AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM
10:15 a.m., Thursday, February 23, 2017**
Room 100, “Louisiana Purchase Room”
Claiborne Conference Center
1201 North Third Street
Baton Rouge, Louisiana

MEMBERS:
Ms. Pamela Egan, Chair
Ms. Lola Dunahoe, Vice Chair
Mr. Edward Crawford III
Mr. Mark Romero
Mr. Robert Shreve
Mr. Antonio Torres

A. Call to Order
B. Roll Call
C. Consent Agenda:

Board Agenda Item E.1.

Grambling State University’s request for approval of a Letter of Intent for a Bachelor of Science degree program in Nursing.

Board Agenda Item E.2.

Nicholls State University’s request for approval of a Letter of Intent for the Bachelor of Science in Criminal Justice degree program.

Board Agenda Item E.3.

Northwestern State University’s request for revalidation of the University’s Mission Statement and approval of the University’s Vision and Core Values Statements.

Board Agenda Item E.4.

University of Louisiana at Lafayette’s request for approval of a Letter of Intent for the Master of Arts in Teaching (MAT) in Elementary Education with concentrations in Elementary Education and Elementary French Immersion.

** Executive Session, pursuant to R.S. 42:17, may be required.
Board Agenda Item E.5.

University of Louisiana at Lafayette’s request for approval of a Letter of Intent for UL LIFE, Learning is for Everyone (Intellectual Disabilities Program in the College of Education) non-degree program.

Board Agenda Item E.6.

University of Louisiana at Lafayette’s request for approval of the Concept Proposal for a K-12 Laboratory School at the University of Louisiana at Lafayette.

Board Agenda Item E.7.

University of Louisiana at Monroe’s request for approval to amend its Memorandum of Understanding with SouthArk Community College.

Board Agenda Item E.8.

University of New Orleans’ request for approval of a Pathway to Interdisciplinary Studies with Northshore Technical Community College.

Board Agenda Item E.9.

University of New Orleans’ request for approval to enter into a Memorandum of Understanding with Indian Maritime University, India.

D. Other Business

E. Adjournment
Item E.1. **Grambling State University**'s request for approval of a Letter of Intent to establish a Bachelor of Science in Nursing.

**EXECUTIVE SUMMARY**

Grambling State University (GSU) requests approval of a Letter of Intent to establish a Bachelor of Science in Nursing (BSN). A BSN Program was implemented at GSU in 1984 after initial approval was granted from the Louisiana State Board of Nursing (LSBN), the Board of Supervisors for the University of Louisiana System, and the Louisiana Board of Regents. The initial classified group of pre-nursing students was admitted to GSU in fall 1984. The School of Nursing's Baccalaureate Program was divided into two components with the pre-nursing component requiring three semesters of instruction and the professional component being completed during the last five semesters. The first students were admitted into the professional component of the program in spring 1985; that cohort graduated in May 1987.

While the BSN program enjoyed a healthy enrollment and graduated an average of 83 students annually (based on a five-year average), there were issues with graduates of the program passing the National Council Licensure Examination (NCLEX), which tests the knowledge, skills, and abilities essential for the safe and effective practice of nursing at the entry level. It is required by boards of nursing in each state for licensing (permission to practice) after graduating from a school of nursing. LSBN regulations require that nursing education programs in Louisiana maintain a first-time pass rate of at least 80 percent on the NCLEX-RN licensure exam. Schools that fail to achieve the required pass rate are placed on conditional approval for no more than three consecutive years, after which a program may not admit any students into the nursing sequence until the Board has determined that all standards have been met.

GSU's BSN program was placed on conditional approval status by LSBN for non-compliance with the NCLEX-RN passage rates in 2010 (79.61% passed), 2011 (69.12% passed), and 2012 (65.66% passed). The 2013 pass rate, released after completion of the calendar year, was 63.64%. In February 2014 the University was ordered by LSBN not to admit any new students into the nursing program and to show cause as to why the program should be allowed to continue operating. Throughout 2014, the Board barred new admission while it continued to monitor the NCLEX-RN pass rates, verified in February 2015 to be 75.44%. In April of that year the University was again to show cause as to why it should be allowed to continue the nursing program and, in June 2015, the LSBN ordered the GSU School of Nursing to initiate involuntary termination of the BSN degree, notify all students and accrediting agencies of the Board's action, and provide assistance to students needing to transfer to other nursing education programs. Grambling worked closely with the College of Nursing at Northwestern State University to absorb the students and prepare them for graduation. The Master of Science in
Nursing (MSN) and a Family Nurse Practitioner Certificate (PMC) continued to be offered by Grambling; these programs were not impacted by the actions noted.

Nurses are the largest group of healthcare workers in the United States. The nursing profession is one of the fastest growing occupations with a demand for nurses greater than the supply. The *Louisiana’s Multi-Regional Statewide Nursing Workforce Forecasting Model 2014 Update* reported a shortage of full-time equivalent RNs with a supply of 41,393 (FTE) RNs compared to a demand of 45,982, with a result of an unfilled gap of 4,589 (FTE) RNs. The report further noted that shortages will exist through 2020 in the Regional Labor Markets (RLMAs) of Baton Rouge, Lafayette, and New Orleans. In addition, a statewide shortage for RNs is expected to continue through 2020 based on changes in healthcare policy, healthcare reform, patient care delivery, nurse intensity, and population shift. According to LSBN’s Annual Report (2015), approximately 34% (1,376) of the qualified applicants to pre-RN licensure programs in 2014-15 in the state of Louisiana were denied admission. The LSBN further reported that of the 1,376 qualified applicants not admitted to the pre-RN licensure programs, 602 qualified applicants were denied admission into a BSN program. Although there are nine public BSN programs currently offered in Louisiana and many ASN programs there is not enough capacity in these programs to enroll more qualified applicants.

Recognizing that there is a significant need for more BSN graduates as well as a parallel need for the nursing community to represent the population that it serves (which will require more diversity), Grambling is committed to re-establishing a BSN. The institution reviewed the undergraduate nursing program from the opening to the closing of the program in order to reveal barriers that impeded success of said program. The following initiatives resulted from this comprehensive review: (1) stable leadership of the proposed program has been put in place through administrative reorganization and the hiring of a qualified Associate Dean; (2) a mentoring program has been designed to develop faculty and provide structure; (3) extensive revision of the curriculum has occurred; (4) admission requirements were significantly modified and the number of students admitted will be limited in the first five years of program implementation; and (5) additional resources will be allocated for faculty development and for the funding of a Skills/Simulation Laboratory Director and Retention Specialist.

The cost associated with starting a BSN program will be minimized by the existence of the School of Nursing Building. The present library holdings in nursing are adequate to initiate the proposed program as are the electronic resources. The estimated cost of the proposed BSN for the first five years is approximately $4M in total (faculty salaries, equipment, supplies, etc.). Anticipated revenue from state appropriations, tuition, and fees will be sufficient to cover implementation costs.

Strategies for a successful baccalaureate program have been put in place, and Grambling is confident that all changes will bring forth a stellar program to northern Louisiana. A meeting with LSBN representatives occurred in early February at which time support of the program was expressed. Grambling is working closely with LSBN representatives in regards to what needs to occur relevant to their approval process. The institution is committed to doing what is necessary in order to meet the objectives of the proposed program which are as follows:
to prepare competent and safe novice nurses;
• to provide a foundation for graduate level nursing education;
• to increase the diversity of the nursing workforce locally, statewide, regionally, and nationally; and
• to meet the demand for professional nurses statewide, regionally, and nationally.

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 Grambling State University’s request for approval of a Letter of Intent to establish a Bachelor of Science in Nursing (CIP Code 51.3801).
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM  [Oct 2015]

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<td>Requested CIP, Designation, Subject/Title:</td>
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CIP: 513801
Designation: Bachelor of Science
Subject/Title: Nursing

Contact Person & Contact Info:
Meg Brown, PhD, RN, Interim Associate Dean
School of Nursing, Office 137
318-274-2632 brownmar@gram.edu

Introduction

The Bachelor of Science in Nursing (BSN) Program at Grambling State University (GSU) was developed with a two-fold mission: (1) to prepare an increasing number of minority nurses and (2) to attract other race students to a historically Black institution. The BSN Program was established in 1984 after initial approval was granted from the Louisiana State Board of Nursing (LSBN) and the state’s educational governing boards: The University of Louisiana System’s Board of Supervisors and the Louisiana Board of Regents. The initial classified group of pre-nursing students was in the Fall semester of 1984. The School of Nursing’s Baccalaureate Program was divided into two components with the pre-nursing component requiring three semesters of instruction and the professional component being completed during the last five semesters. The first students were admitted into the professional component in the Spring Semester of 1985, and the first class graduated May of 1987. Many of the students who entered into the nursing program came from disadvantaged backgrounds: either socially, economically, or educationally.

Background

The first class (1987) had a pass rate of 55% for first attempts on the National Council Licensure Examination-Registered Nurses (NCLEX-RN). To improve the program outcomes, changes were made in the admission requirements and progression criteria in the professional component of the program. The implementation of the changes resulted in a steady increase in the passage rate of first time examinees of the licensure exam. In 1990, the pass rate for first time examinees was 93 percent. The pass rate for first time examinees of the NCLEX-RN varied in the 1990’s, but remained above the required 80 percent by LSBN. An exception, however, was in 1991 with a first time examinee pass rate of 75% (Chart 1). The BSN Program received an initial five-year accreditation with the National League for Nursing Accrediting Commission (NLNAC) in 1991 and an eight-year continuing accreditation in 1996. At the time of the program closure, the BSN Program had continuing accreditation with the Accreditation Commission for Education in Nursing (ACEN) formally known as NLNAC until the Spring of 2020.

The pass rate for first time examinees fluctuated during the years 2000 through 2009 (Chart 2). The pass rate for first time examinees in 2000 was 90 percent but below 80 percent in 2001 and 2002. The pass rates for first time examinees returned to greater than 80 percent during the years of 2003 and 2004. There was a three year time period during 2005 through 2007 that the pass rates for first time examinees plummeted to 63.63 percent in 2005 and 42.50 percent in 2006.
The pass rates during 2005 to 2007 for first time examinees placed the program in jeopardy of involuntary program closure as outlined in the Rules and Regulations from LSBN. *Standard 3535K. Procedure of continuing full approval is written as conditional approval status is not granted to a program for more than three consecutive one-year periods.* The pass rates for first time examinees improved in 2008 with a pass rate of 90.63% and a pass rate on first time examinees of 83% in 2009.
In 2010 the pass rates for first time examinees on the NCLEX-RN started to decline (Chart 3) and did not regain the required 80 percent for state approval. The School of Nursing was placed on three consecutive one year periods of conditional approval status. After three consecutive one year periods (2010 through 2012) on conditional approval the board of nursing then issued a “Show Cause” order as to why the program should not be terminated. The BSN Program implemented Kaplan educational materials to enhance student learning outcomes. The pass rate for

Chart 3

GSU BSN First Write Pass Rate in Percentages 2010 through 2015

first time examinees at 64% in 2013 dropped to its lowest since 2006. A major contribution to the 2013’s pass rates was Spring 2013’s exit exam scores with 25% of the students passing on the first time examinees and a retesting against the Department’s exit exam policy. The retest was administered without remediation resulting in all students acquiring passing exit exam scores. The students were encouraged to test within two weeks. A review of the exit exam and results found that Kaplan had one exit exam and the students were inadvertently retested with the same exam. Therefore, the scores from the retest were not reliable as a predictor for NCLEX-RN success. An admission exam was implemented in the Fall of 2013 and was administered to twenty five students from GSU with seven (28%) students receiving a passing score to qualify for Spring 2014 admission. An order from LSBN was issued in Spring of 2014 to cease admitting nursing students into the professional component. A Show Cause order was issued from LSBN in the Fall of 2014 as to why the BSN program should not be terminated. The implementation of a Mentoring Program and Assessment Technologies Institute (ATI) supplemental learning materials occurred in Fall 2014. Nursing graduates were assigned to nursing faculty for preparatory assistance for writing NCLEX-RN. The university paid for a live NCLEX-RN review prior to graduation and virtual ATI for the students to use post-graduation. The nursing faculty members were encouraged to contact the students weekly to offer assistance and to determine testing dates. Some students became agitated with the calls and eventually didn’t answer the phone when called. The Fall of 2014 had four students to not pass the exit exam. The four
unsuccessful students brought highlighted study materials from online and charged that their classmates had cheated on the exit exam and requested a retest. It was discussed with the BSN faculty and a retest was granted. There were five students who were unsuccessful in NUR 414 (Nursing Management) and requested that something be done for them, since they were so close but had not achieved 79.5% to round to the required 80% to pass the course. The faculty member's grade calculations were rechecked at the request of the Nursing Administrator by other faculty members and the Dean of the College of Education, Professional and Graduate Studies. The calculations were correct and the grades were placed in Banner Web twice by the faculty of record, removed twice, and changed to passing grades by the Registrar the day before the December 2014 graduation. A memo was sent from the Interim Provost awarding three points to the first test given in September of the Fall semester which was sufficient to pass the five students. The pass rate for first time examinees is reflected in the 2015 calendar year. The Spring of 2015 had two nursing students successful on the first attempt of the exit exam. The Nurse Administrator and Program Director retested on the exit exam without discussion with course faculty or departmental faculty. The students were successful on the second write, but were not allowed to graduate as policy had not been followed. A collaborative agreement was entered into with Northwestern State University of Louisiana (NSULA) at the end of Spring 2015. The Nurse Administrator was removed from the position on May 26, 2015 and an Interim Nurse Administrator was placed in position on May 27, 2015. The level five students who did not graduate and the students who progressed to level five received classroom instruction from NSULA faculty and clinical instruction from GSU faculty during the Summer of 2015. The tuition, housing, travel and stipend expenses were paid by GSU for 39 students, as well as costs for instruction by NSULA and GSU faculty. The expenses incurred were approximately three hundred thousand dollars. An order from LSBN to GSU to involuntarily terminate the undergraduate program was issued at the June 2015 meeting. The order was issued due to University of Louisiana Systems' (U.S) and GSU's administration's refusal to sign the Consent Decree. Near the end of June 2015, a question was asked in an email conversation to the Executive Director of LSBN, Dr. Karen Lyon, by the Interim Nurse Administrator "When did GSU lose the opportunity to request to use Standard 3534: The Procedure for Restructuring an Existing Program into/within Higher Education?" Dr. Lyon’s response was “GSU could have used the standard anytime between February 2014 and June 11, 2015, but GSU at no time requested to use the standard to evaluate the program. Instead GSU kept putting things in place without positive results”.

A termination plan was developed as required by LSBN with a teach-out plan as required by the Accreditation Commission for Education in Nursing (ACEN). The termination plan was accepted by LSBN and ACEN. All but one of the remaining students in the program were admitted to NSULA and one was admitted to Bossier Parish Community College (BPCC). The level five students completed instruction at NSULA in August with GSU faculty responsible for exit exam testing and remediation. A Hurst® live review was provided at GSU’s expense. Thirty five students completed in August 2015. Three students were retained to repeat the exit exam, one student repeated two courses, and one RN-BSN student completed the program of study at GSU during the Fall of 2015. The four traditional students and one RN-BSN student graduated during the Fall 2015 Commencement. The Undergraduate Nursing program officially closed December 31, 2015.
Barriers to the BSN Department’s Success

A review of the Undergraduate Nursing Program from the opening to the closing of the program revealed several potential contributing barriers to the BSN Department’s success.

Leadership

There are two criteria from the ACEN Standards and Criteria for the Baccalaureate Program that must be met for Administrative Capacity. Criterion 1.5 is written as the nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing and is doctorally prepared and Criterion 1.6 is written as the nurse administrator is experientially qualified, meets governing organization and state requirements and is oriented and mentored to the role. There were four nurse administrators at Grambling State University’s School of Nursing. The first Nurse Administrator/Department Head for the School of Nursing was hired with the title of Dean. A reorganization of GSU titled the Department Head of Nursing as Associate Dean who reported to the Dean of the College of Education, Professional and Graduate Studies. The four Dean/Associate Deans who served as the Nursing Administrator had earned doctorates in the discipline. Three of the four had greater than 20 years of practice in the discipline. The Curriculum Vitae of each Nursing Administrator was reviewed and a summary of each follows.

- The first Nursing Administrator was hired in 1984 and had nine years of previous experience as a Program Director. The first Nursing Administrator served in the position of Dean at GSU for 23 years.
- The second Nursing Administrator was an internal appointee in 2007 from a faculty position to the position of Associate Dean for Nursing. The position of Associate Dean of Nursing was the first administrative role for the appointee. The second Nursing Administrator served in the position for three years.
- The third Nursing Administrator was hired in August 2010 with previous administrative experience as a Program Director of a Certified Nurse’s Aide Program and the Head of a RN-BSN program. The length of time in each position was unclear from the information provided on the Vitae. The third Nursing Administrator was demoted from the position after one and a half years of service as Associate Dean.
- The fourth Nursing Administrator was an internal Interim Associate Dean appointee as of February 2012. In August of 2013 the title changed to Associate Dean. The fourth Nursing Administrator was an appointee from the faculty position. There was no academic leadership experience in higher education prior to being appointed to the Associate Dean’s position. There was documentation of experience as a relief supervisor in a nursing home and two terms at one year each as a Director of a Nursing Home. The fourth Nursing Administrator is an alumna of GSU’s BSN program. The fourth Nursing Administrator was demoted after three years of service.
- Currently, an Interim Associate Dean is in position. The effective date of the interim position was May 27, 2015. The Interim Associate Dean is academically qualified with a Doctor of Philosophy in Nursing and experientially qualified with five years’ experience as Chairperson in Undergraduate Nursing for four years and Graduate Nursing for two years as well as extensive administrative experience in clinical practice.
settings. Also served one year as Chairperson of Undergraduate and Graduate Nursing. The Interim Associate Dean has over 37 years of experience in the discipline.

There were Executive Assistants to the Dean of the School of Nursing and an Associate Dean reporting to the Dean of Nursing prior to establishing the new role of Program Director of the BSN Department. There were four Program Directors of the BSN Department who provided leadership and direction for the Undergraduate Nursing Department. Three of the four Program Directors of the BSN Department were academically qualified with doctorates in the discipline.

- The first Program Director was an internal appointee from the position of Executive Assistant to the Dean to Program Director of the BSN Department. The first Director served in the role from 1999 until retirement in January 2012.
- The second Program Director was an internal appointee to Interim Program Director of the BSN Department in February 2012. The second Program Director was appointed from the faculty position. The second Director as was hired as a faculty member upon graduation from GSU’s Master of Science in Nursing Program. The Director of the BSN Department was noted to be the first administrative role. The second Director served in the role for two years.
- The third Program Director was hired as Director of the BSN Department in August 2014. The third Program Director was experienced as a Chairperson in Undergraduate and Graduate Nursing. The third Program Director resigned at the end of the Fall 2014 semester.
- The fourth Program Director was an internal appointee from the faculty position to Interim Program Director of the BSN Department. The fourth Program Director was not academically qualified with a Master’s Degree in Nursing as the highest degree. The fourth Program Director had administrative experience in the clinical practice setting but none in a higher education setting.

The Nurse Administrators who provided leadership and management for the School of Nursing were academically qualified. Three of the four (75%) past Nurse Administrators were experientially unqualified with no administrative higher education experience in leading or managing a traditional undergraduate nursing program or School of Nursing. One of the four (25%) Program Directors for the BSN Program was unqualified academically for the role of Program Director of a BSN Department. Two of the four (50%) Program Directors were unqualified experientially to lead and manage a BSN Program. The lack of higher education administrative experience of 75% of the Nurse Administrators for the School of Nursing and 50% of the Program Directors and a lack of academic preparation for 25% of the Program Directors may have been major contributors to the BSN’s Program outcomes. The selection and placement of administrative personnel who were academically and/or experientially unqualified exacerbated the deterioration of the BSN Program.

Faculty

There were 38 faculty members employed in the School of Nursing from 2005 to 2015. Eleven of the 38 (28.9%) had extensive nursing and teaching experience. Thirty one of the faculty members had teaching responsibilities in the BSN Program. Ten of the 31 (32.2%) had teaching experience while 21 of the 31 (67.7%) were inexperienced educators. Fourteen of the 21 inexperienced educators (66.7%) were hired while in the
Master of Science in Nursing program at GSU and seven of the 21 (33.3%) were immediately hired upon graduation from another Master of Science in Nursing Program. There was a Mentoring Program which lacked structure. Other missing critical elements for Nursing faculty were:

- A Structured orientation to the School of Nursing
- A Faculty Development Plan
- A School of Nursing Policy and Procedure Manual

The novice nurse educators assimilated into the culture in the School of Nursing at GSU through interactions while students in the Department of Graduate Nursing at GSU or upon hire after graduation from another Graduate Nursing Program. The work hours at GSU are Monday through Thursday 0730 to 1700 and Friday 0730 to 1130 but nursing faculty believed and practiced that attendance at work was only required during class, meetings, and office hours. The nursing faculty verbalized that the published work hours were for administrative personnel. There was a lack of adherence to policies in the School of Nursing’s Student Handbook.

Curriculum

The Curriculum was revised in 2006 to reduce the number of hours for a baccalaureate degree. Other changes made in the Curriculum were the separation of theory and practicum hours in clinical based courses and the removal of foundational courses (Nutrition and Oral Communication). A revised Detailed Test Plan for NCLEX-RN was released for 2010 and 2013 but there was not a major revision of the curriculum or instruction. There were several areas of concern in the curriculum which required revision (see BSN Curriculum effective 2011). The math course was at a higher level than necessary for the discipline. There are several chronic diseases that are a result of or treated by adequate nutrition yet, the Nutrition course was removed in 2006 and there was no evidence that nutrition was taught within or across the curriculum. The content for professional nursing (Nur 201) could have been included in the Fundamentals of Nursing (Nur 212, 212K). There were six semester hours of Seminar (Nur 303, 305, and 403) that were not structured toward obtaining the Student Learning Outcomes. There were three Education courses (Abnormal Psychology, Statistics, and Macroeconomics) taught in the professional component. The placement of these courses in the Professional Component resulted in scheduling conflicts for the students.

**Effective Fall 2011**

**Grambling State University School of Nursing BSN Curriculum Pattern**

**Freshman Year**

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<th>Pre-Nursing</th>
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<tr>
<td>Eng 101 (Fr Comp)</td>
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<td>Eng 102 (Fr Comp)</td>
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<tr>
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<td>Biol 208/208L (A &amp; P/Lab)</td>
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<td>FYE 101 (Fr Sem)</td>
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<tr>
<td>Nur 125 (Comp Lit Exam)</td>
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### Sophomore Year

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<tr>
<td>Eng 200 (World Lit.)</td>
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<td>Nur 204 (Health Assess)</td>
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<td>Nur 225 (Pathophysiology)</td>
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<td>Nur 212K (Fundamentals Practicum)</td>
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<td>Art/Music Elective</td>
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<td>Nur 205 (Pharmacology)</td>
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<td>GET 300 (Rising Jr Exam)</td>
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### Junior Year

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<tr>
<td><strong>Nur 303 (Group Seminar II)</strong></td>
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<td><strong>Nur 305 (Group Seminar III)</strong></td>
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<td>Nur 308 (Adult MedSurg I)</td>
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<td>Nur 312 (Adult MedSurg II)</td>
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### Senior Year

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<td>Nur 406 (Intro Research in Nur)</td>
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<td>Nur 408 (Child Health Nursing)</td>
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<td>Nur 407 (Critical Think in Nur)</td>
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<td>Nur 408K (Child Nursing Clinical)</td>
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<td>Nur 412 (Community Nursing)</td>
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<td>Nur 410 (Women’s Health Nursing)</td>
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<td>Nur 412K (Community Clinical)</td>
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<tr>
<td>Nur 410K (Women’s Health Clinical)</td>
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<td>Nur 414 (Management in Nursing)</td>
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<tr>
<td><strong>Econ 201 (Macroeconomics)</strong></td>
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<td>Nur 414K (Management Clinical)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
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Required Hours: Nursing - 69 hours
General Education - 51 hours
Total - 120 hours

Revised Spring 2011
Edited Fall 2011

The syllabi were reformatted during the Summer of 2014. All syllabi had the Student Learning Outcomes (SLOs). Course and Unit Objectives were lacking in all course syllabi. The evaluation was the same for each course: Unit test 70%, Final Exam 20%, and Kaplan (ATI) 10%. Faculty members did not have the freedom to determine course evaluation.

**Students**

The preferred student was a Grambling pre-nursing student. Students were allowed to repeat the sciences with no limit and the highest grade was considered for admission until Fall 2013. The practice was changed to one repeat of a course and the grades were averaged. The students did not accept failure of courses. They used the Appeal process frequently citing extenuating circumstances such as illness, death, divorce, or financial issues as to the contributing factor(s) for failure.
Resources

There was not a position for Skills or Simulation Laboratory Director. Faculty members were scheduled in the Fall of 2014 to the Skills or Simulation Laboratory as part of their work load to meet the learning need of the students. Faculty members scheduled time outside of class and office hours for remediation and tutoring. The Skills Lab’s mannequins are body parts. There are no full-size mannequins. The simulation mannequins are now considered antiquated and repair may not be possible. The simulations mannequins were not being utilized due to a knowledge deficit among the Faculty members.

Strategies for the BSN Department’s Success

Leadership

There are two criteria from the ACEN Standards and Criteria for the Baccalaureate Program that must be met for Administrative Capacity. Criterion 1.5 is written as the nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing and is doctoral in Nursing Science is preferred. The candidate must have a minimum of 10 years of practice, three years as faculty member, and five years of successful experience at the level of Director or Dean at an institution of higher learning.

- The preferred candidate for the Associate Dean must be a doctorally prepared registered nurse. The candidate must have a graduate degree with a major in nursing and a doctorate in the discipline. The Doctor of Philosophy or Nursing Science is preferred. The candidate must have a minimum of 10 years of practice, three years as faculty member, and five years of successful experience at the level of Director or Dean at an institution of higher learning.

- The preferred candidate for the Program Director must be a doctorally prepared registered nurse. The candidate must have a graduate degree with a major in nursing and a doctorate in the discipline. The Doctor of Philosophy or Nursing Science is preferred. The candidate must have a minimum of five years of practice, three years of successful experience as a faculty member, and five years of successful experience at the level of Director or Chairperson.

Faculty

The following will be developed prior to new hires:

- A Structured orientation to the School of Nursing
- A structured Mentoring Program
- A School of Nursing Policy and Procedure Manual

The preferred faculty members will have a minimum of three years of experience in practice and preferably three years of teaching in an academic setting. Newly hired faculty will have a structured Orientation period of one semester. The newly hired faculty will team teach with a faculty (mentor) member who has taught at GSU for a minimum of two years. It is understood that this is not a probable intervention for years one and two of the new program. New hires will compose a Faculty Development Plan along with the Program Director. An evaluation of progress will be performed at mid-term and at the end of the semester for two academic semesters and then annually.

LA BoR – Oct 2015
Curriculum

The curriculum of successful programs was evaluated. The perceived deficiencies of the Curriculum of 2011 were examined and recommendations were submitted for the BSN Curriculum (see the draft). The deletions in the revised curriculum are strikeouts and the revisions are in red. The higher level of Pre-Calculus was not needed for the discipline and therefore was deleted. College Algebra was placed as the first Math. The Chemistry Lab was added to the first semester with the Chemistry Course. The second Chemistry course was deleted.

