015 commencement exercises at McNeese. Mr. Fuljenz has contributed time and resources to numerous McNeese student activities, including key contributions to academic, athletic, and cultural organizations. These contributions are typically in small amounts given in response to various recognized needs; however, the total of his contributions now places him among the top ten all-time donors at McNeese. He was inducted into the McNeese Athletic Hall of Honor in 2009.

Mr. Fuljenz attended McNeese on scholarships awarded by the State Board of Education, Southwest Louisiana American Chemical Society Scholarship, and McNeese Band Scholarship. During his years at McNeese (1972-1975) he played in the marching and concert bands and was a chemistry/biology major. He has served on the faculty and as principal of the Louisiana Governor’s Program for Gifted Children, which is housed at McNeese each summer.

As a leader in business, Mr. Fuljenz has served as President of Universal Coin & Bullion in Beaumont, Texas since 1994 and has received numerous awards from the Numismatic Literary Guild, including Best Book, Best Radio Show, Best TV Show, Best Dealer Publication, Best Column, Best Article, and the “Clem” Lifetime Achievement Award. His publications have appeared in such national publications as the Wall Street Journal, New York Times, Los Angeles Times, Forbes, and Kiplinger. He has appeared on CNBC, Fox Business News, Bloomberg TV, Newsmax TV, and Fox News. He has consulted for the Federal Trade Commission, U. S. General
Services Administration, U. S. Postal Service, U. S. Mint, and Royal Canadian Mint. He is a recipient of the Medal of Merit from the American Numismatic Association.

His community service activities include serving as president of his local Catholic diocesan school board, serving as president of his local youth basketball association, umpiring little league games, and has coached twenty-five youth soccer, baseball, and basketball teams. He has received the Catholic Charities Humanitarian Award and his local police department’s Top Corporate Supporter Award. He has received the Golden Ring of Freedom from the National Rifle Association and the St. Thomas Aquinas Top Award for Outstanding Support of Catholic Schools. He has been a contributing member of Meals on Wheels for over fifteen years.

Mr. Fuljenz resides in Beaumont, Texas with his wife, Karen. They also maintain a residence in Lake Charles and are frequent participants in McNeese campus events.

I have attached a proposed ULS Board resolution for your review along with a letter to me from the Honorary Degree Nominating Committee, representing academic administration, faculty, and alumni support for this degree. Thank you for your consideration of this request to honor Mr. Fuljenz for his many contributions.

Sincerely,

[Signature]

Philip C. Williams
President
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 22, 2015

Item E.7. Nicholls State University’s request for approval to reinstate the Master of Arts in Teaching programs in Special Education (Grades 1-5 and 6-12).

EXECUTIVE SUMMARY

Nicholls State University requests approval to reinstate two Master of Arts in Teaching (MAT) programs in Special Education (Grades 1-5 and 6-12). There is a need for certified Special Education Teachers in Louisiana. The reinstatement will provide an alternative route for the certification of teachers in Special Education.

The University last offered the MAT program in 2013. At that time, it was considered a “duplicate program” and was removed from the inventory of course offerings at the Board of Regents level. Since that time, there has not been an alternative pathway for candidates to certify in Special Education. Although the didactic courses are currently taught in other masters programs in the College of Education, the students cannot be placed in special education classrooms for internships due to the nature of the alternative certification process. Therefore, reinstatement of the MAT programs would allow for internship placement of candidates in special education classrooms leading to the eligibility for certification in special education.

The faculty in the College of Education believes ten or more candidates per semester can be easily secured. Costs associated with the programs’ reinstatements would be overload costs for faculty already teaching the required courses. Existing resources will be used to support the 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 Nicholls State University’s request to reinstate the Master of Arts in Teaching Programs in Special Education (Grades 1-5 and 6-12).
September 15, 2015

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

Dear Dr. Woodley:

Nicholls State University requests consideration and approval of the following to be placed on the agenda for the October 21-22, 2015 meeting of the Board of Supervisors for the University of Louisiana System:

Reinstatement of the Master of Arts in Teaching (MAT)

If you need additional information, please let me know accordingly.

Sincerely,

Bruce T. Murphy
President

BTM/jms

Enclosure

cc: Mr. Alex Arceneaux, Chief of Staff
    Dr. Lynn Gillette, Provost and Vice President for Academic Affairs
    Dr. Eugene Dial, Vice President for Student Affairs and Enrollment Services
    Dr. Neal Weaver, Vice President for University Advancement
    Mr. Ronald Rodriguez, Chief Financial Officer
    Dr. Brigett Scott, Faculty Senate President
    Mrs. Stacy LeJeune, Internal Auditor
MEMORANDUM

TO: Dr. Bruce Murphy, President
FROM: Dr. Lynn G. Gillette
       Provost and Vice President for Academic Affairs
DATE: September 11, 2015
RE: Requested Agenda Items
    Board of Supervisors Meeting – October 22, 2015

I am requesting that the following item be placed on the October meeting agenda of the UL System Board of Supervisors:

1) Reinstatement of the MAT (Master of Arts in Teaching). Documentation is attached.

Thank you for your consideration of this request.

LGG/sa
enclosures
To: Dr. Karla Hughes, Executive Vice President and Provost, UL System
From: Dr. Lynn Gillette, Provost and Vice President for Academic Affairs, Nicholls State University
Date: 8/6/2015
Re: Reinstatement of Programs

The College of Education at Nicholls State University is requesting permission to reinstate the two Master of Arts in Teaching (MAT) Programs in Special Education (1-5 and 6-12). There is a need for certified Special Education Teachers in our region, the State of Louisiana, and throughout the nation. The reinstatement will provide an alternative route for the certification of teachers in Special Education. The personnel directors in four of the districts we service are in support of the reinstatement. If additional information is needed, please contact us.

Dr. Lynn Gillette, Provost and Vice President of Academic Affairs

Dr. Bruce Murphy, President
MEMO

To: Dr. Bruce Murphy, President Nicholls State University
From: Dr. Lynn Gillette, Provost and Vice President for Academic Affairs
Date: August 3, 2015
Re: Reinstatement of the Master of Arts in Teaching – Mild to Moderate Special Education

Nicholls State University last offered the Master of Arts in Teaching (MAT), Mild to Moderate Program in 2013. At that time it was considered a “duplicate program” and was removed from the inventory of offerings at the Board of Regents level.

An unintended consequence has been realized in that we no longer have an alternative pathway for candidates to certify in Special Education; an area where there is an expressed need in our neighboring school districts. Although the didactic courses are currently taught in other masters programs in the College of Education, the students cannot be placed in special education classrooms for internships due to the nature of the alternative certification process. Therefore, reinstatement of the MAT – Mild to Moderate, as a program, would allow for internship placement of candidates in special education classrooms leading to eligibility for certification in special education.

The faculty in the College of Education believes ten or more candidates per semester can be easily secured. Costs of reinstating the program would require, at most, overload costs for faculty already teaching the required courses (the candidates for the mild to moderate program would be taught as a separate cohort). Communication with Jeanne Burns at the Board of Regents indicates the process of reinstating is relatively simple; requiring a letter of request be submitted to the University of Louisiana System, then forwarded to the Board of Regents.

