AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM
10:30 a.m., Thursday, June 22, 2017**
Room 100, “Louisiana Purchase Room”
Claiborne Conference Center
1201 North Third Street
Baton Rouge, Louisiana

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

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

   Board Agenda Item F.1.
   Grambling State University’s request for approval of proposed changes to the organizational structure of the Academic Affairs Unit.

   Board Agenda Item F.2.
   Grambling State University’s request for approval of a Proposal for a Bachelor of General Studies.

   Board Agenda Item F.3.
   Grambling State University’s request for approval of a Proposal for a Bachelor of Science in Nursing.

   Board Agenda Item F.4.
   McNeese State University’s request for approval of a Memorandum of Agreement among the University, ELS Educational Services, Inc., and Kindai University (Japan).

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

McNeese State University’s request for approval of a Cooperative Agreement with Ho Chi Minh City University of Economics and Finance.

Board Agenda Item F.6.

Nicholls State University’s request for approval of a Letter of Intent for a Bachelor of Applied Science in Management and Supervision.

Board Agenda Item F.7.

Northwestern State University’s request for approval of a Proposal for a Psychiatric Mental Health Nurse Practitioner (PMHNP) Post Master’s Certificate.

Board Agenda Item F.8.

University of Louisiana at Lafayette’s request for approval of a Letter of Intent to establish a Ph.D. degree program in Earth and Energy Sciences.

Board Agenda Item F.9.

University of Louisiana at Lafayette’s request for approval of a Letter of Intent to establish a Master of Science in Industrial Chemistry.

Board Agenda Item F.10.

University of Louisiana at Monroe’s request for approval of a Proposal for a Bachelor of Science degree program in Chemistry.

Board Agenda Item F.11.

University of Louisiana at Monroe’s request for approval of a Letter of Intent for a Doctor of Physical Therapy degree program.

Board Agenda Item F.12.

University of Louisiana at Monroe’s request for approval of a Memorandum of Understanding with Mississippi College.

D. Other Business

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 22, 2017

Item F.1. Grambling State University’s request for approval of proposed changes to the organizational structure of the Academic Affairs Unit.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval of proposed changes to the organizational structure of the Division of Academic Affairs. Such changes are being pursued in an effort to increase efficiency as well as reduce operational cost.

The first proposed change is modification of the name of the Department of Accounting, Economics and Information Systems to the Department of Accounting and Information Systems. This proposed change reflects the termination of the Bachelor of Science (B.S.) in Economics which occurred as a result of the Louisiana Board of Regents 2016-17 Academic Program Review. Cost savings within the department are projected due to the termination of the undergraduate degree program.

The second proposed change involves reconfiguration of the existing College of Educational, Professional, and Graduate Studies which houses the following units: Schools of Graduate Studies, Nursing, and Social Work and Departments of Mass Communication, Curriculum & Instruction (C&I), Educational Leadership, Kinesiology, Sport & Leisure Studies (KLS), and Criminal Justice. Included in this proposed change is the merger of the School of Graduate Studies and the existing Departments of C&I, Educational Leadership, and KLS to establish the College of Educational and Graduate Studies. With the creation of this new college, the Departments of C&I and Educational Leadership will be consolidated into the Department of Curriculum & Instruction and Educational Leadership. In addition, the College of Professional Studies will be established and house the Schools of Nursing and Social Work along with the Departments of Mass Communication and Criminal Justice. Salary savings will result due to the elimination of administrative positions.

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 proposed changes to the organizational structure of the Academic Affairs Unit.
MEMORANDUM TO THE BOARD OF SUPERVISORS
OF THE UNIVERSITY OF LOUISIANA SYSTEM

SUBJECT: REQUEST FOR APPROVAL OF A PROPOSED REORGANIZATION
OF THE DIVISION OF ACADEMIC AFFAIRS

Grambling State University respectfully requests approval of a proposed reorganization of the Division of Academic Affairs. This restructuring will result in increased efficiencies and cost savings to the university.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

[Signature]

Richard J. Gallot, Jr., JD
President

RJG:jj

Attachment
Grambling State University
DIVISION OF ACADEMIC AFFAIRS
Reorganization Plan

Grambling State University proposes the restructuring of the Division of Academic Affairs in an effort to increase the efficiency and cohesiveness of the academic, enrollment management, institutional effectiveness units. This reorganization will also result in a salary savings of more than $350,000 to the university.

The following changes to the organizational structure within the Division of Academic Affairs are proposed.

- The Vice President for Institutional Effectiveness and Enrollment Management position will be eliminated. Units within the Division of Institutional Effectiveness and Enrollment Management will be moved to the Division of Academic Affairs.

- The Associate Vice President for Academic Affairs position will be renamed as the Executive Director for Assessment and Accreditation. The new position carries additional duties and responsibilities in the division. Title III Programs will fund 50% of the 12-month salary associated with this position.

- The Associate Dean of the College of Arts and Sciences position will be eliminated resulting in a salary savings of $109,000.

- The Department of Accounting, Economics and Information Systems will be renamed the Department of Accounting and Information Systems as a result of the termination of the Bachelor of Science in Economics degree program that was approved by the Louisiana Board of Regents as a part of the 2016/2017 Academic Program Review. Additional cost savings within the department are projected due to the cancelation of the undergraduate degree program in economics.

- The School of Graduate Studies and the education departments will be consolidated to establish the College of Educational and Graduate Studies.

- The Department of Curriculum and Instruction and the Department of Educational Leadership will be consolidated. This merger will eliminate one department head position resulting in a salary savings of $72,751.

- The College of Professional Studies will house the Department of Criminal Justice, the Department of Mass Communication, the School of Nursing and the School of Social Work.

- The Faculty Professional Development Center, a Title III activity, will be redesigned.
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 22, 2017

Item F.2. Grambling State University’s request for approval of a Proposal for a Bachelor of General Studies.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval of a Proposal for a Bachelor of General Studies (BGS). The Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System in October 2016 and, subsequently, by the Board of Regents in March 2017.

A General Studies degree is designed to offer students an interdisciplinary curriculum that includes both structure and flexibility, drawing on a large variety of course choices through options for concentrations and minors. It not only allows a student to actively design a degree that matches personal interests and goals, but it also facilitates the completion of a baccalaureate degree for those who do not settle on a major. Grambling’s proposed BGS will target those students whose educational needs can best be met in a non-traditional course of study that will allow for them to integrate several disciplines into a degree with breadth, intellectual cohesion, and practical value. In addition, the program can offer students who have completed many or most of the requirements of a major, but are unable to complete a regular degree program, a route to graduation.

The proposed BGS requires the completion of 120 credit hours; students will have the choice between four (4) concentrations: Humanities and Culture; Gender, Race and Intersectionality; Juvenile Behavioral Studies; and Gerontology. Each concentration includes 41 hours of general education credits; 27 hours of concentration focus; 21 hours of enrichment courses that further strengthen the concentration; and 31 hours of elective credits which includes a second concentration or minor. The second concentration or minor will broaden the student’s knowledge and increase the student’s competitiveness in the workforce.

The curriculum of the proposed program is consistent with established norms for degrees of this type, and such a program is an essential offering of a public university. Currently eight (8) public universities in Louisiana offer an undergraduate degree in General Studies (LSUA, LSUS, McNeese, Northwestern, Southeastern, SUNO, UL Lafayette and ULM), with all generating a large number of completers annually. GSU’s proposed BGS has different areas of concentration, which makes it unique in comparison to existing programs currently offered in Louisiana.
The potential source of students will be those who want the flexibility to delve into interdisciplinary study and those who have not decided upon a major. For Fall 2016, there were 213 undecided majors compared to the 146 students who were undecided majors in Fall 2014. As enrollment has increased at GSU so has the number of students who are undecided. The proposed BGS Program will attract many of these “undecided students,” who will be given the opportunity to explore their varied interests. The University projects an enrollment of 15 in Year One, with that number increasing to 95 by Year Five. Students who complete the program will be equipped with the skills to prepare them for the Louisiana workforce as well as regional and national employment. The program will also further strengthen skills to prepare students for graduate and professional schools.

The proposed BGS will be housed in the Department of History within the College of Arts and Sciences. The Chair of the History Department will manage the proposed program until such time that enrollment might necessitate a coordinator to help facilitate advising and oversight. All courses required of the proposed degree are already offered by the institution and sufficient faculty and infrastructure are in place. As a result, the program can be offered at little to no 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 Grambling State University’s request for approval of a Proposal for a Bachelor of General Studies.
MEMORANDUM TO THE BOARD OF SUPERVISORS
OF THE UNIVERSITY OF LOUISIANA SYSTEM

SUBJECT: REQUEST FOR APPROVAL OF A PROPOSAL TO OFFER
THE BACHELOR OF GENERAL STUDIES DEGREE PROGRAM

Grambling State University respectfully requests approval of a proposal to offer the Bachelor of General Studies (B.G.S.) degree program.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

Richard J. Gallot, Jr., JD
President

RJG:jj

Attachment
Louisiana Board of Regents

AA 2.05: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE PROGRAM*

Including incremental credentials building up to the Degree --

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

Date: May 23, 2017

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<tr>
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<td>Designation: Bachelor of General Studies (B.G.S.)</td>
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<td>Subject/Title: General Studies</td>
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Contact Person & Contact Info:

Dr. Roshunda Belton, 318-274-2256, beltonr@gram.edu; Dr. Cheryl Mango, 318-274-2436, mangoc@gram.edu; and Dr. Rory Bedford, 318-274-2547, bedfordr@gram.edu

Date Letter of Intent was approved by Board of Regents: March 20, 2017

Date this Proposal was approved by Governing Board:

Planned Semester/Term & Year to Begin Offering Program: Fall 2017

1. Program Description

Describe the program concept: (a) purpose and objectives; (b) mode of delivery (on-site/hybrid/on-line). Describe plan for developing and rolling out new courses.

Grambling State University (GSU) is a co-educational public institution that confers degrees at the bachelor’s, master’s, and the doctorate levels. In bolstering various educational opportunities, GSU promotes and fosters a well-rounded, diverse education. The university is a distinguished institution that produces accomplished graduates sought by global employers and top-tier graduate and professional schools.

The proposed Bachelor of General Studies (BGS) is a unique program that reflects diversity in learning and instruction. Students will gain the opportunity to explore varied interests that extend beyond a particular major. The program will be delivered on-site and does not include any “new” courses. All courses included in the program are already being taught.

Program Objectives:

1. Deliver a flexible interdisciplinary curriculum.

The General Studies Program reflects diversity and flexibility in learning. The Program requires the completion of 120 hours. Students will have the choice between four (4) concentrations: Humanities and Culture; Gender, Race and Intersectionality; Juvenile Behavioral Studies; and Gerontology. Each concentration includes 41 hours in general education credits, 27 hours of concentration focus, 21 hours of enrichment courses that further strengthen the concentration, and 31 hours of elective credit which includes a second concentration or minor. The second concentration or minor broadens the student’s knowledge and increases the student’s competitiveness in the workforce.