Grambling State University School of Nursing Curriculum (DRAFT)

Freshman Year

<table>
<thead>
<tr>
<th>PRE-NURSING</th>
<th>Hours</th>
<th>2nd Semester</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Eng 101 (Freshman Composition)</td>
<td>3</td>
<td>Eng 102 (Freshman Composition)</td>
<td>3</td>
</tr>
<tr>
<td>Math 147 (Precalculus) 131 College Algebra</td>
<td>3</td>
<td>Hist 101 or 104</td>
<td>3</td>
</tr>
<tr>
<td>Biol 207/207L (A &amp; P/Lab)</td>
<td>3/1</td>
<td>Biol 208/208L (A &amp; P/Lab)</td>
<td>3/1</td>
</tr>
<tr>
<td>FYE 101 (Fr Sem)</td>
<td>1</td>
<td>FYE 102 (Fr Sem)</td>
<td>1</td>
</tr>
<tr>
<td>Nur 125 (Comp Lit Exam)</td>
<td>0</td>
<td>Psy 200 (Gen Psy)</td>
<td>3</td>
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</table>

**TOTAL** 14-15  **TOTAL** 14-14

Sophomore Year

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Hours</th>
<th>2nd Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 200 (World Lit.)</td>
<td>3</td>
<td>Nur 204 (Health Assess) FN ___ Intro to Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Nur 225 (Pathophysiology) Psy 202 (Developmental Psy)</td>
<td>3</td>
<td>Nur 212 (Fundamentals) Pathophysiology</td>
<td>3-3</td>
</tr>
<tr>
<td>Biol 304 (Microbiology w/Lab)</td>
<td>4</td>
<td>Nur 213K (Fundamentals Practicum) Oral Communication (speech)</td>
<td>4-3</td>
</tr>
<tr>
<td>Nur 201 (Intro Prof Nursing) Soc 201 (Intro to Sociology)</td>
<td>2 3</td>
<td>Art/Music Elective</td>
<td>3</td>
</tr>
<tr>
<td>Nur 205 (Pharmacology) Math 273 (Stats)</td>
<td>3</td>
<td>GET 300 (Rising Jr Exam)</td>
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**TOTAL** 15  **TOTAL** 15

Junior Year (Professional Component)

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Hours</th>
<th>2nd Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nur 303 (Group Seminar II) Nur ___ (Health Assess)</td>
<td>2-5</td>
<td>Nur 305 (Group Seminar III) Nur ___ (Adult MedSurg I)</td>
<td>2-5</td>
</tr>
<tr>
<td>Psy 304 (Abnormal Psy) Pharmacology</td>
<td>3</td>
<td>Nur 314 (Psy Mental Health) Nur ___ K Women’s Health Practicum</td>
<td>3 0</td>
</tr>
<tr>
<td>Nur ___ K Health Assess Practicum</td>
<td>0</td>
<td>Nur 314K (Psy Nutr Clinical) Math 273 (Stats) Synthesis Nur</td>
<td>3 2</td>
</tr>
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**TOTAL** 13  **TOTAL** 15-12

Senior Year (Summer Semester)

| Nur ___ (Child Health Nursing) | 5 |
| Nur ___ K (Child Nursing Clinical) | 0 |
| Nur ___ (Psy/Mental Health Nur) | 5 |
| Nur ___ K (Psy Nur Clinical) | 0 |

**TOTAL** 10

Senior Year

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Hours</th>
<th>2nd Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nur 403 (Group Seminar IV) Nur ___ (Intro Research in Nur)</td>
<td>2 3</td>
<td>Nur 406 (Intro Research in Nur)</td>
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LA BoR – Oct 2015  10
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>Nur 408</td>
<td>Child Health Nursing (Community Nursing)</td>
<td>4</td>
</tr>
<tr>
<td>Nur 408K</td>
<td>Child Nursing Clinical (Community Clinical)</td>
<td>0</td>
</tr>
<tr>
<td>Nur 410</td>
<td>Women's Health Nursing</td>
<td>6</td>
</tr>
<tr>
<td>Nur 410K</td>
<td>Women's Health Clinical (Adult Health II)</td>
<td>0</td>
</tr>
<tr>
<td>Econ 201</td>
<td>Macroeconomics</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

Required Hours:
- Nursing: 60 hours
- General Education: 60 hours
- Total: 120 hours

Pathophysiology was moved to the second semester of the Sophomore year. Abnormal Psychology was deleted and Developmental Psychology was added due to the importance of the understanding of growth and development. The Introduction to Sociology was added as a foundational course to assist in the understanding of social behavior. The second math (Stats) was moved to the second year from the third year to allow the completion of foundational courses prior to entering the Professional Component. The Introduction of Nutrition and Oral Communication were returned to the curriculum. The Nutrition course serves as a foundational course to understand the role of food and nutrients to the body. Oral Communication was added to enhance effective public speaking. Technical Writing was added to the curriculum to provide students with the skills to conduct scholarly writing. The courses placed in the Freshmen and Sophomore years complete the pre-requisite courses and there are no competing Educational courses in the Professional Component. The completion of pre-requisite courses will provide a foundation for the Entrance Exam that will be administered after mid-term in the Spring semester.

The Professional Component starts in the Junior year rather than the Sophomore year. It is advantageous for the student to continue through the program without the Summer break. The students will remain engaged for the duration of the Professional Component. Thereby decreasing the need to reteach for several weeks upon a return from a long break. Also, adding the Summer Semester completes the five semesters of the professional Program of Study and allows the students to graduate in the Spring. The Pharmacology course was moved to the first semester of the Professional Component to be taught in the same semester as Fundamentals since the beginning of the medication administration will be taught at that time. A Synthesis course was placed at the end of the Junior year to bring together the content learned the first year of the Professional Component. The courses were aligned to build upon previously learned content. The Seminar courses were deleted and the six hours were allocated to an additional Medical Surgical Course. Doing so, allowed MedSurg I for common diseases, MedSurg II for complex diseases, and MedSurg III for critical diseases. The number of credit hours per semester allows students to maintain full time status but not be overwhelmed with a heavy course load.

The course syllabi will be developed by the faculty of record and submitted to the Departmental Curriculum Committee for approval. Each syllabus will have SLOs specific for the course, course and unit objectives as well as evaluation methods determined by the faculty of record. Each course with a clinical component will be evaluated by a content specific exam at the end of the semester in addition to unit and final exams. The content
specific exams will constitute a percentage of the final grade. A benchmark will be predetermined for mastery of content. Those students who do not achieve the benchmark will complete remediation and be retested. The failure to achieve the benchmark will not fail the student in the course. The student may continue to remediate content until completion of the program. Course evaluations will be completed at the end of each semester for recommendations for improvement. An exit exam will be required for program completion. The policy for the number of writes will be developed based on best practice. The Curriculum will be reviewed and revised as needed after each release of the Detailed Test Plan for the NCLEX-RN.

**Students**

The number of students admitted will be limited in the first five years. The selection process will be competitive. Students will be selected using a weighted scale. The addition of the ACT/SAT and entrance exam will be used as criteria for selecting the best applicants. The appropriate use of the Chain of Command will be exercised and the adherence to the printed policies will be the practice.

**Resources**

The positions of Skills/Simulation Laboratory Director and Retention Specialist for tutoring have been budgeted. Other budgetary items are Skills Lab and Simulation Lab mannequins as well as funds for faculty development. There is a $10,000 allocation from the Library for books and periodicals.

**Summary**

A background of the past Baccalaureate Nursing Program at GSU has been presented along with the barriers for the program's success. Strategies for a successful baccalaureate program have also been presented. It is concluded that the barriers to the success of the program were intrinsic. Due to the intrinsic nature of the barriers, GSU has the capability to change the practices and bring forth a stellar program to northern Louisiana.

**1. Program Objectives and Content**

Describe the program concept: purpose and objectives; basic structure and components/concentrations; etc. Include the draft curriculum.

The proposed Bachelor of Science Degree in Nursing is a four-year program of study designed to prepare students to enter into professional nursing with the capacity to function at the bedside, supervise those providing care at the bedside, and serve in managerial and leadership roles in various settings. The program of study will consist of 120 credit hours which includes 57 General Education credit hours and 63 in nursing. The pre-requisite courses will be in the Freshman and Sophomore years completed within four semesters. The professional component will be completed within five semesters in the Junior and Senior years. The objectives of the proposed program are:

1. To prepare competent and safe novice nurses.
2. To provide a foundation for graduate level nursing education.
3. To increase the diversity of the nursing workforce locally, statewide, regionally, and nationally.
4. To meet the demand for professional nurses statewide, regionally, and nationally.
Curriculum

The proposed program will have 120 required credit hours. The required pre-requisite courses during the first two years of college study include: English composition (3 hours), College Algebra (3 hours), Anatomy and Physiology I with lab (4 hours), Chemistry with lab (4 hours), First Year Experience (1 hour) and Computer Literacy Exam (0 hour) totaling 15 credit hours for the first semester of the Freshman year. The College Algebra course will replace Pre-calculus I in the General Education math requirement. The second semester of the Freshman year will have 14 credit hours which include: English composition (3 hours), History (3 hours), Anatomy and Physiology II with lab (4 hours), First Year Experience [FYE] (1 hour), and General Psychology (3 hours). The first semester of the Sophomore year will have 16 credit hours with the following courses: World Literature (3 hours), Developmental Psychology (3 hours), Microbiology with lab (4 hours), Introduction to Sociology (3 hours), and Statistics and Probability I (3 hours). The statistics course will be the second math course. The College Algebra and Statistics courses will be moved into General Education courses. The last pre-requisite courses consisting of 15 hours will be taken during the second semester of the Sophomore year and include Introduction to Nutrition (3 hours), Pathophysiology (3 hours), Oral Communication (3 hours), Art/Music elective (3 hours), Technical Writing (3 hours) and Rising Jr. Exam (0 hours).

Grambling State University School of Nursing Curriculum

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Composition</td>
<td>3</td>
<td>Freshman Composition</td>
</tr>
<tr>
<td>College Algebra *</td>
<td>3</td>
<td>History</td>
</tr>
<tr>
<td>Anatomy/Physiology/Lab I</td>
<td>4</td>
<td>Anatomy/Physiology/Lab II</td>
</tr>
<tr>
<td>Chemistry/Lab</td>
<td>4</td>
<td>FYE</td>
</tr>
<tr>
<td>FYE</td>
<td>1</td>
<td>General Psychology</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>0</td>
<td>Total</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>Total</td>
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<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>1st Semester</th>
<th>2nd Semester</th>
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<tbody>
<tr>
<td>World Literature</td>
<td>3</td>
<td>Intro to Nutrition</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>3</td>
<td>Pathophysiology</td>
</tr>
<tr>
<td>Microbiology/Lab</td>
<td>4</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>Intro to Sociology</td>
<td>3</td>
<td>Art/Music Elective</td>
</tr>
<tr>
<td>Statistics &amp; Probability I</td>
<td>3</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>Rising Jr Exam</td>
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<tr>
<td>Total</td>
<td>16</td>
<td>Total</td>
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<table>
<thead>
<tr>
<th>Junior Year</th>
<th>1st Semester</th>
<th>2nd Semester</th>
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</thead>
<tbody>
<tr>
<td>Health Assessment</td>
<td>5</td>
<td>Adult Med Surg I</td>
</tr>
<tr>
<td>Health Assessment Practicum</td>
<td>0</td>
<td>Adult Med Surg I Practicum</td>
</tr>
<tr>
<td>Nursing Fundamentals</td>
<td>5</td>
<td>Women’s Health</td>
</tr>
<tr>
<td>Nursing Fundamentals Practicum</td>
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<td>Women’s Health Practicum</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>3</td>
<td>Synthesis</td>
</tr>
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<td>Total</td>
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<td>Total</td>
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### Senior Year

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Child Health</td>
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<tr>
<td>Child Health Practicum</td>
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</tr>
<tr>
<td>Mental Health</td>
<td>5</td>
</tr>
<tr>
<td>Mental Health Practicum</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>

| Intro to Nursing Research | 3       | Critical Thinking | 2       |
| Community Nursing         | 4       | Adult Health III  | 5       |
| Community Nursing Practicum | 0        | Adult Health III Practicum | 0 |
| Adult Health II           | 6       | Management in Nursing | 5 |
| Adult Health II Practicum | 0       | Mgmt in Nursing Practicum | 0 |
| Total                    | 13      | Total             | 12      |

General Education 57 credit hours + Nursing 63 credit hours = 120 credit hours

At the completion of the pre-requisite courses, the students will possess the foundation for preparation to take and pass the admission/entrance exam into the professional component of the nursing program. The professional component will have five consecutive semesters, which includes a summer semester. The first semester of the junior year in the professional component will include: Health Assessment with a practicum (5 hours), Fundamentals of Nursing with a practicum (5 hours), and Pharmacology (3 hours) totaling 13 hours. The second semester of the junior year will include Adult Medical Surgical Nursing I (5 hours), Adult Medical Surgical Nursing I Practicum (0 hours), Women's Health Nursing (5 hours), Women's Health Nursing Practicum (0 hours), and Synthesis (2 hours) totaling 12 hours. The senior year will begin with the summer semester will have 10 semester hours. The summer semester will include Child Health Nursing (5 hours), Child Health Nursing Practicum (0 hours), Mental Health Nursing (5 hours), and Mental Health Nursing Practicum (0 hours). The second semester of the senior year will consist of 13 semester hours and will include: Introduction to Nursing Research (3 hours), Community Nursing (4 hours), Community Nursing Practicum (0 hours), Adult Health II (6 hours), and Adult Health Practicum (0 hours). The third and final semester of the senior year will have 12 semester hours which will include: Critical Thinking (2 hours), Adult Health III (5 hours), Adult Health III Practicum (0 hours), Management in Nursing (5 hours) and Management in Nursing Practicum (0 hours). The practicum courses in the professional components will be co-requisites and both the theory content and the practicum must be passed in order to pass the course. If either the theory or the practicum is failed, then both must be repeated. If both the theory and the practicum are failed, it will count as one course failure. The practicum grades will be pass or fail and therefore not calculated in the grade point average (GPA). At the completion of the program of study, students will be required to pass an exit examination as a graduation requirement.

**Program Instruction**

The proposed program will be instructed traditionally face to face. The theory or didactic content will be taught face to face. The practicum content will be taught in the skills lab, simulation lab, or in the clinical agencies with faculty supervision.

**Approval by Institution's Governing Board**

*Furnish documentation of the approval of the proposed program by the institution's Governing Board.*
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. Also, identify similar programs in the state and explain why the intended one should not be perceived as unnecessary duplication.

Grambling State University has provided an educational opportunity for minorities since 1901. There were 43,369 graduates from GSU from 1943 up until the Spring of 2016. There were 1,419 graduates from the Department of Baccalaureate Nursing from Spring of 1987 through Fall of 2015. Eighty five percent (1210/1419) were female and 15% (208/1419) were male (Chart 4).

Chart 4

Gender of Nursing Graduates

The ethnicities of the graduates are depicted in Chart five. Sixty four percent (914/1419) were African American, 28% (395/1419) were Caucasian, six percent (82/1419) were Foreign, one percent (10/1419) were Asian, and less than one percent (2/1419) were Hispanic and American Indian/Alaskan.

Chart 5
The graduates of Grambling State University's School of Nursing are employed throughout the United States serving in various roles. A sampling of several examples is summarized. The resumes are available upon request.

- Alice Cooper (1987) continued her education and obtained a Master of Public Administration. After serving in several administrative roles she became the owner and CEO of Alpha Nursing Services, INC in Shreveport, Louisiana in 1996. Ms. Cooper is responsible for the day to day operation of the Corporation with additional duties of public relations and strategic direction of the corporation.

- Ulysses Johnson, III (2005) has been employed in several Intensive Care Units in Longview and Houston, Texas. He is currently employed at New York Presbyterian Hospital-Columbia University in New York, New York as a Clinical Nurse III in the Cardiothoracic Intensive Care Unit. This work experience allows him the opportunity to work with Dr. Oz and his team.

- Tavell Kindall (1998) continued his education with a Master of Science in Nursing from the University of Phoenix, a Post-Master's Certificate for Family Nurse Practitioner and a Doctor of Nursing Practice. Dr. Kindall is currently employed in West Monroe, Louisiana providing HIV primary and preventive care to adult clients. His expertise includes critical care nursing, emergency nursing, air medical transport, nursing education and advanced nursing practice. He was appointed in the Summer of 2016 as a member to the Louisiana State Board of Nursing.

- Latora Grant Scott (1994) continued her studies with a BA in Sociology, a Master of Public Administration from GSU, a Doctorate in Pastoral Health Ministry, and a PhD in Public Health. She serves as a Medical Science Liaison for Genentech, a member of the Roche Group. Dr. Scott assists with clinical trials, other clinical studies and investigations. Prior to joining Genentech, she worked at Baylor University Medical Center as the RN Coordinator of Congestive Heart Failure (CHF)/Advanced Lung Disease Programs to provided clinical leadership to a clinical team. She assisted with data collection and participant screening for clinical trials. Dr. Scott worked in other positions at Emory, Shepherd Center in Atlanta and as a clinical
instructor at Sanford-Brown College in Kansas, Missouri.

- Stephannie Cooper Senegal (1987) continued her education at the University of North Carolina in Chapel Hill, North Carolina. She completed the Master of Science Family Nurse Practitioner Program of Study. Mrs. Senegal is employed in Raleigh, North Carolina as a Nursing Supervisor in a Nurse-Family Partnership. She supervises five nurse home visitors and an administrative assistant. Mrs. Senegal has administrative and educational duties for the Wake County Human Services Department.

Nurses are the largest group of health care workers in the United States. The nursing profession is one of the fastest growing occupations with a demand for nurses greater than the supply. The Bureau of Labor Statistics projects that there will be 1.2 million vacancies for registered nurses between 2014 and 2022 (ANA, 2016). The American Association of Colleges of Nursing reported that nursing schools in the United States turned away 79,659 qualified applicants from Baccalaureate and graduate nursing programs in 2012. The Institute of Medicine (IOM) report (2010) recommended increasing the proportion of nurses with a baccalaureate degree to 80 percent by 2020.

The Louisiana’s Multi-Regional Statewide Nursing Workforce Forecasting Model 2014 Update reported a shortage of full time equivalent RNs with a supply of 41,393 (FTE) RNs compared to a demand of 45,982 with a result of an unfilled gap of 4,589 (FTE) RNs. The update further reported that:

- Shortages will exist through 2020 in the Regional Labor Market Areas (RLMAs) of Baton Rouge, Lafayette, and New Orleans
- A statewide shortage for RNs is expected to continue through 2020 based on changes in health care policy, health care reform, patient care delivery, nurse intensity, and population shift.

The Louisiana’s Nursing Workforce Demand Report 2014 from the Louisiana Center for Nursing reflected 2,652 RN vacancies. The majority of the vacancies were for direct care RNs.

The Louisiana Workforce Commission estimated that there were 41,940 employed Registered Nurses in 2014. A ten year growth of 6,830 was projected for Registered Nurses. Included in the projection was:

- An annual new growth of 680 Registered Nurses
- An annual replacement of 1,230 Registered Nurses
- Total annual openings for 1,910 Registered Nurses

According to the Louisiana State Board of Nursing’s Annual report (LSBN) (2015), approximately 34% (1,376) of the qualified applicants to pre-RN licensure programs in 2014-2015 in the state of Louisiana were denied admission. The LSBN further reported that of the 1,376 qualified applicants not admitted to pre-RN licensure programs, 602 qualified applicants were denied admission into a Bachelor of Science in Nursing Program. Grambling State University (GSU) had a Bachelor of Science in Nursing Program that was terminated in June of 2015 due to noncompliance with achieving 80% on the first write of NCLEX-RN. The noncompliance was continued from 2010 to 2015.

There are similar Baccalaureate Nursing programs in the state of Louisiana: University of Louisiana in
Monroe and Lafayette, Northwestern Louisiana, Louisiana College, Southern University Baton Rouge, Our Lady of the Lake Baton Rouge, University New Orleans, McNeese, and Nicholls State. Even though similar programs exist, the demand for entry into Baccalaureate Nursing programs in the state of Louisiana exceeds the capacity to meet this need within Louisiana as evidenced in the Louisiana State Board of Nursing’s Annual Report (2015). There were common areas noted for denial of admission of qualified candidates. The areas included a lack of qualified faculty, classroom space, and/or clinical facilities.

The approval of the proposed Bachelor of Science in Nursing Program will not terminate or phase out an existing program. The proposed program is not an unnecessary duplication because it will only further the institution’s mission to provide an educational opportunity with a commitment to the education of minorities and improving diversity in the workplace. GSU is located in a small city with less than 5000 residents with a designation as a rural community with a low income population (Louisiana Department of Health). The residents in the Grambling area have limited financial resources and access to healthcare. They are disadvantaged because of the ability to pay or ability to access healthcare. The existence of a baccalaureate nursing program at GSU will provide healthcare education and health promotion to the area’s residents through seminars, community health activities, and student practicum experiences. Grambling State University’s designation as an HBCU attracts minorities to its culture and promise of an opportunity for an education to enable its citizens to live the American dream of financial stability, contribution to society, and the pursuit of happiness. Grambling State University has the physical structure and technology to support the provision of nursing education to minority and majority nursing students. The majority of nursing students reside off campus and commute to classes. The need for on campus housing should not be a major concern.

The proposed Baccalaureate Program could support the articulation and transfer of students who complete an Associate of Science Degree in Nursing to enter into the Bachelor of Science in Nursing Program as a Junior providing the admission criteria are met.

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 or quality of life of the people of Louisiana.

Grambling State University is a comprehensive, historically Black, public co-educational institution that confers bachelors, masters, and the doctorate degrees. Grambling State University has as a founding principle providing an educational opportunity with a commitment to the education of minorities in American Society. Grambling State University strives to reflect the diversity present in the world.

The Nursing Education Capacity and Nursing Supply in Louisiana 2015 report from the Louisiana State Board of Nursing’s Center for Nursing calculated that 65% of the students enrolled in pre-RN licensure programs in Louisiana were White, 25% Black/African American, three percent Hispanic/Latino, three percent Asian, and four percent other.

The proposed Bachelor of Science in Nursing Program has as an objective to increase the diversity in the nursing workforce, which fits in GSU’s mission to educate minorities and reflect diversity in the world. GSU has created a
nurturing educational environment for the provision of the opportunity to African Americans and other people of color to pursue knowledge and contribute to their disciplines. The increased number of nurses prepared at the baccalaureate level will improve the quality of life of those residents cared for in the state of Louisiana, the southeastern region of the United States, and nationwide.

4. Students
Summarize student interest/demand for the proposed program.

There were 108 pre-nursing students at Grambling State University (GSU) in the Fall of 2014. The students chose to change majors to Kinesiology, Social Work, and Biology. Students in those Schools, within the University, as well as graduates from community colleges, may be attracted to the School of Nursing as an option to complete their studies. The School of Nursing receives two to three phone calls or visits per week to inquire about the Bachelor of Science in Nursing Program. Students who are nurses at the vocational or practical level (LPN/LVN) and associate degree level from other institutions may be attracted to GSU when a baccalaureate program is available in order to obtain a higher degree in nursing. There are four Associate of Science in Nursing Degree Programs between Monroe and Shreveport with graduates who may be attracted to a BSN from GSU. In addition, there are nurses in the state and local areas who may be attracted to GSU to obtain a higher undergraduate degree in nursing.

5. Cost
Estimate new/additional costs of the projected program for the first five years. Indicate amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program. On the separate budget form, estimate new costs and revenues for the first four years.

The cost of starting a new program will be minimized by the existence of the School of Nursing Building. The School of Nursing (SON) is a two-story building with a total square footage of 56,010 square feet. The SON has seven classrooms with a seating capacity of 30 to 60 per classroom. There are two computer labs as well as a Skills and Simulation Laboratory. There are upgrades needed with equipment but the upgrades are minimal in comparison to the cost of starting from zero. The present library holdings in nursing are adequate to initiate the proposed undergraduate nursing program. The electronic resources are adequate with related databases added. The holdings in print (books, periodicals and reference materials) will be updated prior to the admission of the first class and annually. The nursing faculty members will identify program resources and work with the library Liaison to determine the quantity and vendors. Other institutions have library resources available. The A.C. Lewis Memorial Library is a member of the state academic library consortium called Louisiana Academic Library Information Network Consortium (LALINC). The consortium is a partnership of participating libraries and organizations joined together under the general governance of the Board of Regents. The A.C. Lewis Memorial Library’s participation in the LALINC gives students and faculty of GSU equitable access, via cooperative borrowing, to over 15 million books, periodicals, microforms, audio-visual materials, and electronic resources in the collections of 47 libraries within the State of Louisiana.

The estimated cost of the proposed Bachelor of Science Nursing Program for the first five years is $4,220,880. The salaries ($3,713,380) as well as equipment, travel and supplies ($507,500) will be absorbed through state appropriations and student tuition ($6,266,410) over the first five years. The salaries of the Program
Director, faculty, and support personnel are competitive with clinical practice areas and other institutions of higher learning. GSU’s geographical location and the intensiveness of the development of a new program were also taken into consideration in determining the competitive salaries. The estimated faculty costs of $412,776 for year one includes the Program Director and four faculty members with the additional estimated cost of $120,000 for the Skills Lab Director and the Tutor. In year two, four additional faculty members will be added so that enrollment can be increased by 40 students and maintain the maximum 1:10 ratio for clinical practicum. The addition of four faculty members in year two will increase the faculty expense to $672,776. In year three the Program Director will be given a salary increase of $2500 (2.63%). In the third year the Program Director’s salary will be increased by $2000 (2%). The nine month salary range for faculty is $57,000 to $65,000. The salary will depend upon the highest degree earned and level of experience. Annual increases of a minimum of 1-2% are planned. The twelve-month salary for support personnel is $50,000 to $60,000 and depends on the highest degree earned and level of experience. Annual increases of a minimum of 1-2% are planned.

Other expenses for year one include equipment consisting of skills and simulated mannequins, computer hardware for the faculty and two computer labs as well as printers for faculty. Supplies for the Skills lab are also included in the expenses annually with the highest expense during year one of $5,500. Additional computers and printers are needed in year two with the hiring of four additional faculty members. An additional simulation mannequin is needed for year three to place in the simulation lab. These upgrades are minimal and are comparable to the costs of maintaining a program. Faculty development is budgeted annually and increased from year one to years two through four due to the increase in faculty. The budgeted amount is approximately $1600 per faculty member per year. The costs for CCNE accreditation are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Applicant fee</td>
<td>$3700</td>
</tr>
<tr>
<td>Evaluation fee</td>
<td>$5250</td>
</tr>
<tr>
<td>Annual fee</td>
<td>$2618</td>
</tr>
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</table>

The revenues for each year were calculated using an estimated average state appropriation of $800,000 and the tuition for commuter students for the academic year ($7311) multiplied by the projected enrollment. Approving the program supports the need for the increasing number of nurses and will cost less with the existence of the available resources of the physical structure consisting of the building with classrooms, labs, and office space. The separate budget form estimating the new costs and revenues for the first four years is attached.

CERTIFICATION:

__________________________          ________________
Chief Academic Officer          Date

__________________________          ________________
Management Board          Date of Approval by Board

LA BoR – Oct 2015
<table>
<thead>
<tr>
<th>EXPENDITURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDICATE ACADEMIC YEAR:</td>
</tr>
<tr>
<td>AMOUNT</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Graduate Assistants</td>
</tr>
<tr>
<td>Support Personnel</td>
</tr>
<tr>
<td>Fellowships and Scholarships</td>
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<tr>
<td>SUB-TOTAL</td>
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<table>
<thead>
<tr>
<th>Facilities</th>
<th>Equipment</th>
<th>Travel</th>
<th>Supplies</th>
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<tr>
<td>$</td>
<td>$307,000</td>
<td>$100,000</td>
<td>$18,000</td>
</tr>
<tr>
<td>$8,000</td>
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<tr>
<td>$</td>
<td>$27,250</td>
<td>$119,250</td>
<td>$19,250</td>
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<tr>
<td>$322,500</td>
<td>$27,250</td>
<td>$119,250</td>
<td>$19,250</td>
</tr>
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</table>

| TOTAL EXPENSES | $855,276 | $820,026 | $914,526 | $914,526 |

<table>
<thead>
<tr>
<th>REVENUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue Anticipated From:</td>
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<tr>
<td>*State Appropriations</td>
</tr>
<tr>
<td>*Federal Grants/Contracts</td>
</tr>
<tr>
<td>*State Grants/Contracts</td>
</tr>
<tr>
<td>*Private Grants/Contracts</td>
</tr>
<tr>
<td>Expected Enrollment</td>
</tr>
<tr>
<td>Tuition</td>
</tr>
<tr>
<td>Fees</td>
</tr>
<tr>
<td>*Other (specify)</td>
</tr>
</tbody>
</table>

| TOTAL REVENUES | $1,019,330 | $1,267,904 | $1,326,392 | $1,326,392 |
Item E.2. Nicholls State University’s request for approval of a Letter of Intent to establish a Bachelor of Science in Criminal Justice.