We remain available to discuss this request on behalf of the College of Education. Should you decide to approve, we will move forward and report progress.
FORM 9

GENERAL SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO MERGED APPROACH – COURSE SEQUENCE PROGRESSION OF SITE-BASED PERFORMANCE ACTIVITIES

PATHWAY: Master of Arts in Teaching for General-Special Education Mild/Moderate: An Integrated to Merged Approach

<table>
<thead>
<tr>
<th>Grades</th>
<th>Areas of Certification</th>
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<tbody>
<tr>
<td>Grades 1-5</td>
<td></td>
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<tr>
<td>Grades 4-8</td>
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<tr>
<td>Grades 6-12</td>
<td>Areas (e.g., English): General-Special Education Mild/Moderate and Math, Social Studies, Science, or English</td>
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</table>

Directions: For each pathway, grade levels, and area(s) for certification, provide a listing of the performance activities that candidates will complete as they move through their programs and apply knowledge in site-based settings. Although some courses may not include site-based performance activities, it is anticipated that the total program will provide candidates with opportunities to apply new knowledge through site-based experiences.

<table>
<thead>
<tr>
<th>Course Numbers or Names of Modules, Seminars, Etc.</th>
<th>Listing of Site-Based Performance Activities</th>
<th>Number of Hours Required for Site-Based Experiences</th>
</tr>
</thead>
</table>

24
<table>
<thead>
<tr>
<th>Course</th>
<th>Task: Observe and interview teachers, administrators and instructional coordinators and supervisors to gain an understanding of the following:</th>
</tr>
</thead>
</table>
| EDCI 512—Exceptional Children | • The importance of connecting theory and research to practice  
• The identification of evidence-based instructional approaches  
• How the connection between assessment and instruction is reflected in the Individualized Education Program (IEP) and in classroom instruction  
• The components of successful coordination and collaboration among teachers, administrators, paraprofessionals, parents, and other providers  
(Course Assessment: collaboration checklists, reflections) |
| PSYC 516—The Psychology of Child and Adolescent Development | Task: Literature review and report  
• Select a topic in an area related to child and adolescent development relevant to the student’s interests  
• Produce a written literature review in the selected area  
• Develop a separate Relevance Report that documents the relevance of the selected topic and the contents of the literature review to educators  
(Course Assessment: Relevance Report) |
<table>
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<tr>
<th>Course</th>
<th>Task: Modify student performance</th>
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</thead>
<tbody>
<tr>
<td>EDCI 536—Advanced Methods of Teaching Basic Subjects for Students with Mild/Moderate Disabilities</td>
<td><strong>Use background information, present levels of performance, and description of education program to write a data based Individualized Education Program (IEP)</strong>&lt;br&gt;<strong>Set up a system for frequent progress monitoring in basic skills areas (language arts and math)</strong>&lt;br&gt;<strong>Implement an approved comprehensive structured tutoring program (e.g. ClassWide Peer Tutoring), Direct Instruction program (e.g. Corrective Reading) or Strategic Instruction Model (e.g. Learning Strategies)</strong>&lt;br&gt;<strong>Maintain a reflective journal of teaching practices</strong>&lt;br&gt;<strong>Course Assessments: journal, academic change project, IEP</strong>&lt;br&gt;<strong>Field Site: candidate or peer classroom, school</strong></td>
</tr>
<tr>
<td>EDCI 560—The Teaching of Reading: Developmental</td>
<td><strong>Conduct Directed Reading Thinking Activities (DRTA) with assigned students and use results to adjust instruction</strong>&lt;br&gt;<strong>Document key resources of instructionally relevant information on students from diverse backgrounds and/or with diverse learning needs, and identify methods to obtain needed information</strong>&lt;br&gt;<strong>Design and implement an activity to increase voluntary reading in your classroom. Chart and summarize outcomes.</strong>&lt;br&gt;<strong>Implement a repeated activity designed to increase reading fluency, and summarize results</strong>&lt;br&gt;<strong>Conduct a phonics assessment with assigned students; use results to develop and implement targeted phonics instruction; document and summarize student outcomes</strong>&lt;br&gt;<strong>Course Assessments: DRTA, implemented lessons, phonics assessments</strong>&lt;br&gt;<strong>Field Site: candidate or peer classroom, school</strong></td>
</tr>
<tr>
<td>Course</td>
<td>Task</td>
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<tr>
<td>EDCI 554</td>
<td>Assessment of individual students, collaboration with peers and mentoring of Non-masters certification candidates (N-MCC).</td>
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<td></td>
<td>- Conduct comprehensive Diagnostic Evaluations of students using wide variety of instruments</td>
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<td>- Monitor progress and mentor N-MCC in conducting CBM</td>
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<td></td>
<td>- Collaborate with other EDCI 554 candidates (Course Assessment: Case study documenting student progress/ Log documenting successful work with others)</td>
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<td>Field Site: College Campus (Summer Semester)</td>
</tr>
<tr>
<td>EDCI 529</td>
<td>Diagnose and RemEDIATE Reading Difficulties</td>
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<td></td>
<td>- Use multiple assessments to identify specific reading needs of delayed and/or disabled readers</td>
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<td></td>
<td>- Select appropriate remedial program to meet needs of individual students</td>
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<td>- Collaborate with parents and other professionals in the diagnostic-reading and correction program</td>
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<td>- Complete a case report demonstrating knowledge of effective instruction, assessment procedures, and effective programs (Course Assessment: Written case report, group discussions, exams)</td>
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<td></td>
<td>Field Site: candidate or peer classroom, school</td>
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</table>
| EDCI 557—Behavior Management | Task: **Modify behavior of student**  
- Design, implement, and monitor Behavior Intervention Plans (BIP) for students who have mild behavior problems.  
- Conduct a Functional Behavior Assessment (FBA) of student with severe behavior problem and design, implement, and monitor Behavior Intervention Plan.  
- Teach social skills lessons selected on basis of student’s need and monitor resulting student behavior.  
   (Course Assessment: Written case study containing FBA/BIP sustained over time) | 15 hours |
| EDCI 561—The Teaching of Reading: Content Areas | Task: **Successful implementation of effective instruction**  
- Construct and administer a Group Reading Inventory  
- Develop instructional tools to be used in teaching content reading  
- Develop a WebQuest appropriate for implementation in content area  
- Conduct an action research project to adapt, refine, or modify teaching techniques  
- Conduct ongoing formal and/or informal assessment procedures  
   (Course Assessment: exams, WebQuest, progress monitoring, reflections) | 15 hours |
|  | Field Site: candidate or peer classroom, school | |
|  | Field Site: candidate or peer classroom, school | |