2. Offer concentrations that are specific to particular areas of knowledge.

Program concentrations are specific in focus and reflect the current trends and demographics of Louisiana. The Program contains courses that enhance knowledge and each concentration provides in-depth instruction. The Humanities and Culture Concentration is designed in provide an interdisciplinary approach to literature, history, African-American culture, and humanities. Gender, Race and Intersectionality consists of in-depth study in sociology, political science, history and social science as it relates to gender and race relations. Juvenile Behavioral Studies provides specific study in Juvenile aspects of Social Work, Sociology, and Criminal Justice. Gerontology looks at the physical, mental, political, and societal impact of the aging population on the community and public policy.
3. Promote a well-rounded education that prepares students for graduate school and the workforce. The interdisciplinary approach to learning will prepare students to succeed in a diversified workforce and equip them with the necessary skills to successfully engage in a productive work environment. Students that complete the Program will be equipped with the skills to prepare them for the Louisiana workforce as well as regional and national employment. The Program will also further strengthen skills to prepare students for graduate and professional schools.

Map out the proposed curriculum, in sequence, identifying any incremental credentials and/or concentrations within the degree. Indicate which courses will be new, including those that would be offered in the new program as electives. Describe any special requirements (e.g., internships, comprehensive exam, thesis, etc.

The proposed General Studies Program will require 120 credit hours and offer four concentration areas: 1) Humanities and Culture; 2) Gender, Race and Intersectionality; 3) Juvenile Behavioral Studies; and 4) Gerontology. In addition to the 39 hours of general education and 2 hours of First Year Experience (Freshman Experience), the BGS Program requires 27 hours in the concentration area, 21 hours of enrichment courses (courses that further strengthen the knowledge gained from the concentration), and 31 hours of electives which include either a second concentration within the BGS Program or a minor approved by the academic advisor. At least 9 hours of the required 27 hours in the concentration must be at the 300 level or above. A grade of C or higher is required in concentration and enrichment courses.

Like students in other academic programs, students in BGS Program will be required to meet university-wide Service Learning requirements. A total of 160 hours of Service Learning is required for program completion (80 hours from academic courses and 80 hours from community involvement).

Concentration 1—Humanities and Culture

41 hours general education + first year experience

27 hours in concentration area

21 hours enrichment courses

31 hours elective (includes 2nd concentration area or minor)

General Education – 41 hours

First Year Experience
English Composition I
English Composition II
Pre-calculus I
Pre-calculus II
Biology I
Biology II
Chemistry
History of Western Civilization I
World History II
Fundamentals of Public Speaking
Fine Art
Economics
Introduction to Social Science
Area of Concentration—27 hours (9 hours must be 300 level or above)

**Required Courses (6 hours)**
PHIL 201 Introduction to Philosophy
SOC 200 Cultural Anthropology

**Choose 2 from the following: (6 hours)**
HUM 202 Non-Western Culture or HUM 200 African Culture
HUM 201 Western Culture or HUM 301 Humanities of the South

**Choose 1 from the following: (3 hours)**
ENG 200 World Literature I
ENG 201 Introduction to Literature
ENG 203 Introduction to American Literature I
ENG 204 Introduction to American Literature II
ENG 205 Introduction to English Literature I
ENG 206 Introduction to English Literature II

**Choose 1 from the following: (3 hours)**
HIST 201 American Multicultural History
HIST 202 Recent American History

**Choose 1 from the following: (3 hours)**
ART 412 African-American Art
ENG 415 African-American Literature
HIST 319 African-American History to 1877
HIST 320 Recent African-American History
MUS 410 History and the Development of Jazz
THEA 312 Theatre of Black Americans

**Choose 2 from the following: (6 hours)**
ART 409 Art History III
ENG 301 History and Survey of English Literature I
ENG 302 History and Survey of English Literature II
ENG 401 History and Survey of American Literature I
ENG 402 History and Survey of American Literature II
HIST 304 Historiography and Research
MUS 415 Music History before 1750
MUS 416 Multicultural Music History

**Enrichment Courses—21 hours**

**Choose 7 courses from the following areas**
ART 301 Crafts Design
ART 309 Ceramics I
ART 318 Sculpture I
ART 319 Printmaking I
ART 322 Introduction to Digital Art
ENG 305 Advanced Technical Writing or ENG 311 Advanced Composition
ENG 400 Creative Writing
ENG 404 Shakespeare
ENG 408 Intro to Literary Criticism
ENG 421 Africana Film and Literature
ENG 454 Women’s Literature
THEA 311 Modern Drama
THEA 312 Theatre of Black Americans
THEA 402 Play Production
THEA 404 Playwriting
THEA 414 American Drama
THEA 434 Play Directing
HIST 303 History of Black Women in Americas
HIST 308 Early Modern Europe
HIST 309 Nineteenth-Century Europe
HIST 310 History of Latin America
HIST 312 Twentieth Century Europe
HIST 322 Louisiana History
HIST 339 African History I: History of Africa to 1800
HIST 340 African History II: History of Africa since 1800
HIST 351 The United States since 1945

Electives—31 hours (must include either GS area concentration OR a minor approved by advisor)

GS Concentrations: choose 1 of the following
Gender, Race and Intersectionality (27 hours)
Juvenile Behavior Studies (27 hours)
Gerontology (27 hours)

Free Electives: 4 hours

OR

Minor**
Students may select any minor that is offered at GSU.
Free Electives vary based on selected minor. May range from 13 to 10 hours.

**Courses taken as enrichment courses may not count toward the minor.

Concentration 2—Gender, Race and Intersectionality

41 hours general education + first year experience

27 hours in concentration area

21 hours enrichment courses

31 hours elective (includes 2nd concentration area or minor)

General Education — 41 hours
First Year Experience
English Composition I
English Composition II
Pre-calculus I
Pre-calculus II
Biology I
Biology II
Chemistry
History of Western Civilization I
World History II
World Literature
Fine Art
Economics
Introduction to Sociology

Area of Concentration—27 hours (9 hours must be 300 level or above)

**Required (12 hours)**
SOC 203 Social Problems
PSY 200 General Psychology
PS 201 American National Gov't
HIST 201 American Multicultural History or HIST 202 Recent America

**Gender: Choose 2 from the following (6 hours)**
HIST 303 Black Women in the Americas
SOC 308 Human Sexuality: Sociology of Sex
SOC 418 Women/Cross Cultural Perspective
PS 330 Women and Politics
ENG 454 Women's Literature

**Race: Choose 2 from the following (6 hours)**
HIST 319 African-American History to 1877
HIST 320 African-American History since 1877
SOC 401 Social Issues/Black Community
PSY 210 Intro to Black Psychology
PS 320 Black Politics in America
MC 410 Blacks & the Media
ENG 415 African-American Literature

**Intersectionality: Choose 1 from the following (3 hours)**
HIST 449 Comparative Slavery
SOC 306 Minority Groups
MC 245 Communication & Culture
MC 345 Mass Media & Society

**Enrichment Courses / General Knowledge—21 hours**

**Choose 7 from the following:**
HIST 309 19th Century Europe
HIST 312 20th Century Europe
HIST 339 African History I to 1800
HIST 340 African History II since 1800
HIST 351 US History since 1945
HIST 438 Culture and Ideas of the Western World
HIST 454 African Religion
SOC 301 Rural/Urban Sociology
SOC 305 Social Psychology or PSY 305 Social Psychology
SOC 307 Sociology of Religion
SOC 310 Sociology of Education
SOC 320 Demography
SOC 405 Sociology of the Family
PSY 334 African Centered Personality
PS 303 Public Policy Development
PS 311 Intro to Comparative Gov't and Politics
PS 403 Constitutional Law
PS 405 Civil Liberties in the US
PS 420 Black Political Thought
PS 421 Western Political Thought  
PS 422 Contemporary Political Ideologies  
CJ 361 Victimology  
ENG 421 Africana Film and Literature  
ART 412 African-American Art  
THEA 312 Theatre of Black Americans

Electives—31 hours (must include either GS area concentration OR a minor approved by advisor)

GS Concentrations: choose 1 of the following  
Humanities and Culture (27 hours)  
Juvenile Behavior Studies (27 hours)  
Gerontology (27 hours)

Free Electives: 4 hours

OR

Minor**  
Students may select any minor that is offered at GSU.  
Free Electives vary based on selected minor. May range from 13 to 10 hours.

**Courses taken as enrichment courses may not count toward the minor.

Concentration 3—Juvenile Behavioral Studies

41 hours general education + first year experience

27 hours in concentration area

21 hours enrichment courses

31 hours elective (includes 2nd concentration area or minor)

General Education —41 hours  
First Year Experience  
English Composition I  
English Composition II  
Pre-calculus I  
Pre-calculus II  
Biology I  
Biology II  
Chemistry  
History of Western Civilization I  
World History II  
Fundamentals of Public Speaking  
Fine Art  
Economics  
Introduction to Sociology
Area of Concentration—27 hours (9 hours must be 300 level or above)

Required (12 hours)
SOC 327 Descriptive Statistics or PSY 327 Descriptive Statistics or CI 406 Criminal Justice Research I
SOC 203 Social Problems
PS 201 American National Gov’t
HIST 202 Recent America or HIST 320 African-American History II

Juvenile: Choose 2 from the following (6 hours)
CJ 251/252 Juvenile Justice and Delinquency
PSY 212 Psychology of the African/Black Family
SOC 405 Sociology of the Family

Behavior: Choose 2 from the following (6 hours)
ED 200 Human Growth and Development
ED 204 Adolescents Psychology
CJ 412 Deviant Behavior
SOC 305/PSY 305 Social Psychology
SOC 312 Sociology of Deviant Behavior
PSY 202 Developmental Psychology
PSY 304 Abnormal Psychology

Legal Factors: Choose 1 from the following (3 hours)
SW 307 Child Welfare
SW 312 Protective Services in Child Welfare
SW 313 Child Welfare and the Law

Enrichment Courses / General Knowledge—21 hours

Choose 7 from the following:
HIST 351 US History since 1945
HIST 438 Culture and Ideas of the Western World
PSY 334 African Centered Personality
PS 303 Public Policy Development
SOC 307 Sociology of Religion
SOC 306 Minority Groups
SOC 310 Sociology of Education
SOC 301 Rural/Urban Sociology
SOC 318 Alcohol and Drug Abuse
SOC 320 Demography
SOC 406 Sociology of Violence
SOC 401 Social Issues in the Black Community
SOC 306 Minority Groups
SOC 304 Social Theory
SOC 404 Criminology
SOC 401 Social Issues/Black Community
PSY 408 The Psychology of Substance Abuse
CJ 316 Substance Abuse
CJ 361 Victimology
CJ 400 Contemporary Correctional Systems
CJ 411 Correctional Psychology
CJ 421 Probation and Parole
Electives—31 hours (must include either GS area concentration OR a minor approved by advisor)

GS Concentrations: choose 1 of the following
Humanities and Culture (27 hours)
Gender, Race and Intersectionality (27 hours)
Gerontology (27 hours)

Free Electives: 4 hours

OR

Minor**
Students may select any minor that is offered at GSU.
Free Electives vary based on selected minor. May range from 13 to 10 hours.