EXECUTIVE SUMMARY

Nicholls State University requests approval of a Letter of Intent to establish a Bachelor of Science (BS) in Criminal Justice. While adhering to standards of the Academy of Criminal Justice Sciences (ACJS), the proposed program will feature a 21-credit-hour concentration in Coastal Environment and Security. This unique concentration will include coursework emphasizing law enforcement and security issues associated with wetlands, coastal, and maritime concerns, using the experience of and issues associated with the University’s service region as a model for global issues. As the southernmost university in Louisiana, as well as the university with the highest percentage of enrollment living in Louisiana’s coastal parishes (95%), Nicholls is not only fulfilling its mission as the service university to south-central and coastal Louisiana with this program but also responding to the needs of its students and regional law enforcement. Unique to this program is curriculum content focused on special law enforcement and security issues associated with communities and industries both along and inland from the Louisiana Gulf Coast. Concurrent with on-campus studies, the program offers students immersion in the coastal experience through (1) local and regional internships at institutions and agencies easily accessible to the campus population and (2) the ready availability of local and regional professionals who can provide invaluable, real-world experience in the classroom both as guests and course instructors. The focus on coastal environment and security sets the proposed program apart from the criminal justice degree programs currently offered by ten (10) Louisiana public universities.

The institution expects the proposed program to attract, among others, (1) A.S. graduates in both criminal justice and other disciplines from Fletcher Technical Community College (FTCC) and other community colleges in nearby regions; (2) alumni who earned their A.S. in Criminal Justice at Nicholls prior to 2007; (3) current un-degreed law enforcement professionals from the communities and parishes serviced by Nicholls; (4) employees from economically downturned professions like the oil and gas industry; and (5) high school graduates interested in the professional field. It is imagined that the unique aspects of the proposed program (alignment with ACJS, concentration in coastal security and enforcement, experiential learning) will attract students from elsewhere in the U.S. interested in the one-of-a-kind experiences that association with Louisiana’s coastal issues can offer. Nicholls projects an inaugural enrollment of 35 students with an average growth rate of 10% over the next six years, which is consistent with national trends. Students with professional experience in specific fields may be awarded advance credit in keeping with the University’s prior learning assessment initiative. As well, transfer students holding the A.S. in Criminal Justice from a regionally accredited institution,
including nearby FTCC, may enter the proposed B.S. program at the junior level and will be required to complete four semesters (60 hours) of 300- and 400-level coursework for the degree.

The Criminal Justice program will be housed in the Department of Government and Social Sciences in the College of Arts and Sciences. The proposed program will be supported by one new, full-time instructor (hired in Year One), seven new adjuncts (hired in Year Two), and existing faculty from associated programs (i.e., sociology, government, history, psychology, and general education). The anticipated cost of the proposed program (YR1: $66K and YRS 2-4: $77K annually) will be offset by tuition and fees.

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 for approval of a Letter of Intent to establish a Bachelor of Science in Criminal Justice (CIP Code 43.0104).
January 30, 2017

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

Dear Dr. Henderson:

Nicholls State University requests consideration and approval of the enclosed items to be placed on the agenda for the February 23, 2017, meeting of the Board of Supervisors for the University of Louisiana System:

1. Letter of Intent to Develop a New Academic Program: Bachelor of Science in Criminal Justice CIP 43.0104

Thank you for your assistance in this matter.

Sincerely,

Bruce T. Murphy
President

BTM/jms

Enclosures

pc: Dr. Lynn Gillette, Provost and Vice President for Academic Affairs
Dr. Todd Keller, Associate Vice President for Academic Affairs
Dr. Eugene Dial, Vice President for Student Affairs
Dr. Neal Weaver, Vice President for University Advancement
Mr. Terry Braud, Vice President for Finance and Administration
Mr. Alex Arceneaux, Chief of Staff
Mrs. Stacy LeJeune, Internal Auditor
Dr. David Whitney, Faculty Senate President/ Faculty Association Representative
Mrs. Renee Hicks, Executive Director of Planning and Institutional Effectiveness
MEMORANDUM

TO: Dr. Bruce Murphy, President
FROM: Dr. Lynn G. Gillette, Provost and Vice President of Academic Affairs
DATE: January 17, 2017
RE: Requested BoS Agenda Item, February 2017 Letter of Intent – BS in Criminal Justice

I am requesting your approval for the following item to be placed on the February 23, 2017, meeting agenda of the UL System’s Board of Supervisors:

Letter of Intent to Develop a New Academic Program:
Bachelor of Science in Criminal Justice
CIP 43.0104

We discussed a different name than Criminal Justice. John Doucet had considered that and came to the conclusion that it might be confusing to potential students. After listening to his analysis, both Todd and I agree that we should use the name Criminal Justice. For marketing purposes, we believe it is easier to state that we have a major in Criminal Justice with a concentration in Coastal Enforcement Security. However, if we call the degree something else, we will have to explain that it is really a degree in Criminal Justice. I don’t want to get into another situation like Geomatics where we’re trying to explain what the degree really is.

The appropriate documents are attached. The proposal has been reviewed and is supported by Dr. Jeannine Kahn of the UL System and Dr. Karen Denby of the Board of Regents.

Thank you for your consideration.

LGG/sa
enclosures
LOUISIANA BOARD OF REGENTS

REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM*

*Submit 1 printed copy and 1 electronic version (email or disk)

<table>
<thead>
<tr>
<th>Name of Institution Submitting Proposal</th>
<th>Nicholls State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Degree to be Awarded Upon Completion</td>
<td>Bachelor of Science in Criminal Justice</td>
</tr>
<tr>
<td>Recommended 2010 CIP Taxonomy</td>
<td>43.0104</td>
</tr>
<tr>
<td>Date to be Initiated</td>
<td>August, 2017</td>
</tr>
<tr>
<td>Name of Department or Academic Subdivision Responsible for the Program</td>
<td>Department of Government and Social Sciences</td>
</tr>
<tr>
<td>Name, Rank, and Title of Individual Primarily Responsible for Administering the Program</td>
<td>Dr. John Doucet, Professor, Dean of the College of Arts and Sciences</td>
</tr>
<tr>
<td>Date Approved by Governing Board</td>
<td></td>
</tr>
<tr>
<td>Date Received by Louisiana Board of Regents</td>
<td></td>
</tr>
<tr>
<td>Academic Affairs Committee Review</td>
<td></td>
</tr>
<tr>
<td>Board Action (Nature of Action)*</td>
<td></td>
</tr>
<tr>
<td>Date of Board Action</td>
<td></td>
</tr>
</tbody>
</table>

* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.
1. Program Objectives and Content.
Describe the program concept: purpose and objectives; basic structure and components/concentrations; etc. Include the draft curriculum.

Nicholls proposes a unique program for the Bachelor of Science in Criminal Justice. While adhering to standards of the Academy of Criminal Justice Sciences (ACJS), the program will feature a 21-credit hour concentration in Coastal Enforcement and Security. As the southernmost university in Louisiana, as well as the university with the highest percentage enrollment living in Louisiana’s coastal parishes (95%), Nicholls is not only fulfilling its mission as the service university to south-central and coastal Louisiana with this program but also responding to the needs of its students and regional law enforcement. Unique to this program is curriculum content focused on special enforcement and security issues associated with communities and industries both along and inland from the Louisiana Gulf Coast. Concurrent with on-campus studies, the program offers students immersion in the coastal experience through (1) local and regional internships at institutions and agencies easily accessible to the campus population and (2) the ready availability of local and regional professionals who can provide invaluable, real-world experience in the classroom both as guests and course instructors.

The proposed B.S. program in Criminal Justice includes a broad presentation of issues in the field of criminal justice in a deliberate effort to address all seven content areas recommended by ACJS, including Administration of Justice, Corrections, Criminological Theory, Law Adjudication, Law Enforcement, and Research and Analytic Methods, as well as integration of Ethics education in all ACJS content courses. In addition to fulfilling these national standards, the program will require coursework emphasizing law enforcement and security issues associated with wetlands, coastal, and maritime concerns, using the experience of and issues uniquely associated with the university’s service region as a model for global issues. The program will be delivered on-ground, which is the preferred delivery method of our target population. Further, on-ground delivery of the curriculum will facilitate integration of field internships, service learning experiences, and seminar courses essential to the curriculum. The curriculum will also utilize existing institutional resources, including courses in the related curricula of sociology, history, government, and psychology.

Transfer students holding the Associate of Science in Criminal Justice from a regionally accredited institution, including nearby Fletcher Technical Community College, may enter the proposed B.S. program at the junior level and will be required to complete four semesters (60 hours) of 300- and 400-level coursework for the degree. As such, the proposed B.S. program will serve as a “completer” or “+2” program for such A.S. graduates. Such students holding the Associate of Science in Criminal Justice should generally have earned the following courses, which are also required for, and will transfer to, the B.S. degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Quantitative Reasoning/Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>2</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Freshman Studies Course</td>
<td>1</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>
For transfer students holding an Associate of Science degree in any other discipline and seeking to enter the proposed B.S. program, coursework offered at Nicholls will include six hours of introductory foundational coursework in Criminal Justice (CRUJ) at the sophomore level and 48 hours of discipline-specific coursework at the junior- and senior-level, including 21 hours of courses focused on coastal enforcement and security. Although open to all students, the proposed B.S. program is specially designed to facilitate transfer of students holding an associate’s degree from an institution with regional accreditation recognized by the U.S. Department of Education. Students holding an associate’s degree from such an institution may be awarded up to 45 hours of state- and university-required general education credits toward the Bachelor of Science as described in the following table. (Other non-general education transfer credit may apply.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Quantitative Reasoning/Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
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</tr>
<tr>
<td>Natural Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Freshman Studies</td>
<td>1</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>2</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>up to 45 hours</strong></td>
</tr>
</tbody>
</table>

For those students having earned an Associate degree in a discipline other than criminal justice, the sophomore-level introductory coursework required for the proposed program consists of a two-semester sequence of instruction focusing on fundamental concepts addressing each of the ACUJ-recommended content areas:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRUJ Fundamentals of Criminal Justice I</td>
<td>3</td>
</tr>
<tr>
<td>CRUJ Fundamentals of Criminal Justice II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6 hours</strong></td>
</tr>
</tbody>
</table>

Students holding the Associate of Science in Criminal Justice from Fletcher Technical Community College or other institution accredited as described above may be awarded credit for these introductory classes. In all cases, students earning the new B.S. in Criminal Justice at Nicholls will have completed the requisite number of credit hours required for a major under Louisiana Board of Regents guidelines.

The proposed junior- and senior-level courses of the proposed B.S. degree include the following courses, including general education (GE) courses required beyond those earned in associate’s degrees awarded at Louisiana public colleges and universities. (Courses fulfilling recommendations of the ACJS are appropriately marked.)

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRUJ Principles of Criminal Justice</td>
<td>6</td>
</tr>
<tr>
<td>HIST History of Law Enforcement (ACJS)</td>
<td>3</td>
</tr>
<tr>
<td>CRUJ Forensic Science</td>
<td>3</td>
</tr>
<tr>
<td>CRUJ Administration of Justice (ACJS)</td>
<td>3</td>
</tr>
<tr>
<td>CRUJ Corrections (ACJS)</td>
<td>3</td>
</tr>
<tr>
<td>CRUJ Research &amp; Analytical Methods (ACJS)</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Writing (GE)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Electives (GE)</td>
<td>6</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRUJ Maritime Enforcement &amp; Security</td>
<td>4</td>
</tr>
<tr>
<td>CRUJ Homeland Enforcement &amp; Security</td>
<td>4</td>
</tr>
<tr>
<td>CRUJ Industrial Enforcement &amp; Security</td>
<td>4</td>
</tr>
<tr>
<td>CRUJ Coastal Community Electives</td>
<td>6</td>
</tr>
<tr>
<td>CRUJ Coastal Enforcement &amp; Security Internship</td>
<td>3</td>
</tr>
<tr>
<td>CRUJ Criminological Theory (ACJS)</td>
<td>3</td>
</tr>
<tr>
<td>CRUJ Law Adjudication (ACJS)</td>
<td>3</td>
</tr>
<tr>
<td>CRUJ Diversity Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

The curriculum of the proposed B.S. degree features a number of novel approaches to subject matter. (1) The course *Maritime Enforcement & Security* involves study of coastal enforcement and security issues, to include maritime law and security, port authority, and wildlife & fisheries. (2) The course *Homeland Enforcement & Security* involves study of operations and issues affecting security of the nation’s coastal regions, to include topics on homeland security, Coast Guard operations, and naval intelligence. (3) The course *Industrial Enforcement & Security* involves study of safety and security issues associated with coastal businesses and industries, to include industrial plant security, oil and gas pipeline security, and offshore platform security. (4) *Coastal Community Electives*, conceived as brief, one-credit hours electives, will include Educational Campus Policing, Police Report...
Principles of Criminal Justice. An overview of the basic concepts and principles of the criminal justice system to include a foundation in policing, community relations, criminal law, corrections, adjudication, police administration, and criminological theory.

History of Law Enforcement (ACIS). A study of policing in America from Colonial times to the present.

Administration of Justice (ACIS). The structure, organization, policies, and practices of the major systems of law, order, and social control.

Corrections (ACIS). Correctional history, theory, and practices to include a study of institutional operation, management, probation, and parole.

Criminological Theory (ACIS). Major theories behind the nature and causes of crime.


Forensic Science. The application of physical and biological science in solving crime, and the role forensics plays in a legal court setting.

Research & Analytical Methods (ACIS). Research, writing, and analysis particular to criminal justice science to include types of research, data collection, statistics, quantitative methods, and analytical tools available to the researcher.

Maritime Enforcement & Security. The study of coastal enforcement and security issues, to include maritime law and security, port authority, and wildlife & fisheries.

Homeland Enforcement & Security. The study of operations and issues affecting security of the nation’s coastal regions, to include topics on homeland security, Coast Guard operations, and naval intelligence.

Industrial Enforcement & Security. The study of safety and security issues associated with coastal businesses and industries, to include industrial plant security, oil and gas pipeline security, and offshore platform security.

Coastal Enforcement & Security Internship. Experiential learning through supervised immersion in approved regional agencies and industries.

Educational Campus Policing. Techniques particular to law enforcement and population control at institutions of higher learning.

Police Report Writing. Practical exercise in proper recording and reporting of police incidences, and the reliance upon police reports in the adjudication process.

Crisis Intervention. The process and techniques of situational awareness, de-escalation, and resolution of private and public threats.

Media & Crime. An examination of the role and influence of the mass media in the criminal justice system.

Insurance Investigation. Examination of matters pertaining to suspicious or fraudulent insurance claims to include the process of gathering and evaluation of information.

Military Policing. An examination of policing styles and practices in the armed services, and an introduction to military law and order.

Cyber Security. A study of the use of information technology to disrupt social activity, as well as techniques developed to combat criminal cyber activities.

Juvenile Delinquency. The theory and sociological explanation behind crimes committed by non-adult youths, with an emphasis on causes, prevention, and parental and societal control.

Victimology. Contemporary concept and status of the victim of crime, with an emphasis on the historical evolution of compensation, retribution, and vengeance.

Comparative Criminal Justice Systems. The study and comparison of foreign criminal justice systems, law, and culture.

Global History of Law Enforcement. A study of policing in the world over the history of civilization as the antecedents of modern enforcement.

Diversity Seminar. Readings and presentations from a diversity of voices addressing current issues and challenges in security and enforcement, including racial and cultural relations, interpretation of data, and media.

Students with professional experience in specific fields may be awarded advance credit in a limited number of program courses at the discretion of program faculty and in compliance with the university’s prior learning.
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. Also, identify similar programs in the state and explain why the intended one should not be perceived as unnecessary duplication.

The Bureau of Labor Statistics estimates that jobs related to criminal justice will increase 5-31% through 2022. Options for students in the south central Louisiana bayou-coastal-maritime region wishing to pursue higher education in Criminal Justice and seeking local, on-ground education are limited to an associate degree from Fletcher Technical Community College. Area law enforcement agencies, as well as local government and private entities, need educated and ethically-minded personnel in the discipline of criminal justice beyond the associate degree and are willing not only to employ prospective graduates but also to financially support the higher educational goals of current employees. Our recent surveys of both area law enforcement personnel and current Criminal Justice majors at Fletcher Technical Community College indicate that over 90% of respondents (n=165) have interest in pursuing the B.S. degree in Criminal Justice if it were offered at Nicholls. Of these respondents, 95% are employed either full-or part-time, making the local and ready availability of coastal law enforcement professionals and experiential internships all-the-more significant to this population. The proposed B.S. program will meet the demand of the region by offering a balanced presentation of not only the traditional issues in the discipline but also, and importantly, those that are specific to the bayou-coastal-maritime region. No other criminal justice program in the state offers 21 hours of coastal enforcement and security, making the proposed program’s curriculum not only unique but also an appropriate offering for students in the university’s south central and coastal service region. Further, this unique criminal justice program and its real-life, in-the-field experience opportunities has strong potential to attract interest from agencies and personnel from other coastal regions of the U.S., Latin America, and the newly opened market of Cuba, a country with strong historical interest in coastal enforcement and security. On-ground delivery of the proposed program will facilitate integration of field internships, service learning requirements, and seminar courses essential to the curriculum and important for workforce readiness. The abundance of agencies and industries domiciled in or otherwise addressing challenges of the bayou-coastal-maritime region of south-central Louisiana provides invaluable opportunities for experiential learning in the form of internships, on-campus demonstrations, guest instructors, and classroom speakers. In addition to enhancing pedagogy, these experiences place students in direct contact with leaders in the workforce, as well as with the newest technology and equipment in field use, making graduates of the proposed B.S. program better prepared and networked with their chosen professional field of criminal justice. In this regard, this program has an immediate and outstanding potential for growth and pre-eminence.

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 or quality of life of the people of Louisiana.

We have designed a 21st century criminal justice program uniquely tailored to our students and our service region. A comprehensive Criminal Justice program offering 100% of ACJS-recommended content, the proposed program at Nicholls concentrates learning and experience on coastal and maritime issues as a response not only to Louisiana’s economy and environment but also to economic globalization. In 1976, Nicholls began a 30-year 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 Fletcher Technical Community College. The proposed B.S. in Criminal Justice program fulfills a demand from regional communities 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 population of prospective college students with the goal of producing an employable, productive, ethically-responsible, and engaged citizen and public servant. One inherent potential of this program is its attraction to agencies in other states and countries that exhibit similar law enforcement and security issues based on geography and industry. Program implementation and potential enrollment growth fulfills the three immediate strategic plan goals of the university by (1) serving the needs of the service region, (2) increasing revenue, and (3) increasing enrollment, retention, and graduation. Fundamentally, the program will supply a product in immediate demand at an attractive cost-saving and revenue-raising return. As the southernmost university in Louisiana, as well as the university with the highest percentage enrollment from Louisiana’s coastal parishes (95%), Nicholls is fulfilling its mission as the service university to south-central and
4. Students
Summarize student interest/demand for the proposed program.

Projected inaugural enrollment in the proposed B.S. program at Nicholls is 35 majors, with an average growth rate of 10% over the next six years, consistent with national trends. We expect the proposed program to attract, among others, (1) A.S. graduates in both criminal justice and other disciplines from Fletcher Technical Community College and other community colleges in nearby regions, (2) alumni who earned their A.S. in Criminal Justice at Nicholls prior to 2007, (3) current un-degreed law enforcement professionals from the communities and parishes of the university service region, (4) employees from economically downturned professions like the oil and gas industry, and (5) high school graduates interested in the professional field. We expect that the unique aspects of the proposed program—alignment with ACJS, concentration in coastal security and enforcement, experiential learning—will attract students from elsewhere in the U.S. interested in the one-of-a-kind experiences that association with our coastal issues can offer.

5. Cost
Estimate new/additional costs of the projected program for the first five years. Indicate amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program. On the separate budget form, estimate new costs and revenues for the first four years.

The First academic year of the program will incur hiring a new, full-time instructor (1.0 FTE) at a projected cost of $65,000 ($50,000 plus 30% fringe), as well as one adjunct position (0.25 FTE) at $1500. The Second through Fourth years of the program will incur addition of seven adjunct positions (1.75 FTE) at a total of $10,500 from a combination of qualified existing and external faculty. Other existing faculty and courses (sociology, government, history, psychology, and general education), as well as existing office administration, will be utilized for the proposed program at no additional cost. Classroom space and offices are available from existing on-campus facilities. Estimated revenue is based on (1) estimated income from the Board of Regents appropriations formula for this CIF Code using total 2015-26 appropriation revenue and an average income of $2637.53 per FTE, and (2) the 2016-17 average in-state student tuition per 15 credit hours ($3836) and associated fees ($1181).

CERTIFICATION:

__________________________________________  Date
Chief Academic Officer

__________________________________________  Date of Approval by Board
Management Board
# LOUISIANA BOARD of REGENTS

## SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM

**Institution:** Nicholls State University  
**Date:** 10 November 2016  
**Degree Program, Unit:** Bachelor of Science in Criminal Justice

FTE = Full Time Equivalent (use the institution's standard definition and provide that definition):  
1.0 FTE is defined as a full-time faculty member with a teaching load of 24 hours per academic year.  
0.25 FTE is defined as a part-time faculty member with a teaching load of 3 hours per academic semester.

### EXPENDITURES

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### REVENUES

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* Describe/explain expected sources of funds in proposal text.
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Item E.3. Northwestern State University’s request for revalidation of the University’s Mission Statement and approval of the University’s Vision and Core Values Statements.

EXECUTIVE SUMMARY

Over the last eighteen months Northwestern State University (NSU) conducted a deliberate, holistic, and thoughtful analysis of its mission, roles, and functions. Through this process the institution developed and published Strategic Plan 2016-2021. While NSU’s mission remains unchanged since last approved by the Board of Supervisors for the University of Louisiana System in February 2003, the institution finds it appropriate to revalidate the mission while simultaneously seeking approval for new vision and core values statements.

Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares 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.

Vision. Northwestern State University will become the nation’s premier regional university through the innovative delivery of transformative student learning experiences that prepare graduates for life and career success.

Core Values. Our core values capture the guiding principles for how we make decisions and work together. They are the foundation for the type of university community and regional partner we strive to become. Our guiding values are:

Our students are our priority. We provide each student with transformational and experiential learning experiences to assist in the development of an ever-growing individual, scholar, and professional.

Diversity helps define who we are. We welcome and respect everyone traveling on a journey of knowledge. Differences make us stronger.

We are future focused. We do not rest on our laurels, as we are in constant search of individual and organizational improvement. We seek opportunities to improve our students, community, and region.

Innovation leads the forward edge of change. We strive to be on the forefront in all we do.
We honor and respect the ideals of freedom. We protect the freedom of all members of our community to seek truth and express their views.

We are careful stewards. We responsibly and sustainably manage the economic and natural resources entrusted to us.

Integrity is our cornerstone. We hold ourselves to the highest ethical standards as educators, scholars, students, and professionals.

We are a team. We are a collaborative community that focuses on ensuring the success of every member.

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 request to revalidate the University’s Mission Statement and approve the University’s Vision and Core Values Statements.
January 31, 2017

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

Re: Request to Revise *NSU Mission, Vision, and Core Values* Statements

Dear Dr. Henderson:

Northwestern State University is submitting the attached request to Revise *NSU Mission, Vision, and Core Values* Statements be placed on the agenda for approval at the February 2017 Board meeting.

Thank you very much for your consideration.

Sincerely,

Dr. Chris Maggio
Acting President

Attachment
January 31, 2017

Dr. Jim Henderson, President
University of Louisiana System
1201 North Third St., Suite 7-300
Baton Rouge, LA  70802

Dear Dr. Henderson:

As you know, over the last eighteen months, Northwestern State University conducted a deliberate, holistic, and thoughtful mission analysis of our mission, roles, and functions. Through this process, we developed and published Strategic Plan 2016-2021. While the mission remains unchanged since last approved by the Board of Supervisors on February 28, 2003, we find it appropriate to revalidate it while simultaneously seeking approval by the Board of Supervisors for our new vision and core values.

Northwestern State requests the following item be placed on the agenda for the February 24, 2017 meeting of the Board of Supervisors for the University of Louisiana System:

Request consideration, revalidation, and approval of the Northwestern State University Mission, Vision, and Core Values:

Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares 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.

Vision. Northwestern State University will become the nation’s premier regional university through the innovative delivery of transformative student learning experiences that prepare graduates for life and career success.

Core Values. Our core values capture the guiding principles for how we make decisions and work together. They are the foundation for the type of University community and regional partner we strive to become. Our guiding values are:

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We honor and respect the ideals of freedom. We protect the freedom of all members of our community to seek truth and express their views.

We are careful stewards. We responsibly and sustainably manage the economic and natural resources entrusted to us.

Integrity is our cornerstone. We hold ourselves to the highest ethical standards as educators, scholars, students, and professionals.

We are a team. We are a collaborative community that focuses on ensuring the success of every member.

Thank you for your leadership and support in this matter. The point of contact for this action is the undersigned.

Very Respectfully,

Chris Maggio
Acting President and
Vice President for the Student Experience
Item E.4. University of Louisiana at Lafayette's request for approval of a Letter of Intent to establish a Master of Arts in Teaching (MAT) in Elementary Education with concentrations in Elementary Education and Elementary French Immersion.

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette (UL Lafayette) is proposing to offer a Master of Arts in Teaching (MAT) in Elementary Education degree with two concentrations (Elementary Education and Elementary French Immersion) in an effort to: (1) increase the caliber of students enrolled in their alternative certification programs (an objective that aligns with the Louisiana Department of Education’s goal of upgrading the prestige of the profession) and (2) contribute to preserving Acadiana’s rich French culture and heritage by training and deploying high-quality elementary French immersion teachers with the French language proficiency and pedagogical expertise required to teach in immersion programs across the region. This proposed non-thesis Master’s degree program will consist of 39 hours of coursework, including an integrated year-long residency internship designed to bridge research-based pedagogical frameworks with current classroom cultures.

The proposed program aims to attract academically talented post-baccalaureate students who not only meet UL Lafayette Graduate School admission requirements, but who are also genuinely committed to maximizing the academic capability of K-12 students. Students will matriculate through cohorts during the 14-month duration of the program which will span over four academic terms (two summer semesters bookending an academic year comprised of two regular semesters – fall and spring). Ideally the University would like to begin accepting students for Summer 2017 so that program completers will be prepared to begin in the profession in Fall 2018. UL Lafayette expects the program to henceforth graduate a minimum of ten (10) students per year, with all students fulfilling the Louisiana Department of Education requirements for initial elementary certification. In addition, half of those students will have the competency required to meet the state’s French language requirement to teach in immersion schools, along with additional pedagogical experience in immersion methodology. All coursework will be completed through UL Lafayette’s main campus with at least three courses being offered via hybrid or online delivery.

An MAT like the one proposed fits squarely within the institution’s 2015-2020 Strategic Plan. The proposed program will strengthen student enrollment and recruitment by promoting graduate education and by recruiting students with stronger academic credentials and talents. In addition, the proposed program will round out existing MAT programs offered by UL Lafayette which include MATs in Elementary Education & Special Education Mild/Moderate (1-5) and Secondary Education & Special Education Mild/Moderate (6-12). The proposed program will benefit from some existing courses and no new faculty will be required for program
implementation. UL Lafayette’s College of Education currently has adequate space and equipment to support the proposed MAT. As a result, the proposed program can be offered at minimal cost to the institution.

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 the University of Louisiana at Lafayette’s request for approval of a Letter of Intent to establish a Master of Arts in Teaching in Elementary Education with concentrations in Elementary Education and Elementary French Immersion (CIP Code 13.1202).
February 2, 2017

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

Dear Dr. Henderson:

This is to request approval of a Letter of Intent to Develop a New Academic Program, the Master of Arts in Teaching (MAT) in Elementary Education with concentrations in Elementary Education and Elementary French Immersion.