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<table>
<thead>
<tr>
<th>Course</th>
<th>Task: Implement effective lessons in secondary settings</th>
<th>Field Site: candidate or peer classroom, school</th>
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<tr>
<td>EDCI 586—Advanced Methods in Teaching Secondary Education Subjects</td>
<td>• Conduct five hours of targeted observation in an assigned secondary education classroom; submit written reflection on key components of classroom design, lesson planning and implementation and student outcomes 4 hours 6 hours</td>
<td>5 hours 4 hours 6 hours</td>
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<td>• Develop two lesson plans in the assigned content areas, follow the College of Education’s lesson plan format 6 hours</td>
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<td>• Implement two lesson plans, one as a demonstration lesson conducted with peers in the course and the second in a secondary classroom 6 hours</td>
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<td>• Complete a series of case study analyses focused on key aspects of secondary instructional planning and delivery issue (Course Assessment: case studies, implemented lessons, reflections) 6 hours</td>
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<tr>
<th>Course</th>
<th>Task:</th>
<th>Field Site: candidate or peer classroom, school</th>
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<tr>
<td>EDUC 422—Vocational and Transitional Education Services Across the Life Span</td>
<td>• Conduct checklist, interviews and other assessment relevant to transition planning 5 hours 5 hours 5 hours</td>
<td>5 hours 5 hours 5 hours 30 hours</td>
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<td>• Develop a planning guide to identify the need for transition services and community and school resources for persons with disabilities from traditional and culturally different backgrounds 5 hours 30 hours</td>
<td>5 hours 30 hours</td>
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<td>• Plan services for postsecondary job placement for individuals 5 hours 30 hours</td>
<td>5 hours 30 hours</td>
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<td></td>
<td>• Write and implement an Individualized Transition Plan (ITP) (Course assessment: ITP, planning guide, exams) 30 hours</td>
<td>30 hours</td>
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</tbody>
</table>

Field Site: candidate or peer classroom, school
| EDCI 547—Instructional Intervention Strategies | Task: Teach individual student/small groups of students with severe learning deficits.  
- Design, implement, and monitor tier three instructional interventions  
- Document student learning using data-based validated progress monitoring  
- Teach basic academic and strategy skills using validated practices  
- Collaborate with other professionals and/or caregivers to enhance instructional practices (Course Assessment: candidate reflections, videotaped implementations, progress monitoring data)  
Field Site: candidate or peer classroom, school | 45 hours  
10 hours |
|---|---|---|
| EDUC 451—Internship in Teaching I OR Student Teaching EDUC 457, 458, or 465 | Task: Meet standards based upon the Louisiana Components of Effective Teaching in Planning, Management, and Instruction  
- Develop, implement, and evaluate technology enhanced integrated units of study that address individual needs, interests, learning styles, and the cultural diversity of the whole class  
- Adapt, implement, and evaluate efficient classroom routines, time and behavior management techniques, technology management approaches, and record keeping strategies  
- Present accurate subject matter during lesson implementations  
- Select, implement, and evaluate strategies to address individual needs of children  
- Use assessment data to monitor continuous improvement in student learning throughout the school year (Course Assessments: lesson plan, lesson plan implementation)  
Field Site: candidate or peer classroom, school | 450 hours – Internship (required for candidates currently teaching in the field) OR  
***  
Minimum 180 hours – Student teaching (required for candidates not teaching in the field) |
**Task:** Meet standards based upon the *Louisiana Components of Effective Teaching in Planning, Management, and Instruction*

- Demonstrate an understanding of the connections among student characteristics, learning experiences, curriculum, and instructional strategies including various technologies and multi-media tools
- Self evaluate and adjust instruction to address individual needs of students
- Use assessment data to monitor continuous improvement in student learning throughout the school year
- Have a majority of satisfactory evaluations by the University Coordinator, Mentor and school’s principal on Alternative Certification Intern Evaluation form (Course Assessments: lesson plan, lesson plan implementation, satisfactory performance on evaluations, portfolio)

**Field Site:** candidate or peer classroom, school

450 hours – internship (required for candidates currently teaching in the field)

OR

Minimum 180 hours – Student teaching (required for candidates not teaching in the field)
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 22, 2015

Item E.8. Nicholls State University’s request for approval of a Letter of Intent to offer a Two plus Two Baccalaureate Completion in Criminal Justice.

EXECUTIVE SUMMARY

Nicholls State University requests approval of a Letter of Intent to offer a Two plus Two Baccalaureate Completion in Criminal Justice degree program. The purpose of the proposed program is to provide Junior and Senior-level coursework leading to a baccalaureate degree in the discipline of Criminal Justice. The program is designed for students who have completed an associate degree with a minimum of 60 credit hours and who wish to earn a 4-year degree in Criminal Justice.

The proposed 60 credit-hour degree program involves a curriculum that is a broad presentation of the issues in the field and addresses all six content areas as recommended by the Academy of Criminal Justice Sciences, including Administration of Justice, Corrections, Criminological Theory, Law Adjudication, Law Enforcement, and Research and Analytic methods. Additionally, the program will emphasize bayou/coastal/maritime law enforcement and security issues that address the unique needs and concerns of the world and the University’s service region.

Currently, Criminal Justice is one of the fastest growing fields in the United States. The Bureau of Labor Statistics predicts that jobs related to criminal justice will increase on an average 10% per year through 2018, with some professions growing at a rate of 17%. Area law enforcement agencies, as well as local government and private entities, are in need of highly educated and ethically-minded personnel in the discipline of criminal justice. The proposed program will meet the demand of the region by offering a balanced presentation of not only the traditional issues in the discipline but also those that are specific to the region.

The University projects that enrollment will begin with approximately 50 students and grow at a steady rate of 10% per year over the next five years. Students will be recruited from Fletcher Technical Community College. As well, Nicholls will also promote the program to current law enforcement personnel in the University’s service region.

Utilizing existing faculty and courses will absorb much of the curriculum costs. While there will be a need to hire 1.5 new faculty and 2 adjunct positions, current resources including supplies, library holdings, and facilities will be adequate to support the program. The Two plus Two program would provide an ideal opportunity for students holding Associate degrees in Criminal Justice.
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 Nicholls State University’s Letter of Intent to offer a Two plus Two Baccalaureate Completion in Criminal Justice.
September 15, 2015

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

Dear Dr. Woodley:

Nicholls State University requests consideration and approval of the following to be placed on the agenda for the October 21-22, 2015 meeting of the Board of Supervisors for the University of Louisiana System:

   Letter of Intent for a Projected New Academic Program - Two-Plus-Two Baccalaureate Completion in Criminal Justice

If you need additional information, please let me know accordingly.

Sincerely,

Bruce T. Murphy  
President

BTM/jms

Enclosure

cc:  Mr. Alex Arceneaux, Chief of Staff  
     Dr. Lynn Gillette, Provost and Vice President for Academic Affairs  
     Dr. Eugene Dial, Vice President for Student Affairs and Enrollment Services  
     Dr. Neal Weaver, Vice President for University Advancement  
     Mr. Ronald Rodriguez, Chief Financial Officer  
     Dr. Brigett Scott, Faculty Senate President  
     Mrs. Stacy LeJeune, Internal Auditor
MEMORANDUM

September 15, 2015

TO: Dr. Bruce Murphy, President

FROM: Dr. Lynn G. Gillette, Provost and Vice President
       Academic Affairs

RE: Letter of Intent-Criminal Justice

Attached is a Letter of Intent for a proposed Bachelor of Arts degree in Criminal Justice, along with letters of support from community stakeholders.