**Courses taken as enrichment courses may not count toward the minor.

Concentration 4—Gerontology

41 hours general education + first year experience

27 hours in concentration area

21 hours enrichment courses

31 hours elective (includes 2nd concentration area or minor)

General Education —41 hours
First Year Experience
English Composition I
English Composition II
Pre-calculus I
Pre-calculus II
Biology I
Biology II
Chemistry
History of Western Civilization I
World History II
Fundamentals of Public Speaking
Fine Art
Economics
Introduction to Sociology

Area of Concentration—27 hours (9 hours must be 300 level or above)

Required (15 hours)
SOC 303 Introduction to Social Gerontology
HPR 302 Health Aspects of Gerontology
SW 310 Seminar in Disability and Rehabilitation
SW 311 Social Work with Aging
SW 399 Independent Study
Research: Choose 1 from the following (3 hours)
SOC 327 Descriptive Statistics
SOC 407 Methods of Research
SW 304 Elementary Statistics
SW 406 Research Methods and Design

Health: Choose 1 of the following (3 hours)
PSY 301 Personality Adjustment and Development
HPR 400 Consumer Health Promotion
PSY 418 Health Psychology

Society: Choose 2 of the following (6 hours)
SOC 301 Rural/Urban Sociology
SOC 320 Demography
SOC 405 Sociology of the Family
SW 404 SW Rural Communities
HPR 405 Community Health Promotion

Enrichment Courses / General Knowledge—21 hours

Choose 7 from the following:
SOC 304 Social Theory
SOC 305 Social Psychology or PSY 305 Social Psychology
SOC 307 Sociology of Religion
SOC 401 Social Issues in the Black Community
PSY 306 Introduction to Counseling Psychology
SW 300 Group Process
SW 305 Social Welfare Policy I
SW 306 Social Welfare Policy II
SW 309 Topical Seminar in Aging
SW 400 Human Behavior – Social Environment I
SW 401 Human Behavior – Social Environment II
SW 405 Cultural Diversity
SW 409 Seminar in Death and Dying
HPR 306 Intro to Communicable Diseases
HPR 403 Environmental Health and Safety
HPR 406 Measure and Evaluation in Health Promotion
HPR 410 Planning and Promotion of Health Promotion Programs
HPR 450 Intro to International Health Promotion

Electives—31 hours (must include either GS area concentration OR a minor approved by advisor)

GS Concentrations: choose 1 of the following
Humanities and Culture (27 hours)
Gender, Race and Intersectionality (27 hours)
Juvenile Behavioral Studies (27 hours)

Free Electives: 4 hours

OR

Minor**
Students may select any minor that is offered at GSU.
Free Electives vary based on selected minor. May range from 13 to 10 hours.

**Courses taken as enrichment courses may not count toward the minor.
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**Freshman Year**

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**Sophomore Year**

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<td>THEA 212 Fundamentals of Public Speaking</td>
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<td>ECON 201 Macroeconomics</td>
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<td>ART 210 Intro to Fine and Performing Arts</td>
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**Senior Year**

<table>
<thead>
<tr>
<th>Course</th>
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<td>2\textsuperscript{nd} Concentration or Minor (^1)</td>
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<td>Free Electives (^2)</td>
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\(^1\) Hours dependent on whether student chooses a 2\textsuperscript{nd} concentration or minor

\(^2\) Free elective hours dependent on whether student has 2\textsuperscript{nd} concentration or minor

*LA BAf — Program Proposal*
<table>
<thead>
<tr>
<th>BACHELOR OF GENERAL STUDIES (B.G.S.)</th>
<th>Gender, Race and Intersectionality Concentration</th>
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<td>ENG 102 Freshman Composition II</td>
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<tr>
<td>MATH 147 Pre-calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 148 Pre-calculus II</td>
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</tr>
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<tr>
<td>BIOL 104 Principles of Biology II</td>
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<td>HIST 101 Western Civilization I</td>
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<td>ENG 201 World Literature</td>
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<td>ART 210 Intro to Fine and Performing Arts</td>
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1 Hours dependent on whether student chooses a 2nd concentration or minor
2 Free elective hours dependent on whether student has 2nd concentration or minor

LA BoR – Program Proposal
<table>
<thead>
<tr>
<th>BACHELOR OF GENERAL STUDIES (B.G.S.)</th>
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<td>Juvenile Behavioral Studies Concentration</td>
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**Freshman Year**

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<tr>
<td>HIST 101 Western Civilization I</td>
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<td>HIST 104 World History II</td>
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<td>CHEM 101 Environmental Chemistry</td>
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**Sophomore Year**

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<td>THEA 212 Fundamentals of Public Speaking</td>
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<tr>
<td>ECON 201 Macroeconomics</td>
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<td>ART 210 Intro to Fine and Performing Arts</td>
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<td>PS 201 American Nat'l Government</td>
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**Junior Year**

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**Senior Year**

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1 Hours dependent on whether student chooses a 2nd concentration or minor
2 Free elective hours dependent on whether student has 2nd concentration or minor

*LA BoR – Program Proposal*
# BACHELOR OF GENERAL STUDIES (B.G.S.)

## Gerontology Concentration

### Freshman Year

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<th>Course</th>
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<td>HIST 101 Western Civilization I</td>
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### Sophomore Year

<table>
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<td>ECON 201 Macroeconomics</td>
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<td>ART 210 Intro to Fine and Performing Arts</td>
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<td>SW 310 Seminar in Disability and Rehabilitation</td>
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<td>SW 311 Social Work with Aging</td>
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### Junior Year

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### Senior Year

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<td><strong>28</strong></td>
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$^1$ Hours dependent on whether student chooses a 2nd concentration or minor  
$^2$ Free elective hours dependent on whether student has 2nd concentration or minor  

*LA BoR – Program Proposal*
2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs).

The BGS Program will have significant benefits for students. The Program will allow students the opportunity to explore various interests that extend beyond one particular major. In fact, the Program stretches across all disciplines and reflects an interdisciplinary approach to learning. Not only will the BGS Program be a completer-type degree, but it also will address the needs of students who do not want to major in one discipline but who want to develop a more unique plan that provides a degree of depth in more than one area.

The BGS Program is well positioned to prepare students to meet the future workforce needs of Northern Louisiana. According to the Louisiana Workforce Commission (LWC) projected figures to 2024, forty (40) general and operational managers are needed each year in Northern Louisiana to keep up with the projected 440 additional positions in the field. Also, social services and managerial positions are growth areas for North Louisiana. LWC reports that North Louisiana will have fifty (50) annual total openings to replace demand and new growth of social services and managerial positions. Graduates of the General Studies Program will fill these projected employment needs.

Also the BGS Degree will fulfill numerous additional positions in Louisiana. In the area of public relations, the LWC estimates that there will be approximately 2160 positions to fill by 2024. In the area of administrative services there will approximately be 2940 positions to fill by 2024. In the area of customer service it is estimated that 170 positions will need to be filled annually in North Louisiana. Graduates of the BGS will be prepared to meet these employment demands.

The Humanities and Culture Concentration aims to fulfill the increasing demands in tourism. In 2016 46.7 million domestic and international visitors traveled to Louisiana. A total of $16.8 billion was spent by domestic and international visitors. Students in this concentration will be prepared to work at historic sites, cultural sites, museums and other positions in the tourism industry.¹

Gender, Race and Intersectionality focuses on the complexity of how race and gender intersect. Race and gender are two of the most influential and dominating factors in society. This is further enhanced by the increased number of women in the workforce and the rise of diversity in the workforce. The study of intersectionality will benefit not only the state but also the nation in its understanding of public policy and history.

Juvenile Behavioral Studies focuses on the developmental characteristics and challenges facing juveniles. According to Louisiana census there are over one million people under the age of 18 in Louisiana. Also according to Louisiana's Office of Juvenile Justice, the largest age group in Juvenile delinquency is 16-17. In 2011 there were nearly 4,786 children in foster care and 62,668 grandparents raising grandchildren. The concentration in Juvenile Behavioral Studies addresses these social trends and the changing demographics of Louisiana.²

The Gerontology Concentration addresses the needs of the growing aging population. According to census data, the population of Louisiana is approximately 4.67 million with 653,094 at age 65 and older. Since 2010, the total number of citizens age 65 and older in the State of Louisiana has seen an increase of 95,237. Due to this population growth, there will be a demand for services that meet the needs of those ages 65 and older. These services include—but are not limited to—wellness programs, counseling services and assisted living coordination.³

Describe how the program will further the mission of the institution.

The BGS Program will provide flexibility to students who desire to explore various interests. Because the curriculum reflects interdisciplinary study and current trends, students will be drawn to the program, resulting in an increase in student retention and degree completion.

The program is central to GSU’s mission which states that “…the University seeks to reflect in all of its programs the diversity in the world” and “strive[s] for excellence in [the] pursuit of knowledge.” Students that complete the General Studies Program will be prepared for a diversified workforce environment.

Also, the program is unique for the region/area. Not only will this program fill the void in Northern Louisiana, but it will also draw students from areas near the state. Because of its uniqueness, the program will attract students from North Louisiana, East Texas, Western Mississippi, and Southern Arkansas. GSU is confident that the program will be successful, and a model for future programs. The program will serve our current students and should be seen as a great opportunity for incoming students.

Identify similar programs in the state and explain why the proposed one is needed: present an argument for a new or additional program of this type and how it will be distinct from existing offerings.

Current perceptions about general studies programs are that they lack specificity and meaning. Another critique is that a general studies program does not provide students with the necessary skills to seek employment because of the generalist nature of the degree. With these preconceived notions in mind, GSU proposes a General Studies Program that allows for flexibility in learning and specificity in subject matter. It also reflects interdisciplinary study and current trends in academia. Even though the degree is in General Studies, graduates of the proposed Program will not have a “meaningless” degree. On the contrary, the BGS curriculum lends itself to innovative concentrations, making it a degree that will be valuable to the student.

There are many institutions in the state that have general studies programs. However, these programs differ from the proposed Program in structure and concentrations offered. Many of the general studies programs in the state more closely resemble meta-majors in that the programs are very broad and general. For example, the general studies programs at Louisiana Tech University (LATech), University of Louisiana at Monroe (ULM) and University of Louisiana at Lafayette (ULL) consist of thematic concentrations some of which include humanities, business and social/behavioral science. GSU’s proposed BGS will differ from these programs in that the concentrations are not based on broad themes, but are rather specific in focus and address current social trends. GSU’s proposed BGS Program has unique concentrations that are relative to current society and reflect the trends and needs of Louisiana’s changing demographic.

If approved, will the program result in the termination or phasing out of existing programs? (Is it a replacement?) Explain.

The program will not result in the termination or phasing out of existing programs. Neither will the proposed Program replace any existing programs.

If a Graduate program, cite any pertinent studies or national/state trends indicating need for more graduates in the field. Address possibilities for cooperative programs or collaboration with other institution(s).