Please place this item on the agenda for consideration at the February 2017 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie  
President

svc

Attachment
**LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM**  

**Date:** January 10, 2017

<table>
<thead>
<tr>
<th>Campus:</th>
<th>Program: Title, CIP, Degree/Certificate Awarded:</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Louisiana at Lafayette</td>
<td>Master of Arts in Teaching (MAT) in Elementary Education with concentrations in Elementary Education and Elementary French Immersion</td>
</tr>
<tr>
<td></td>
<td>CIP: 13.1202 (Elementary Education and Teaching)</td>
</tr>
</tbody>
</table>

**Institutional Contact Persons & Access Info (if clarification is needed):**

Dr. Michelle Haj-Broussard,  
Assistant Professor, Department of Curriculum & Instruction  
Email: hajbroussard@louisiana.edu  
Phone: (337) 482-5280

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Professor & Head of the Department of Curriculum & Instruction  
Email: psheppard@louisiana.edu  
Phone: (337) 482-1514

Dr. Nathan Roberts,  
Professor & Dean of College of Education  
Email: nroberts@louisiana.edu  
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Dr. Fabrice Leroy,  
Assistant Vice President for Academic Affairs/Academic Programs  
Email: fleroy@louisiana.edu  
Phone: (337) 482-0195
1. DESCRIPTION

The University of Louisiana at Lafayette is proposing to offer a Master of Arts in Teaching in Elementary Education degree, with two concentrations: one in Elementary Education, and one in Elementary French Immersion, in an effort to: 1) increase the caliber of students enrolled in our alternative certification programs (an objective that aligns with the Louisiana Department of Education’s goal of upgrading the prestige of the profession); and 2) contribute to preserving Acadiana’s rich French culture and heritage by training and deploying high-quality elementary French immersion teachers with the French language proficiency and pedagogical expertise required to teach in immersion programs across the region. This non-thesis Master’s degree program will consist of 39 hours of coursework, including an integrated year-long residency internship designed to bridge research-based pedagogical frameworks with current classroom cultures.

Our program aims to attract academically talented post-Bachelor’s students who not only meet UL Graduate School admission standards, but who are also genuinely committed to maximizing the academic capability of K-12 students. Students will matriculate as cohorts during the 14-month duration of the program, which will span over four academic terms (two summer semesters bookending an academic year comprised of two regular semesters, a Fall and a Spring). Ideally we would like to begin accepting students for Summer 2017, so that program completers will be prepared to begin in the profession in Fall 2018. We expect the program to henceforth graduate a minimum of 10 students per year, with all students fulfilling the Louisiana Department of Education requirements for initial elementary certification. In addition, half of those students will have the competency required to meet the state’s French language requirements to teach in immersion schools, along with additional pedagogical experience in immersion methodology. All coursework will be completed through the University of Louisiana at Lafayette’s main campus, with at least three courses being offered via hybrid or online delivery.

a. List and describe the program curriculum (i.e., required courses), in sequence or term by term. Indicate new courses by an asterisk (*). Include any special requirements (internships, comprehensive examination, thesis, dissertation, etc.).
<table>
<thead>
<tr>
<th>Course Level/Number</th>
<th>Course Name and Department Offering Course</th>
<th>Max Feasible Enrollment</th>
<th>Who is currently qualified to teach this course?</th>
<th>New Course or Existing Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table 1: Courses</strong></td>
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<tr>
<td><strong>Core Coursework Required by All Students</strong></td>
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</tr>
<tr>
<td>EDCI 502</td>
<td>Classroom Management for Elementary MAT Students. Department of Curriculum &amp; Instruction</td>
<td>20</td>
<td>Dr. Abington-Pitre, EDCI, Dr. Briggs, EDCI, Dr. Bruce-Davis, EDCI, Dr. Haj-Broussard, EDCI, Dr. Keefer, EDCI, Dr. Rone-Wilson, EDCI, Dr. Ruiz, EDCI, Dr. Wadsworth, EDCI</td>
<td>New Course</td>
</tr>
<tr>
<td>READ 502</td>
<td>Reading Act: Instruction through the Years. Department of Curriculum &amp; Instruction</td>
<td>20</td>
<td>Dr. Abington-Pitre, EDCI, Dr. Begnaud, EDCI, Dr. Flint, EDCI, Dr. Pinkett, EDCI</td>
<td>Existing Course</td>
</tr>
<tr>
<td>EDCI 552</td>
<td>Mathematics Pedagogical Content Knowledge for MAT Students. Department of Curriculum &amp; Instruction</td>
<td>20</td>
<td>Dr. Sheppard, EDCI, Dr. Bruce-Davis, EDCI, Dr. Haj-Broussard, EDCI, Dr. Gallagher, EDCI</td>
<td>New Course</td>
</tr>
<tr>
<td>READ 520</td>
<td>Developmental Reading</td>
<td>20</td>
<td>Dr. Abington-Pitre, EDCI, Dr. Begnaud, EDCI, Dr. Flint, EDCI</td>
<td>New Course</td>
</tr>
<tr>
<td>EDCI 512</td>
<td>Science &amp; Social Studies Pedagogy. Department of Curriculum &amp; Instruction</td>
<td>20</td>
<td>Dr. Bruce-Davis, EDCI, Dr. Keefer, EDCI, Dr. Dolenc, EDCI</td>
<td>New Course</td>
</tr>
<tr>
<td>EDCI 532</td>
<td>Classroom Assessment for MAT Students. Department of Curriculum &amp; Instruction</td>
<td>20</td>
<td>Dr. Sheppard, EDCI, Dr. Autin, EDCI, Dr. Briggs, EDCI</td>
<td>New Course</td>
</tr>
<tr>
<td>EDCI 592 (six credit hour course)</td>
<td>Student Teaching for MAT Students (Internship). Department of Curriculum &amp; Instruction</td>
<td>20</td>
<td>All EDCI Faculty with Graduate Faculty Status</td>
<td>New Course</td>
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<tr>
<td>SPED 502</td>
<td>Educating the Exceptional Child</td>
<td>20</td>
<td>Dr. Ruiz, EDCI, Dr. Wadsworth, EDCI, Dr. Beasley, EDCI, Dr. Rone-Wilson, EDCI</td>
<td>Existing Course</td>
</tr>
<tr>
<td>READ 523</td>
<td>Diagnosis of Reading Disabilities</td>
<td>20</td>
<td>Dr. Abington-Pitre, EDCI, Dr. Begnaud, EDCI, Dr. Flint, EDCI, Dr. Pinkett, EDCI</td>
<td>Existing Course</td>
</tr>
<tr>
<td>EDCI 562</td>
<td>Educational Psychology in the Elementary School. Department of Curriculum &amp; Instruction</td>
<td>20</td>
<td>Dr. Briggs, EDCI, Dr. Ruiz, EDCI, Dr. Bruce-Davis, EDCI, Dr. Wilson, EDCI, Dr. Wadsworth, EDCI</td>
<td>New Course</td>
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<tr>
<td><strong>Research Capstone Coursework</strong></td>
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<tr>
<td>Elementary: EDCI 5XX EDCI 5XX</td>
<td>Six hours of existing graduate-level elective courses suggested by the Department of Curriculum &amp; Instruction and the student's advisor to create a</td>
<td>20</td>
<td>All EDCI Faculty with Graduate Faculty Status</td>
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<tr>
<td>Elementary French Immersion: EDCI 5XX</td>
<td>Immersion methods.</td>
<td>Dr. Haj-Broussard, EDCI Dr. Keefer, EDCI</td>
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<tr>
<td>FREN 401 (G)</td>
<td>Literary or Linguistic or Cinematographic Studies: Comparative Linguistics and Pedagogical Approaches for French for Anglophones</td>
<td>Dr. Lindner, FREN Dr. Haj-Broussard, EDCI</td>
<td></td>
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</tr>
<tr>
<td>Semester</td>
<td>Courses and Department offering courses</td>
<td>Max of feasible enrollment</td>
<td>Who is currently qualified to teach this course?</td>
<td>New Course or existing course</td>
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<tr>
<td>Summer I</td>
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<tr>
<td>READ 502</td>
<td>Reading Act: Instruction through the Years. Department of Curriculum &amp; Instruction</td>
<td>20</td>
<td>Dr. Abington-Pitre, EDCI Dr. Begnaud, EDCI Dr. Pinkett, EDCI</td>
<td>Existing Course</td>
</tr>
<tr>
<td>EDCI 512</td>
<td>Science &amp; Social Studies Pedagogy Department of Curriculum &amp; Instruction</td>
<td>20</td>
<td>Dr. Haj-Broussard, EDCI Dr. Keefer, EDCI Dr. Bruce-Davis, EDCI Dr. Dolenc, EDCI</td>
<td>New Course</td>
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<tr>
<td>EDCI 532</td>
<td>Classroom Assessment for MAT Students. Department of Curriculum &amp; Instruction</td>
<td>20</td>
<td>Dr. Haj-Broussard, EDCI Dr. Keefer, EDCI Dr. Sheppard, EDCI Dr. Autin, EDCI Dr. Briggs, EDCI</td>
<td>New Course</td>
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<tr>
<td><strong>Immersion only:</strong></td>
<td><strong>The French Immersion program at Ste. Anne University (Nova Scotia, CA) is an option for MAT Elementary French Immersion students. This enrichment program will help them improve language skills, work on pedagogy, and gain teaching experience in a francophone class. Students whose language levels are not already at the Advanced-Low or above will be highly encouraged to attend.</strong></td>
<td>20</td>
<td>Dr. Haj-Broussard, EDCI Ste. Anne Immersion Program Teaching staff. UL Lafayette has a Memorandum of Understanding with Ste. Anne University, and has used its immersion program as enrichment for French language learners for the past two decades, with excellent results.</td>
<td>Enrichment</td>
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<tr>
<td><strong>Fall:</strong></td>
<td><strong>During Residency</strong></td>
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<tr>
<td>EDCI 552</td>
<td>Mathematics Pedagogical Content Knowledge for MAT Students. Department of</td>
<td>20</td>
<td>Dr. Sheppard, EDCI Dr. Bruce-Davis, EDCI Dr. Haj-Broussard, EDCI</td>
<td>New Course</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Instructor(s)</td>
<td>Course Type</td>
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<tr>
<td>EDCI 502</td>
<td>Classroom Management for Elementary MAT Students, Department of Curriculum &amp; Instruction</td>
<td>20</td>
<td>Dr. Abington-Pitre, EDCI Dr. Begnaud, EDCI Dr. Briggs, EDCI Dr. Bruce-Davis, EDCI Dr. Ruiz, EDCI Dr. Wadsworth, EDCI Dr. Keefer, EDCI Dr. Haj-Broussard, EDCI Dr. Rone-Wilson, EDCI</td>
<td>New Course</td>
</tr>
<tr>
<td>EDCI 592</td>
<td>Student Teaching for MAT Students (Internship), Department of Curriculum &amp; Instruction</td>
<td>20</td>
<td>All EDCI Faculty with Graduate Faculty Status</td>
<td>New Course</td>
</tr>
<tr>
<td>CAPSTONE: Elementary French Immersion</td>
<td>Immersion methods</td>
<td>20</td>
<td>Dr. Haj-Broussard, EDCI Dr. Keefer, EDCI Dr. Mark Honegger, ENGL</td>
<td>New Course</td>
</tr>
<tr>
<td>EDCI 5XX</td>
<td>Research</td>
<td>20</td>
<td>All EDCI Faculty with Graduate Faculty Status</td>
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<tr>
<td>Spring: During Student Teaching</td>
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<tr>
<td>READ 520</td>
<td>Developmental Reading</td>
<td>20</td>
<td>Dr. Abington-Pitre, EDCI Dr. Begnaud, EDCI Dr. Stachowiak, EDCI</td>
<td>New Course</td>
</tr>
<tr>
<td>EDCI 592 (three credit hour course)</td>
<td>Student Teaching for MAT Students (Internship), Department of Curriculum &amp; Instruction</td>
<td>20</td>
<td>All EDCI Faculty with Graduate Faculty Status</td>
<td>New Course</td>
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<tr>
<td>CAPSTONE: Elementary French Immersion FREN 401 (G)</td>
<td>Literary or Linguistic or Cinematographic Studies (variable content): Comparative Linguistics and Pedagogical Approaches for French for Anglophones</td>
<td>20</td>
<td>Dr. Haj-Broussard, EDCI Dr. Lindner, FREN</td>
<td>Existing Course</td>
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<tr>
<td>CAPSTONE: Elementary EDCI 5XX</td>
<td></td>
<td></td>
<td>All EDCI Faculty with Graduate Faculty Status</td>
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</tr>
</tbody>
</table>
b. Describe how the proposed program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for a cooperative program, cross-enrollment options, or other manners of sharing/extending resources and access. Describe any special arrangements for admissions, grading, transcripts, graduation requirements, or transfer policies. Describe administrative oversight to ensure the quality of the program or services to be offered. A prospectus for approval of distance learning should describe the infrastructure supporting the delivery method (training of faculty, development of courses for distance delivery, technical support for student and faculty).
<table>
<thead>
<tr>
<th>Summer Semester I</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine credit hours in Education (two 4-week courses, and one 8-week hybrid course)</td>
<td>Twelve credit hours for all students</td>
<td>Nine credit hours for all students</td>
<td>Nine credit hours for all students</td>
</tr>
</tbody>
</table>

**All Concentrations:**
This semester, MAT students will take nine credit hours, which include an assessment course, a reading course, and a content course on teaching science and social studies methods. Within the coursework there will be concentration-specific assignments.

**French Immersion Concentration:**
French immersion students whose language levels are not at least Advanced-Low will have the option of participating in an immersion program at St. Anne's University in Nova Scotia and complete course field experience requirements in public Francophone schools in Nova Scotia, as well as attend a five-week French immersion program in May/June with funding support from CODOFIL. CODOFIL is the Council for the Development of French in Louisiana whose prime directive is to create more French Immersion programs. CODOFIL, along with its foundation, Fondation Louisiane, and the Louisiana Consortium of Immersion Schools have all pledged their support for this endeavor including an MOU to fund at least five students per year to go to St. Anne.

**French Immersion Concentration:**
As part of the CAPSTONE experience, Elementary French immersion students will take an additional 3-credit French content course focusing on immersion pedagogy, while EDCI students will take a research elective course.

**French Immersion Concentration:**
Elementary French immersion students will take a French content course on comparative linguistics of English and French.

**Elementary Concentration only:**
As part of the CAPSTONE, the Elementary concentration will take a research-based reflection course in EDCI.

**Elementary Concentration only:**
All of the students will take an elementary educational psychology course, a diagnostic reading course, and a course in special education.

**Elementary Concentration only:**
Elementary French immersion students will have to take the ACTFL OPI and must test at the Advanced-Mid level to graduate from the program. Students who are not yet at that level will be encouraged to do another summer immersion program at St. Anne, or to seek other options for proficiency improvement. Students who are still not able to achieve the required level will get their degree in Elementary Education and can qualify to teach in immersion classes once they reach the required language level, or take the Praxis World Language Pedagogy and French tests for an add-on certification in French.
The projected Master of Arts in Teaching (MAT) in Elementary Education and Elementary French Immersion will provide a more intensive initial teacher preparation program for students with a baccalaureate degree outside of education to teach in either the Elementary or the Elementary French Immersion setting.

These intensive programs will occur in a cohort fashion, starting in the summer and ending in the subsequent summer. Regular Graduate School admissions requirements will apply. In addition, MAT students will be required to have passed their Praxis Core and Content area exams at the time of admission. Some courses will be delivered in hybrid format. Instructors will be trained in the Quality Matters standards via the Online Learning Consortium (OLC), and all courses will have competency requirements in the K-12 classrooms. The French immersion hybrid courses will be developed using the OLC course development training.

A number of students who enter our university graduated from French immersion programs in the area. The MAT program allows those students, who already have acquired a high level of French proficiency, to complement their language skills with graduate coursework in Education, in order to teach in the immersion program. It also allows students who may have majored in French as undergraduates to come back to school and utilize and expand their language skills, while learning to teach in the immersion context. To be accepted into the French Immersion MAT program, students will need to either have a B.A. in French and Francophone Studies or demonstrate adequate mastery of the French language through a standardized proficiency assessment. On the American Council for the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI), they must earn a level of at least Intermediate-High, or on the European Framework exam (DELF), students will need to earn a B1 certificate. To be allowed to enter into the French immersion classrooms for the practicum and student teaching, students must have an ACTFL OPI level of Advanced-Low or a DELF certificate at the B2 level. To complete the degree requirements, the French Immersion students must have an ACTFL OPI of Advanced-Mid or a DELF certificate at the C1 level. Through the course module at Ste. Anne University, as well as through other courses offered in the program, students will have the opportunity to improve their language skills incrementally. Omaggio (1987) states that it takes 240 hours of exposure and practice in a second language to go up one level on the ACTFL scale (e.g. Intermediate High to Advanced Low; Advanced Low to Advanced Mid). Thus, in order to reach the Advanced-Mid level upon completion of the degree, students will need to be at the Intermediate-High level upon admission.

The Elementary and Elementary French Immersion students will follow two concentrations but take the same number of hours each semester. The Fall and Spring semesters in these programs will consist of a residency in which the students will complete all of their field hours and clinical experiences in the elementary classroom with their assigned cooperating teachers. Both tracks include courses in educational foundations, reading, content methodology, management, and assessment. The Elementary track will also include a research capstone course, while the Elementary French Immersion track includes more coursework on immersion methods and specific linguistic issues pertaining to second language acquisition and the teaching of content courses in another language.
Additionally, due to the language requirements of the Elementary French Immersion MAT, a summer intensive immersion program will be integrated within the program as enrichment for those students who have not already obtained an Advanced-Mid language level. This program will help the French immersion concentration students to attain the language levels needed to matriculate through the program. The summer intensive program will consist of content methods and assessment courses, field experiences for the courses typically taught in an elementary Francophone class, and language immersion classes/cultural experiences to improve the students’ language levels.

2. NEED

a. **Describe how the proposed program fits within the institution’s existing role, scope and mission, and provide evidence of inclusion of the change in the institution’s ongoing planning and program evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program.**

An Elementary MAT fits squarely within the institution’s 2015-2020 Strategic Plan. It strengthens student enrollment and recruitment by promoting graduate education and by recruiting students with stronger academic credentials and talents. Neither of these elements was addressed by the soon-to-be-discontinued certification-only Elementary program. The new MAT program will also increase the interface between the University and community stakeholders by collaborating with local high-needs elementary schools for the student’s practicum and student teaching experiences. In addition, the Elementary French Immersion MAT coincides with the University of Louisiana at Lafayette 2015-2020 Strategic Plan in the following ways:

- it widens the University’s global perspective by investing in study abroad programs to maximize student opportunities for participation;
- it develops strategic partnerships with international universities;
- it contributes to creating an institution that our stakeholders will hold in high regard because the program and the subsequent research it will produce have the potential to brand the University of Louisiana at Lafayette as the most recognized French immersion university in the U.S.;
- it takes advantage of the University’s unique historical/cultural/geographical setting for scholarly purposes; and
- it supports the collaborative work of internal and external stakeholders to generate a positive economic, scientific, cultural, or social impact by increasing access to research and other learning activities that encourage interdisciplinary initiatives and preserve our regional culture.

Indeed, Louisiana’s cultural context and strength in French immersion education are assets only available in this area. Building upon those strengths, this unique context, and the specificity of the program, UL Lafayette will be able to recruit outstanding graduate students, as well as to retain outstanding undergraduates and encourage them to continue their education at the graduate level. The language requirements of the Immersion concentration ensure that students engage in co-curricular activities through a culturally diverse university community. In addition, the residency requirement to work in area classrooms for both concentrations of the MAT meets this goal, because the students will all participate in co-curricular activities that are vigorous, energetic, and culturally diverse. Finally, because this is a graduate program, it will strengthen and expand our relationship with our alumni.
In addition, the immersion concentration was created as a direct response to recurrent requests from alumni, local immersion schools, the Council for the Development of French in Louisiana, and local community leaders. The program will also help to meet a national need for American French immersion teachers, in order to offer more teaching corps stability to local and national French immersion programs. Within the country, the Center for Applied Research in Language Acquisition has listed Immersion Teacher Preparation as a top issue in immersion. In this context, many states are expanding their immersion programs (Utah, Delaware, Rhode Island, Minnesota, North Carolina, California, Oregon, Alaska), and with this expansion comes the need for qualified immersion educators. The *Standard Examiner*, a Utah newspaper, stated that finding a qualified immersion teacher was a “dog eat dog world” (Rimington, 2015), which indicates that graduates from our program will be in high demand nationally. French is the second most instructed language in immersion nationwide (Center for Applied Linguistics, 2011). In addition, the Southwest Louisiana community is interested in this program as a way to ease the current demand placed on French, Canadian, and Belgian governments for more French immersion teachers to meet the instructional demands of immersion schools.

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

Neither an MAT in Elementary Education, nor any Elementary French Immersion graduate degree offerings, have ever been offered before at this institution. There is a “certification-only alternative certification program” in elementary education; however, this program does not have the rigorous student selectivity required by CAEP that an MAT program would have.

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

Seven of the ten institutions in the UL System have MAT programs in Elementary Education; no other state institution or peer institution offers an MAT concentration in Elementary French Immersion.

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

The MAT in Elementary Education will help UL Lafayette to improve upon the current certification-only alternative certification elementary program that has less rigorous admission requirements. The program will move from a curriculum that requires 33 hours for certification but that does not lead to a Master’s Degree, to one that requires 6 more hours, but offers the additional credential of a Master’s degree. This new graduate program will attract a higher quality of students, and ensure the level of rigor associated with graduate coursework. CAEP standard 3 underlines the importance of student quality and requires that programs be selective in the admission of their students. By requiring a high GPA and selective GRE scores for admission to the MAT in Elementary Education, and by requiring a starting French-language proficiency at the intermediate-high level, the MAT in Elementary French Immersion meets this standard for a highly selective program.
If a graduate program is requested, indicate:

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

The U.S. Bureau of Labor Statistics expects new jobs for teachers at the elementary grade levels to grow by 17% by 2020, with the South and West regions of the country having the greatest need. For the MAT in Elementary French Immersion, no similar programs exist. According to the Annie E. Casey Foundation, Kids Count database, Louisiana’s educational program ranks 47 in the nation; 28% of our children live in poverty, and 23% of them have failed a grade since Kindergarten. Tests that measure students’ literacy and verbal abilities, like the GRE, and program selectivity are both associated with higher student academic achievement (Rice, 2003). Thus the change from the less selective certification-only program, to a more selective MAT is needed.

Immersion programs in the U.S. have shown a 95% growth since 2006, and French is the second most popular language in such programs (Edwards, 2014). Within the state, over 150 French immersion teachers are recruited from abroad (annually) to fill the need of French immersion schools (Terri Hammatt, World Language Consultant at LDOE, personal communication, August 28, 2015). The state has developed legislation that promotes the expansion of immersion programs: 1) Act 361 (2013) allows parents to petition schools for immersion if such programs do not exist; 2) Act 196 (2014) prohibits schools from wait-listing potential immersion students; and 3) Act 99 (2014) allows immersion students to receive a seal of bi-literacy on their diplomas. This promotion creates an even greater need for qualified immersion educators. This legislation was essential because all 29 of the immersion schools had to wait-list students, due to the high demand for these programs. In fact, the waiting lists in Louisiana have more than 500 students; as a result of these limitations, some parents often give up on the immersion option when they hear that their children are on the waiting list (The Advertiser, April 2014). For French immersion programs in other states, there are students on waiting lists as well, in anticipation of the expansion of the programs in Maryland, Georgia, Oregon, New York, Virginia, Massachusetts, and many other districts (Edward, 2014). Within the U.S., the Center for Applied Research in Language Acquisition has listed Immersion Teacher Preparation as a top issue in immersion. Many states are expanding their French immersion programs (Utah, Delaware, and Georgia). In light of the shortage of qualified immersion teachers, and the increasing demand for such educators in Louisiana, this program is essential to the Acadiana community. It is indeed imperative that we begin to train our own homegrown French immersion teachers, as stated in the attached letters of support for this MAT in Elementary French Immersion from the Council for Development of French in Louisiana (CODOFIL), a state agency, and the Louisiana Consortium of Immersion Schools (LCIS), a non-profit educational organization.

ii. Are there possibilities for cooperative programs?

Yes, this program could interface with Francophone universities throughout the world, some of which are affiliated with UL Lafayette through MOUs (Caen, Poitiers, Strasbourg, Moncton, Laval, etc.). In addition, if UL Lafayette were eventually able to begin its own summer French immersion program, that program could be used to help more students attain the various language levels required for matriculation in the MAT in Elementary French Immersion.
f. If this program is approved, will its approval result in the termination of phasing out of existing programs? That is, could this program be considered a replacement program?

Yes, the certification-only alternative certification program in Elementary Education will be phased out. The MAT Elementary program is more selective, which is a CAEP accreditation requirement, and offers a residency program, which is the direction in which our state is moving in terms of clinical experiences.

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

This program supports the following initiatives in the Board of Regents’ Master Plan:

Objective 1.3 – Increase the Number of Adults Age 25 and Older Enrolled in Postsecondary Education Programs

This MAT program allows graduates who have already matriculated from the institution to come back and earn a graduate degree that will give them an opportunity for a new career path. The pathway connects directly to the K-12 education system, and the immediate residency requirements ensure that the students get classroom practice that assists them in perfecting their teaching.

Objective 1.7 – Develop a Skilled Workforce to Support an Expanding Economy, and

Objective 2.3 – Sustain and Advance Research Commercialization and Translational Activities that Promote Economic Development in Louisiana

As stated above, having a more selective alternative certification program in elementary education will help to raise achievement levels, which in turn will help to address the issues of poverty and school failure. In addition, the program will produce a skilled workforce to address the growth of elementary education programs in the state.

French immersion is growing in the state and nationwide. Having acquired the language level and the specific teaching methodology to teach in this growing program, our students will have guaranteed job opportunities. In addition, the availability of French immersion programs is a draw for industry to an area. Immersion schools, in particular French immersion schools, have proven their effectiveness in ensuring high academic achievement and better cognitive skills for their students. There are nearly 50 years of research on the academic, cognitive, and linguistic benefits of immersion (Fortune, 2012). The link between cognitive growth and economic growth is clear (Hanushek, Jamison, Jamison, & Woessman, 2008). In addition, Louisiana’s second largest industry is tourism, and much of it is predicated, particularly in Southwest Louisiana, on the French language heritage; the strengthening of this cultural resource is a necessity to ensure continued growth of this industry.

Objective 2.2 – Promote Multidisciplinary and Multi-Institutional Collaborative Research Efforts

The MAT in Elementary French Immersion would allow Education and French faculty to work together. If multiple institutions from various Francophone areas were providing the summer immersion program, then the linguistic outcomes of those programs could be measured, with the intent of identifying those that provide for the most linguistic growth.
3. STUDENTS

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Program</th>
<th>Enrollment</th>
<th>Program</th>
<th>Enrollment</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MAT Elementary Education</td>
<td>6</td>
<td>MAT Elementary French Immersion</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>MAT Elementary Education</td>
<td>6</td>
<td>MAT Elementary French Immersion</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>MAT Elementary Education</td>
<td>6</td>
<td>MAT Elementary French Immersion</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>MAT Elementary Education</td>
<td>6</td>
<td>MAT Elementary French Immersion</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>MAT Elementary Education</td>
<td>8</td>
<td>MAT Elementary French Immersion</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
</table>

These enrollment numbers are based on the numbers in the certification-only Elementary Education 1-5 program, as that program will be phased out. The projected numbers for the MAT in Elementary French Immersion are based initially on an estimate of the number of Louisiana students with undergraduate training in French/Francophone or international studies (in which language skills are essential), who will be recruited throughout the state. This recruitment method should provide 3-5 students per semester. Furthermore, we will also recruit students from Francophone universities with which UL collaborates through MOUs, as well as international students interested in earning a Louisiana teaching certification and pursuing training in immersion methodology. These Francophone students would then do their Summer I training in local immersion summer camps and would not need to do the language training at that time.
b. **Indicate the source of students from existing programs or students who might not otherwise be attracted to the institution.**

We anticipate a variety of sources of students. For the MAT Elementary Education program, graduates from Bachelor degree programs from any major could enroll in the program to pursue a new degree path. Students who previously chose the certification-only alternative certification option will no longer have that option, as we are phasing out that program. Instead, students will earn a graduate degree after completing the coursework required for certification. For the MAT in Elementary French Immersion, former French immersion students who are now at the college level or are finishing their Bachelor’s degrees in any area would be potential students, provided that they have the necessary language skills. Students who received their Bachelor’s degrees in French or Francophone Studies would also be a source. International students with the equivalent of a Bachelor’s degree could also enroll in the program. In particular, Masters 2 students from France and Martinique who are waiting a year to retake their teaching exam might be interested in this program. These students must wait a full year before the French national test that allows them to teach is administered. By allowing these students to participate in our program during that year, they will have the option of having an American certification.

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

All students will need to meet all of the Graduate School admission requirements, including satisfactory GRE score, GPA requirements, and a Bachelor’s degree or the recognized international equivalent of a Bachelor’s degree. Additionally, the students in the Elementary French immersion concentration will need to enter the program with an intermediate-high level of French, which is on par with the admission requirements of most immersion programs throughout the nation.