Please seek approval from the UL System Board of Supervisors at its October 2015 meeting. Thank you for your consideration.

LGG/sa
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Sept 2011]

General Information

<table>
<thead>
<tr>
<th>Campus:</th>
<th>Program: Title, CIP, Degree/Certificate Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicholls State University</td>
<td>Criminal Justice, 43.01.04, Bachelor of Arts</td>
</tr>
</tbody>
</table>

Institutional Contact Person & Access Info (if clarification is needed):
Dr. Todd Keller, Assistant Vice President for Academic Affairs
todd.keller@nicholls.edu, (985) 449-4148

Date: 15SEP15

1. Program Objectives and Content
Describe the program concept: purpose and objectives; basic structure and components/concentrations; etc.

The purpose of the +2 program is to provide Junior and Senior-level coursework leading to a baccalaureate degree in the discipline of Criminal Justice. The program is designed for students who have completed an associate degree with a minimum of 60 credit hours and who wish to earn a 4-year degree in Criminal Justice. The curriculum is a broad presentation of the issues in the field and, as such, addresses all six of the content areas recommended by the Academy of Criminal Justice Sciences, including Administration of Justice, Corrections, Criminological Theory, Law Adjudication, Law Enforcement, and Research and Analytic Methods. In addition, the program will emphasize bayou/coastal/maritime law enforcement and security issues that address the unique needs and concerns of the world and especially the university’s service region. Such topics include Homeland Security, Maritime Security, Wildlife and Fisheries, Coast Guard Operations, Port Authority, Cyber Terrorism, Oil and Gas Security, Military Intelligence, and Forensic Science. The curriculum will utilize existing institutional courses and resources in the related fields of Sociology, Government, and Psychology. The curriculum will also provide “bridge” courses to enhance suitability of associate degree course content for candidates within and outside of the institution. Targeted for +2 articulation are associate degree programs at L. E. Fletcher Community College, River Parishes Community College, Air University (Montgomery, AL), and Nicholls State University.

Associate degree-holding students would enter the +2 Criminal Justice program at Nicholls State University as third-year undergraduate college students and be required to complete four semesters (60 hours) of 300- and 400-level coursework. Unique aspects of the program that support the work schedules of targeted students in law enforcement, the armed forces, and petroleum and natural gas services include online, hybrid, and traditional delivery methods; 1-3 credit hour course offerings; shortened 4, 5, and 8-week course semesters; service learning components and internships; and an “ethics” learning objective embedded in all Criminal Justice courses. Finally, the +2 program at Nicholls State University can serve as a “launching” platform upon which students may pursue graduate study in Criminal Justice at other Louisiana institutions. The +2 Criminal Justice program at Nicholls State University has been carefully crafted to supplement and enhance other state-based degree programs while serving the needs of the university’s service region.

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.

Criminal Justice is one of the fastest growing fields in the United States today. The Bureau of Labor Statistics predicts that jobs related to criminal justice will increase on average 10% per year through 2018, with some professions growing at a rate of 17%. Options for students in the south central Louisiana bayou-coastal-maritime region wishing to pursue an education in Criminal Justice are limited to an associate degree from L. E. Fletcher Technical Community College (FTCC). Area law enforcement agencies, as well as local government and private entities, are in need of highly educated and ethically-minded personnel in the discipline of criminal justice beyond the associate degree and are willing to employ potential graduates or financially support the educational goals of current employees. (See attached testimonials) Surveys of area-law enforcement personnel and current Criminal Justice majors at FTCC indicate that over 90% of respondents have an interest in pursuing a baccalaureate degree in Criminal Justice if it were offered at Nicholls. The proposed +2 Criminal Justice program at Nicholls State University will meet the demand of the region by offering a balanced presentation of not only the traditional issues in the discipline but also those that are specific to the bayou-coastal-maritime region. The +2 Criminal Justice program at Nicholls, while not exclusive to interested candidates from outside the region, has strong potential to attract interest from agencies and personnel from other coastal regions of the U.S. and Latin America. In this

...
regard, the +2 Criminal Justice program at Nicholls State has an outstanding potential for continual growth and recognition upon implementation.

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.

Beginning in 1976, Nicholls State University has a long history in offering higher education credentialing in law enforcement and criminal justice at the associate degree level. In 2007, when associate’s programs were transferred to the community college system, the university was instrumental in having created fundamental aspects of the program currently offered by FTCC. The new +2 Criminal Justice program fulfills a demand from the community at-large and the regional student body for a quality program in Criminal Justice beyond the associate degree. The program is designed to meet the educational needs of the region’s culturally-diverse student body with an end-product that produces an employable, productive, ethically-responsible, and engaged citizen and public servant. One hidden potential of this program is in its attraction to agencies in other states and countries who exhibit similar law enforcement and security issues. Program implementation and potential enrollment growth accentuates the three immediate strategic plan goals of the university by (1) serving the needs of the service region, (2) increase in revenue, and (3) increase in enrollment, retention, and graduation. Fundamentally, the program will supply a product in immediate demand at an attractive cost-saving and revenue-raising return.

4. Students

Summarize student interest/demand for the proposed program.

The initial projected enrollment into the +2 program at Nicholls State University is 50 majors, with a steady growth rate of 10% per year over the next five years. Since the assumption of the associate degree in Criminal Justice program in 2010, student enrollment in the Criminal Justice program at FTCC has doubled. Many of these students, in addition to the backlog of students who graduated from the associate degree program in Criminal Justice at Nicholls prior to 2007 are seeking to fulfill their educational goals by attaining a baccalaureate degree in Criminal Justice. Presently, their options are highly restrictive involving extensive travel, high costs, or less-than-desirable alternative disciplines. Criminal Justice students and working law enforcement personnel in the university service region are currently at educational stasis and strongly desire a four-year degree in Criminal Justice from Nicholls.

5. Cost

Estimate costs for the projected program for the first five years. Indicate amounts to be adsorbed out of current sources of revenue and needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program.

The projected cost of implementation of the +2 program in Criminal Justice is 1.5 new faculty and 2 adjunct positions at total annual salary of $86,000 per year (excluding fringe). Utilizing existing faculty and courses will absorb much of the curriculum costs. New qualified faculty and adjuncts are needed principally for program-specific coursework. Classroom space and offices are available from existing on-campus facilities.

CERTIFICATION:

[Signatures and dates]

Chief Academic Officer

Date

Chancellor/President

Date

Management Board

Date
To Whom It May Concern:

I would like to extend my support for the Bachelor of Arts degree program in Criminal Justice at Nicholls State University. In this day and age our law enforcement personnel can be helped by additional education such as this program. There is a strong demand from the region’s crime-fighting institutions for a nearby academic program that ties into and builds upon the existing two-year associate degree program at L. E. Fletcher Community College. Nicholls State University can and should serve this pressing need in our community.

We are prepared to lend our support to a B.A. Criminal Justice program at Nicholls State by strongly encouraging our employees to attain this degree and, if fiscally able, to assist in some degree subsidizing the general costs of fees and tuition for same.