N/A

3. Students

Describe evidence of student interest. Project the source of students (e.g., from existing programs, or the prospects of students being recruited specifically for this program who might not otherwise be attracted to the institution).

Many students have expressed interest in the General Studies Program. The potential sources of students will be those who have various interests and those who have yet to declare a major. For Fall 2016, there were 211 undecided majors compared to the 146 students who were undecided majors in Fall 2014. That’s a 46% increase in
undecided majors over a span of two years. As enrollment has increased, so has the number of students who enter GSU as undecided majors. The General Studies Program will attract many of these “undecided students,” who will be given the opportunity to explore their varied interests.

With students having the added option of a Degree in General Studies, there can be the added benefit of student retention. Of the 146 undecided majors in Fall 2014, thirty-one (31) did not return to the University the following academic year. The General Studies Program will help build on students’ interests and provide avenues by which they can explore their interdisciplinary interest, and thereby assist with student retention. Additionally, those students who have accumulated excessive hours, in several different majors and/or courses, will also be able to realize degree completion.

The BGS Program will increase university enrollment and cultivate future employees of the State of Louisiana, the Southern Region and the Nation. The program will also further strengthen skills to prepare students for graduate and professional schools.

Project enrollment and productivity for the first 5 years, and explain/justify the projections.

The proposed Program is projected to grow. Enrollment in the BGS Program will come from new freshman and students who have not declared a major. During the first year the estimated enrollment is 15 students. This number includes freshman who declare General Studies as a major and upperclassmen who desire flexibility in their curricula. Because students have expressed interest in the proposed Program, it is expected that 20 new majors will enroll in the program during the second year. Also it is expected that approximately 20 new majors will be added to the program each subsequent year.

Of all those enrolled during the first year, it is expected that 5 will graduate during the first year. This number consists of upperclassmen who changed their majors to General Studies. It is expected that the number of completers will increase by 5 each of the following years.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
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<th>Year 4</th>
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<td>10</td>
<td>15</td>
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<td>25</td>
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</table>

Provide enrollment/completer data for closely related programs currently offered at the institution.

This is an interdisciplinary Program. There will be various programs providing academic support to the program. Below is a list of the programs that are related and will support the BGS program. Included is enrollment and completer data for each supporting program.

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<th>Enrollment</th>
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<td>Fall 2016 - 28</td>
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| Criminal Justice | Fall 2015 - 495 | 2015-16 - 80 |
| Fall 2016 - 543 | 2016 - 44 |
| Sociology | Fall 2014 - 41 | 2014-15 - 10 |
| Fall 2015 - 50 | 2015-16 - 7 |
| Fall 2016 - 60 | 2016 - 2 |
| Fall 2015 - 293 | 2015-16 - 48 |
| Fall 2016 - 291 | 2016 - 23 |

| Gerontology | Fall 2014 - 41 | 2014-15 - 10 |
| Sociology | Fall 2015 - 50 | 2015-16 - 7 |
| Fall 2016 - 60 | 2016 - 2 |
| Fall 2015 - 293 | 2015-16 - 48 |
| Fall 2016 - 291 | 2016 - 23 |
| Fall 2015 - 134 | 2015-16 - 21 |
| Fall 2016 - 158 | 2016 - 22 |

What preparation will be necessary for students to enter the program?
There is not any preparation necessary for students to enter the proposed General Studies Program.

If a Graduate program, indicate & discuss sources of financial support for students in the program.
N/A

4. Faculty
List present faculty members who will be most directly involved in the proposed program: name, present rank; degrees; courses taught; other assignments.

<table>
<thead>
<tr>
<th>NAME**</th>
<th>PRESENT RANK</th>
<th>DEGREES</th>
<th>COURSES TAUGHT</th>
<th>OTHER ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. James Clawson</td>
<td>Associate Professor</td>
<td>B.A., Denison University M.Sc., University of Edinburgh Ph.D., University of Edinburgh</td>
<td>ENG 200 World Literature ENG 213 Advanced Composition ENG 302 Hist &amp; Survey of Eng Lit II ENG 303 World Literature ENG 310 Advanced Grammar and Tutorial</td>
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</tr>
<tr>
<td>Dr. Beatrice McKinsey</td>
<td>Associate Professor</td>
<td>B.A., Grambling State University M.A., Grambling State</td>
<td>ENG 101 Freshman Composition I ENG 102 Freshman</td>
<td>Coordinator of English and Foreign Languages</td>
</tr>
<tr>
<td>Professor</td>
<td>University</td>
<td>Composition II</td>
<td>Director of Service Learning and Continuing Education</td>
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<tr>
<td>Dr. Rory Bedford</td>
<td>Ph.D., Kansas State</td>
<td>ENG 213 Advanced Composition</td>
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<tr>
<td></td>
<td>University</td>
<td>HUM 301 Humanities of the South</td>
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<tr>
<td>Adjunct Assistant Professor</td>
<td>B.A., Grambling State University</td>
<td>PHIL 201 Introduction to Philosophy</td>
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<td></td>
<td>M.A.T., Grambling State University</td>
<td>PSY 200 General Psychology</td>
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<tr>
<td></td>
<td>University</td>
<td>SOC 101 Introduction to Social Science</td>
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<tr>
<td>B.A., United Theological Seminary</td>
<td>Ph.D., Capella University</td>
<td>HIST 101 Hist-Western Civilization I</td>
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<td>HIST 104 World His II: World His 1500</td>
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<td>HIST 308 Early Modern Europe</td>
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<td>HIST 309 Nineteenth-Century Europe</td>
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<td>HIST 430 Roman Republic and Empire</td>
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<td>HIST 438 Mod Cult and Idea of West Wor</td>
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<td>HIST 507 Pro-seminar in European Histor</td>
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<td>HIST 530 Roman Republic and Empire</td>
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<td>HIST 538 Mod Cult &amp; Ideas of West World</td>
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<td>HIST 543 Directed Study in History</td>
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<td>SS 500 Seminar-Social Sciences</td>
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<tr>
<td>Dr. Roshunda Belton</td>
<td>B.A., Louisiana Tech University</td>
<td>Head of the Department of History</td>
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<tr>
<td>Assistant Professor</td>
<td>M.A., Louisiana Tech University</td>
<td>Graduate Faculty Status</td>
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<td>Ph.D., Louisiana State University</td>
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<td>HIST 202 Recent American History</td>
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<td>HIST 303 History of Black Women in the Americas</td>
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<td>HIST 304 Historiography Research Method</td>
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<tr>
<td>Dr. Cheryl Mango</td>
<td>B.A., Grambling State University</td>
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<td>Ph.D., Morgan State University</td>
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<tr>
<td>Dr. Kevin Johnson</td>
<td>B.A., University of Mississippi</td>
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<tr>
<td>Assistant Professor</td>
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<td>HIST 490 Senior Research</td>
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<tr>
<td>Mary Crook</td>
<td>Assistant Professor</td>
<td>B.A., University of Alabama-Tuscaloosa&lt;br&gt;M.F.A., University of Alabama-Tuscaloosa</td>
<td>THEA 201 Stage Make-Up&lt;br&gt;THEA 204 History of the Theatre II&lt;br&gt;THEA 212 Fundamentals: Public Speaking&lt;br&gt;THEA 308 Stage Costume I&lt;br&gt;THEA 316 Internship&lt;br&gt;THEA 318 Theatre Management&lt;br&gt;THEA 319 Stage Management&lt;br&gt;THEA 402 Play Production&lt;br&gt;THEA 430 Independent Study I, II, III</td>
<td>Program Coordinator of Theatre</td>
</tr>
<tr>
<td>Mr. Rodrecas Davis</td>
<td>Associate Professor</td>
<td>B.F.A., University of Georgia&lt;br&gt;M.F.A., University of Georgia</td>
<td>ART 105 Art Appreciation&lt;br&gt;ART 200 Intro to New Media Art&lt;br&gt;ART 215 Art History I&lt;br&gt;ART 216 Art History II&lt;br&gt;ART 217 Three-Dimensional Design&lt;br&gt;ART 322 Introduction to Digital Art&lt;br&gt;ART 323 Computer Design I&lt;br&gt;ART 325 Adv 3-Dimensional Studio&lt;br&gt;ART 409 Art History III&lt;br&gt;ART 412 African-American Art&lt;br&gt;ART 423 Computer Design II</td>
<td>Program Coordinator of Art</td>
</tr>
<tr>
<td>Dr. King Godwin</td>
<td>Full Professor</td>
<td>B.A., South Carolina State College&lt;br&gt;M.Ed., Bowie College&lt;br&gt;Ph.D., Virginia Polytechnic Institute and State University&lt;br&gt;Ed.D., Argosy University</td>
<td>THEA 100 Introduction to the Theatre&lt;br&gt;THEA 212 Fundamentals: Public Speaking&lt;br&gt;THEA 312 Theatre of Black Americans&lt;br&gt;THEA 434 Play Directing&lt;br&gt;THEA 435 Theatre Seminar&lt;br&gt;THEA 436 Theatre Comprehensive Exam</td>
<td>Graduate Faculty Status</td>
</tr>
<tr>
<td>Donna McGhee</td>
<td>Full Professor</td>
<td>B.Ed., Mississippi State University&lt;br&gt;M.Ed., Mississippi State University&lt;br&gt;M.F.A., Louisiana Tech University</td>
<td>ART 103 Basic Design&lt;br&gt;ART 104 Color Theory&lt;br&gt;ART 105 Art Appreciation&lt;br&gt;ART 207 Painting I&lt;br&gt;ART 324 Advance Two-Dimensional Studio&lt;br&gt;ART 326 Painting II&lt;br&gt;ART 402 Teach Young Child Thru the Art&lt;br&gt;ART 422 Senior Exhibition&lt;br&gt;ART 424 Advance Two-Dimensional Studio</td>
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<tr>
<td>Karl Norman</td>
<td>Assistant Professor</td>
<td>B.S., Grambling State University&lt;br&gt;M.A., University of South Carolina</td>
<td>ART 402 Teach Young Child Thru the Art&lt;br&gt;THEA 100 Introduction to the Theatre&lt;br&gt;THEA 203 History of the Theatre I</td>
<td>Interim Coordinator of the Department of Visual and Performing Arts</td>
</tr>
<tr>
<td>NAME</td>
<td>TITLES</td>
<td>DEPARTMENT</td>
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Head of the Department of Music/Director of Bands