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

There are no closely related programs.

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

When available, funding from existing and future research grants will be used to support graduate assistantships. These assistants would coordinate with local teachers and help prepare classroom and professional development training. Additionally, privately-funded scholarships will be used to support students in the French immersion concentration during their summer immersion experience. CODOFIL, the Louisiana Consortium of Immersion Schools, the Richard Guidry Foundation, and the Fondation Louisiane have offered to help some students pay for the Sainte-Anne experience. We are also looking at working with interested schools that may wish to sponsor students’ education in exchange for working at their schools or in their school districts.
4. FACULTY

a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments. Provide a complete roster (using the SACS Faculty Roster form) of those faculty employed to teach in the program(s) referred to in the prospectus, including a description of those faculty members' academic qualifications and other experiences relevant to the courses to be taught in the program in question, course load in the new program, and course work taught in other programs currently offered. Please consult the SACS Faculty Roster Instructions for guidance in completing the Roster. Provide a narrative with supporting evidence that the number of full-time faculty members is adequate to support the program; and describe the impact of the new initiative on faculty workload. For distance learning programs, describe processes in place to ensure that students have structured access to faculty. For graduate programs, document scholarship and research capability of faculty; for doctoral programs, document faculty experience in directing student research.

Tenured and tenure-track faculty responsible for providing primary Instruction of courses in the MAT program represent diverse specialties, experiences, and research interests. All faculty teaching in the program hold terminal degrees in appropriate specialties from major, highly respected and accredited universities. The program faculty are active in producing scholarly publications and presentations, with, on average, a publication record of three peer-reviewed journal articles and four national or regional, peer-reviewed presentations per year. This is in addition to contributing other professional publications, authoring books, book chapters, or other instructional materials, and presenting papers at local or community based sites. They are also responsible for a full teaching load, direct supervision of advanced student projects and/or field based experiences, as well as committee and community service work necessary to fulfill the mission of the College of Education. Based on such indicators of expertise and professional commitment, it is clear that this faculty is capable of the high levels of nationally recognized scholarship productivity that will serve potential program students well.

Other College of Education instructional staff, including full-time instructors and community-based adjuncts, may be involved in the supervision of field experiences required by the program. All instructional staff within the program hold a minimum of a Master's degree in a related field and have more than five years of experience in the field.

For French immersion in particular, the department recently hired a new faculty member with over 20 years of experience in French immersion education. Her doctoral work focused on Louisiana French Immersion. She has had 11 years of experience in teaching at the K-12 level, as a French immersion teacher; has produced publications, presentations, and workshops that focus on immersion education; works on the CODOFIL education committee; and serves as the president of the Louisiana Consortium of Immersion Schools.

b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered. The basis for this calculation should be full-time equivalent students and faculty and should be computed based on all students taught rather than the student majors or other related groupings.
Table 5
Student-faculty ratio

<table>
<thead>
<tr>
<th>Curriculum and Instruction</th>
<th>Full Time Student Numbers</th>
<th>Full Time Faculty Numbers</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Languages (MODL/French concentration)</td>
<td>839</td>
<td>27</td>
<td>31:1</td>
</tr>
<tr>
<td>30 majors</td>
<td>404 students in Gen. Ed. Courses (FREN 101, 102, 201, and 202)</td>
<td>5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

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

The program will be absorbed by present faculty, including the faculty member recently hired as an immersion specialist (see above). Another faculty member is working on acquiring the required language level in order to be able to teach in the immersion program as well. Three courses in both concentrations are already in existence. These reading and special education courses are already being taught, so the MAT Elementary/Elementary French Immersion students will simply register for those pre-existing courses. Eliminating the Elementary certification-only alternative certification program will also free up some faculty members’ teaching loads so that graduate faculty can be assigned to MAT Elementary courses. In addition, having the courses in a cohort will reduce the number of courses needed each semester.

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

New faculty will not be required. The graduate faculty in the Department of Curriculum and Instruction possess the credentials and expertise necessary to initiate, implement, and sustain the proposed degree. As the program expands and increased enrollment warrants, the addition of faculty positions would provide greater flexibility and help ensure program success. The addition of a Master’s degree program would impact future hiring decisions within the Department. Pending appropriate growth of the program, new faculty may be hired to teach at the graduate level or to teach undergraduate elementary courses in order to free up graduate faculty to teach courses in the MAT program.
e. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.

Table 6
Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty
Primary Department, Academic Program, or Discipline: Department of Curriculum and Instruction

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME (F, P)</td>
<td>COURSES TAUGHT</td>
<td>ACADEMIC DEGREES &amp; COURSEWORK</td>
<td>OTHER QUALIFICATIONS &amp; COMMENTS</td>
</tr>
<tr>
<td>All faculty listed are full time faculty (F)</td>
<td>Including Term, Course Number &amp; Title, Credit Hours (D, UN, UT, G) 400 and below = UN 400G and above = G</td>
<td>Relevant to Courses Taught, Including Institution &amp; Major List specific graduate coursework, if needed</td>
<td>Related to Courses Taught</td>
</tr>
<tr>
<td>Dr. Bruce-Davis</td>
<td>EDCI 350, EDCI 351, EDCI 426, EDCI 476, EDCI 478, EDCI 574, EDCI 576, SPED 500, SPED 503</td>
<td>Ph.D. in Educational Psychology Gifted Education and Talent Development, University of Connecticut</td>
<td>3rd Grade ELA, 8th ELA, Gifted Enrichment (K-12-math, science, ELA, technology, social studies), 3rd-8th ELA and Social Studies self-contained gifted</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dr. Hai Broussard</td>
<td>EDCI 349: PK-6 Math Methods 1, EDCI 427: Teaching in a Diverse Society, EDCI 430: Classroom Management for Elementary Teachers, EDCI 471: Professional Preparation for ESOL Teachers</td>
<td>B.A. French from UL Lafayette; M.Ed. Secondary Education from UL Lafayette; ED.S. Curriculum &amp; Instruction UL Lafayette; Ph.D. Curriculum and Instruction: Comparing African-Americans experiences in Immersion and Regular Education.</td>
<td>10 years experience teaching French immersion in Acadia and Lafayette Parish</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Took Immersion Courses at the Center for Applied Research in Language Acquisition on Immersion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Took courses in New Brunswick (University of New Brunswick Fredricton; University of Moncton) on Immersion Pedagogical Methods (Content, Management, Assessment, Writing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Took courses at Ste. Anne University in Nova Scotia on Immersion pedagogy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Was on the national research colloquium in 2012 on creating a new Immersion Research Agenda</td>
</tr>
<tr>
<td>Dr. Keefer</td>
<td>EDCI 424: Middle School Social Studies Methods, EDCI 426: Social Studies in the Elementary School, EDCI 427: Teaching in a Diverse Society, EDCI 450: Secondary Classroom Management and Instructional Design, EDCI 454: Secondary Social Studies Methods, EDCI 570: Diversity for</td>
<td>Ph.D. Curriculum and Instruction, University of South Florida M.A. Curriculum and Instruction, University of South Florida B.A. Anthropology, University of South Florida</td>
<td>10 years of experience in teaching high school social studies; August 2004-May 2014</td>
</tr>
<tr>
<td>Dr. Roe Wilson</td>
<td></td>
<td>Dr. Ruij</td>
<td></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td></td>
<td>the Progressive Educator</td>
<td></td>
<td>Ph.D. Special Education, Wayne State University; M.S. Special Education, Johns Hopkins University; B.S. Communication, Sciences and Disorders, Howard University</td>
</tr>
<tr>
<td>EDCI: 574: Leading Teacher Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 391: Foundations of Inclusive Education, SPED 502: Educating the Exceptional Child</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Education,  
SPED 428G: Language Arts Intervention for Students with Disabilities,  
SPED 483G: Methods for Elementary Students with Disabilities,  
SPED 484G: Assessment and Evaluation for Elementary Students with Disabilities,  
SPED 491G: Foundations in Inclusive Education  
University of Southwestern Louisiana;  
Bachelor of Science,  
Southern Illinois University | 1978-1985: Asst. Program Coordinator and Early Intervention Specialist;  
1985-1992 Preschool Special Education Teacher /Dept. Coordinator; |
|---|---|---|
| **Dr. Bagnoud** | Ph.D. in Curriculum and Instruction, College of Education, Louisiana State University, 1999;  
Education Specialist, University of Southwestern Louisiana Lafayette, LA, 1991;  
Master of Education, University of Southwestern Louisiana, 1978; Major: Gifted Education; Minor: Reading. | Head of Lower School: Ascension Episcopal Day School  
Teacher of Gifted Education: Le Rosen and Woodvale  
Elementary Teacher : Ascension Day School |
| **Dr. Pinkett** | EDCI 411: Developmental Assessment in Early Childhood Education,  
EDCI 413: Foundations and Program Development in Early Childhood Education, | Ph.D. in Child Development and Research Methodology, Georgia State University, 1984;  
Additional Specializations: Assessment and School |
| | | 1990-1994: Courses Taught at the University of Texas at Austin:  
**Graduate:** Educational Research Design, Developmental Theories, Social Development in Early Childhood  
**Undergraduate:** Applied Learning and Development (Measurement and Evaluation), |
| Dr. Sheppard | Mathematics Education | Ph.D., Southern University, 2005 | Elementary Grades 1-8 (All subjects), Principal |
| Dr. Dolanc | | Ph.D. Science Education | Teacher from 2008 to 2013 |

**Documents**

- READ 302: Teaching Reading in the Primary Grades
- READ 303: Reading Practicum in the Primary Grades
- READ 309: Emerging Literacy and Beginning Reading Instruction Through Age 8
- READ 411: Assessment and Prescriptive Teaching of Reading

**Graduate**

- M.Ed. in Early Childhood Education, Towson University, 1975
- B.S. in Early Childhood Education, Towson University, 1968

**Undergraduate**

- Child Development Reading Diagnosis

**Courses Taught**

- 1984-1990: Courses Taught at Kennesaw State University, Marietta, GA:
| Dr. Autin   | EDFL 456: Classroom Assessment,  
EDLD 500: Vision, Leadership, and Culture,  
EDLD 504: Research for School Leaders,  
EDLD 505 Curriculum for School Leaders,  
EDCI 478 Student Teaching Middle School,  
EDCI 479 Student Teaching Secondary School | Ph.D. in Curriculum and Instruction, University of New Orleans;  
M.S. in Curriculum and Instruction, University of New Orleans  
B.S. in Mathematics, Loyola University | 2007–2011: Assistant Principal/Academics  
St. Thomas More Catholic High School, Lafayette, LA;  
2001–2007: Principal, St. Mary’s Dominican High School, New Orleans, LA;  
1977–2001: Academic Assistant Principal, Brother Martin High School, New Orleans, LA;  
1974–1976: Mathematics Department Chair and Teacher Holy Rosary Institute, Lafayette, LA |
|------------|---------------------------------|-------------------------------------------------|-------------------------------------------------|
| Dr. Beasley | SPED 391: Foundations of Inclusive Education  
SPED 468: Content Area Intervention for Students with Disabilities,  
SPED 472: Theories and Practice for Secondary Level Behavioral Interventions,  
SPED 482: Theories and Practice for Elementary Level Behavioral Interventions,  
SPED 492: Classroom Management of Students with Disabilities,  
SPED 456: Pre-Vocational and Vocational Skills for Students with Disabilities,  
SPED 391(2) and SPED 404(5): Independent Studies in Mathematics,  
SPED 511: Interventions for Students with Disabilities,  
EDFI 456: Measurement and Evaluation (Grades 1-8 & Grades 9-12) | Ph. D. in Special Education, Southern University and A&M College;  
Master of Education, University of Louisiana at Lafayette;  
Bachelor of Arts in Political Science, Louisiana Tech University | 1991-1994: Special Education Teacher, Church Point High School;  
1994-1997: Special Education Teacher, Lafayette High School;  
1997-present: Instructor/Master Instructor, University of Louisiana at Lafayette |
| Dr. Gallagher | EDCI 350: PK-6 Mathematics Methods II,  
| Dr. Lindner | Mason University;  
| Fall 2016,  
EDCI 351: Practicum in Elementary Mathematics, Fall 2016  
| County Public Schools, VA;  
| Literacy Consultant and Instructional Coach (July 2015, 2016), William Botnan Experimental School, HELPS International, Guatemala;  
| 3rd Grade Classroom Teacher (July 2010-June 2012) American International School Dhaka, Bangladesh;  
| RTI Coordinator (August 2009-2010) Pine Spring Elementary, Fairfax County Public Schools  
| Ph.D., Indiana University,  
FREN 424(G): The Sociocultural Context of French Louisiana,  
FREN 465 (G): Introduction to French Linguistics,  
FREN 492(G): Francophone Louisiana,  
FREN 501: French Teaching Methodology  
| Associate Professor and French Language Program Coordinator  

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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

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

Faculty CVs are provided as an appendix to this document.

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

None needed.
5. LIBRARY AND OTHER SPECIAL RESOURCES

a. Are present library holdings in related fields adequate to initiate the proposed program? Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. If you are citing electronic databases accessed through consortial or statewide groups, please describe the discipline-specific suites of resources and not just the name of the consortium (such as Viva, Tex-Share, Galileo, Louis, etc.). For doctoral programs, document discipline-specific refereed journals and primary source materials.

The University of Louisiana at Lafayette has a comprehensive, full service academic library with full staff support and distance resource access available to all faculty and students. The Edith Garland Dupré Library houses more than one million volumes, subscribes to more than 3800 serial titles, and collects back files in print, microform, and digital online format. Dupré Library provides its patrons with access to 67,517 online electronic journals and subscribes to 120 indexes and databases. The Library's special collections include federal, state and local documents, cultural and University archives, and rare books.

Most of the journals in the field of elementary education can be accessed via databases such as Web of Science, Academic Search Complete, ERIC, JSTOR, ProQuest, and EBSCOhost. All of these databases are available via Internet access from remote locations. Additionally, traditional services such as interlibrary loan are also available.

The Instructional Materials Center (IMC) currently housed in the Maxim Doucet academic facility provides program participants with access to instructional materials relevant to their coursework. The IMC offers a wide variety of instructional materials for examination, evaluation, and use by students and faculty. Educational materials in the IMC may be located using either the Dupré Library or IMC web pages. The IMC is a branch of the Dupré Library and is operated by highly qualified library staff.

For the MAT in Elementary French Immersion, the library resources provide a number of periodicals related to immersion in general and French immersion in particular. However, there are some gaps.

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

The library will need to purchase some children's books in French as well as recent books on immersion language methods and pedagogy. In terms of periodicals, an imperative resource for a graduate program in immersion methodology is the Journal of Immersion and Content-Based Teaching (JICB), whose current and back issues will have to be acquired.
c. Do other institutions have library resources being used or available to faculty and students for the proposed program?

There are a number of periodicals related to immersion already available via the online databases. However, children's literature in French, immersion pedagogy books, or journals such as JICB are currently lacking.

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

Thus far, there are no additional expenditures in the last two years.

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

$2500 ($400/year for the journal and $100/year for new immersion research and practitioner books)

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

None.

g. If a graduate program is requested, indicate:

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

We will need to subscribe to the Journal of Immersion and Content-Based Teaching (JICB).

ii. How do library resources deemed desirable compare to other institutions with similar programs that are high quality? Cite specific comparisons of other institutions.

All other research-intensive universities that offer immersion teacher training (University of Utah, University of Minnesota, and Canadian universities) have access to JICB. Canadian universities have additional pedagogical texts and children's literature.

6. FACILITIES AND EQUIPMENT

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

The College of Education currently has adequate space and equipment to support the proposed MAT program. Instructional supplies and materials are adequate for the number of program participants anticipated for the program in its first five years. Additional materials, supplies, and equipment may need to be added as the program grows in size, as anticipated.
b. Describe present utilization of these facilities where facilities are assigned to the department.

The MAT Elementary and Elementary French immersion program will utilize the College of Education's facilities on campus and in partner schools to support students in meeting program requirements. Most instruction will be provided in Maxim Doucet Hall, the primary location for professional education on campus. Other buildings that may facilitate instructional or program support for MAT program students are Girard Hall, Foster Hall, Lee Hall, and the Soulier House. These buildings provide instructional spaces for College of Education courses, as well as offices for staff and faculty who will provide fundamental support to students in this program. The field experiences for the MAT program will be directed through the Clinical Field Experiences Department located at Soulier House. In addition to campus-based facilities, Professional Development Sites that have been operating for more than eight years will be used to provide students with authentic field-based clinical experiences known to represent best practices in contemporary elementary education.

The College of Education is fully networked, with high-bandwidth access to the campus network and Internet, as well as to two teaching labs and a dedicated student lab with both PC and Mac computers. The College has five technology classrooms that can be utilized for demonstrations or instruction, and Promethean boards are available in five of the Curriculum and Instruction classrooms.

The MAT Elementary French immersion program will work closely with French immersion schools in the area, and in particular with the French Immersion Center at Myrtle Place, a school at which all of the students will be French immersion students. The field and clinical experiences of the Elementary French immersion students will be conducted in these schools.

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

No special facilities are necessary.

7. ADMINISTRATION

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

The administrative plan for this projected program is the same operational model currently supporting the existing MAT Programs in Elementary Education & Special Education Mild/Moderate (1-5) and Secondary Education & Special Education Mild/Moderate (6-12). The College of Education will continue to follow the organizational procedures for the management of the program through the same hierarchical structures in place for all other programs. Curricular matters are addressed at the Department level through use of advisory committees, and handled in accordance with College procedural guidelines. Faculty teaching and advising assignments are determined by the Department Head, with input from the Program Coordinator. Management of student enrollment and records at the College of Education level is handled by the unique COE Student Services Office and governed by the Dean's Office. Costs and management of resources for this program will follow the same guidelines and procedures applied to all other College of Education programs.
b. Indicate if the proposed program will affect the present administrative structure of the institution.

The program will not affect the present administrative structure.

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

The University of Louisiana at Lafayette has close ties to all of the area's public schools. Our work in elementary STEM education with Dr. Williams and in Mathematics education with Dr. Sheppard has resulted in summer programs, after-school programs, and numerous grants that benefit area schools and students. The Elementary MAT program development is informed by an ACEI nationally recognized undergraduate program, and it will share many of the qualified faculty members from that program.

The program, in particular the Elementary French Immersion program, is deeply embedded in the community, culturally. The University works closely with the Council for the Development of French in Louisiana (CODOFIL), which is a state agency for the promotion and preservation of French. CODOFIL specifically asked that we offer this Elementary French Immersion MAT (see letter of support). In addition, the University has close ties to the Louisiana Consortium of Immersion Schools (LCIS), which works closely with all of the immersion schools in the state and provides professional development and training for all immersion teachers in the area. The University of Louisiana at Lafayette already has MOUs or is in the process of creating MOUs with a number of Francophone universities and cities from around the globe — the universities of Poitiers, Caen, Pô, Rennes, and Strasbourg (France); Ste. Anne University in Nova Scotia, Moncton University in New Brunswick, and Laval University in Quebec, Canada; the University of Martinique & Guadeloupe; and the University of Namur, Belgium.

Currently, one member of our faculty is a qualified and experienced immersion pedagogue; another faculty member in the department is in the process of acquiring the language level and immersion training needed to assist with that program. The program can also rely on a faculty member in the English Department with language methodology experience and a member of the French faculty in the Modern Languages Department who has taught language methodology and a comparative linguistics course.

8. ACCREDITATION

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

SACS-COC accreditation will be achieved by designing assessment plans that monitor the success of the students, in relation to various learning objectives, and this assessment will be used to improve the program. CAEP accreditation will be achieved by utilizing the same measure as our undergraduate and certification-only certification ACEI-SPA reports. Our work will align with ACEI.

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

There are no additional costs.
c. If a doctoral program is requested, describe the use of consultants in developing the proposed program and include a copy of their report as an appendix to the proposal. The use of consultants to assist in the development of such proposal is highly recommended, if not imperative.

N/A

9. RELATED FIELDS

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

The Department of Modern Languages and its French and Francophone Studies faculty have a long history of engaging with the community and specifically with the French immersion programs in the area. Therefore, it is imperative that this department be an integral partner in the design, development, and implementation of the program.

For the Elementary concentration, the students will be doing research and a capstone experience under the direction of faculty in the Curriculum and Instruction and Educational Foundations and Leadership departments. Boyd, Grossman, Lankford, Loeb & Wyckoff (2009) found that teacher value-added scores increase if there is a capstone experience.

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

The linguistics course, FREN 401G, is a variable-topic course and thus can be developed to focus on a linguistic comparison of French and English, issues of inter-language confusion and fossilization that might develop in Anglophones learning French, and ways that immersion teachers can use focus on form to overcome these issues.

10. COSTS

a. Estimate costs of the proposed program or the first four years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Indicate if federal or other sources of funds are available. Are there prospects for increased income from students recruited specifically to this program who otherwise would not have enrolled? Indicate the amount of resources going to institutions or organizations for contractual or support services, and the operational, management, and physical resources available for the change. Provide contingency plans in case required resources do not materialize. The institution must also disclose if it is currently on reimbursement for Title IV funding.

$500 ($400/year for the JICB journal and $100/year for new immersion research and practitioner books)

No new faculty hires will be necessary, so no additional costs will be incurred in this area.
We anticipate initial advertising/recruitment costs, but we have existing funds available and a communication and marketing team that is already in existence. We estimate that $2500 will be sufficient for initial print and targeted advertising.

b. **Indicate departmental costs:**

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

<table>
<thead>
<tr>
<th>Curriculum and Instruction</th>
<th>2014-2015</th>
<th>2015-2016</th>
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<td>Salaries Instr.: $1,650,775</td>
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<td>Salaries Class.: $26,445</td>
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<td>Insurances Contr.: $163,698</td>
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<td>Travel: $1,894</td>
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<tr>
<td>Operating Services: $9,854</td>
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<td>Supplies: $533</td>
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<td><strong>Department Total:</strong> $2,418,870</td>
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<tbody>
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<td>Personnel Services:</td>
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<td><strong>Department Total:</strong> $1,118,374</td>
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<td>Department Total: $1,431,295</td>
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ii. **How will the proposed program affect the allocation of these funds?**

EDCI courses will count towards EDCI, and FREN courses will count towards FREN.

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

No additional funds are required.

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

Institution: University of Louisiana at Lafayette

Date: November 15, 2016

Program/Unit: _Master of Arts in Teaching (MAT) in Elementary Education with concentrations in Elementary Education and Elementary French Immersion_

FTE = Full Time Equivalent (use the institution's standard definition and provide that definition.)

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<th>FIRST YEAR</th>
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<td>Fellowships and Scholarships</td>
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<td><strong>SUB-TOTAL</strong></td>
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<tr>
<td>Facilities</td>
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<tr>
<td>Travel</td>
<td></td>
<td></td>
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</tr>
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<td>Supplies (Library)</td>
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<td><strong>GRAND TOTAL</strong></td>
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**Amount & Percentage of Total Anticipated From:**

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<th>AMOUNT</th>
<th>%</th>
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<th>%</th>
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<td>$102,887</td>
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<tr>
<td>State Grants/Contracts</td>
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<td>Tuition and Fees (general)</td>
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<td>$196,540</td>
<td>72%</td>
<td>$262,054</td>
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<td>$364,941</td>
<td>100%</td>
<td>$410,558</td>
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</tbody>
</table>

*We do not anticipate the need for new full-time faculty.

**Based on UL Lafayette’s Cost Component
11. EVALUATION AND ASSESSMENT

Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the degree program(s), off-campus site(s), or other changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs, as well as using the results of evaluation to improve institutional programs, services, and operations. For compressed time frames describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

APPENDICES: Appendices may include items such as copies of library and other cooperative or contractual agreements. All appendices should be referenced in the text.

Evidence of a successful institutional effectiveness process at the program level (Excerpt from Fifth-Year Interim Report submitted to SACS-COC on March 9, 2016)

All cycles of assessment since 2009-2010 for the University’s more than 200 assessed units are available on WEAVEOnline. Beginning with AY2009-2010, the approximately 100 academic programs have been expected to undertake a full cycle of assessment each year. At both undergraduate and graduate levels, academic programs identify their students’ expected learning outcomes, assess the extent to which these outcomes are achieved, and make improvements based on the analysis of these results. The following College sections provide detailed indicators, linked to evidence from WEAVEOnline profiles, that degree programs identify student learning outcomes, identify appropriate measures and targets, gather data, and use that data to improve student learning outcomes.

Programs may focus on certain objectives in a given year, provided they assess each of their major-specific student learning outcomes at least twice in a rolling five-year period. For objectives not assessed annually, a time frame for assessment must be provided. At the end of each assessment cycle, assessment coordinators enter findings (indicating whether targets were met, not met, or not reported) and create action plans. Sampling guidelines stipulate that departments with fewer than 25 majors/graduates in the semester of assessment should assess 100 percent of the students, while larger departments should assess at least 50 students on each learning goal. The use of multiple assessors on course-embedded instruments has been consistently encouraged to demonstrate reliability of the measures.

In the six assessment cycles beginning with 2009-2010, academic units have consistently entered elements of their assessments. The table below shows that in the three most recent assessment cycles (2012-2013, 2013-2014, and 2014-2015), nearly all academic units (between 93 percent and 99 percent) reported findings each cycle, and a majority (between 70 percent and 92 percent) entered new action plans. In the 2014-2015 assessment cycle, the Office of Institutional Assessment, with support from the University Assessment Council, introduced four analysis questions in the “Achievement Summary” section of WEAVEOnline, to which nearly all academic units (over 97 percent) responded, demonstrating further evidence of improvement through assessment. The analysis questions were the following:

1) How were the assessment results shared within the unit?
2) Are there any measurable or perceivable effects of the action plans implemented following last year’s assessment cycle?
3) What changes are you making this year to improve outcomes next year?
Item E.5. University of Louisiana at Lafayette's request for approval of a Letter of Intent for UL Life, Learning is for Everyone (Intellectual Disabilities Program in the College of Education) non-degree program.

EXECUTIVE SUMMARY

LIFE, Learning Is For Everyone, is a program under the College of Education designed to improve the educational and vocational outcomes of students with intellectual disabilities by providing them with an opportunity to increase their academic, career, functional, and social skills on a university campus. The demand for such a program was identified in a 2014 needs assessment conducted by the special education faculty through area families, support groups, and educators. While similar programs exist, for instance, at Nicholls State University and Southeastern Louisiana University, each maintains a small enrollment class, and none is in the immediate Lafayette geographical area. The overwhelming majority of surveyed individuals saw value in a post-secondary program with local access for students and, as a result, a pilot program was launched in 2014. Interest in such a program was realized when there were more applicants than spots available for admission after two years of operation. Applicants with mild/moderate intellectual disabilities who meet specified qualifications are those considered by the Admissions Team. Twelve applicants for only four spots for the 2017-18 academic year are expected. LIFE will be at capacity in 2017-18, which is a total of 16 students. At this time UL Lafayette would like to formalize the LIFE Program due to the tremendous success of the pilot.

Within the LIFE Program there are two different paths offered to students. The Basic 2-year program incorporates functional academics, independent living skills, employment, social/leisure skills, and health/wellness skills in a public university setting with the goal of producing self-sufficient young adults. In addition, the UL LIFE Program offers an Advanced 4-year program for students who demonstrate the ability to safely navigate certain areas on campus independently, sustain employment, and socially integrate during the Basic program. The Advanced program progresses with an emphasis on workplace experience, community integration, and independent academic time with transitionally reduced supports. Students in the LIFE program follow individualized plans of study that address core areas of self-determination, career development, and life planning, along with student individual interests developed through university electives. This model is well established among the over 240 programs of this kind across the nation. At program completion, LIFE students receive a Certificate of Achievement for completing their individualized graduation goals.

Post-pilot stage, the LIFE Program plans to cap annual enrollment at 16 students. Operational costs associated with the LIFE Program (faculty/staff, graduate assistants, support personnel, supplies, etc.) will be offset by tuition. The cost to enroll in the LIFE Program has been set at a rate of $4,900 per year.
By combining LIFE courses and college-level courses for the students to audit, young adults with intellectual disabilities will be equipped with the knowledge and skill sets necessary to become thriving members of their community. The campus projects a minimum of 75% employment upon completion of the LIFE program based on current partial outside employment of students enrolled and research data. In addition to benefitting those who participate, the LIFE Program and its students on campus also provides opportunities for meaningful collaboration, service activities, and research. While LIFE is not a degree-seeking program, it does further UL Lafayette's commitment to diversity by including people with intellectual disabilities in its daily events, both socially and academically.