Sincerely,

[Signature]

Jerry J. Larpenter, Sheriff
Parish of Terrebonne

/mm
18 February 2015

To Whom It May Concern:

As a proud Nicholls State University alumnus, I fully support the creation of the Bachelor of Arts degree program in Criminal Justice at NSU. Having attended the Associates degree program early in my professional career, it laid the foundation for future academic and law enforcement achievement.

Experienced as an instructor with L.E. Fletcher’s current two-year associate degree program, I can attest to the quality of that building block, and the need for a continuation into a four-year degree curriculum. Nicholls State University can and should serve this pressing need in our community.

I am prepared to lend my support and that of the Thibodaux Police Department to the successful implementation of a B.A. Criminal Justice program at Nicholls State. I have already established a continuing education policy at the Thibodaux Police Department, and strongly encourage my officers and staff to attend courses at NSU.

Sincerely,

L. Scott Silverii, Ph.D.
Chief of Police
Thibodaux Police Department
Thibodaux, Louisiana
scotts@ci.thibodaux.la.us
To Whom It May Concern:

I have long been a strong supporter of higher education and have worked to encourage the men and women of the Lafourche Parish Sheriff’s Office to take advantage of the programs available within our locale. There has always been and will continue to be a strong demand from this region’s law enforcement community for a nearby program that ties into and builds upon the existing two-year associate degree program presently offered at L.E. Fletcher Community College.

Over recent years, my office has hosted a steady enrollment of twelve to fifteen officers attending L.E. Fletcher pursuing a two year Criminal Justice Degree. The Lafourche Parish Sheriff’s Office works to subsidize their financial costs and I am grateful that the opportunity exists for them to pursue their education. However, in order for them to continue forward in this field of study they must either pursue their education online or travel away from the Lafourche Parish region. Nicholls State University can fill the void and serve this pressing need in our community by offering a B.A. in Criminal Justice.

In this day and age our law enforcement officers are severely handicapped without a college-level education. In fact, within my office, all persons seeking to advance in rank are strongly encouraged to have, or at least be in pursuit of, a college education. We understand that the value of an education in the field of Criminal Justice serves not only to benefit the law enforcement personnel who pursue the degree, but also the community which reaps the benefit of that education.

I believe strongly that the availability of a B.A. in Criminal Justice is a much needed resource both within as well as outside the reaches of the local law enforcement community and I wholeheartedly support the advancement of this endeavor.

Sincerely,

Craig Webre
Sheriff
To Whom It May Concern:

I would like to extend my support for the Bachelor of Arts degree program in Criminal Justice at Nicholls State University. In this day and age, a college level education is invaluable for our law enforcement personnel and many agencies now require college degrees. There is a strong demand from the region’s crime-fighting institutions for a nearby academic program that ties into and builds upon the existing two-year associate degree program at L. E. Fletcher Community College. Nicholls State University can and should serve this pressing need in our community. We are prepared to lend our support to a B.A. Criminal Justice program at Nicholls State by encouraging our employees to attain this degree and by lending our support to their efforts.

Sincerely,

Captain Darrin J. Naquin
Commander
Louisiana State Police-Troop C
February 6, 2015

To Whom It May Concern:

I would like to extend my support for the Bachelor of Arts degree program in Criminal Justice at Nicholls State University. In this day and age, our law enforcement personnel are severely handicapped without a college-level education. There is a strong demand from the region's crime-fighting institutions for a nearby academic program that ties into and builds upon the existing two-year associate degree program at L. E. Fletcher Community College. Nicholls State University can and should serve this pressing need in our community. We are prepared to lend our support to a B.A. Criminal Justice program at Nicholls State by strongly encouraging our employees to attain this degree and by subsidizing (at least in part) the financial costs of fees and tuition.

Sincerely,

[Signature]

Terrebonne Parish President
Michel Claudet

[Signature]

Houma Police Chief
Todd Duplantis
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 22, 2015

Item E.9. Northwestern State University’s request for approval of a Letter of Intent for a Bachelor of Science in Applied and Environmental Microbiology.

EXECUTIVE SUMMARY

Northwestern State University requests approval of a Letter of Intent for a Bachelor of Science in Applied and Environmental Microbiology. The proposed program would be the first of its kind in Louisiana that offers an undergraduate degree program with a focused objective of developing students who are capable of understanding and solving complex environmental and human disease processes and problems.

The BS in Applied and Environmental Microbiology consists of 39 hours of the University’s General Education courses and 81 additional semester hours specific to the degree program. The core reflects the applied and environmental nature of the degree. Students will be able to choose electives based on their respective areas of interest.

Currently, state and federal food safety agencies remain understaffed and have few qualified candidates with specialized knowledge of microbiology and regulatory requirements. Companies have begun to see the need to hire microbiologists to ensure food and water safety. The lack of a focused degree program in microbiology has resulted in the creation of a gap that does not allow students to focus on the microbial application to the myriad of real world challenges. According to the U.S. Department of Labor Statistics, employment of microbiologists was expected to increase between 2012 and 2022, at a rate of 7% to 19% over time. This expected increase was due to the growth of the biotechnology industry and growing environmental concerns.

There is no microbiology program in Louisiana or in a nearby state that provides students with an applied and environmental focused microbiology curriculum. The proposed degree program will incorporate the basic concepts required to understand microbial life and then apply those to field-based studies. Graduates of the BS in Applied and Environmental Biology will understand the dynamic of microbiological problems facing the public and will work to propose solutions to these field-based problems.
According to surveys administered to current juniors, seniors, and recent graduates, the University projects that there will be adequate enrollment in the program. It is anticipated that there will be approximately 40 completers by the fifth year. The proposed program is being built primarily on the faculty and facilities already available at the University. Costs to fully implement the program are projected to be approximately $115,000, which will include marketing initiatives and two new faculty lines. Northwestern projects that this would be offset by over $800,000 in estimated tuition revenue. The University is committed to providing adequate funding to initiate and maintain the program.

**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 Northwestern State University’s Letter of Intent for a Bachelor of Science in Applied and Environmental Microbiology.
September 15, 2015

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

Re: Letter of Intent: Bachelor of Science in Applied and Environmental Microbiology

Dear Dr. Woodley:

Northwestern State University is requesting this item be placed on the agenda for approval at the October 2015 Board Meeting:

Northwestern is seeking approval of the Letter of Intent to offer a Bachelor of Science in Applied and Environmental Microbiology.

Thank you for your consideration of this request.

Sincerely,

James B. Henderson
President

JBH/pc

Attachment
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Sept 2011]

<table>
<thead>
<tr>
<th>General Information</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Campus: Northwestern State University</td>
<td>Program: Title, CIP, Degree/Certificate Awarded</td>
</tr>
<tr>
<td></td>
<td>Applied &amp; Environmental Microbiology, cip 26.0502, B.S.</td>
</tr>
<tr>
<td>Institutional Contact Person &amp; Access Info (if clarification is needed):</td>
<td></td>
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<tr>
<td>Lisa Abney Ph.D. Provost &amp; Vice President Northwestern State University</td>
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</tr>
</tbody>
</table>

1. Program Objectives and Content
Describe the program concept: purpose and objectives; basic structure and components/concentrations; etc.