Program Coordinator for Music/Assistant Band Director

LA BoR – Program Proposal
<table>
<thead>
<tr>
<th>Department</th>
<th>Faculty Name</th>
<th>Title</th>
<th>Education</th>
<th>Classes</th>
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<tbody>
<tr>
<td>Political Science</td>
<td>Dr. Rose Harris</td>
<td>Associate Professor</td>
<td>B.A., Southern University</td>
<td>PS 200 Intro To Political Science, PS 201 American National Gov, PS 320 Black Politics in America, PS 330 Women and Politics, PS 430 Special Topics in Am. Politics</td>
<td>Ralph J. Bunch Endowed Professor in Political Science</td>
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<td>M.A., Howard University</td>
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<td>Ph.D., Rutgers University</td>
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<tr>
<td></td>
<td>Dr. Stacey Duhon</td>
<td>Assistant Professor</td>
<td>B.S., Grambling State University</td>
<td>BIOL 103 Principles of Biology, BIOL 113 Principles of Biol (Majors), BIOL 408 Seminar, FYE 101 First Year Experience I, FYE 102 First Year Experience II, PSY 200 General Psychology, PSY 210 Intro-African/Black Psy, PSY 304 Abnormal Psychology, PSY 320 Physiological Psychology, PSY 401 Experimental Psychology</td>
<td>Interim Coordinator for the Department of Sociology/Psychology</td>
</tr>
<tr>
<td></td>
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<td>M.A., University of Colorado at Boulder</td>
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<td>Ph.D., University of Colorado at Boulder</td>
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<td></td>
<td>Dr. Krista Nelson</td>
<td>Assistant Professor</td>
<td>B.S., Pittsburg State University</td>
<td>PSY 300 Psy Principles of Learning, PSY 304 Abnormal Psychology, PSY 400 Psychological Measurement, PSY 500 Seminar-Systematic Psy, PSY 505 Masters of Psychology, PSY 510 Theories-Counseling Psy, PSY 522 Seminar-Group Psychology Dynamics, PSY 526 Psy-Measuring</td>
<td>Program Coordinator for Psychology, Graduate Faculty Status</td>
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<tr>
<td></td>
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<td>M.Ed., Southern Arkansas University</td>
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<td>Ph.D., Louisiana Tech University</td>
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LA BoR – Program Proposal
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<th>Name</th>
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<tr>
<td>Sheptoski</td>
<td>Professor</td>
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<tr>
<td>Dr. Russell</td>
<td>Full</td>
<td>B.A., Central State University, M.S., University of Cincinnati, Ph.D., The Ohio State University</td>
<td>PSY 420 Practicum In Psychology, SOC 201 Introduction to Sociology, SOC 203 Social Problems, SOC 301 Rural/Urban Sociology, SOC 306 Minority Groups, SOC 415 Counselling/Clinical Sociology, SOC 420 Practicum in Sociology</td>
<td>Program Coordinator for Sociology</td>
</tr>
<tr>
<td>Willis</td>
<td>Professor</td>
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<tr>
<td>Dr. Mahendra</td>
<td>Full</td>
<td>L.L.B., University of Delhi, M.A., Aligarh Muslim University, M.S., Michigan State University, Ph.D., Michigan State University</td>
<td>CJ 510 Comp Criminology/CJ Systems, CJ 511 International Terrorism, CJ 520 Police Management and Policy, CJ 521 Sem Crime Prevention/Control, CJ 522 Sem Police Practices/Problems, CJ 560 Juvenile Corrections</td>
<td>Head of the Department of Criminal Justice</td>
</tr>
<tr>
<td>Singh</td>
<td>Professor</td>
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<tr>
<td>Karletta White</td>
<td>Assistant</td>
<td>B.S., Grambling State University, M.A., University of Iowa</td>
<td>CJ 241 Fund of Law Enfor &amp; Sec System, CJ 251 Juvenile Justice &amp; Delinquency, CJ 321 Interv, Interro &amp; Rep Writing, CJ 406 Criminal Justice Research I</td>
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<tr>
<td></td>
<td>Professor</td>
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**Criminal Justice**

- **Dr. Mahendra Singh**
  - Full Professor
  - L.L.B., University of Delhi, M.A., Aligarh Muslim University, M.S., Michigan State University, Ph.D., Michigan State University
  - Head of the Department of Criminal Justice
### SOCIAL WORK

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
<th>Courses/Programs</th>
<th>Role</th>
</tr>
</thead>
</table>
| Dr. Carolyn Hester    | Assistant Professor | B.S., Southern University, Baton Rouge  
M.S.W., University of Kansas  
Ph.D., Jackson State University | SWK 631 Direct Practice I  
SWK 637 Direct Practice II  
Associate Dean of the School of Social Work  
Graduate Faculty Status |                                                |
| Cassandra Peoples     | Assistant Professor | B.A., University of Louisiana at Monroe  
M.S.W., Louisiana State University | SW 400 Human Behavior-Social Envi  
SW 417 Block Field Instruction  
SW 418 Integrative Seminar  
SWK 501 Hum Behavior & the Soc Env | Director of Field Education                                           |

### KINESIOLOGY, SPORT AND LEISURE STUDIES

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<tr>
<th>Name</th>
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<th>Education</th>
<th>Courses/Programs</th>
<th>Role</th>
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</thead>
</table>
| Dr. Martin Ayim       | Full Professor     | B.S., Indiana University  
M.P.H., Indiana University  
Ph.D., Texas A & M University | HPR 201 Personal Health  
HPR 203 Drugs and Human Health  
HPR 304 Understanding Human Sexuality  
HPR 305 Org/Adm/Coord Sch Hth Program  
HPR 306 Intro to Communicable Diseases  
HPR 320 Strategies/Coord Sch Hth Prog  
HPR 400 Consumer Health Promotion  
HPR 403 Environmental Health & Safety  
HPR 405 Community Health Promotion  
HPR 406 Measure & Eval in Hth Promoti  
HPR 410 Plan & Eval of Hth Prom Prog | Program Coordinator for Health Promotion                                           |
| Dr. Obadiah Simmons   | Associate Professor | B.S., Grambling State University  
M.A.T., University of North Carolina  
Ph.D., Texas A&M University | REC 489 Special Topics  
SPA 513 Internship in Spt Administrat  
SPA 514 Research Meth in Spt Administr  
SPA 515 Independent Study/Spt Administ  
SPA 525 Comp-Based Applic in Spt Admin  
SPA 599 Comprehensive Examination | Head of the Department of Kinesiology, Sport and Leisure Studies/Program Coordinator for Sport Management  
Graduate Faculty Status |

**Note:** The faculty listed are drawn from two distinct colleges—Arts and Sciences and Professional Studies.

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Project the number of new faculty members needed to initiate the program for each of the first five years. If it will be absorbed in whole or part by current faculty, explain how this will be done. Explain any special needs.

New faculty will not be needed to initiate the Program. Current faculty will provide instruction. Because the Program is interdisciplinary and all courses in the curriculum are taught, current faculty duties and teaching loads will not be affected.
Describe involvement of faculty – present and projected – in research, extension, and other activities and the relationship of these activities to teaching load. For proposed new faculty, describe qualifications and/or strengths needed.

All faculty are expected to engage in research and service to both the university and community. Faculty typically teach four (4) classes a semester and continue progress on their own individual research interests. Faculty also attend conferences and mentor student research. Also faculty engage in community outreach and promote Service Learning projects with students.

5. Library and Other Special Resources

Are present library holdings in related fields adequate to initiate the program? To meet program needs in the first 5 years, what will be needed? Do other institutions have library resources available to faculty & students for the proposed program?

The current holdings in the library are more than efficient to support this program. The A.C. Lewis Memorial Library holds traditional archival, book, and serial collections. The Library partners with several other Louisiana libraries to provide interlibrary loan and a substantial number of research databases. Currently the A.C. Lewis Memorial Library offers access to many digital databases and other resources, volumes, e-books, journals and millions of manuscript pages ranging from ancient Rome to Twentieth Century China. GSU’s digital resources can be accessed off campus by students, staff, and faculty. Specifically, the Mary Hymon Afro-American Center has 16,064 volumes related to the history and culture of Africans and people of African descent throughout the world. The holdings are regularly updated, making this collection the only one of its kind in Northern Louisiana. The interlibrary loan program is another useful resource for faculty and graduate student research. The A.C. Lewis Memorial Library also benefits from association with other libraries giving our students access to even more resources. It is a member of the LOUIS (Louisiana Library Network) which connects our library with all the libraries of the state. The library has approximately over 300,000 sources that pertain to Humanities and Culture; over 45,000 sources on Race, Gender and Intersectionality; over 1,000 sources on Juvenile Behavioral Studies; and over 23,000 sources on Gerontology.

Indicate/estimate total expenditure for the last two fiscal years in library acquisitions for fields or departments offering or related to the proposed program.

The library will not need to expand its holdings for the proposed program.

Project library expenditures needed for the first 5 years of the program.

There are no projected expenditures anticipated for the first 5 years of the program.

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

Existing facilities, equipment, resources and faculty will be used to support the proposed program. No additional special resources will be needed.

6. Facilities and Equipment

Describe existing facilities [classrooms, labs, offices, etc] available for the program. Describe present utilization of these facilities that are assigned to the sponsoring department.

The courses required for the BGS are already being offered; hence, additional classroom facilities and equipment are not required. The proposed Program will be housed in the History Department which is located in Brown Hall. Brown Hall is conveniently positioned in the center of campus, near the departments that will provide support to the program. Supporting departments are housed in Jacob T. Stewart Building, Betty Smith Nursing Building, and the Fredrick C. Hobdy Assembly Center.
Describe the need for new facilities (e.g., special buildings, labs, remodeling, construction, equipment), and estimate the cost, proposed sources of funding, and estimated availability for program delivery.

Currently there is not any need for new facilities. Current classroom and department locations are sufficient.

7. Administration
In what department, division, school, college, or center/institute will the proposed program be administered? How will the new program affect the present administrative structure of the institution?

The program will be housed in the Department of History in the College of Arts and Sciences. Dr. Roshunda Belton, Chair of the History Department, will manage the early stages of implementation of the program. Dr. Belton will work in conjunction with Dr. Cheryl Mango who will serve as Program Coordinator. Dr. Mango is Assistant Professor of History and will handle the day to day operations of the program. Since the program stretches across various disciplines, academic advising will be done by faculty from the concentration areas.

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

The proposed BGS Program will not have any effect on the supporting departments. There will be two (2) advisors for each concentration, making a total of six (6) advisors. For the Humanities and Culture Concentration advisors will come from the Departments of English and Visual and Performing Arts; for the Gender, Race and Intersectionality Concentration, advisors will come from the Departments of History and Political Science; for the Juvenile Behavioral Studies concentration advisors will come from the Departments of Sociology and Criminal Justice; and for the Gerontology Concentration, advisors will come from the Departments of Social Work and Kinesiology, Sport and Leisure Studies. Additional advisors will be added based on program enrollment. All departments which will offer courses in the proposed BGS Program have been consulted. The courses in the proposed curriculum are routinely offered; therefore, problems will not arise with advising or student matriculation.

All departments associated with the proposed Program are working toward the twenty-first century paradigm of teaching and learning. Departments affiliated with the Concentrations engage in community service. All Concentrations have qualified faculty who engage in research and mentor students with student research. The Department of English is strong in faculty publications and research. The Departments of History, Sociology, and Psychology mentor student research and have students present at local, state, and regional conferences. The Department of Visual and Performing Arts offers strong instruction in dance and digital art. The Music Department facilitates yearly music camps for high school scholars. The Departments of Social Work, Criminal Justice, and Leisure Studies engage in community activities and sponsor social and physical awareness programs.