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 the University of Louisiana at Lafayette’s request for approval of a Letter of Intent for UL Life, Learning Is For Everyone (Intellectual Disabilities Program in the College of Education) non-degree program.
February 2, 2017

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

Dear Dr. Henderson:

This is to request approval of a Letter of Intent to Develop a New Academic Program; UL Life, Learning is for Everyone (Intellectual Disabilities Program in College of Education). The proposal is attached and the budget will be forthcoming.

Please place this item on the agenda for consideration at the February 2017 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie
President

Attachment
1. Program Objectives and Content

LIFE, Learning Is For Everyone, is a program under the College of Education designed to improve the educational and vocational outcomes of students with intellectual disabilities by providing them with an opportunity to increase their academic, career, functional, and social skills on a university campus. Within the LIFE Program, there are two different paths offered to students. The Basic Two-Year Program incorporates a one semester internship, giving the students fundamental skills and exposure to a professional workplace environment. The Advanced Four-Year Program is offered to those students who demonstrate a higher level of competence in academic, social, and independence during their first year in LIFE. This path involves multiple semesters of an internship to build student skill level, confidence, and expertise for permanent, competitive employment after completion of LIFE. Internships are sequential in order to ensure maintenance of previous skills and to enhance performance level and generalization of these career competencies to new situations.

This program and curriculum seek to follow the principles suggested in the framework of the Think College Special Interest Group for Building Inclusive Campus Communities (2015). It emphasizes the value of human difference, recognizing students with intellectual disabilities as “competent individuals worthy of challenges and opportunities for risk taking,” and capable of contributing to the university community in meaningful ways.

Students in the LIFE Program follow individualized plans of study that address core areas of self-determination, career development, and life planning, along with student individual interests developed through university electives. This model is well established among the over 240 programs of this kind across the nation.

Group fitness classes give students with intellectual disabilities an opportunity to acquire social, functional, and health benefits. According to the American Journal of Health Promotion, young adults with disabilities experience long-term benefits when participating in a fitness program. While benefits can be observed quickly after implementing a fitness program, greater ones will be observed when participation takes place over a longer period of time. Authors note a loss of benefit when fitness program is withdrawn (Johnson 2009). Fitness classes also contribute to the Comprehensive Transition Program mandate, which dictates that students must engage 50% of their time on campus in an inclusive environment.

LIFE provides an opportunity for mentors, students attending the university, and faculty to participate in an inclusive community and to increase their appreciation of diversity. The presence of the LIFE Program and its students on campus will also provide opportunities for meaningful collaboration, service activities, and research.
Program Course Breakdown by Semester

Semester 1:
1) LIFE 110. Functional Academic Writing. (3, 0, 3). Students will learn to write appropriate correspondence to instructors and peers, including electronic communication, and to construct sentences and paragraphs for papers and related writing assignments. Restr: Limited to LIFE students enrollment only.
2) LIFE 120. Career Readiness. (3, 0, 3). Students will learn skills for accessing transportation, conducting a job search, completing applications, interviewing, exploring new careers, and creating resumes. Restr: Limited to LIFE students enrollment only.
3) UL Rec Group Fitness Class. LIFE on the GEAUX. This class is geared toward the LIFE Program students, but is open to anyone at all fitness levels.
4.) UNIV 100. First Year Seminar. (3, 0, 3). Introduction to General Education through (often interdisciplinary) exploration of topics and contemporary interest and enduring importance. Increases knowledge and skills that improve academic success.
5.) LIFE Academic Support Lab. (format??). This one-hour course provides an opportunity for LIFE students to work with mentors on projects assigned in LIFE and University classes being audited. During this time, students may do research on computers and access other materials on campus. Specific assignments vary from student to student.

Semester 2:
1) LIFE 101. Personal Finance. (3, 0, 3). Students will receive classroom instruction on functional mathematics, and engage in hands-on practical application of mathematical concepts, including paying bills, budgeting, shopping, counting money, and making change, along with functional adding and subtracting. Restr: Limited to LIFE students enrollment only.
2) LIFE 121. Independent Living. (3, 0, 3). Students will learn skills in using the telephone to conduct every day activities, cell phone etiquette, organization of living environment, and managing daily routines. Restr: Limited to LIFE students enrollment only.
3) UL Rec Group Fitness Class. LIFE on the GEAUX. This class is geared toward the LIFE Program students, but is open to anyone at all fitness levels.
4) UL LIFE Audited Course: Elective Course of Student Choice (Audit) Activity or Core based on student interests and plans. The curriculum model proposed by many of the institutions associated with Think College include an opportunity for students to select an elective course that will be audited based on their interests and career plans. (For example a student interested in working in day care might audit a course in Children’s Literature.)
5) LIFE Academic Support Lab: This hour provides an opportunity for LIFE students to work with mentors on projects assigned in LIFE and University classes being audited. During this time students may do research on computers and access other materials on campus. Specific assignments vary from student to student.

Semester 3:
1) LIFE 210. Reading for a Purpose. (3, 0, 3). Students will engage in reading and comprehension of functional materials as they pertain to daily living, for instance reading a menu or directions, library usage, or staying up-to-date on current events. Restr: Limited to LIFE students enrollment only.
2) LIFE 220. Successful Employment. (3, 0, 3). Students will receive an introduction to understanding job requirements and expectations, identifying and mastering skills for a job, knowing appropriate workplace attire, and recognizing and following workplace hierarchy. Restr: Limited to LIFE students enrollment only.
3) UL Rec Group Fitness Class. LIFE on the GEAUX. This class is geared toward the LIFE Program students, but is open to anyone who wants to get a great work out and have some fun! All fitness levels are welcome!
4) UL LIFE Audited Course: Elective Course of Student Choice (Audit) Activity or Core based on student interests and plans. The curriculum model proposed by many of the institutions associated with Think College includes an opportunity for students to audit an elective course, based on their interests and career plans. (For example a student interested in working in a restaurant might audit a course in Hospitality Management.)

5) LIFE Academic Support Lab: This hour provides an opportunity for LIFE students to work with mentors on projects assigned in LIFE and University classes being audited. During this time students may do research on computers and access other materials on campus. Specific assignments vary from student to student.

Semester 4:
1) LIFE 201. Time & Schedule Management. (3, 0, 3). Students will receive classroom instruction on functional mathematics, and engage in hands-on practical application of mathematical concepts, including telling time, scheduling, calculating elapsed time, developing calendar skills, and arranging travel plans and transportation. Restr: Limited to LIFE students enrollment only.

2) LIFE 221. Communication Skills. (3, 0, 3). Students will learn conversation skills such as taking turns in social interactions, asking questions, understanding when to clarify situations, focusing on how to stay on topic, generalizing phone etiquette skills to social and professional settings, and using appropriate greetings in social and job-related situations, as well as in encounters with strangers. Restr: Limited to LIFE students enrollment only.

3) LIFE 230. Academic Internship. (3,0,3). Students will have hands-on work experience in their vocation of interest through observations, career exploration, and guidance on campus placements. Restr: Limited to LIFE students enrollment only.

4) UL Rec Group Fitness Class. LIFE on the GEAX. This class is geared toward the LIFE Program students, but is open to anyone at all fitness levels.

5) LIFE Academic Support Lab: This hour provides an opportunity for LIFE students to work with mentors on projects assigned in LIFE and University internships. During this time, students may do research on computers and access other materials on campus. Specific assignments vary from student to student.

Semester 5:
1) LIFE 310. Career Writing. (3, 0, 3). Students will learn appropriate e-mail etiquette, completion of forms and other personal data- and work-related documents. Restr: Limited to LIFE students enrollment only.

2) LIFE 320. Social Skills Development. (3, 0, 3). Students will engage in role play of independent living, employment, and communication skills within context of realistic social situations. Restr: Limited to LIFE students enrollment only.

3) LIFE 330. Academic Internship. (3,0,3). Students will build on current skills and learn to be more independent in those basic tasks. This work experience in their vocation of interest could include observations and guidance on campus. Restr: Limited to LIFE students enrollment only.

4) UL Rec Group Fitness Class. LIFE on the GEAX. This class is geared toward the LIFE Program students, but is open to anyone who wants to get a great work out and have some fun! All fitness levels are welcome!

5) LIFE Academic Support Lab: This hour provides an opportunity for LIFE students to work with mentors on projects assigned in LIFE and University internships. During this time, students may do research on computers, access other materials on campus, or review and practice certain skills. Specific assignments vary from student to student.
Semester 6:
1) LIFE 301. *Money Management*. (3, 0, 3). Students will learn to manage finances, including developing a budget, estimating costs, and understanding expenditures. Restr: Limited to LIFE students enrollment only.
2) LIFE 321. *Self-Advocacy*. (3, 0, 3). Students will learn to recognize their rights and needs, to understand their meaning, and to advocate for themselves. They will reflect on their strengths and weaknesses and learn how use those strengths to further knowledge and gain independence. Restr: Limited to LIFE students enrollment only.
3) LIFE 331. *Academic Internship*. (3,0,3). Students will continue to build proficiency in their vocation of interest through hands-on exploration and trial and error within a work environment. By increasing their exposure to career specific tasks, students will continue to gain independence in their specific vocational settings. Restr: Limited to LIFE students enrollment only.
4) UL Rec Group Fitness Class. *LIFE on the GEAUX*. This class is geared toward the LIFE Program students, but is open to anyone at all fitness levels.
5) LIFE Academic Support Lab: This hour provides an opportunity for LIFE students to work with mentors on projects assigned in LIFE and University internships. During this time, students may do research on computers, access other materials on campus, or review and practice certain skills. Specific assignments vary from student to student.

Semester 7:
1) LIFE 410. *Using Media for a Purpose*. (3, 0, 3). Students will learn how to find important information or to answer questions by using various media sources as the library, newspapers, and the internet. Restr: Limited to LIFE students enrollment only.
2) LIFE 420. *Appropriate Job Etiquette*. (3, 0, 3). Students will learn specific skills related to their internship placement, such as appropriate conversation skills with superiors and peers at work, acceptable work behaviors and attire, and codes of conduct. Restr: Limited to LIFE students enrollment only.
3) LIFE 430. *Academic Internship*. (3,0,3). Students will participate in an on-campus internship in their chosen vocation of interest, and sharpen work skills that will lead to competitive employment after exiting the program. Students will continue to express their independence and begin to learn to take initiative in the workplace. Restr: Limited to LIFE students enrollment only.
4) UL Rec Group Fitness Class. *LIFE on the GEAUX*. This class is geared toward the LIFE Program students, but is open to anyone at all fitness levels.
5) LIFE Academic Support Lab: This hour provides an opportunity for LIFE students to work with mentors on projects assigned in LIFE and University classes being audited. During this time, students may do research on computers, access other materials on campus, or review and practice certain skills. Specific assignments vary from student to student.

Semester 8:
1) LIFE 421. *Vocational Readiness*. (3, 0, 3). Students will learn specific skills related to their internship, such as safety on the job, transportation to and from the workplace, use of reading and mathematics on the job, and customer service skills. Restr: Limited to LIFE students enrollment only.
2) LIFE 431. *Professional Internship Practicum*. (6,0,6). Students will participate in an extensive on-campus internship in their chosen area of interest in order to further develop the skills needed to gain competitive employment within the community. Restr: Limited to LIFE students enrollment only.
3) UL Rec Group Fitness Class. *LIFE on the GEAUX*. This class is geared toward the LIFE Program students, but is open to anyone at all fitness levels.
4) LIFE Academic Support Lab: This hour provides an opportunity for LIFE students to work with mentors on projects assigned in LIFE and University classes being audited. During this time, students may do research on computers, access other materials on campus, or review and practice certain skills. Specific assignments vary from student to student.
**List of faculty members involved in the program, with credentials in the area of special education.**

**UL LIFE Staff**
Mary-Carolyn Haik Duffy, Director  
B.S, M.A.T.  
Certifications: Special Education (Mild/Moderate) Grades 1-12, English, Language Arts 6-12, Social Studies 6-12, Elementary Education 1-5

Caroline Nawas Jurisch, Program Coordinator  
B.A, M.A.T.  
Certifications: Special Education (Mild/Moderate) Grades 6-12, English, Language Arts 6-12

**UL LIFE Program Advisory Board Members from the College of Education:**  
Dr. Nathan Roberts, Dean, College of Education  
B.S, J.D, Ph.D. Educational Leadership, Research & Counseling

Dr. Donna Wadsworth, Professor and Special Education Coordinator  
B.S, M.Ed., Ed.S., Ph.D., Special Education: Curriculum & Instruction  
Certifications: Elementary Grades (K-8); Learning/Behavioral Specialist II, Mentally Retarded (1-12); Noncategorical Preschool (0-5 yrs); Supervisor of Student Teaching; Child Search Coordinator. Illinois and Louisiana

Dr. Maria Ruiz, Assistant Professor, Curriculum and Instruction  
B.S., M.S., Ph.D. Special Education  
Certifications: Mild/Moderate and Early Intervention

Dr. Hunter Beasley, Master Instructor, Curriculum & Instruction  
B.A, M.Ed, Ph.D. in Special Education  
Certifications: Social Studies- Secondary, Special Education (Mild/Moderate) Grades 1-12

Dr. Keita Rone Wilson, Assistant Professor: Curriculum & Instruction  
B.S, M.S, Ph.D, Special Education

**Description of the mentoring program.**

The mentoring program is the soul of UL LIFE. By working directly with their peers, our students get a true sense of inclusion and a complete college experience. Through careful planning and scheduling, four types of mentors work with LIFE students in order to build social skills and promote diversity throughout the University and the community.

Candidates to the mentoring program complete an extensive application that includes an essay portion and letters of reference. Once applications are approved, the chosen candidates are invited to attend a training session prior to the start of each new fall and spring semesters. There are three types of mentors paid by LIFE: Academic, Job Coach, and Fitness Mentors. Academic mentors are taught to modify assignments in audited classes while working closely with professors and LIFE staff to ensure LIFE students are participating to the best of their abilities. They may also act as typical peer mentors and provide support like note-taking and tutoring. Job Coach Mentors are trained to provide support for LIFE students within their individual internship settings. The Job Coach Mentors act as liaisons between the office providing the internship opportunity and the LIFE staff. The ultimate goal of these mentors is to reduce the amount of required support, as the LIFE students progress through the internships each semester. The Fitness Coach Mentors ensure safety and assistance during the LIFE on the Geaux group fitness class. These mentors participate in the class next to the LIFE students to encourage them to
participate, and they add to the inclusive nature of the class. All paid mentors assist in guiding LIFE students through campus to and from their intended locations, from one class to the next, for safety purposes. Volunteer Mentors are not paid but participate in regular lessons within LIFE classes and join LIFE students during their lunch hours. They must also attend the semester trainings.

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. Also, identify similar programs in the state and explain why the intended one should not be perceived as unnecessary duplication.

While similar programs exist, for instance at Nicholls State University and Southeastern Louisiana University, each maintains a small enrollment class, and is not in the immediate geographical area. UL LIFE was created to serve the residents of the Acadiana area. Although we expanded our range, all LIFE students live in Lafayette or surrounding parishes. Living remotely is not an option for these students, whether due to funding or family preferences. The need for this program was identified in a 2014 needs assessment conducted by the special education faculty through area families, support groups, and educators. The overwhelming majority of surveyed individuals do see value in a post-secondary program with local access for their students.

We project a minimum of 75% employment upon completion of the program based on current partial outside employment of students enrolled and research data from thinkcollege.net. In 2016, the Integrative Community Studies Program at the University of North Carolina at Greensboro surveyed its recent graduates and found that 84.6% had been employed since completion, and that 61.5% were currently employed.

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 or quality of life of the people of Louisiana.

The program will be integrated in all appropriate areas of UL Lafayette’s ongoing planning and program evaluation processes. In the initial stages of the planning of LIFE, several faculty members from the College of Education conducted a needs assessment with families, transition coordinators, and special education supervisors in the community to determine the need for a program of this type in our community. Following this assessment, the Office of the Provost launched a pilot program. After the initial two-year period, the College of Education has unofficially provided guidance to the pilot program’s operation in order to ensure that LIFE’s focus remain on functional academics and transition into the community. This affiliation with the College of Education is also beneficial for the LIFE staff members, as they have a strong synergy with the faculty from the College of Education, and can work with them on joint curriculum initiatives. For instance, the LIFE Program can be used as field experiences within courses like SPED 391, SPED Transition, and SPED Collaboration classes.

While LIFE is not a degree-seeking program, it does further the University of Louisiana at Lafayette’s commitment to diversity by including people with intellectual disabilities in its daily events, both socially and academically. According to Think College, people with intellectual disabilities who attend a university’s post-secondary education program are more likely to gain access to competitive employment, leading to an all-around better quality of life. Without LIFE, these particular students would not have any other way to access the University at this level of academic involvement.

4. Students
Summarize student: interest/demand for the proposed program.

Prior to the 2014 needs assessment, key persons in the region and community, including parents, public and private school special education supervisors, and the University’s special education department expressed great interest in beginning a program. Once their interests were matched by
others in the needs assessment, a pilot program was launched. The pilot confirmed a need, as there were more applicants than spots available for admissions after two years of operation. We are expecting about twelve applicants for only four available spots for the 2017-2018 school year. LIFE will be at capacity in 2017-2018, which is 16 total students. The number of accepted students every year will fluctuate after this year, depending on the number that exit the Basic Two-Year and Advanced Four-Year Programs.

Applicants submit an application that includes three letters of reference. Qualifying applicants and their parents will be notified to schedule an on-site visit and interview. Through observations and detailed rubrics, members of the Admissions Team will review interview and shadow day results, then a limited number of applicants will be selected for admission. Students will be notified via letter, and those who are accepted will be asked to contact the program for further instructions. Please note that the program will only accept a limited number each year. Members of the Admissions Team will include various members of LIFE’s Advisory Board, mentor representatives, the program’s graduate assistant, and the LIFE staff.

Applicants with mild/moderate intellectual disabilities who meet the following qualifications and submit their applications correctly and within the stated review window are eligible for an interview. They must

- Have earned a Certificate of Achievement or equivalent from a high school, or have exited from a high school special education program (non-diploma track students).
- Have an intellectual disability, defined as a disability characterized by significant limitations, both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability must have originated before the age of 18.
- Have the ability to actively participate in a conversation with attention to answering questions and expressing ideas in a social setting.
- Be between the ages of 18 and 25 years old at the start of the first fall semester.
- Be able to manage basic self-care skills such as medication, eating, dressing, toileting, personal hygiene, and to appropriately follow directions and protocol in emergency situations.
- Demonstrate the ability to safely navigate their former high school campus during transition times.
- Demonstrate the ability to follow rules, participate in group projects, and work independently when instructed and expected to do so.
- Have a desire to demonstrate a commitment to work and a desire for personal independence; The ability to demonstrate the following skills is strongly recommended: basic math/counting skills, basic reading and writing skills, ability to operate a calculator, ability to conduct a successful personal interview independently from outside prompting by a parent/guardian.
- Have a supportive family or support system of individuals who are willing to work with the students and university in areas such as transportation and tuition.
- Not present a potential disruption to the classroom environment.
- Not require a significantly disproportionate percentage of staff time.
- Fall within the mild to moderate range of intellectual disability. It is important that the staff believe the student will benefit from a meaningful degree from participation in the program.

5. Cost

Estimate new/additional costs of 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. On the separate budget form, estimate new costs and revenues for the first four years.

The operating budget is indicated on the next page. Enrollment will remain at 16 students. A committed private donor will continue to make contributions through the 2017-2018 school year. These
contributions will supplement the budgets into the future as needed. Because it is not a non-degree, non-certificate seeking program, students are not assessed tuition as typically enrolled university students.

CERTIFICATION:

____________________________________  ______________________
Chief Academic Officer                  Date

____________________________________  ______________________
Management Board                        Date of Approval by Board
### LOUISIANA BOARD of REGENTS

**SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM**

Institution: University of Louisiana at Lafayette  
Date: 2/14/17

Degree Program, Unit: Non-degree, non-certificate seeking program for students with intellectual disabilities (UL LIFE Program, College of Education)

FTE = Full Time Equivalent (use the institution's standard definition and provide that definition).

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<td>FTE</td>
<td>Amount</td>
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Revenue Anticipated From:

*State Appropriations

*Federal Grants/Contracts

*State Grants/Contracts

*Private Grants/Contracts

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<th>Expected Enrollment</th>
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<tr>
<td>Fees</td>
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</tbody>
</table>

*Other (specify)

| TOTAL REVENUES      | $156,800    | $156,800    | $156,800    | $156,800    |

The Program Cost of $4,500 per student per semester closely parallels the cost of tuition and fees for 12 hours for continuing students ($4,713). It is assumed that the unit will pursue grants and donations to cover additional costs such as uniforms and supplemental travel. As stated earlier, there some donor funds are already guaranteed for 2017-18.
BOARD OF SUPERVISORS FOR THE UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 23, 2017

Item E.6. University of Louisiana at Lafayette’s request for approval of the Concept Proposal for a K-12 Laboratory School at the University of Louisiana at Lafayette.

EXECUTIVE SUMMARY

Through its College of Education, the University of Louisiana at Lafayette (UL Lafayette) seeks to open an independent, legislatively authorized laboratory school. The school would receive Minimum Foundation Program (MFP) funding in the same way as the university laboratory schools operated by Louisiana State University and A&M College and by Southern University and A&M College according to RS 17:350:21. UL Lafayette’s Laboratory School will provide Louisiana pre-service teachers with a site to develop and appraise educational innovations and will allow UL Lafayette faculty to sustain research agendas and funded grant opportunities. This school will not only offer a top-notch educational experience for K-12 students and pre-service teachers, but will also share the knowledge gained with schools across the Acadiana region. The laboratory school will function as an educational lab that will contribute to the larger issues in educational reform for the state of Louisiana.

The design of the lab school is informed by educational reform efforts of the past as well as current trends and innovative best practices for teacher preparation. In the first laboratory school in the United States, opened by John Dewey in 1894, teachers and pre-service teachers were respected and supported as reflective problem-solvers who modeled processes of inquiry for their students. This laboratory environment allowed educators to innovate beyond the traditional school experience in ways that placed value on education as the total school experience, rather than reducing it to assessments of proficiency. The purpose of a laboratory school is to try out new ideas and innovations and share new insights with fellow educators. The International Association of Laboratory Schools describes its affiliated schools as leading the way in improving the science and art of teaching. Currently, some states are looking to laboratory schools for cutting edge, research-based best practices along with engaged professional development for surrounding schools and teachers. For instance, North Carolina recently passed legislation designating eight constituents to establish laboratory schools with the freedom to innovate and test new strategies. UCLA’s laboratory school has documented its global professional outreach and development of teacher leaders. A lab school will provide UL Lafayette’s College of Education with a great opportunity to have a larger impact on the educational reform that all children and teachers need.
UL Lafayette has identified the need for a contemporary educational hub that incorporates an innovative curriculum, high-quality cooperating teacher leaders, integration of theory and practice, flexible access to children, and opportunities for collaboration and research. Endorsement of such an endeavor has been expressed by local and surrounding parish school systems, Louisiana universities with laboratory schools, and community organizations via letters of support. A concept plan has been created by UL Lafayette which outlines the following:

- project timeline;
- proposed organizational and governance structure;
- ten- (10) year strategic plan which outlines establishment and expansion; and
- source of funding for capital outlay and operations.

At this time UL Lafayette would like approval of the conceptual framework of instituting a laboratory school so that the campus can move forward with the next phase of the planning process.

**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 the University of Louisiana at Lafayette’s request for approval of the Concept Proposal for a K-12 Laboratory School at the University of Louisiana at Lafayette.**
February 2, 2017

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

Dear Dr. Henderson:

This is a request for approval of the Concept Proposal for a K-12 Laboratory School at the University of Louisiana at Lafayette. Attached is the proposal and accompanying letters of support.

Please place this item on the agenda for consideration at the February 2017 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie
President

svc

Attachment
Concept Proposal for a K-12 Laboratory School at the University of Louisiana at Lafayette

Introduction

Through its College of Education, the University of Louisiana at Lafayette seeks to open an independent, legislatively authorized laboratory school. This school would receive MFP funding in the same way as the University laboratory schools operated by Louisiana State University and Agricultural and Mechanical College and by Southern University and Agricultural and Mechanical College, according to \textbf{RS 17:350.21}. The University of Louisiana at Lafayette Laboratory School will provide Louisiana pre-service teachers with a site to develop and appraise educational innovations, and will allow UL Lafayette faculty to sustain research agendas and funded grant opportunities. This school will not only offer a top-notch educational experience for K-12 students and pre-service teachers, but also share the knowledge gained with schools across the Acadiana region. The laboratory school will function as an educational lab to contribute to the larger issues in educational reform for the state of Louisiana.

Rationale

The design of the lab school is informed by educational reform efforts of the past as well as current trends and innovative best practices for teacher preparation. In the first laboratory school in the United States, opened by John Dewey in 1894, teachers and pre-service teachers were respected and supported as reflective problem-solvers who modeled processes of inquiry for their students (Tanner, 1997). This laboratory environment allowed educators to innovate beyond the traditional school experience in ways that placed value on education as the total school experience, rather than reducing it to assessments of proficiency. The purpose of a laboratory school is to try out new ideas and innovations and share new insights with fellow educators. The International Association of Laboratory Schools describes its affiliated schools as leading the way in improving the science and art of teaching. Currently, some states are looking to laboratory schools for cutting edge, research-based best practices along with engaging professional development for surrounding schools and teachers. For instance, North Carolina recently passed legislation designating eight constituents to establish laboratory schools with the freedom to innovate and test new strategies. UCLA’s laboratory school has documented its global professional outreach and development of teacher leaders. A lab school will provide UL Lafayette’s College of Education with a great opportunity to have a larger impact on the educational reforms that all children and teachers need.

Contact Information

Dr. Nathan Roberts  
Dean – College of Education  
nroberts@louisiana.edu  
(337) 482-1026  

Dr. Peter Sheppard  
Dept. Head – Curriculum & Instruction  
psheppard@louisiana.edu  
(337) 482-6405
Program Description

Vision — To empower innovators to nurture curiosity and creativity, develop individual talents and leadership qualities, and embolden human potential as we actively participate in the world.

Mission — To advance equity, innovation, and opportunity for all Louisiana students.

Core Values: The Heart of the Innovate Learning Education Model

Purpose — Students and teachers apply their skills, knowledge, and creativity to real-world issues and problems, and make positive changes in their communities. They see the relevance of their learning and are motivated by the understanding that learning is meaningful.

Connectivity — Students are encouraged to develop a direct and respectful relationship with the natural world to become stewards of the earth and of future generations. Students and teachers are mindful of themselves, others, and the world around them as they learn to embrace their own cultures and appreciate those of others.

Challenge — Students at all levels are encouraged and supported to do more than they think they can achieve. Excellence is expected in the quality of their work and thinking. Students are challenged physically, intellectually, and creatively.

Collaboration — School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. Trust, respect, responsibility, and joy in learning permeate the school culture.

Creativity — Students are encouraged to think and create through iterative, imaginative, and compassionate processes that solve real-world problems. Creativity is viewed with equal importance as literacy, and as a life asset that can be nurtured and developed. Students and teachers engage in creative problem solving that draws upon logic, imagination, intuition, and systems thinking.

Active Learning — Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. As a valued part of the learning experience, students initiate activities and play an integral role in designing, implementing, and assessing learning experiences.

Shared Knowledge — Through formal structures of presentation, exhibition, critique, and data analysis, students and teachers build a shared vision of pathways to achievement. Learners are motivated by mastery and purpose of the work they pursue and share their discoveries with audiences.
5 Dimensions of School Life

Core practices are developed for usability in any school setting and fit under one of five dimensions of school life. Our outreach programs will provide materials from our learning components for manageable implementation into diverse settings. Core practices are based on current best practices and are open to change.