Northwestern State University (NSU) seeks to establish a microbiology degree program that focuses on the world’s problems related to the environment and its surroundings and the application of scientific solutions to solve these needs. Northwestern State would offer the first program in Louisiana or a surrounding state which offers an undergraduate degree program with a focused objective of developing students that are capable of understanding and solving complex environmental and human disease processes and problems. Students will be uniquely trained in applying a solution and working in accordance with laws and standards established by regulatory agencies. This flexible program arms students with critical thinking skills, problem solving, and applied academic skill sets necessary for success in the workforce. This unique microbiology degree program will prepare students appropriately so that they may enter the workforce directly within the public and private sectors of environmental compliance, water and air quality, food safety, public health, organic farming/gardening, and homeland security. Additionally, graduates will be adequately prepared to further their education in professional or graduate school.

Upon completion of the 39 hours of NSU General Education courses, students will complete 81 additional semester hours specific to the degree program. These hours are divided into categories as follows: microbiology core courses (27 hours), general microbiology electives (8 hours), biology concentration-dependent electives (26 hours), and student-selected “free” electives (20 hours).

The microbiology core (essential for microbiologists) has been determined by surveying both U.S. and international schools and adopting the commonalities. This core is mandatory and includes introductory, advanced general microbiology, environmental and regulatory law, applied genomics, microbial physiology, and a microbiology capstone course for seniors. The core reflects the applied and environmental nature of the degree.

General microbiology electives that are required may be selected based on an individual student’s area of interest; courses will be offered in the areas of field and applied microbiology as well as medical and health professions and includes a selection from courses such as food microbiology, soil microbiology, virology, and pathogenic microbiology. Concentration-dependent electives will be selected based on a student’s interest in either the natural sciences or biomedical sciences; students may choose from any sophomore-level or above course offered through the Department to complete this requirement so long as they are taken in a coordinated fashion that aligns to their chosen area of concentration. The design of the program provides a great breadth of coverage that will supply microbiology students with the essential skills for training as a microbiologist. The remaining elective hours will allow students to enroll in advanced chemistry, physics, business or other courses which align with their career paths.

The Department intends to build a robust microbiology degree program, based on a practical approach, which will train individuals to conquer environmental problems that are present in the world today. Students who successfully complete the microbiology degree program at Northwestern State University will be well-equipped to enter the workforce as microbiologists, immediately pursue graduate school, or matriculate into a professional program. Those who complete the Microbiology degree program will be well equipped with critical thinking skills, leadership ability, and an understanding of relevant public policy; these students will be poised to successfully meet the demands of a career, advanced education, and society.

The Applied and Environmental Microbiology degree program will employ existing facilities which already exist on Northwestern State University’s Campus:

**NSU - Chaplin’s Lake:**
NSU is bordered by Chaplin’s Lake, an oxbow body of water formed from a shift in the natural flow of the Cane River in the 1800s. This forty acre aquatic ecosystem will serve as a major source of environmental studies that can be utilized by the proposed courses. Chaplin’s Lake is subject to rain shed run off from several nonpoint source pollution points (adjacent airport, paved road, and wooded acreage and cattle farm). The City of Natchitoches has been discharging waste water into the lower end and there are concerns over aluminum sulfate accumulation. There are many real world applied situations within walking distance of lecture halls.
NSU – Cattle Farm:
NSU owns and operates a cattle farm with a herd of about 50 mature, producing cows. The pasture environment is also complemented by a small pecan orchard. The soil matrix and associated land usage is representative of that found in North Louisiana and is ideal to simulate the land and economy of the Southeast. Students of the degree program will have the opportunity to utilize this unique environment in many of their applied courses.

NSU – Well Woods:
The Well Woods is an eighty acre rolling pine/hardwood ecosystem, a five minute drive from campus. The Well Woods is an area is where aquifer depth wells were established to supply Natchitoches with water. The soil matrix and ecosystem is dramatically different from Chaplin’s Lake and the Cattle Farm. The forest acreage water shed is distinctly different and drains into Bayou Pierre which further drains into Red River. The back side of the Well Woods borders the one hundred twenty acre NSU golf course which offers an interesting set of biomes in itself.

NSU – Gallaspy and Crow Properties
Northwestern State University currently owns multiple tracts of land which were donated by the University. These tracts contain cattle facilities, Pecan Orchards, and have been sites for natural gas drilling. The program will have free access to this site for samples related to occurrences associated with the oil and gas and agricultural industries.

Local Industry Relationships:
The Department has excellent relationships with the nearby poultry production farms and processing facility, which will allow students access to the nearby processing plant. The plant uses one million gallons of water per day and processes a million broiler chickens each week. The potential for field research studies between the Department and the poultry production facility is great and students stand to benefit from the opportunity to perform industry-relevant research as part of the degree program.

Sodexo is a food service company that NSU contracts with to supply food and food related services to NSU student, staff and school functions. A Sodexo manager is an Associate Professor in our Business Department and is working with us to form a food and culinary concentration in the Applied Science degree program. We have on campus access to food cafeteria preparation, and waste disposal.

As shown, there are multiple existing sites where microbial life and its environment can be studied. These sites are rich in opportunity for students and usage of these resources come at little to no cost to NSU and the Department. Those involved in the new degree will have opportunities that are unique and important.

<table>
<thead>
<tr>
<th>NORTHWESTERN STATE UNIVERSITY</th>
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<tbody>
<tr>
<td>Applied and Environmental Microbiology Student Progression Sheet</td>
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<table>
<thead>
<tr>
<th>Student Name</th>
<th>New Courses are indicated in red</th>
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<tr>
<td>Student Number</td>
<td>Advisor</td>
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<th>UNIVERSITY/STATE CORE</th>
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<tr>
<td>FA 1040</td>
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<td>OR 1010</td>
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<tr>
<td>Engl 1010</td>
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<td>Any History</td>
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<tr>
<td>Engl 2995</td>
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Analysis of Scientific Literature cip 09.0908 Directed core classes to degree

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<th>Pick 1 of the following</th>
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<td>Social Science</td>
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<th>Pick 1 of the following</th>
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<table>
<thead>
<tr>
<th>Chem 1030/31</th>
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<th>Social Science</th>
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<td>Psyc 1010</td>
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Directed core classes to degree

| Econ 2000 | Psyc 2050 |
| Pscl 2010 | Soc 1010 |
| Phil 1010 | Spsy 2020 |
| Geog 1010 | |
# Microbiology Core

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
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<tr>
<td>Biol 1010/11</td>
<td>Intro Biol &amp; Lab</td>
<td>4</td>
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<tr>
<td>Biol 2060/61</td>
<td>Intro Micro &amp; Lab</td>
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<td></td>
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<td>Biol 2080/81</td>
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<td>Chem 3010/11</td>
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<tr>
<td>BIOL 000</td>
<td>Environmental &amp; Regulatory Law</td>
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<td>BIOL 000</td>
<td>Survey of Applied Genomics</td>
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<tr>
<td>Biol 4030</td>
<td>Microbial Physiology</td>
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<td>BIOL 000</td>
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**Field & Applied Micro**  
Choose 7 hr