8. Accreditation
Describe plan for achieving program accreditation, including: name of accrediting agency, basic requirements for accreditation, how the criteria will be achieved, and projected accreditation date.

This program will not have a discipline specific accrediting body. It will align with standards set by SACSCOC.

If a graduate program, describe the use of consultants in developing the proposal, and include a copy of the consultant’s report as an appendix.

N/A

9. Related Fields
Indicate subject matter fields at the institution which are related to, or will support, the proposed program; describe the relationship.

Because the program is interdisciplinary, it draws from various programs already at the institution. The following programs will support the General Studies program.
10. Cost & Revenue

Summarize additional costs to offer the program, e.g., additional funds for research needed to support the program; additional faculty, administrative support, and/or travel; student support. How will the program affect the allocation of departmental funds?

There will not be any additional cost associated with the proposed Program. Since the Program will be interdisciplinary, it will be supported by the academic programs that are already in existence and the courses are currently being taught. Neither additional faculty nor new courses are needed to support the program. The proposed program will use office space already being used by the supporting academic units.

*On the separate budget form, estimate new costs and revenues for the projected program for the first four years, indicating need for additional appropriations or investment by the institution.

Outside of revenue from tuition & fees, explain and justify any additional anticipated sources of funds, e.g., grants (in hand, promised, or in competition), institutional funds, etc.

There are no anticipated revenues other than student enrollment.

CERTIFICATIONS:

[Signatures and dates]

Primary Administrator for Proposed Program

Provost/Chief Academic Officer

Management Board/System Office
SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Grambling State University

Degree Program, Unit: Bachelor of General Studies (B.G.S.)

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

### EXPENDITURES

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### REVENUES

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<td>$33,652.50</td>
<td>$52,882.50</td>
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<td>$123,602.50</td>
<td>$194,232.50</td>
<td>$264,862.50</td>
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* Describe/explain expected sources of funds in proposal text.
Item F.3. Grambling State University's request for approval of a Proposal for a Bachelor of Science in Nursing.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval of a Proposal for a Bachelor of Science in Nursing (BSN). The Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System in February 2017 followed by approval of the Board of Regents in April 2017. 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 $4.2M in total (faculty salaries, equipment, supplies, etc.). Anticipated revenue from tuition and fees, Title III grants, GSU-generated funds, and formula appropriations will be sufficient to cover implementation costs.

Strategies for a successful 120-credit-hour baccalaureate program have been put in place, and Grambling is confident that all changes will bring forth a stellar program to northern Louisiana. In addition to seeking approval of the proposed program from the Board of Supervisors for the University of Louisiana System and the Louisiana Board of Regents, approval must be granted by the LSBN. A meeting with LSBN representatives occurred in early
February, at which time support of the program was expressed; LSBN's Executive Director, Dr. Karen Lyon, wrote a letter to Commissioner Rallo which indicated confidence in the proposed program. Since then Grambling submitted a request to offer a new program to the LSBN with approval of their Letter of Intent and Step 1 granted by that body on June 8, 2017. Grambling is well positioned to move forward with Step 2 of the process and 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 Proposal for a Bachelor of Science in Nursing._
May 30, 2017

MEMORANDUM TO THE BOARD OF SUPERVISORS
OF THE UNIVERSITY OF LOUISIANA SYSTEM

SUBJECT: REQUEST FOR APPROVAL OF A PROPOSAL TO OFFER
THE BACHELOR OF SCIENCE IN NURSING (B.S.N.) DEGREE PROGRAM

Grambling State University respectfully requests approval of a proposal to offer the Bachelor of Science in Nursing (B.S.N.) degree program.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

Richard J. Gallé, Jr., JD
President

RJG:jj
Attachment
Louisiana Board of Regents

AA 2.05: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE PROGRAM*

— including incremental credentials building up to the Degree —

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

Date: May 30, 2017

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<th>Requested CIP, Designation, Subject/Title:</th>
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<td></td>
<td>Designation: Bachelor of Science</td>
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Contact Person & Contact Info
Meg Brown, PhD, RN, Associate Dean
School of Nursing, Office 137
318-274-2632 brownmar@gram.edu

Date Letter of Intent was approved by Board of Regents:

Date this Proposal was approved by Governing Board:

Planned Semester/Term & Year to Begin Offering Program: Fall 2018

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 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 percent (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 period of time 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.

Chart 1

**GSU BSN First Write Pass Rate in Percentages 1990 through 1999**

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<th>Year</th>
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<td>1992</td>
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<td>1993</td>
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<tr>
<td>1996</td>
<td>87.23</td>
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<tr>
<td>1997</td>
<td>84.44</td>
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<tr>
<td>1998</td>
<td>85.7</td>
</tr>
<tr>
<td>1999</td>
<td>93.4</td>
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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 percent and a pass rate on first time examinees of 83 percent in 2009. On March 17, 2010, the Annual Report was accepted by LSBN and

Chart 2

**GSU BSN First Write Pass Rate in Percentages 2000 through 2009**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
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<tbody>
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<td>90</td>
</tr>
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<td>2001</td>
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<td>81</td>
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<td>82.2</td>
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<td>63.63</td>
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<td>2006</td>
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<td>2008</td>
<td>90.63</td>
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<td>2009</td>
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GSU continued full approval. 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. On March 2, 2011, GSU’s Annual Report was accepted by LSBN, and the Undergraduate Program was placed on Conditional Approval. GSU was required to submit a detailed report that specified the plan of action to increase the NCLEX-RN scores with a timeline for implementation of all those actions in accordance with LAC 46:XLVII.3523.B. “The Nursing Education Program shall have a pass rate of 80% or greater achieved by the candidates taking the licensure examination for the first time in any one January to December calendar year, or the program shall be placed on conditional approval.” On February 20, 2013, LSBN accepted the Annual Report of the Baccalaureate in Nursing Program at GSU with continued conditional approval secondary to non-compliance with 3536.B.3.c (NCLEX pass rate). GSU was further instructed to submit an Interim Report related to non-compliance, (NCLEX pass rate) by April 16, 2013. 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

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<th>Year</th>
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<td>2013</td>
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<tr>
<td>2014</td>
<td>75.44</td>
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<tr>
<td>2015</td>
<td>73.68</td>
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first time examinees at 64 percent in 2013 dropped to its lowest since 2006. On February 12, 2014, LSBN accepted the Annual Report of the Baccalaureate Degree in Nursing Program at GSU and acted regarding non-compliance with LACXVII.3523.B for a fourth consecutive year. The board from LSBN also instructed GSU to cease admission of new students and to Show Cause as to why the institution should be allowed to continue admitting students to the Nursing Program.

On February 19, 2015, LSBN accepted the Annual Report of the Baccalaureate Degree in Nursing Program at GSU. The board from LSBN instructed GSU to Show Cause at the April 9, 2015 Board Meeting as to why the institution should be allowed to continue the Nursing Program. 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’ (ULS) and GSU’s administration’s refusal to sign the Consent Decree.

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. 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.

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. 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 percent of the Nurse Administrators for the School of Nursing and 50 percent of the Program Directors and a lack of academic preparation for 25 percent 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. 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.

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. The preferred student was a Grambling pre-nursing student. Students could 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. 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 needs 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 simulation mannequins were not being utilized due to a knowledge deficit among the Faculty members.

There were several strategies identified for the BSN Department's success. 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 three years of successful experience at the level of Director or Chairperson. A Structured orientation and mentoring program to the School of Nursing as well as a School of Nursing Policy and Procedure Manual must be developed prior to the hiring of new faculty. 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. 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. 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 Freshman and Sophomore years complete the pre-requisite courses with there being 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 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 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.

1. Program Description
Describe the program concept: (a) purpose and objectives; (b) mode of delivery (on-site/hybrid/on-line). Describe plan for developing and rolling out new courses.

LA BoR – Program Proposal
The proposed Bachelor of Science Degree in Nursing is a four-year program of study designed to prepare students to enter 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.

There are two tracks to the Bachelor of Science in Nursing. The traditional track (pre-licensure) is face to face delivery and is taught over nine semesters. The RN-BSN track (post licensure) is delivered online through the Canvas Learning Platform over three semesters.

The proposed program will have 120 required credit hours. The two tracks to the Bachelor of Science of Science Degree in Nursing are the Traditional face to face and the online RN-BSN. 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

### Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Composition</td>
<td>3</td>
<td>3</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>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>14</strong></td>
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</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<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></td>
<td><strong>16</strong></td>
<td>Rising Jr Exam</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</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>
<td>0</td>
<td>Women’s Health Practicum</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>3</td>
<td>Synthesis</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Senior Year

#### Summer Session

<table>
<thead>
<tr>
<th>Course</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Health</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Child Health Practicum</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Mental Health</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Mental Health Practicum</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td></td>
</tr>
<tr>
<td>Intro to Nursing Research</td>
<td>3</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Community Nursing</td>
<td>4</td>
<td>Adult Health III</td>
</tr>
<tr>
<td>Community Nursing Practicum</td>
<td>0</td>
<td>Adult Health III Practicum</td>
</tr>
<tr>
<td>Adult Health II</td>
<td>6</td>
<td>Management in Nursing</td>
</tr>
<tr>
<td>Adult Health II Practicum</td>
<td>0</td>
<td>Mgmt in Nursing Practicum</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

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 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.

The RN-BSN track is a post licensure option to the Bachelor of Science in Nursing. The Student is required to be Registered Nurses (RN) and must have completed the pre-requisite courses (60 credit hours) from the Freshman and Sophomore Years. Credit for the clinical based courses (30 credit hours) from the Junior Year and Summer Session will be awarded by examination. The students will take the Health Assessment Course (5 credit hours) from the first semester of the Professional Component in the Summer and complete the Fall and Spring Semesters (25 credit hours) from the Senior Year in residence to complete the program of study and be awarded the Bachelor of Science in Degree in Nursing from Grambling State University. A senior project will be completed in lieu of an exit examination.

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Assessment</td>
<td>5</td>
</tr>
<tr>
<td>Health Assessment Practicum</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
<tr>
<td>Intro to Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>Community Nursing</td>
<td>4</td>
</tr>
<tr>
<td>Community Nursing Practicum</td>
<td>0</td>
</tr>
<tr>
<td>Adult Health II</td>
<td>6</td>
</tr>
<tr>
<td>Adult Health II Practicum</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>2</td>
</tr>
<tr>
<td>Adult Health III</td>
<td>5</td>
</tr>
<tr>
<td>Adult Health III Practicum</td>
<td>0</td>
</tr>
<tr>
<td>Management in Nursing</td>
<td>5</td>
</tr>
<tr>
<td>Mgmt in Nursing Practicum</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

Program Instruction

The proposed Traditional program will be instructed traditionally face to face over nine semesters. 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. The RN-BSN program will be delivered online by utilizing the Learning Platform (Canvas) by Internet over three semesters. The practicum content will be taught in clinical agencies with a preceptor's guidance and supervision.

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs). 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

LA BoR – Program Proposal 8
15% (208/1419) were male (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.