1: Our Approach

- Habits of Innovation
  - Curiosity
  - Creativity
  - Collaboration
  - Depth of Enquiry
  - Intellectual Openness
  - Perseverance
  - Bias Toward Action
- Design
- Adventure
- Shared Governance
- STEAM Integration

2: Curriculum

- Language Arts
- Math
- Science
- Social Studies
- The Arts
- Languages
- Health & Movement

3: Assessment

- Formative Assessment
- Authentic Assessment
- Standardized Assessment
- Communication of Student Achievement

4: Culture & Character

- Building a Community of Learning
- Fostering Character
- Establishing Structures for Knowing Students Well
- Engaging Families and the Community in the Life of the School
- Creating Beautiful Spaces for Learning
- Promoting the Habits of Innovation
5: Innovation & Leadership

- For K-12 Students
- For Pre-Service Teachers
  - Observation Areas
  - On-site College Classrooms
- For UL Lafayette
  - Increase Funded Research
  - Campus Partners
- For Community Schools
  - Summer Teacher Institute & Practitioner Inquiry Showcase
  - Partner Pilot Program
  - Innovate Acadia Schools Program
- For Community Children & Parents
  - Summer Children’s Programs
  - Saturday Children’s Programs
  - Parent Nights

Need for an Innovative Educational Hub

Current Challenges faced by the College of Education (COE)

1) A restrictive curriculum required by districts impedes our students’ ability to test innovative, research-based instructional strategies.

2) The COE has difficulty finding enough trained and willing mentors to serve as cooperating teachers for pre-service teacher field experience.

3) There is disconnect between research-supported theory and practice.

4) The COE relies heavily on weekend and summer programs to engage in meaningful field experiences that allow students to test out innovative learning methods.

5) Collaboration among faculty members is hampered by the physical dispersion of our offices in many buildings on campus.

Opportunities for COE as Result of University Lab

1) **Innovative Curriculum:** The Lab school will merge the innovative models of Expeditionary Learning, the Henry Ford Model for Schools of Creative Studies, and the School-wide Enrichment Model to create its own “Innovate Learning Model,” which will be shared with interested schools in the area. This model implies that learning is active, challenging, meaningful, public, and collaborative, as we create an environment for deep engagement in learning, and support students to achieve at high levels. The laboratory environment also enables teachers and gives them the freedom to innovate the curriculum.

2) **High-Quality Cooperating Teacher Leaders:** The Lab cultivates and mentors teacher leaders who can problem solve, iterate, and take risks. It creates a pathway for continual professional growth, as we provide resources for pursuing graduate degrees through our university partnership. Every teacher is expected to hold a Master’s degree and to mentor teacher candidates using the co-teaching model, which we are currently testing out in our programs.
Continuous renewal and innovation by the school's teachers will ensure high-quality modeling and mentoring of our education majors.

3) **Integration of Theory and Practice:** With tight integration of our course work and the lab school curriculum, as well aligned goals, we can ensure that our education majors see theories play out in real classrooms. Our graduates become more marketable as they learn to adjust and create curriculum components.

4) **Flexible Access to Children:** The lab school provides flexibility in access to children. This will build upon and expand the innovative experiences that we currently provide after school and in the summer. It will also create field experience opportunities for other degree programs such as kinesiology, counseling, communicative disorders, etc. The school will support university initiatives to increase graduate degree production, as well as research and grant opportunities.

5) **Opportunities for Collaboration and Research:** The tight connection between the campus and the lab school, achieved by the fact that some offices and classrooms are located directly on site, will provide many opportunities for collaboration and research in education and many other fields including counseling, nursing, and communicative disorders.

**Projected Impacts & Benefits**

1) **For the UL Lafayette College of Education:** As developing professionals, our students will have a laboratory in which to engage with current best practices, innovative ideas, and bold techniques in order to make sense of the beauty of real, authentic learning. Our faculty will have access to student and teacher populations on which to conduct research studies, and a space to hold seminars examining best practices in action. As we share our discoveries, we will also gain respect among the community, state, and peer institutions.

2) **For UL Lafayette:** The University of Louisiana at Lafayette is gaining recognition and prestige as it consistently develops new ideas through meaningful research. Having a University Laboratory School will allow those research efforts to grow. Students and faculty from numerous fields will have a place to experiment, observe, prototype, and test.

3) **For the Community:** This laboratory will allow us to provide students with research-based best practices from around the globe. It will also help us develop the highest quality teachers who are dedicated and passionate about pushing their curious learners to their highest potentials. These teachers will impart the acquired skills and strategies to many deserving community children, as we seek to welcome children of diverse backgrounds and origins, along with children of the university community. As our teacher candidates graduate from this enriched program, UL Lafayette will send these passionate professionals out into many schools in the community and around the globe to bring the skills and strategies for innovation, altruism, and excellence to children everywhere.

**Potential Broader Impacts**

1) **On the University's Research Status:** The Laboratory allows for research projects, follow up studies, and implementation of research-based curriculum. It becomes a showcase of tested best practices, as we invite community teachers and parents to trainings and workshops that
highlight our findings. It is accessible to multiple colleges for research opportunities and grant writing endeavors. We hope to produce numerous Master’s and doctoral degrees through our teacher training model. Teaching assistants will be recruited from our undergraduate programs to co-teach alongside a master teacher, while working toward a Master’s degree with a faculty discount. Master teachers are invited and encouraged to work toward doctoral degrees in Education. The College of Education is currently working toward the development of an EDCI doctoral degree, and this laboratory would greatly increase the potential of a successful program. Education has broad appeal, and this learning lab would greatly enhance the attraction to its programs. The laboratory provides a structure for research, and programs that can generate support from benefactors, as well as grants. Current options for potential revenue include:

- National Science Foundation Programs
  - STEM + Computer Partnerships STEM+C)
  - Advanced Informal STEM Learning (AISL)
  - Discovery Research PreK-12 (DRK-12)
  - Innovative Technology Experiences for Students and Teachers (ITEST)
  - Noyce
  - Improving Undergraduate STEM Education: Education and Human Resources (IUSE: EHR)
  - STEM Teacher Leader Initiative
- U.S. Department of Education, Institute of Education Sciences (IES)
- Foundations
  - Spencer Foundation
  - Annie E. Casey Foundation
  - Charles Stewart Mott Foundation
  - Ford Foundation

2. **On the Region & State**: Once a firm foundation is in place for the educational model of the laboratory school, other schools in the area will be invited to become pilot partners. These schools and professionals will learn about the mission and expectations of the laboratory concept and can apply to become “Innovate Acadiana Schools” by portraying their own efforts to withhold the core values. As a leader in the effort to bring Louisiana up in educational ranking, the lab school looks to empower other schools to join in the effort.

3. **On Outreach to Teachers and Parents in the Community**: We are dedicated to uncovering meaningful practices that advance the chances for success in children of our community. We will offer summer workshops for teachers and former students where we will showcase the pockets of excellence residing in our many public schools. We seek to give amazing teachers everywhere a voice and a stage. We will also offer parent workshops and hands-on nights to showcase our practices. The Lab becomes a community meeting space and resource center to support educational initiatives for community teachers, parents, and recent graduates.
## 10-Year Strategic Plan

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<tr>
<td>Year 2</td>
<td>Add Grade 4. Run First Summer Teachers’ Institute.</td>
</tr>
<tr>
<td>Year 3</td>
<td>Add Grade 5. Review applications for schools interested in “Partner Pilot Program,” and begin a process of relationship building for common goals.</td>
</tr>
<tr>
<td>Year 4</td>
<td>Add Grade 6. UL Lafayette College of Education creates first 2-3 “Partner Pilot Programs” in local schools.</td>
</tr>
<tr>
<td>Year 5</td>
<td>Add Grade 7. Initial Partner Pilots meet criteria to become “Innovate Acadiana Schools” and expand programs. 2-3 additional Partner Pilots are established. UL Lafayette College of Education re-evaluates plan for potential high school development, based on viability of project and city growth/demand.</td>
</tr>
<tr>
<td>Year 6</td>
<td>Add Grade 8. “Innovate Acadiana Schools” expand programs and work to maintain status. 2-3 additional Partner Pilots are established.</td>
</tr>
<tr>
<td>Year 7</td>
<td>University Learning Lab High School opens for grades 9-12 with 2 sections of 25 students each (200 area students). 6-9 Innovate Acadiana Schools expand and offer professional development for one partner school, doubling the Innovate Acadiana effort. 2-3 new Partner Pilots are established outside of Acadiana to create “Innovate Louisiana Schools.”</td>
</tr>
<tr>
<td>Year 8</td>
<td>12-18 Innovate Acadiana Schools continue to work to maintain status. Each school links with one partner school to double the Innovate Acadiana effort. 3 Innovate Louisiana Schools expand their programs and work to maintain status.</td>
</tr>
<tr>
<td>Year 9</td>
<td>24-36 Innovate Acadiana Schools continue to expand and link with new schools as partner pilots.</td>
</tr>
<tr>
<td>Year 10</td>
<td>Innovate Louisiana Schools program begins as we expand and link with new schools outside of Acadiana. Overall program “Innovate Louisiana Schools” is reevaluated and new goals are identified.</td>
</tr>
</tbody>
</table>
 Governance Plan

Our Organizational Structure of Leadership

The UL Lafayette lab school vision of talent development and empowered innovators not only informs our curricular decisions, but also correlates with our outlook on governance. We believe in a “Flatarchies” leadership style, as described by Jacob Morgan in a five-part series written for Forbes on the future of organizational structure (Morgan, 2015).

Leadership Team and Shared Governance

Our leadership team will consist of three individuals (Director of Operations, Director of Innovation & Development, and Director of Finance & Enrollment) with diverse roles focused on the shared vision and mission of the lab school project. The leadership team will model and sustain a culture of professional learning through shared governance among all faculty members. Interest-driven inquiry projects are encouraged, and subgroups of Inquiry-Oriented Learning Communities will be supported and empowered to work together with a shared vision and goals related to student achievement and opportunity.

Interface Between Lab School & College of Education

The leadership team positions of the laboratory school are funded both by the UL Lafayette College of Education and Lab School revenue. The three directors work as a team and shall report to the Dean of the College of Education.

Leadership Team

<table>
<thead>
<tr>
<th>Director of Finance &amp; Enrollment</th>
<th>Director of Operations</th>
<th>Director of Innovation &amp; Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service to College of Ed:</td>
<td>Service to College of Ed:</td>
<td>Service to College of Ed:</td>
</tr>
<tr>
<td>Manages budget and enrollment.</td>
<td>Serves as University Supervisor for 10 interns.</td>
<td>Teaches 2 UL COE courses at the lab school campus.</td>
</tr>
<tr>
<td>Salary: $50,000. Paid with lab tuition.</td>
<td>Salary: $75,000 Paid position through College of Education.</td>
<td>Salary: $60,000 Paid half through College of Education and half through lab tuition.</td>
</tr>
<tr>
<td>Job Description: Manages enrollment, admissions, fundraising, financial collections, and school calendar.</td>
<td>Job Description: Lead the daily operations of the learning lab and maintain the community and parish partnership.</td>
<td>Job Description: Drive fidelity to the vision and mission of the learning lab and its outreach and development, while maintaining a teacher-training role.</td>
</tr>
</tbody>
</table>
Advisory Board

The purpose of an Advisory Board for the UL Lafayette laboratory school is to provide community input and support for the continual growth and innovation of the school and its programs. The advisory board will consist of 11 members from different specialty areas, and shall represent an array of the unique strengths of the Acadiana region.

Faculty & Staff

Faculty and staff of the UL Lafayette laboratory school will be valued members of the school and university community. They will collectively participate in decision-making, as it pertains to their students and working environment, through shared governance. Teachers will be expected to hold, or be working toward, a Master’s degree in an area of education. Assistant teachers will be expected to hold Bachelor’s degrees in the appropriate field for the position.

Students

The mission of our school is to advance equity, innovation, and opportunity for all Louisiana students. Our admissions policy aligns with our mission by seeking to establish and maintain a population of students which resembles the demographics of Louisiana. In order to ensure a diverse population, the admissions procedure will gather family information to determine eligibility for enrollment. The admissions process will be transparent and frequently monitored for adherence to the mission.

Tuition

Tuition for the UL Laboratory School is $4,500.00 per year. In order to withhold a balance in socioeconomic diversity, we offer a tiered tuition system providing financial assistance for those who qualify. Financial assistance is offered for up to 40% of our total student population.

Funding the Project

Source of Funding for Capital Outlay

UL Lafayette has identified several unused and viable on-campus sites for the school site. Therefore, there are no new costs in acquiring a site for the school. All costs for construction and initial purchase of fixed assets will be covered through fundraising efforts led by UL Lafayette’s University Advancement Division.

Sources of Funds for Operations

Our preferred option for funding the school is as an independent legislatively authorized school. This approach is currently used by LSU University Lab School and Southern University Lab School, whereby an average of the Minimum Foundation Formula (MFP) provides per pupil funding directly from the state to
the lab school. This MFP funding will be coupled with tiered tuition and annual fundraising to fully fund operations of the school.

For fiscal year 2016-2017, per pupil funding for LSU University Lab School and Southern University Lab School are respectively $5,096 and $5,190. For our purpose of estimating anticipated revenue, we will use $5,096 as per pupil MFP.

**Project Timeline**

<table>
<thead>
<tr>
<th>(Dates TBD)</th>
<th>UL System Approval</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Legislative Approval</td>
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<tr>
<td></td>
<td>Site Selection</td>
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<tr>
<td></td>
<td>Architecture RFP</td>
</tr>
<tr>
<td></td>
<td>Marketing Direction and Materials</td>
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<tr>
<td></td>
<td>• Logo Design</td>
</tr>
<tr>
<td></td>
<td>• Website Development</td>
</tr>
<tr>
<td></td>
<td>• Marketing Materials</td>
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<tr>
<td></td>
<td>• Promotional Videos</td>
</tr>
<tr>
<td></td>
<td>Initiate Capital Campaign &amp; Public Awareness</td>
</tr>
<tr>
<td></td>
<td>• Introduce the Project to the Public</td>
</tr>
<tr>
<td></td>
<td>• Begin Fundraising for Capital Outlay</td>
</tr>
<tr>
<td></td>
<td>Begin Summer Outreach Programs</td>
</tr>
<tr>
<td></td>
<td>• Professional Learning Experience for Teachers and Teacher Leaders</td>
</tr>
<tr>
<td></td>
<td>• Innovative Learning Programs for Community Children</td>
</tr>
<tr>
<td></td>
<td>Building Construction</td>
</tr>
<tr>
<td></td>
<td>Recruitment and Professional Collaboration of Faculty &amp; Staff</td>
</tr>
<tr>
<td></td>
<td>Recruitment of Students</td>
</tr>
<tr>
<td></td>
<td>Open School</td>
</tr>
</tbody>
</table>
Appendix A

Letters of Support
References


Letters of Support
University of Louisiana at Lafayette Laboratory School

The lab school project has received letters of support from the following systems, institutions, and organizations.

Local and Surrounding Parish School Systems
- Lafayette Parish
- Vermilion Parish
- Iberia Parish
- Acadia Parish
- St. Mary Parish
- St. Martin Parish

Louisiana Universities with Laboratory Schools
- Louisiana State University
- Southeastern Louisiana University
- Southern University
- Louisiana Tech University

Community Organizations
- Acadiana Center for the Arts
- Learning Forward Louisiana
- Acadiana Reading Council
January 23, 2017

Dr. Nathan Roberts
Dean of the College of Education
University of Louisiana at Lafayette
P.O. Box 43722
Lafayette, LA 70505

Dear Dr. Roberts,

On behalf of the Lafayette Parish School System, I support the vision of a Lab School at the University of Louisiana at Lafayette. I believe this program would be beneficial on many levels. With this program, all of the Greater Acadia school would gain better instructors, teacher leaders, prescriptive professional development, and opportunities to learn new instructional strategies.

The potential of the Lab School to host various seminars and trainings for educators across the spectrum is critical to the comprehensive support and advancement of our administrators and teachers.

As Superintendent, I support the idea of a laboratory school on the campus of the University of Louisiana at Lafayette.

If additional information is needed, please feel free to contact my office at (337) 521-7014.

Sincerely,

[Signature]

Dr. Donald Aguillard, Superintendent
Lafayette Parish School System
October 12, 2016

Dr. Nathan Roberts
Dean of Education
University of Louisiana at Lafayette
P.O. Box 43722
Lafayette, LA 70504

Dear Dr. Roberts:

As Superintendent of the Vermilion Parish School System, I support the “Concept” of a Lab School at the University of Louisiana at Lafayette. I believe this program would be beneficial on many levels. With this program, all of the Greater Acadiana schools would gain better teachers, more teacher leaders, more professional development, and more opportunities to learn new strategies and increase awareness of teacher needs. In addition, this program would provide the following:

- Use of model classrooms
- Site for controlled field experiences
- Base for research
- Innovation incubator for new ideas
- Place to try creative ideas and train teachers
- Place to share new strategies and hold professional development seminars for area school districts

If you need additional information, please feel free to contact my office at (337) 898-5764.

Sincerely,

Jerome Puyau, Superintendent
Vermilion Parish Schools
October 5, 2016

Nathan Roberts, J.D., Ph.D.
Dean of College of Education
University of Louisiana at Lafayette
P. O. Box 43722
Lafayette, LA 70504

Dear Dr. Roberts:

I am writing in support of the concept for the creation of a Lab School at the University of Louisiana at Lafayette. Model classrooms, controlled field experiences, a place for research and the development of new ideas would all greatly benefit individuals studying to become professional educators. The public school system here in Iberia Parish would certainly reap the benefits of such a program. Sharing new strategies and creativity and offering seminars for area school systems would also help to produce teachers and others who would be well prepared to provide the education and direction students need to succeed now and into the future.

As Superintendent, I wholeheartedly support the idea of a laboratory school on the campus of the University of Louisiana at Lafayette.

Should you need any further assistance, please contact me.

Sincerely,

Dale Henderson
Superintendent

DH/sjw
October 7, 2016

Nathan Roberts, J.D., Ph.D.
Dean of College of Education
University of Louisiana at Lafayette
P.O. Box 43722
Lafayette, LA 70504

Dear Dr. Roberts:

It is with great pleasure that I write this letter of support for a Lab School that will provide model classrooms where aspiring teachers can be trained and have opportunities to try creative ideas in a controlled environment. This concept would be beneficial for these young students in the field of education.

Should there be further discussion about this possible endeavor, please share this information with me. You may contact me at the above address or telephone number.

Sincerely,

John E. Bourque
Superintendent

REACHING EVERY CHILD EVERY DAY
October 6, 2016

RE: Letter of Support for UL Lafayette Lab School

Dear Members of the University of Louisiana System:

On behalf of the St. Mary Parish School Board, I would like to extend the district’s full support for the conceptual framework of instituting a Lab School on the campus of the University of Louisiana at Lafayette. The benefits of establishing a research and laboratory setting for teacher candidates to build their craft is of significant benefit to the public school system.

Additionally, the potential of the Lab School to host various seminars and trainings for educators across the spectrum is critical to the comprehensive support and advancement of our administrators and teachers. The district looks forward to a continued and expanded partnership with university staff as the lab school concept evolves and avails educators to an experimental center for the development of instructional approaches and research-based understandings that will benefit countless students.

I appreciate the opportunity to formally acknowledge our full support of the university’s progress in building a center for excellence in education. If I can be of further assistance in ensuring the acceptance of the lab school concept, please feel free to contact my office.

Sincerely,

[Signature]
Leonard J. Armato, Superintendent
October 6, 2016

Dr. Nathan Roberts
Dean of the College of Education
University of Louisiana at Lafayette
P. O. Box 43722
Lafayette, Louisiana 70505

Dear Dr. Roberts,

As superintendent of the St. Martin Parish Public School System, I enthusiastically write this letter of support for the implementation of a professional learning Lab School at the University of Louisiana at Lafayette. I welcome the concept of a lab school to provide model classrooms and to serve as a site for controlled field experiences, a base for research, an innovation incubator for new ideas, an environment that affords collaboration and the sharing of research-based practices to enhance teaching and learning, and most importantly, to serve as a venue for professional learning seminars for regional school systems. As one who has more than thirty years of experience within the education arena, I know the benefits of on-going professional learning. When one in the profession ceases to learn, or possess the desire to learn, educational success is stifled.

The greatest challenges confronting the St. Martin Parish School System and many other school districts across our state and nation are teacher shortages and the lack of quality applicants. In many instances, an individual is hired simply because he or she is the lone applicant for a teaching position—not because he or she is considered to be a viable applicant for the vacant position. Often, school districts are compelled to hire individuals who have not completed traditional education programs; consequently, school system officials have an additional responsibility to ensure these individuals receive the support and assistance they need to be effective. It would be extremely beneficial to school systems to have access to a local lab school and a partnership to ensure the professional learning needs of educators are met and there is an opportunity to pilot innovative programs and best practices that work.

The research relative to the education comparison of the United States to other countries confirms that the United States lags behind its foreign counterparts regarding professional development opportunities provided to teachers. Those countries that have made support and professional learning a top priority have had significant academic success. Research also confirms that teacher preparation is essential to teachers remaining in the profession. Therefore, in my opinion, the Lab School concept is a wonderful response to the challenges confronting many school systems.

Commission Des Ecoles De La Paroisse De St. Martin
The lab school concept is a win-win situation for novice and experienced educators, school systems, students, parents, and education stakeholders. If we are going to improve student achievement, we need quality teachers in every classroom. I strongly endorse such a program and look forward to the continued partnership existing between the St. Martin Parish School System and the University of Louisiana at Lafayette.

Sincerely,

[Signature]

Lottie P. Beebe, Ed. D., Superintendent
St. Martin Parish Public Schools
January 19, 2017

University of Louisiana System
1201 N. 3rd Street
Suite 7-300
Baton Rouge, LA 70802

RE: ULL Laboratory School proposal

University of Louisiana System Office:

I am writing to offer my endorsement of the concept of a K-3 Laboratory School at the University of Louisiana at Lafayette (ULL). As you may know, the Louisiana State University and Agricultural and Mechanical College (LSU) founded Demonstration High School in 1915 on North Third Street in Baton Rouge on what was then the LSU Pentagon Campus. LSU enrolled 64 students in grades 4-11 in that initial class, and Demonstration High School is now known as University Laboratory School (ULS), one of the premier K-12 schools in the country and one of only 285 public schools nationwide to be named a National Blue Ribbon School by the U.S. Department of Education this past year. I often wonder what the environment was like when Demonstration High School was established in 1915, but looking back on it today, it is clear that decision was a watershed moment in the history of LSU. The ULS is now an incredible asset to the state of Louisiana, and its graduates have played significant roles in the history of Louisiana and the United States of America. In addition, the ULS serves as a catalyst for pedagogical enhancements in other schools when it exports the latest teaching techniques to the region. In the last few years alone, the ULS has been involved in the reconceptualization of Mayfair Middle School and Lee High School in the Baton Rouge area. My hope is that this conceptual proposal from ULL will be looked upon by our descendants as being no less important to ULL than the establishment of ULS was for LSU, and I hope everyone involved in the establishment of a K-3 Laboratory School at ULL will eventually take great pride in being able to acknowledge their contributions to its beginnings.

Sincerely,

[Signature]

Damon Andrew, Ph.D., FNAAK
Dean and E.B. "Ted" Robert Endowed Professor
College of Human Science and Education
October 6, 2016

University of Louisiana System
1201 N. 3rd Street
Suite 7-300
Baton Rouge, LA 70802

RE: ULL Lab School Proposal

Dear University of Louisiana System Office:

This letter is in support of the concept of a K-2 laboratory school at the University of Louisiana at Lafayette (ULL). For many years, Southeastern Louisiana University in partnership with the Tangipahoa Parish School District has maintained a K-8 Southeastern Laboratory School and found it to be an important part of our teacher training program. If the K-2 program is approved at the University of Louisiana at Lafayette, it will serve as a valuable resource in creating model classrooms, providing a controlled site for field experiences, promoting research in best practices, and offering professional development seminars for area school districts as well as University personnel. The laboratory school is just that, a place to try teaching strategies and share ideas with other educators. The end result will be better prepared teachers and students. Without question, a laboratory school is a positive and safe environment for students to learn and grow.

A laboratory school at the ULL will promote the overall mission of ULL and will certainly serve the teacher candidates and impact the achievement of children enrolled in school.

Sincerely,

[Signature]

Shirley W. Jacob, PhD
Interim Dean
College of Education
Jeannine O. Kuhn, Ph.D.
Vice President for Academic Affairs
University of Louisiana System

Dear Dr. Kahn:

It is my pleasure to write a letter in support of the proposal to establish a Laboratory School at the University of Louisiana at Lafayette in the College of Education. The laboratory school concept has had a storied history of success here at Southern University and A&M College and we are confident that the University of Louisiana at Lafayette will have similar success offering their pre-service teachers and other college students access to models of best practices in teaching and learning.

There are hundreds of Laboratory Schools associated with colleges and universities world-wide. The faculty members of the Southern University Laboratory School are scholars, master teachers and researchers involved in early childhood, elementary, secondary and higher education. The Laboratory School is a department within the School of Education. Keeping with the mission of laboratory schools world-wide, the Southern University Laboratory faculty and staff are engaged in best practices of teacher training, curriculum development and other educational experimentation.

I fully support the efforts of the College of Education at the University of Louisiana at Lafayette in proposing to institute a Laboratory School. The Laboratory School can serve as a voice to speak for the improvement of learning for all children throughout the state and nation, similar to a teaching hospital for medical students.

Finally, we are very pleased at the prospect of UL Lafayette joining the network of laboratory schools and we are confident that they will further contribute to ascending the laboratory school concept to new heights.

Sincerely,

VerJanis A. Peoples, Ph.D.
Dean/Professor
College of Education, Arts and Humanities
As the chief academic officer of A.E. Phillips Laboratory School located on the campus of Louisiana Tech University, it is my pleasure to submit this letter in support of the laboratory school concept being considered at the University of Louisiana at Lafayette. The collaboration between A.E. Phillips and our teacher preparation programs within the College of Education offers many mutual benefits and synergies such as:

- Ease of access to authentic, yet controlled field experiences;
- Professional learning communities comprised of traditional researchers, action researchers, and practitioners;
- Incubation zones for implementing and empirically assessing innovation;
- P-8 student and teacher access to university resources; and
- Strengthening the culture of P-8 education among university personnel.

While there are many other benefits to the operation of a laboratory school associated with an Education Preparation Program, there are some challenges as well, but none that outweighs the advantages gained.

Sincerely,

Don Schillinger
Dean, College of Education
Chase Bank Endowed Professor
don.schillinger@latech.edu
October 7, 2016

Nathan Roberts, J.D., Ph.D.
Dean of College of Education
University of Louisiana at Lafayette
P.O. Box 43722
Lafayette, LA 70504

Dear Dr. Roberts:

It is our pleasure to write a letter in support of the proposal for the University of Louisiana at Lafayette K–12 Laboratory School.

Active learning, shared knowledge, collaboration, connectivity and creativity are all vital tenets to a good education model. As a regional cultural hub with a mission of *Fostering Art and Culture in Acadiana*, Acadiana Center for the Arts has a vested interest in furthering any effort to nurture curiosity and creativity. Throughout Aca’s 41-year history, Arts in Education has been at the very core of our mission through partnerships with schools and community and collaborations on many levels. Empowering innovative educators to develop more and deeper approaches to teaching that seek to address the holistic development of children is a benefit not only to the arts and culture of a community, but to society as a whole.

Acadiana Center for the Arts fully supports the efforts of the College of Education at the University of Louisiana at Lafayette as they seek support for a program designed to advance equity, innovation and empowerment for the children and teachers of Louisiana.

Sincerely,

[Signature]

Dr. Gerd Wuestemann
Executive Director

[Signature]

Bree Sargent
Education Director
October 10, 2016

Nathan Roberts, J.D., Ph.D.
Dean of College of Education
University of Louisiana at Lafayette
P.O. Box 43722
Lafayette, LA 70504

Dear Dr. Roberts:

It is my pleasure to write a letter in support of the proposal for the University of Louisiana at Lafayette K-12 Laboratory School.

Learning Forward Louisiana is an affiliate of the international association Learning Forward, whose vision is excellent teaching and learning every day. Our mission is to build the capacity of leaders to establish and sustain highly effective professional learning. After careful review of the laboratory school proposed by the University of Louisiana at Lafayette, our executive team recognizes the impact such a school could have on local students as well as the surrounding educational community. The partnership approach to teaching and learning fosters innovation and study of effective practices for diverse learners. Not only will students benefit from this philosophy, but also practicing teachers and teacher candidates further their knowledge of pedagogy. The research learned can then be applied to other schools. Everyone is a learner in such a setting.

In conclusion, our association supports the College of Education at the University of Louisiana at Lafayette Laboratory School as they embark on designing a laboratory school to advance equity, innovation, and opportunity for all Louisiana public school students.