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<td>Biol 3090/91</td>
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<td>Biol 4170</td>
<td>Water Micro Linn</td>
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<td>BIOL 000</td>
<td>Soil Micro Cip 26.0502</td>
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<tr>
<td>BIOL 000</td>
<td>Dairy Micro and Agrarian Regulation</td>
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<td>Bioremediation &amp; Regulation</td>
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<tr>
<td>BIOL 000</td>
<td>Geomicro Cip 30.0101</td>
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**Medical & Health Profession**  
Choose 7 hr

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<td>Biol 4270</td>
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<td>Biol 4190/91</td>
<td>Immunology</td>
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<td>Biol 4320</td>
<td>Cancer</td>
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<tr>
<td>Biol 2200/01</td>
<td>Parasitology</td>
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<td>BIOL 000</td>
<td>Pharmacology</td>
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<td></td>
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# General Microbiology Electives choose

8 hours from the following or from the other program concentration

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<td>Biol 3250/51</td>
<td>Cell Biology</td>
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<td>Biol 4280</td>
<td>Pathophysiology</td>
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<td>Biol 4140</td>
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<td>Biol 4940</td>
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<td>Biol 2030/31</td>
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**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 second half of the 20th century has brought about a revolution in the biological sciences with many advances in molecular biology. Within the past twenty years, particularly, an array of microbes (both viral and bacterial) have emerged—many of these have mutated and become treatment resistant. State and Federal food safety agencies remain understaffed and have few qualified candidates with specialized knowledge of microbiology and regulatory requirements. Most learn on the job. Companies, too, have begun to see the need to hire microbiologists to ensure food and water safety. The lack of a focused
degree program in microbiology has resulted in the creation of a gap that does not allow students to focus on the microbial application to the myriad of real world challenges. This gap has led to a lack of specialized microbiologists capable of entering the workforce and being effective without extensive employer training.

Currently, there is no microbiology program in the state of Louisiana or in a surrounding state that provides students with an applied and environmental focused microbiology curriculum. The Northwestern State proposed degree program will incorporate the basic concepts required to understand microbial life and then apply those to field-based studies. Students will engage in internships, conduct real-world research and will contribute to the existing body of knowledge about viruses, bacteria, and other microbial life forms which can both enhance or hinder humankind.

One can take a look at the daily news to see the necessity of preparing students by providing the Applied and Environmental Microbiology degree program. This degree program will prepare students to deal with common environmental concerns such as, toxic waste spills in surface water ways, hazardous superfund sites from inappropriate industrial waste disposal, conversion of cellulose products to ethanol, and corrosion of infrastructure (oil/water pipes) via bacterial action. Additionally, the on-going breaches in food safety and water treatment such as the emergence of “Brain-eating” amoeba, *Naegleria fowleri*, and *Escherichia coli* in drinking water, Legionnaire’s Disease, *Legionella pneumophila*, in large public cooling systems, presence of pathogens (i.e. *Escherichia coli*, *Salmonella spp.*, and *Listeria monocytogenes*) in foods have become critical issues. The Blue Bell Ice Cream recall of 2015 provides the most recent example of a compromise to the food supply. The Ebola Virus outbreak of 2014 forced governmental agencies to rethink and revise disease protocols and expanded the need for microbiological research. All of these problems can and should be ameliorated by appropriately-educated microbiologists working in the fields of applied and environmental microbiology. Students who graduate from this degree program will be prepared to assess and respond to emerging, microbiological crisis situations related to microbiology and to ultimately influence public policy related to such environmental events.

Traditional microbiology and biology programs neglect this genre of study, and hence, graduates must learn on the job, and rarely, are prepared to step into action and problem solve. Graduates of the proposed Northwestern State program will understand the dynamics of microbiological problems facing the public and will work to propose solutions to these field-based problems.

Nationally, the demand for microbiologists will increase over the next five to twenty years as the aforementioned problems and industries related to solving them will grow. From the creation of bio-fuels and bio-pharmaceuticals to the routine agency work of organizations such as Departments of Environmental Quality and Homeland Security to the US Department of Agriculture and the Centers for Disease Control, microbiologists will be needed. According to the U.S. Bureau of Labor Statistics, employment of microbiologists was expected to increase between 2012 and 2022, at a rate of 7% to 19% over time (www.bls.gov). This expected increase was due to the growth of the biotechnology industry and growing environmental concerns. Data from the Louisiana Workforce Commission Star Jobs indicate that need for environmental science, soil and plant science, food chain management, food safety management, public health, and homeland security will remain significant in the coming years. Many of these areas are ranked as five-star jobs in the database and show current need to be as high as 35 to 38 in some sub-categories.

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 a priority for the Institution because it further assists the University in fulfillment of its mission and it increases educational attainment of the state’s population. Further, because of the nature of this degree program, the preparation of these students to enter the workforce will enhance the economic development of the region and the state. Northwestern’s mission statement directly focuses upon the preparation of its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region. This degree program will provide students the opportunity to conduct real-world research and solve problems, which will ameliorate the lives of many in the state who deal with boil advisories and food instability/safety regularly. Graduates will be prepared to work and/or advance their education in the field. The program will provide alignment with tomorrow’s workforce demands by providing well-educated, competent employees with industry-recognized competencies.
4. Students
Summarize student interest/demand for the proposed program.

Two rationales were used to gauge the student interest in a microbiology based program. The first was a survey given to current juniors and seniors and recently graduated biology majors. The second method was indirect. Below is a chart showing the enrollments of students in microbiology courses currently offered. All of these courses are electives and not mandated by the biology degree program.

In the Fall semester 2015, junior and senior Biology majors were polled to gauge their interest in the degree program. Additionally, recent graduates from 2012-2014 were surveyed. Survey results are as follows:
1. Do you learn more hands on techniques in Biology Classes or Microbiology Classes?
   51% Learned more hands on techniques in Microbiology Classes
2. Do you prefer your classical biology education or would you have preferred a microbiology rooted education related to the environment (food, water, and field, testing labs)?
   60% preferred a microbiology based education
3. Would you prefer to have a Biology Degree or Microbiology Degree?
   46% would have preferred a degree in microbiology
4. Do you feel your current course work has prepared you for an entry level job? Yes No
   78% did not feel their course work had prepared them for an entry level job