Nursing Graduates' Ethnicity

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 need for the proposed program is supported by several reports that were published in Louisiana. 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. Many 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. The data for the years 2011 to 2015 showed an annual average of 1,509 qualified applicants not admitted to pre-RN programs in the state of Louisiana (LSBN, 2015). 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.

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 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. Most the 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.

Relevance:

Grambling State University is a comprehensive, Historically Black, Public Co-Educational Institution that confers Bachelors, Master’s, and the Doctoral 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 percent of the students enrolled in pre-RN licensure programs in Louisiana were White, 25 percent Black/African American, three percent Hispanic/Latino, three percent Asian, and four percent other.

Describe how the program will further the mission of the institution.

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.

Identify similar programs in the state and explain why the proposed one is needed: present an argument for a new or additional program of this type and how it will be distinct from existing offerings.

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. There are five Associate of Science and two Bachelor of Science Programs on the Interstate 20 Corridor. 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). The proposed program at Grambling State University should not be perceived as an unnecessary duplication because of the shortage and critical need for Nurses as well as the current programs within the State of Louisiana cannot meet the demand as illustrated in the table of qualified applicants not admitted in 2015. The duplication of the Baccalaureate Program at GSU is beneficial.

<table>
<thead>
<tr>
<th>Nursing Programs</th>
<th>Number of Qualified Students not Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Degree Programs</strong></td>
<td></td>
</tr>
<tr>
<td>Baton Rouge Community College</td>
<td>57</td>
</tr>
<tr>
<td>Bossier</td>
<td>127</td>
</tr>
<tr>
<td>Charity/Delgado</td>
<td>261</td>
</tr>
<tr>
<td>Fletcher Tech/Community College</td>
<td>29</td>
</tr>
<tr>
<td>LSU Alexandria</td>
<td>51</td>
</tr>
<tr>
<td>LSU Eunice</td>
<td>42</td>
</tr>
<tr>
<td>Louisiana Delta College</td>
<td>66</td>
</tr>
<tr>
<td>Louisiana Teach</td>
<td>81</td>
</tr>
<tr>
<td>McNeese State</td>
<td>0</td>
</tr>
<tr>
<td>Northwestern State</td>
<td>0</td>
</tr>
<tr>
<td>South Louisiana Community College</td>
<td>36</td>
</tr>
<tr>
<td>Southern University Shreveport</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>750</td>
</tr>
<tr>
<td><strong>Baccalaureate Degree Programs</strong></td>
<td></td>
</tr>
<tr>
<td>Dillard</td>
<td>0</td>
</tr>
<tr>
<td>Louisiana College</td>
<td>0</td>
</tr>
<tr>
<td>LSU Health Science Center</td>
<td>161</td>
</tr>
<tr>
<td>McNeese State</td>
<td>12</td>
</tr>
</tbody>
</table>

*LA BoR – Program Proposal*
<table>
<thead>
<tr>
<th>Institution</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicholls State</td>
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</tr>
<tr>
<td>Northwestern State</td>
<td>48</td>
</tr>
<tr>
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</tr>
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<tr>
<td>Southeastern</td>
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</tr>
<tr>
<td>Southern University and A &amp; M College</td>
<td>209</td>
</tr>
<tr>
<td>University Louisiana Lafayette</td>
<td>0</td>
</tr>
<tr>
<td>University of Louisiana Monroe</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>602</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1376</strong></td>
</tr>
</tbody>
</table>

*Data obtained from the LSBN Annual Report 2015 (latest posted edition)*

and necessary for meeting the healthcare needs of the community, state and nation. There were common areas noted for denial of admission of qualified candidates. The areas included a lack of qualified faculty in the area, classroom space, and/or clinical facilities.

The proposed program is a necessary duplication because it furthers 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 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 inability to pay or inability 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.

If approved, will the program result in the termination or phasing out of existing programs? (Is it a replacement?) Explain.

The approval of the proposed Bachelor of Science in Nursing Program will not terminate or phase out an existing program. The proposed program is considered a new program and not a replacement for the program that previously existed.

If a Graduate program, cite any pertinent studies or national/state trends indicating need for more graduates in the field. Address possibilities for cooperative programs or collaboration with other institution(s).

Not applicable

3. Students

Describe evidence of student interest. Project the source of students (e.g., from existing programs, or the prospects of students being recruited specifically for this program who might not otherwise be attracted to the institution).

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 to obtain a higher degree
In Nursing. There are five 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.

Project enrollment and productivity for the first 5 years, and explain/justify the projections.

There will be one cohort admitted per year during the beginning of the academic year, which normally occurs in the Fall. The first cohort will admit a maximum of 30 students and with a predicted attrition rate of 20%, will graduate 24 students at the completion of the program of study. A maximum of 40 students will be admitted for years two through five and with a predicted attrition rate of 20%, graduate 32 at Spring graduation each year. If the attrition is greater than 20%, an assessment of the admission criteria will be evaluated annually, and both the curriculum and instruction will be evaluated at the end of each semester.

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
<th>Projected Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>72</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>72</td>
<td>32</td>
</tr>
<tr>
<td>5</td>
<td>72</td>
<td>32</td>
</tr>
</tbody>
</table>

Faculty to Student Ratio  Returning students (R), New students (N)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Didactic Ratio</th>
<th>Practicum Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>1:8 (N)</td>
<td>1.8 (N)</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>1:8 (R) 1:8 (N)</td>
<td>1:8 (R) 1:8 (N)</td>
</tr>
<tr>
<td>3</td>
<td>72</td>
<td>1:8 (R) 1:10 (N)</td>
<td>1:8 (R) 1:10 (N)</td>
</tr>
<tr>
<td>4</td>
<td>72</td>
<td>1:8 (R) 1:10 (N)</td>
<td>1:8 (R) 1:10 (N)</td>
</tr>
<tr>
<td>5</td>
<td>72</td>
<td>1:8 (R) 1:10 (N)</td>
<td>1:8 (R) 1:10 (N)</td>
</tr>
</tbody>
</table>

Provide enrollment/completer data for closely related programs currently offered at the institution.

There are no closely related undergraduate programs currently offered at the institution. The Master of Science in Nursing Program has an enrollment of 21. The Master of Science in Nursing has a three year average of 18 for completer data.

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

Students planning to enter the professional component of the Baccalaureate Nursing Program must complete all prerequisites as outlined in the Freshman and Sophomore years before entrance into the undergraduate Nursing Program. Students may apply during Spring. However, the courses must be completed before classes start in the Fall. Students will also be required to take and pass an entrance exam. The entrance exam and the passing score of the entrance exam will be determined by the Nursing Faculty.

If a Graduate program, indicate & discuss sources of financial support for students in the program.

Not applicable
4. Faculty
List present faculty members who will be most directly involved in the proposed program: name, present rank; degrees; courses taught; other assignments.

Mary Meg Brown PhD, RN, ACNS-BC
Associate Professor
Courses taught (Concepts, Health Assessment, Medical Surgical Nursing 1, 2, & 3, Pharmacology, Mental Health Nursing, Maternal Nursing, Pediatric Nursing, Research, and Leadership/Management Nursing).

Project the number of new faculty members needed to initiate the program for each of the first five years. If it will be absorbed in whole or part by current faculty, explain how this will be done. Explain any special needs.

A Program Director with faculty responsibilities as well as four new full time faculty will be hired in year one along with support staff of a Skills/Simulation Lab Director and Tutor/Retention Specialist. The Program Director’s position is included on the Faculty line on the Budget Form. The Skills/Simulation Lab Director and Tutor/Retention Specialist positions are included on the Support Personnel line of the Budget Form. In Year two, four additional Faculty members will be hired to admit the second cohort. Nine Faculty members will be the number of Faculty for years two through five. The positions will be posted on the University’s website as well as the Higher education jobs’ website for recruitment of Faculty. Advertisements will also be placed in the Pelican Magazine. The Pelican is the magazine that Nurses in Louisiana receive.

The Program Director will be hired within 12 months before the entry of the first class. Four Faculty members will be hired at least 6 months before the entry of the first class. Other Faculty members to be hired prior to admission of the first class are the Skills Lab Director and the Tutor. Four additional Faculty members will be hired 6 months before the second class is admitted assuring no more than 10 students per Faculty member during the Clinical Practicum. The projected positions of Program Director and Nursing Faculty will be tenure track positions. The tenure track positions are required to participate in scholarly activities such as research and community service. The scholarly activities and community service are not calculated as a portion of the teaching load but are expectations of the position.

Describe involvement of faculty — present and projected — in research, extension, and other activities and the relationship of these activities to teaching load. For proposed new faculty, describe qualifications and/or strengths needed.

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. The Faculty members need strengths in curriculum development and evaluation, as well as skills for classroom and Clinical Practicum Instruction.

Most the Faculty’s time will be toward activities involving instruction. The Faculty are expected to participate in scholarly and community service activities in addition to the student teaching load. Release time (not to exceed 20% or one work day per week) for participation in those activities will be granted.

5. Library and Other Special Resources
Are present library holdings in related fields adequate to initiate the program? To meet program needs in the first 5 years, what will be needed? Do other institutions have library resources available to faculty & students for the proposed program?

LA BoR – Program Proposal
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.

Indicate/estimate total expenditure for the last two fiscal years in library acquisitions for fields or departments offering or related to the proposed program.

The estimated total expenditure for the last two completed fiscal year in library acquisitions for Nursing is $3000.

Project library expenditures needed for the first 5 years of the program.

The projected library expenditure needed for the first five years of the proposed Baccalaureate program is $10000. A copy of the required books will be placed in the library and these copies will be review copies from the publisher.

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

The additional equipment needed includes full body and simulation mannequins.

6. Facilities and Equipment
Describe existing facilities (classrooms, labs, offices, etc.) available for the program. Describe present utilization of these facilities that are assigned to the sponsoring department.

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 that seat 50 each, 2 skills and one simulation lab. There are more than 25 offices. Currently, other departments and disciplines use classroom and office space due to renovations and repairs to other buildings throughout the campus.

Describe the need for new facilities (e.g., special buildings, labs, remodeling, construction, equipment), and estimate the cost, proposed sources of funding, and estimated availability for program delivery.

There is no need for new facilities or remodeling.

7. Administration
In what department, division, school, college, or center/institute will the proposed program be administered? How will the new program affect the present administrative structure of the institution?

The Baccalaureate Nursing Program will be administered by the School of Nursing which is under the College of Education, Professional, and Graduate Studies. The proposed program will not affect the present administrative structure of the institution.

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

The School of Nursing has a Department of Graduate Nursing which awards the Master of Science Degree in the Family and Pediatric Nurse Practitioner and Nurse Educator Options. The certification rate for the Family Nurse Practitioner was 100% on the first write in 2015 which seen as a strength. The certification rate for the Pediatric Nurse Practitioner was 50% in 2015 which is a weakness. There is low enrollment in the Nurse Educator option and no
Pediatric Nurse Practitioner enrollment. The average annual enrollment from 2009 to 2017 is 45.55 students. The 2009 to 2014 graduation or completer rate within 150% of the program length is greater than 80% except for the Fall of 2009 Nurse Practitioner class at 78% and the Fall 2011 Nurse Educator class at 33%.