Sincerely,

[Signature]

Danielle R. Babineaux, M.Ed.
Executive Board Member
Learning Forward Louisiana

Learning Forward
THE PROFESSIONAL LEARNING ASSOCIATION
LOUISIANA
October 11, 2016

Nathan Roberts, J.D., Ph.D.
Dean of College of Education
University of Louisiana at Lafayette
P.O. Box 43722
Lafayette, LA 70504

Dear Dr. Roberts:

It is my pleasure to write a letter in support of the proposal for the University of Louisiana at Lafayette K-12 Laboratory School.

As a graduate of Louisiana Tech University, I know first hand the benefits of a partnership between a university and a laboratory school. A. E. Phillips Laboratory School was the building grounds for my success as a professional educator. As an undergraduate student, I was able to visit model classrooms, with my entire cohort, so that we could then reflect on common experiences. Meaningful observations with highly qualified teachers who mentored and guided us, helped us to find our niche in the world of education. Quarter-long field studies allowed us to understand the full scope and sequence of a teacher's job, instead of merely getting glimpses of a random teacher at one school or another. I also learned the importance of growing as an educator, as continued learning in professional development was modeled by all faculty members at the school. My experiences at A. E. Phillips Laboratory School shaped me into the educator I am today.

The University of Louisiana at Lafayette's proposed laboratory school could be tremendously beneficial to Acadia's teaching community. When I taught in Lincoln Parish, I was continually supported by the partnership between the university and and laboratory school. Educators in the parish's public schools depended on the research done at the laboratory school to guide their professional learning. Summer workshops of collaboration and learning were times of great growth for myself and the other parish teachers. This collaboration between local parish schools and teachers and the laboratory school would directly benefit the students in Acadia.

In conclusion, I offer my full support of the efforts of the College of Education at the University of Louisiana at Lafayette as they seek support for a laboratory school. The impact a lab school can have on teachers, students, pre-service teachers, and the educational community at large is immeasurable.

Sincerely,

Rhea-Clare Richard, M.Ed.
Vice President
Acadia Reading Council
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 23, 2017

Item E.7. University of Louisiana at Monroe’s request for approval to amend its Memorandum of Understanding with SouthArk Community College.

EXECUTIVE SUMMARY

In June 2010 the University of Louisiana at Monroe (ULM) established a Memorandum of Understanding (MOU) to provide expanded undergraduate educational opportunities for SouthArk students and a seamless transfer so that they may successfully complete their academic goals at ULM. The agreement ensures that each institution serves the needs of students by providing them with appropriate and accurate transfer and advising information. Specifically, the MOU addresses both course and program transfer and articulation. The goals of the MOU are to:

- improve the transfer and advising process for the benefit of students;
- develop an Expanded Course Articulation (Transfer) Guide;
- identify high student interest degree programs at each institution and develop specific degree program articulation agreements (i.e., 2+2, 3+1, or course-by-course);
- improve collegiality and communication among college and university discipline faculty and administrators; and
- outline transfer student scholarship opportunities.

The degree programs included in the original MOU are as follows: Criminal Justice, General Studies, Business Administration, and Healthcare Management/Marketing. Since the start of the original agreement, 45 SouthArk students have transferred to ULM, 10 in one of the majors noted. ULM would like to amend the existing MOU to add a course transfer agreement for SouthArk Occupational Therapy Assistant (OTA) graduates to enter in the Bachelor of Science Healthcare Management/Marketing online program as a bridge to ULM’s Master of Occupational Therapy (MOT) program. The latter program has been operational only since 2013 and has enrolled a maximum of 26 students each year. Use of the Healthcare Management/Marketing program as a bridge for OTAs is a popular route to the MOT.

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 the University of Louisiana at Monroe’s request for approval to amend its Memorandum of Understanding with SouthArk Community College.
February 1, 2017

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

Dear Dr. Henderson:

The University of Louisiana at Monroe (ULM) requests approval of the attached amendment to its memorandum of understanding (MOU) with SouthArk Community College. The amendment adds a course transfer agreement for SouthArk Occupational Therapy Assist (OTA) graduates to enter in the Bachelor of Science Healthcare Management/Marketing online program as a bridge to ULM’s Master of Occupational Therapy programs. The latter program has been operational only since 2013 and has enrolled a maximum cohort of 26 students each year. Use of the Healthcare Management/Marketing program as a bridge for OTAs is a popular route to the MOT.

The MOU was established in June 2010 to provide expanded undergraduate educational opportunities for SouthArk students and a seamless transfer so they may successfully complete their academic goals at ULM. The agreement ensures that each institution serves the needs of students by providing them with appropriate and accurate transfer and advising information. Specifically, the MOU addresses both course and program transfer and articulation. Its goals are to:

- improve the transfer and advising process for the benefit of students,
- develop an Expanded Course Articulation (Transfer) Guide,
- identify high-student interest degree programs at each institution and develop specific degree program articulation agreements (i.e., 2+2, 3+1, or course-by-course),
- identify faculty members in each program who will coordinate and serve as advisors for students transferring into designated programs,
- improve collegiality and communication among college and university discipline faculty and administrators, and
- outline the transfer student scholarship opportunities.

The original programs in the MOU were Criminal Justice, General Studies, Business Administration, and Healthcare Management/Marketing. Since the start of the original agreement, 45 SouthArk students have transferred to ULM, 10 in these majors.

Thank you for considering our request.

Sincerely,

Nick J. Bruno, Ph.D.
President
First Amendment to the
Memorandum of Understanding
Between
South Arkansas Community College
and
University of Louisiana Monroe
November 23, 2016

This is in regards to that certain Memorandum of Understanding (MOU) between South Arkansas Community College (SouthArk) and The University of Louisiana Monroe (ULM) executed 8 June 2010, a copy of which is attached for reference. This shall serve to amend the MOU as further described herein. Unless modified by this First Amendment or otherwise in writing, all other provisions of the MOU shall remain in effect.

Changes:

a. Occupational Therapy Assistant Program is hereby added to the list of 2+2 Degree and Program Articulations

b. Details of the 2+2 articulation between South Arkansas' Associate of Applied Science in Occupational Therapy Assistant and ULM's Bachelor of Science in Health Studies (Healthcare Management/Marketing [DLHS]) Program is hereby added and provided in Attachment 1.

South Arkansas Community College
Dr. Barbara R. Jones, President

University of Louisiana Monroe
Dr. Nick J. Bruno, President
# ATTACHMENT 1

2+2 Articulation: SouthArk OTA and ULM Bachelor of Science in Health Studies (DLHS)

<table>
<thead>
<tr>
<th>ULM Course</th>
<th>Cr Hour(s)</th>
<th>SouthArk Equivalent Course</th>
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<tr>
<td><strong>CORE CURRICULUM</strong></td>
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<td>UNIV 1001</td>
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<td>SASC 0103</td>
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<td>3</td>
<td>ENGL 1113</td>
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Total Credit Hours Accepted 55/120

*University Seminar 1001 is not applied as credit hours towards degree.

UNIV 1001 will be waived for OTA graduates who do not have credit for SAS 0103

The SouthArk abbreviation CCCU was previously OTA. Transfer courses with OTA are equivalent to OCCU; SOCI was previously SOC.
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 23, 2017

Item E.8. University of New Orleans’ request for approval of a Pathway to Interdisciplinary Studies Agreement with Northshore Technical Community College.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) is requesting approval to enter into a Pathway to Interdisciplinary Studies agreement with Northshore Technical Community College (NTCC). The purpose of this agreement is to establish a transferable pathway for NTCC students to become eligible for direct admission into the Interdisciplinary Studies degree program at UNO. This pathway will provide students with a transparent and systemic outline for successfully completing a baccalaureate degree from UNO in Interdisciplinary Studies and an associate degree from NTCC. The institutions will partner to facilitate student access through a seamless and concurrent blend of curricula.

The Interdisciplinary Studies Pathway between UNO and NTCC will help to ensure both institutions are being proactive in addressing challenges in the economy and resulting changes in the higher education landscape. In addition, the partnership ensures the participating institutions are responsive to relevant workforce needs of local, state, and regional industry partners. As such, NTCC and UNO have mutually agreed to include a representative from both institutions for program advisory meetings, industry partnership meetings, economic development meetings, and chamber meetings when relevant to the Interdisciplinary Studies Pathway.

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 the University of New Orleans’ request for approval of a Pathway to Interdisciplinary Studies Agreement with Northshore Technical Community College.
January 26, 2017

James B. Henderson  
President  
University of Louisiana System  
1201 North Third Street  
Baton Rouge, LA 70802

Re: MOU between Northshore Technical Community College and UNO

Dear Dr. Henderson,

I am requesting approval of a Pathway to Interdisciplinary Studies agreement between Northshore Technical Community College and the University of New Orleans. Both institutions will pursue equal cooperation, following the principle of joint efforts. This collaboration aims to build a long-term mutual relationship between the University of New Orleans’ Interdisciplinary Studies program in the College of Liberal Arts, Education and Human Development and Northshore Technical Community College.

Thank you for your consideration.

Sincerely,

[Signature]

John W. Nicklow  
President
Pathway to Interdisciplinary Studies

BETWEEN

THE BACHELOR OF INTERDISCIPLINARY STUDIES

THE UNIVERSITY OF NEW ORLEANS

AND

NORTHSHELORTECHNICALCOMMUNITYCOLLEGE

2017 - 2018

Purpose

The Bachelor of Interdisciplinary Studies (IDS) of the University of New Orleans (UNO) and Northshore Technical Community College (NTCC) have entered into this agreement establishing a transferable pathway for NTCC students to become eligible for direct admission into Interdisciplinary Studies at UNO. This pathway provides students a transparent and systematic outline for successfully completing a baccalaureate degree from UNO in Interdisciplinary Studies and an associate degree from NTCC. The institutions will partner to facilitate student access through a seamless and concurrent blend of curricula.

Program

Northshore Technical Community College students who have completed the Associates Degree in Maritime Technology Vessel Operations Track will be admitted as juniors in the Bachelors of Interdisciplinary Studies at the University of New Orleans provided they meet the requirements as outlined in this agreement.

The total number of credit hours required to complete a bachelor's degree in Interdisciplinary Studies at UNO is 120 hours. Students may transfer up to 60 credit from NTCC before transferring to UNO. NTCC students who successfully transfer to UNO will earn a Bachelor's degree in Interdisciplinary Studies from the University of New Orleans after successfully completing the additional required credit hours (69) at UNO and meeting all UNO degree requirements.

NTCC students will follow the requirements in the UNO Undergraduate/Graduate Catalog in force at the time they enter NTCC provided it is not older than Academic Year 2016-2017 and provided there was no break in enrollment for one regular semester (fall or spring) at NTCC, not including summer sessions.

All students must meet the minimum requirements for transfer admission to UNO as stated in the UNO Undergraduate/Graduate Catalog in force at the time of their application for admission.

In order to graduate from UNO, students must achieve a quality point ratio of 2.0 or better in all work attempted, all work taken at UNO, and all courses in the major.
Enrollment Management

Some courses in this program may require prerequisites. See NTCC and UNO Catalogs for specific requirements.

NTCC and UNO mutually agree to review and approve together all student recruitment materials and events pertaining to the Interdisciplinary Studies Pathway as defined in this agreement. NTCC and UNO will participate in joint recruitment activities that include but are not limited to high school visits and presentations, community outreach events, and on-campus orientations.

Workforce Development

The Interdisciplinary Studies Pathway between UNO and NTCC helps to ensure both institutions are being proactive in addressing challenges in the economy and resulting changes in the higher education landscape. In addition, the partnership ensures the participating institutions are responsive to relevant workforce needs of our local, state, and regional industry partners. As a result, NTCC and UNO mutually agree to include a representative from both institutions for program advisory meetings, industry partnerships meetings, economic development meetings, and chamber meetings when relevant to the Interdisciplinary Studies Pathway.
### General Education Requirements

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<tr>
<th>Course Name/ #</th>
<th>Credit Hours</th>
<th>Course Name/ #</th>
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<td>ENGL 1158 or 1159¹</td>
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<td>Social Sciences</td>
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### Other Requirements
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**Course Requirements for Major**

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**Total Credit Hours Required**

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<tr>
<td>120</td>
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1. English Composition - 6 hours. English 1157 and 1158/1159 or their equivalent. Completion of 1158 or 1159 with a grade of C or better.
2. Select from Anthropology, Economics, Geography, Political Science, Psychology, Sociology and/or Urban Studies. Check General Education Courses to confirm what courses fulfill this requirement.
3. Natural/Life/Physical Sciences - 9 hours, including a six hour sequence in one science and an additional three hour course in another. One of the sciences must be Biological Sciences and the other one must be Chemistry, Earth and Environmental Sciences, or Physics. Check General Education Courses to confirm what courses fulfill this requirement.
4. Fine Arts - 3 hours to be taken from the Fine Arts, Music, or theatre/dance/film-related courses in Film and Theater. Check General Education Courses to confirm what courses fulfill this requirement.
5. ILP is unique integrated learning plan of personal and professional interest to student. ILP developed with advising and choice of electives and requisites.
6. Unique 36 hour ILP of personal and professional interest to student containing a minimum of two disciplines with minimum of 21 hours in coursework numbered 3000 or above within the ILP.
7. All general education coursework completed at UNO must come from the General Education Course Menu.
Example NTCC and IDS Degree map including NTCC and UNO course work.

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<tr>
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Notes:
The Integrative Learning Plan (ILP) is an interdisciplinary component, representing a clearly defined focus of studies consisting of at least two disciplines for a combined total of 36 hours. A minimum of 21 of the 36 hours must be completed with course work at the 3000-4999 level. The ILP is developed through advising with IDS staff. Selection of courses are subject to departmental offerings.
Potential NTCC Maritime IDS/ILP Completer Coursework (alpha order non-restrictive)

BA 3080  Corporate Social Responsibility  3 cr.
Offered each semester. Investigates the elements which form the ethical standards of the United States corporate community and the philosophical, religious, and cultural roots of such standards. Reading in ethical problems of advertising, pricing, automation, and business involvement in solution of social problems. Includes case studies and simulations.

EDHS 4610  Nutritional Aspects of Health and Physical Fitness  3 cr.
The role of nutrition in health promotion and physical fitness is considered through exploring general topics such as nutrient categories, dietary planning, and nutrition education. Also covered are specific areas such as energy balance, weight control, the role of nutrition in fitness and athletic performance, and community nutrition.

EDHS 4701  Emotional Health and Critical Issues  3 cr.
A study of positive emotional health designed to enhance the student's own emotional health. Promotes the use of techniques to help self and others deal with problem areas having emotional content.

EDHS 4703  Stress Management for Health Promotion  3 cr.
This course focuses upon the relationship between stress and health, disease and stress management techniques. Also, theory and practical applications for a variety of populations will be included.

EDHS 4900  Exercise and Mental Health  3 cr.
This class will examine the relationship between exercise and many aspects of mental health. The current knowledge base and theoretical models pertaining to the relationship between exercise and mental health will be examined. Practical application of the concepts will be emphasized. Topics will include exercise prescription, well-being, anxiety, depression, stress, self-esteem, flow, peak experiences, and exercise addiction.

GEOG 4310  Political Geography  3 cr.
Examination of the spatial structure of the state spatial interactions among states, geopolitical theories, law of the sea, electoral patterns within the United States, and urban political geography.

GEOG 4805  Fundamentals of Mapping and GIS  3 cr.
Prerequisite: Math 1115 or higher. Lecture and project-based introduction to the basic concepts and technologies important to mapping, geographic information systems (GIS), and image analysis. Topics include map design fundamentals, thematic mapping, statistical cartography, the relationship of mapping to GIS, essential elements of GIS, data acquisition and analysis, visualization of output, remotely sensed imagery and GIS, GIS functions and associated applications, and spatial decision support systems. This course will meet the needs not only of students who intend to do additional work in geographic techniques, but those who need only a one-semester survey of concepts.

GEOG 4810  Introduction to Remote Sensing  3 cr.
A comprehensive introductory course that deals with fundamental physical principles of the science of remote sensing, the theory and practice of image interpretation, and information extraction techniques for aerial photos and satellite imagery. Includes remote sensing applications pertaining to management of natural resources and contemporary environmental issues. Practical exercises expose students to image processing and interpretation techniques.

GEOG 4820  Remote Sensing II: Digital Image Processing and Analysis  3 cr.
Prerequisite: GEOG 4810 or consent of department. This course examines the quantitative, computational, and applied aspects of remotely sensed data, with the goal of providing students with an in-depth understanding of image processing analysis, and interpretation techniques. Topics include scientific visualization, geometric, radiometric, and atmospheric correction: image enhancement and manipulation,
information extraction, land-use and land-cover change detection, integration of GIS and remote sensing data and spatial modeling. Class applications will address issues related to environmental analysis, land and water resource inventory and use, and urban analysis. Practical exercises expose students to image processing and information extraction techniques.

GEOG 4830  GIS Theories and Concepts  3 cr.
Prerequisite: 4805 or consent of department. Detailed lecture and lab-based examination of theories and concepts important to geographic information systems (GIS). Topics include GIS as a communication system, data acquisition and management, error management, GIS functions, GIS-based spatial analysis, GIS and regional scale, visualization concepts, the role of GIS in spatial decision support.

GEOG 4832  Advanced Techniques in GIS  3 cr.
Prerequisites: GEOG 4805 and GEOG 4830, or consent of department. This course introduces ArcObjects, the technology framework of ArcGIS, to advanced GIS users. This technology allows users to customize and extend the capabilities of ArcGIS. The class material covers customization of GIS applications and user-interface, program coding of GIS functions and tools, and script writing to automate GIS processes.

HIST 4543  United States Urban History  3 cr.
Departmental consent required. Urban development in the United States from the colonial town to the twentieth century megalopolis.

MANG 3467  Human Resource Management  3 cr.
A study of principles and policies associated with managing human resources of a business including strategic HR management, recruitment, selection, training, performance management, compensation, benefits, labor relations, and the legal environment impacting HR management.

MANG 4400  Survey of Management Topics  3 cr.
A survey of basic management topics in organization behavior, management information systems, and operations management. Provides an introduction to fundamental management concepts for pre-MBA students who have not had prior coursework in these areas. Not open to undergraduate College of Business majors. May not be taken for graduate credit.

MANG 4424  Leadership in Organizations  3 cr.
Prerequisite for MANG 4424: MANG 3401 or consent of department. Prerequisite for MANG 5424: MANG 3401 or MANG 4400 or consent of department. An in-depth examination of leadership in organizations. Emphasis is upon theory and application of leadership in a variety of situations and organizational settings.

MURP 4140  Environmental Planning  3 cr.
This course focuses on the impact of public and private planning, policies, and programs on the natural and man-made environment of our urban regions. The subject matter includes environmental law, environmental impact statements, environmental politics, land use policy, air and water resources, energy policy, and solid wastes.

MURP 4145  Coastal Zone Planning and Administration  3 cr.
Coastal zones are valuable natural resource areas that are fragile, in great demand, and in danger of system collapse. This course develops the concepts of coastal resources, examines the many strategies for resource management and administration, and analyzes guidelines and standards for planning activities in the coastal zone.

PADM 4810  Environmental Justice in Urban Environments  3 cr.
This course examines the treatment of all groups in the US with respect to benefits and burdens from the development, implementation and enforcement of environmental laws, regulations and processes. Particular emphasis is given to the problems of the disproportionate siting of hazardous waste treatment, storage, disposal, and recycling facilities in poor and minority neighborhoods.
SOC 4881 The Urban Community 3 cr.
An analysis of the major sub-communities and subcultures to be found in any large urban complex. Special attention will be given to neighborhoods, ethnic and racial groups, suburbs, and religious and occupational subcultures.

URBN 3002 Introduction to Urban Studies 3 cr.
A multidisciplinary introduction to urban studies which examines classic arguments and recent discourses on the urban processes and urban life. North American cities will be examined through social sciences, environmental studies, architecture and design, public policy and urban planning.

URBN 4002 The Shape of the City 3 cr.
The course focuses on those forces which have impacted and shaped major United States cities. Comparisons between New Orleans and other major cities are drawn.

URBN 4150 Planning for Hazards 3 cr.
This course examines and analyzes the occurrence, magnitude, and distribution of a broad variety of hazards and discusses appropriate public policy responses in order to protect public safety and to reduce physical and economic damage.

URBN 4800 Studies in Special Urban Problems 3 cr.
This course is a study of urbanization, the city as a social and cultural environment and the social problems of cities. Topics vary by semester. May be taken up to 3 times for a total of 9 credit hours.

Notes:
Integrative Learning Plan (ILP) is developed through advising with IDS staff. Selection of courses are subject to departmental offerings.
Program Evaluation

Once every two academic years, UNO faculty and staff will meet with NTCC faculty and staff to review current curriculum and course offerings and present any changes to the curriculum outlined in this agreement prior to implementing the proposed changes. This meeting will include review of Interdisciplinary Studies Pathway students and other transfer students in general education and upper level courses to compare Interdisciplinary Studies Pathway students to that of continuing UNO students. Both UNO and NTCC will agree upon mutually approved strategies for future program growth and development.

Program Renewal

This agreement will be renewed every three years from the date of signing and will be continued, modified or terminated upon mutual agreement of the parties.

University of New Orleans
(UNO)

John W. Nicklow, PhD
President

Mahyar A. Amouzegar, PhD
Provost and Vice President for Academic Affairs

Elaine S. Brooks, PhD
Academic Director
Interdisciplinary Studies

1/31/17
Date

Northshore Technical Community College
(NTCC)

William S. Wainwright, PhD
Chancellor

Daniel Roberts, PhD
Provost and Vice Chancellor of Academic Affairs

Jim Carlson, EdD
Dean of Academics

1/31/17
Date

1/31/17
Date
Item E.9. University of New Orleans’ request for approval to enter into a Memorandum of Understanding with Indian Maritime University, India.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) is requesting approval to enter into a Memorandum of Understanding (MOU) with Indian Maritime University (IMU), India. The MOU will establish a program through which graduates of IMU, with a baccalaureate degree, may be accepted into the Master of Science (M.S.) programs in Engineering, Computer Science, Hospitality & Tourism Management, and Master of Business Administration offered by UNO. Specific admission requirements are outlined in the MOU as are specifics relevant to financial aid and health insurance options. Both institutions will pursue equal cooperation, following the principle of joint efforts and together training the nest students for the international cooperation. The MOU will last for a period of three (3) years. At the end of that term, it will expire unless both parties renew in writing.

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 the University of New Orleans’ request for approval to enter into a Memorandum of Understanding with Indian Maritime University, India.
January 17, 2017

Dr. James B. Henderson
President
The University of Louisiana System
1201 North Third Street
Baton Rouge, LA 70802

Re: MOU between Indian Maritime University, India and UNO

Dear Dr. Henderson,

I am requesting approval of a joint study collaboration agreement between Indian Maritime University and the University of New Orleans. Both institutions will pursue equal cooperation, following the principle of joint efforts and together training the best students for the international collaboration. This collaboration aims a long-term mutual relationship in the M. S. programs in Engineering, Computer Science, Hospitality & Tourism Management and Master of Business Administration.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President
Memorandum of Understanding

Between

The University of New Orleans

New Orleans, Louisiana, USA

and

Indian Maritime University, India

Concerning

Admission of Students to the University of New Orleans

In accordance with a mutual desire to promote further cooperation among educational institutions in India and the United States of America, the Indian Maritime University (IMU) and University of New Orleans (UNO) find it mutually beneficial to offer admission to students of IMU to UNO under the following terms:

Article I: Admission of IMU Graduates to M.S. Program in Engineering

The University of New Orleans and IMU hereby agree to establish a program through which graduates of IMU, with a 4-year Bachelor of Engineering,
Bachelor of Science, or Bachelor of Technology degree, will be accepted as students in one of the 4 concentration areas in the M.S. in Engineering at UNO.

1. Application Procedure

1.1 All applicants must take the Graduate Record Examination. The minimum quantitative score for admission is: 150.

1.2 All applicants must satisfy the English Proficiency requirement. Minimum scores are:
   - IELTS – 6.5
   - TOEFL – 79
   - PTE – 58

1.3 All applicants must send transcripts (including term by term marks sheets and degree certificates) to UNO. A grade point average of 55/100 on the national scale for undergraduate work is required for admission to the Master’s program.

1.4 All applicants must complete the online application for admission and pay the $20 application fee.

Article 2: Admission of IMU Graduates to M.S. Program in Computer Science

The University of New Orleans and IMU hereby agree to establish a program through which graduates of IMU, with a 4-year Bachelor’s degree, will be accepted as students in the M.S. in Computer Science at UNO.

1. Application Procedure
1.1 All applicants must take the Graduate Record Examination (GRE). The minimum total score for admission is: 285

1.2 All applicants must satisfy the English Proficiency requirement. Minimum scores are:
   IELTS – 6.5
   TOEFL – 79
   PTE – 58

1.3 All applicants must send transcripts (including term by term marks sheets and degree certificates) to UNO. A grade point average of 53/100 on the national scale for undergraduate work is required for admission to the Master’s program.

1.4 All applicants must complete the online application for admission and pay the $20 application fee.

Article 3: Admission of IMU Graduates to M.S. Program in Hospitality & Tourism Management

The University of New Orleans and IMU hereby agree to establish a program through which graduates of IMU, with a 4-year Bachelor’s degree, will be accepted as students in the M.S. in Hospitality & Tourism Management at UNO.

1. Application Procedure

   1.1 All applicants must take the Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT). The minimum score for admission is: 146 on Verbal and 140 on Quantitative for GRE and 400 total on GMAT.
1.2 All applicants must satisfy the English Proficiency requirement. Minimum scores are:

- IELTS - 6.5
- TOEFL - 79
- PTE - 58

1.3 All applicants must send transcripts (including term by term marks sheets and degree certificates) to UNO. A grade point average of 50/100 on the national scale for undergraduate work is required for admission to the Master's program.

1.4 All applicants must complete the online application for admission and pay the $20 application fee.

Article 4: Admission of IMU Graduates to Master of Business Administration Program (M.B.A.)

The University of New Orleans and IMU hereby agree to establish a program through which graduates of IMU, with a 4-year Bachelor's degree, will be accepted as students in the Master of Business Administration at UNO.

1. Application Procedure

1.1 All applicants must take the Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT). The minimum total score for admission is: 148 for Verbal and 145 for Quantitative on GRE or 450 total on GMAT.

1.2 All applicants must satisfy the English Proficiency requirement. Minimum scores are:

- IELTS - 6.5
- TOEFL - 79
- PTE - 58
1.3 All applicants must send transcripts (including term by term marks sheets and degree certificates) to UNO. A grade point average of 50/100 on the national scale for undergraduate work is required for admission to the Master’s program.

1.4 All applicants must complete the online application for admission and pay the $20 application fee.

**Article 5: Financial Aid**

Students from IMU who satisfy the above admission requirements and are offered admission to the M.S. program in Engineering, the M.S. program in Computer Science, the M.B.A. program, or the M.S. in Hospitality and Tourism Management will receive the University of New Orleans India Friendship Award (UNOIFA) from the Graduate School at the University of New Orleans. The UNOIFA award will cover 70% of the non-resident fee each Fall and Spring term and is renewable for up to a total of 4 terms. In order to obtain immigration documents, international students must provide proof that their financial resources are sufficient to cover all tuition, fees and living expenses while they are in the United States. Students must be enrolled full-time to remain in compliance with immigration regulations. In addition, students receiving the UNOIFA award are required to maintain a 3.5 grade point average on a 4 point scale at the close of each Fall and Spring term. When students apply they must provide a verification letter from the home institution to receive the award.

**Article 6: Health Insurance**

IMU students studying at UNO are required to carry the minimum required medical insurance. This insurance must be purchased at UNO upon arrival if
proof of adequate medical insurance is not provided. The insurance policy must be in English. This insurance must be in effect from the date of departure to the date of return.

This agreement will take effect at the time it is signed by the President of the University of New Orleans and the Vice Chancellor of IMU and last for a period of three years. At the end of that term it will expire unless both parties renew in writing.

This agreement may be terminated upon the written notice of either party with the understanding that any existing commitments to students or faculty will be honored.

This agreement may be modified through the written agreement of both parties.

This document is executed in English and will consist of two originals.

Date: 11/26/14

Dr. John Nicklow
President
University of New Orleans

Date: 1/11/2016

Shri Ashok Vardhan Shetty
Vice Chancellor
Indian Maritime University