Below are the student enrollment numbers for selected microbiology courses currently offered by the department.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Fall Semesters 2012 - 2015</th>
<th>Spring Semesters 2012 - 2015</th>
<th>( \bar{X} ) class size</th>
<th>% Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>'12</td>
<td>'13</td>
<td>'14</td>
<td>'15</td>
</tr>
<tr>
<td>Intro Microbiology</td>
<td>55</td>
<td>57</td>
<td>64</td>
<td>( ip )</td>
</tr>
<tr>
<td>Intro Micro Lab</td>
<td>47</td>
<td>60</td>
<td>62</td>
<td>( ip )</td>
</tr>
<tr>
<td>Non-majors Micro</td>
<td>69</td>
<td>56</td>
<td>55</td>
<td>( ip )</td>
</tr>
<tr>
<td>Pathogens</td>
<td>30</td>
<td>21</td>
<td>22</td>
<td>( ip )</td>
</tr>
<tr>
<td>Pathogens Lab</td>
<td>21</td>
<td>19</td>
<td>14</td>
<td>( ip )</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>21</td>
<td>23</td>
<td>21</td>
<td>( ip )</td>
</tr>
<tr>
<td>Biochemistry Lab</td>
<td>12</td>
<td>9</td>
<td>11</td>
<td>( ip )</td>
</tr>
<tr>
<td>Cell Biology</td>
<td>54</td>
<td>91</td>
<td>75</td>
<td>73</td>
</tr>
<tr>
<td>Cell Biology Lab</td>
<td>46</td>
<td>19*</td>
<td>48</td>
<td>55</td>
</tr>
<tr>
<td>Immunology</td>
<td>39</td>
<td>36</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>Immunology Lab</td>
<td>22</td>
<td>23</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>Molecular</td>
<td>21</td>
<td>15</td>
<td>9</td>
<td>**</td>
</tr>
<tr>
<td>Molecular Lab</td>
<td>14</td>
<td>22</td>
<td>9</td>
<td>**</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>67</td>
<td>49</td>
<td>51</td>
<td>57</td>
</tr>
<tr>
<td>Virology</td>
<td>36</td>
<td>29</td>
<td>55</td>
<td>54</td>
</tr>
<tr>
<td>***Cancer</td>
<td>22</td>
<td>**</td>
<td>21</td>
<td>***</td>
</tr>
<tr>
<td>***Food Microbiology</td>
<td>22</td>
<td>***</td>
<td>21</td>
<td>***</td>
</tr>
<tr>
<td>***Food Micro Lab</td>
<td>14</td>
<td>***</td>
<td>16</td>
<td>***</td>
</tr>
</tbody>
</table>

*Alternate course taught – Professor on Maternity leave
**Course Cancelled by Professor
***Courses are taught on rotation

However, many of the courses that are required for the proposed degree already exist, but students are not allowed to take the necessary sequence or in great enough concentration to currently earn a degree in microbiology. To further gauge interest in a microbiology degree, students and alumni were surveyed.
5. Cost

Estimate costs for the projected program for the first five years. Indicate amounts to be adsorbed out of current sources of revenue and needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program.

Estimated costs of adding the Applied and Environmental Microbiology degree program are minimal and will involve marketing the program; marketing cost for the program will be approximately $5,000.00 annually for the first three years. Additionally, two faculty members may be hired in years 4 and 5 to offset enrollment increases. Income and expense may be found below.

<table>
<thead>
<tr>
<th>New costs:</th>
<th>$5000.00 per year for 3 years</th>
<th>$15,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two faculty</td>
<td>$50,000.00 per year starting year 4</td>
<td>$100,000.00</td>
</tr>
<tr>
<td>Total costs</td>
<td></td>
<td>$115,000.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New revenue:</th>
<th>Completers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 enrollment</td>
<td>10 x $8000.00 = $80,000.00</td>
<td>0</td>
</tr>
<tr>
<td>Year 2 enrollment</td>
<td>15 x $8000.00 = $120,000.00</td>
<td>0</td>
</tr>
<tr>
<td>Year 3 enrollment</td>
<td>20 x $8000.00 = $160,000.00</td>
<td>10</td>
</tr>
<tr>
<td>Year 4 enrollment</td>
<td>25 x $8000.00 = $200,000.00</td>
<td>30</td>
</tr>
<tr>
<td>Year 5 enrollment</td>
<td>30 x $8000.00 = $240,000.00</td>
<td>40</td>
</tr>
<tr>
<td>Total estimated revenue</td>
<td>$800,000.00</td>
<td></td>
</tr>
</tbody>
</table>

There is no needed capital outlay for additional laboratory space. Ongoing renovations to laboratory spaces have made this a point of little concern.

NSU is well-positioned to offer a degree of Bachelor of Science in Applied and Environmental Microbiology. Thirteen of the Department’s eighteen full-time faculty members have core competencies in microbiology-focused areas as illustrated in the below chart.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Specialty</th>
<th>Faculty</th>
<th>Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Land</td>
<td>Food Microbiology &amp; Safety</td>
<td>Millard Mangrum</td>
<td>Food &amp; Water Quality</td>
</tr>
<tr>
<td>Fran Lemoine</td>
<td>Virology &amp; Cell Biology</td>
<td>Chris Lyles</td>
<td>Environmental &amp; Geomicrobiology</td>
</tr>
<tr>
<td>Bridget Joubert</td>
<td>Mycology</td>
<td>Cynthia Doffett</td>
<td>Parasitology</td>
</tr>
<tr>
<td>Brenda Woodard</td>
<td>Veterinarian</td>
<td>Sam Marshall</td>
<td>Invertebrate Biology</td>
</tr>
</tbody>
</table>

In addition to the full-time faculty who will be devoted to providing instruction for the degree program, the Department has access to adjunct resources who will provide specialized instruction and knowledge to the degree program.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Specialty</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drake Owens</td>
<td>Environmental, Oil, and Gas Law</td>
<td>Alumni Director – NSU; Biology Alum – NSU</td>
</tr>
<tr>
<td>William Owens</td>
<td>Mastitis in Dairy and Environmental Runoff of Agrarian Watersheds</td>
<td>Professor of Microbiology &amp; Coordinator of LSU Hill Farm Research Station</td>
</tr>
<tr>
<td>Colby Lasyone</td>
<td>Molecular Health and Genomic Applications</td>
<td>Head of Support for Next Generation Sequencing and Analytics – Molecular Health, Inc.; Biology Alum – NSU</td>
</tr>
<tr>
<td>Sam Wise</td>
<td>Industrial Environmental Compliance, Environmental Spill Response/Cleanup and Nonpoint Pollution</td>
<td>Environmental Compliance Specialist, Air Quality Permitting Coordinator, &amp; Environmental Emergency Response Team Lead – Cleco Corporation – Energy Production Division; Biology Alum – NSU</td>
</tr>
</tbody>
</table>

The Department of Biology, Microbiology, and Veterinary Technology is the largest on the main campus of NSU and routinely has over 500 majors. In the current degree offerings, a number of microbiology courses are filled to capacity. The current applied microbiology courses (Food Microbiology, Disease of Farm Animals, and Applied Microbiology) are offered on a rotating basis. The Department has hired an additional full-time faculty member whose primary focus will be to provide instruction in high demand in microbiology courses that are currently offered in the Department. This faculty member will also play an instrumental role in developing and providing instruction in the degree program.

Additionally, the Department will utilize NSU alumni who have specific graduate degrees and specialized knowledge in biology/microbiology to provide unique in our applied curriculum. In an effort to reduce the non-microbiology focused course
load of our degree program's core faculty members (listed in section four above), the Department and NSU plan to hire two additional tenure-track faculty members. As the program grows, these faculty will focus on teaching non-microbiology courses to allow the core faculty to focus on courses offered in the degree program. We do not anticipate that the offering of new courses will create any scheduling conflicts with currently offered Departmental courses or degree programs.

CERTIFICATION:

[Signature]
Chief Academic Officer

[Signature]
Chancellor/President

Management Board

9/10/15
Date

15/8/15
Date

[Signature]
Date