<table>
<thead>
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<th>Semester of Admission</th>
<th>Program</th>
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<th>Percent graduated on time</th>
<th>Enrollment</th>
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<td>32</td>
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<td></td>
<td>NE</td>
<td>9</td>
<td>8</td>
<td>89%</td>
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<tr>
<td></td>
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<td>84.4%</td>
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<tr>
<td>Fall 2010</td>
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<td>27</td>
<td>84.4%</td>
<td>53</td>
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<td>PNP</td>
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<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NE</td>
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<td>2</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
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</tr>
<tr>
<td></td>
<td>NE</td>
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<td>1</td>
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<td></td>
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<td>70</td>
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<td>PNP</td>
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<td>2</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NE</td>
<td>2</td>
<td>2</td>
<td>100%</td>
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<td>NE</td>
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<td></td>
</tr>
<tr>
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<td></td>
<td>PNP</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NE</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN Total</td>
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<tr>
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<td></td>
<td>Calculate in Spring 2019 for 1.5 times</td>
<td>20</td>
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<tr>
<td></td>
<td>PNP</td>
<td></td>
<td></td>
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<td></td>
</tr>
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<td>NE</td>
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<td></td>
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<td></td>
<td>MSN Total</td>
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<td>Projected 35</td>
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<td>PNP</td>
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<td>3</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN Total</td>
<td>24</td>
<td></td>
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</tbody>
</table>

The proposed Undergraduate Nursing Program will provide an avenue of recruitment for the low enrollment programs and provide sustainability in the Family Nurse Practitioner option. The students in Undergraduate Nursing may also complement the Graduate Nursing Programs through collaborative community clinical activities and provide Practicum experiences for the Graduate Nurse Educator students.

8. Accreditation
Describe plan for achieving program accreditation, including: name of accrediting agency, basic requirements for accreditation, how the criteria will be achieved, and projected accreditation date.

The Undergraduate Nursing Program must complete the five step process for Establishing a New Program as outlined...
by the Louisiana State Board of Nursing. Step one is the submission of a Notice of Intent to establish a new program with a feasibility study to document the need for the program. After the approval of Step one, the parent institution is granted sanction to proceed with the development of the program in Step Two. The employment of a Program Director and faculty occurs within Step two. The Nurse Administrator will serve in the role of Program Director until a preferred candidate is selected. At the completion of Step two, the program head may petition the board for an Initial survey visit. In Step Three, Initial Approval may be requested after an onsite survey by a representative of the LSBN. Students maybe admitted to the program after initial approval is granted. In Step four, a representative from the board will conduct an on-site survey within the first academic year. Full approval is requested in Step five after members of the first class write and receive results from the first licensing examination. An onsite survey is requested and upon the presentation of evidence that all standards of the board have been met, full approval may be granted to the program.

The Baccalaureate Nursing Program will be eligible to be accredited by the Accreditation Commission for Education in Nursing (ACEN) or the Commission on Collegiate Nursing Education (CCNE). The accrediting agency selected is CCNE. A program begins the accreditation review process when new applicant status is requested. The application must include:

a. a letter of request signed by the President of the institution, the Provost, and the Chief Nurse Administrator of the nursing unit.
b. the parent institution must provide evidence of accreditation by an institutional accrediting agency recognized by the United States Department of Education.
c. the institution must provide evidence of approval or authorization from the institutional accrediting agency and state higher education authority.
d. the institution must provide evidence that the nursing program is approved or authorized by the applicable state board of nursing.
e. payment of the fees for new applicants.
f. a completed CCNE Program Information Form.
g. a catalog and bulletin, print or electronic, for the institution and program.
i. documentation of the program’s ability to meet the accreditation standards. The documentation must include a description of the curriculum and available resources to support the program as well as a description of educational setting and organizational structure of the institution.

A request for new applicant status may be submitted at any time. The program must have students enrolled for one academic year prior to an onsite evaluation.

**Costs**

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

If a graduate program, describe the use of consultants in developing the proposal, and include a copy of the consultant’s report as an appendix.

**Not Applicable**

9. Related Fields

*LA BoR – Program Proposal*
Indicate subject matter fields at the institution which are related to, or will support, the proposed program; describe the relationship.

The General Education courses required during the Freshman and Sophomore years as outlined in the curriculum provide support to the Baccalaureate Nursing Program. Those fields include English, Math, Biology, Psychology, Sociology, Nutrition, and Communication. No major deficits were identified.

10. Cost & Revenue

Summarize additional costs to offer the program, e.g., additional funds for research needed to support the program; additional faculty, administrative support, and/or travel; student support. How will the program affect the allocation of departmental funds?

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 ($3,711,380) will be absorbed through GSU generated funds and estimated tuition ($3,716,410). The equipment, faculty development, and supplies ($507,500) will be absorbed through a Federal Title III Grant during the 2017-2022 five year cycle. 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:

- New Applicant fee $3700
- Evaluation fee $2525
- Annual fee $2618

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.

*On the separate budget form, estimate new costs and revenues for the projected program for the first four years, indicating need for additional appropriations or investment by the institution.*

Outside of revenue from tuition & fees, explain and justify any additional anticipated sources of funds, e.g., grants (in hand, promised, or in competition), institutional funds, etc.

*Outside of revenue from tuition & fees, the estimated State Appropriations of $800,000 annually were calculated annually as a source of revenue for years one through five. The estimation was obtained from the Vice President of Finance at GSU.*

**CERTIFICATIONS:**

Primary Administrator for Proposed Program

(Handwritten signature)

Date: May 30, 2017

Provost/Chief Academic Officer

(Handwritten signature)

Date: May 30, 2017

Management Board/System Office

Date: 
# SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Grambling State University  
Degree Program, Unit: BSN Program, School of Nursing  
Date: May 30, 2017  

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

## EXPENDITURES

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<tr>
<th>INDICATE ACADEMIC YEAR:</th>
<th>FIRST</th>
<th>SECOND</th>
<th>THIRD</th>
<th>FOURTH</th>
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<td>AMOUNT</td>
<td>FTE</td>
<td>Amount</td>
<td>FTE</td>
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<td>Faculty</td>
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<td>$672,776</td>
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<td>Graduate Assistants</td>
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<td>120,000</td>
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<td>Fellowships and Scholarships</td>
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<tr>
<td>Facilities</td>
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<tr>
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## REVENUES

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<tr>
<td>*State Grants/Contracts</td>
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<td>*Private Grants/Contracts</td>
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Letters of Support are available for review in the System Office.
Item F.4. McNeese State University’s request for approval of a Memorandum of Agreement among the University, ELS Educational Services, Inc., and Kindai University (Japan).

EXECUTIVE SUMMARY

McNeese State University (MSU) is requesting approval to enter into a Memorandum of Agreement (MOA) with ELS Educational Services, Inc. (ELS) and Kindai University (KU), a private comprehensive university based in Osaka, Japan. ELS has an existing agreement with MSU to provide instruction for students who wish to gain proficiency in the English language and then enroll at McNeese. The proposed MOA between ELS, MSU and KU will allow students from Kindai to complete their required study abroad year on the McNeese campus. During the first semester of the study abroad experience, KU students will participate in the Intensive English for Academic Purposes program provided by the ELS Language Center at MSU. Upon successful completion of the semester studying with ELS, KU students will enroll as non-degree visiting students at MSU and complete the second semester of the study abroad requirement. An official transcript showing credits earned in MSU courses will be provided.

The proposed MOA allows for a maximum of 25 KU students to participate annually. The agreement also addresses terms of the exchange to include eligibility requirements, application deadlines, cost, health insurance specifications, etc. The agreement is for a period of five (5) years; it may be terminated by either party with (30) days’ written notice.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval of a Memorandum of Agreement among the University, ELS Educational Services, Inc., and Kindai University.
May 31, 2017

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

Dear Dr. Henderson:

Enclosed are (5) copies of McNeese State University’s request for approval of enclosed Memorandum of Agreement among McNeese State University, ELS Educational Services, Inc. (ELS) and Kindai University (Japan).

Please place this item on the ULS Board of Supervisors’ agenda for consideration and approval at the June 22, 2017 meeting.

Thank you for your attention in this matter.

Sincerely,

[Signature]

Philip C. Williams  
President

Is  
Enclosures
May 31, 2017

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

Dear Dr. Henderson:  

I request University of Louisiana System approval of the enclosed Memorandum of Agreement among McNeese State University, ELS Educational Services, Inc. (ELS), and Kindai University (Japan). ELS has an approved agreement with McNeese to provide instruction for students who wish to gain proficiency in the English language and then enroll at McNeese. The MOA among ELS, McNeese, and Kindai University will allow students from Kindai University to complete their study abroad year on the McNeese campus. During the first semester of the study abroad requirement, Kindai students will enroll in the ELS program. Upon successful completion of the ELS program, the Kindai students will transfer to McNeese as non-degree visiting students to complete the second semester of the study abroad requirement.

The agreement facilitates student transfer and affords McNeese an opportunity to increase the diversity of its international student population.

Thank you for your consideration of this request.

Sincerely,

[Signature]

Philip C. Williams  
President  

Attachment
Memorandum of Agreement

Regarding the Study Abroad Program between
Kindai University, Japan (KU)
and
McNeese State University, USA (MSU)
and
ELS Educational Services, Inc., USA (ELS)

Kindai University, Japan, hereinafter referred to as KU, McNeese State University the United States of America, hereinafter referred to as MSU, and ELS Educational Services, Inc., the United States of America, hereinafter referred to as ELS, believing that the educational process and international understanding will be mutually enhanced in their respective academic communities, hereby establish this cooperative agreement.

1. NUMBER OF STUDENTS

(a) On an annual basis, KU will nominate a maximum of 25 Study Abroad Students to MSU.

2. PROGRAM AND PERIOD OF ENROLMENT

(a) KU students will initially participate in Intensive English for Academic Purposes program, provided by the ELS Language Centers at MSU. Normal duration of the program is one academic year. This period may include attending one of the undergraduate courses approved by MSU while currently enrolled in ELS Intensive English of Academic Purposes Program or a semester of enrollment at MSU as a visiting student.

3. ELIGIBILITY OF STUDENT APPLICANTS FOR THIS STUDY ABROAD PROGRAM

(a) The students are, and will continue to be, candidates for degrees at KU and will not be candidates for a degree at MSU. They are expected to return to their home institution to complete their degree program.

(b) The students are required to have a sincere motivation and preparation for the academic program(s) available at the host institution.

(c) To enroll in a full-time program at MSU, the students will be required to have successfully completed level 112 of the ELS English for Academic Purposes program at the ELS Language Center on MSU campus.

(d) To attend one undergraduate level course at MSU, the students will be required to have successfully completed level 110 of the ELS English for Academic Purposes program at the
ELS Language Center on MSU campus.

4. SELECTION AND SCREENING

4.1 General Rule:
(a) Host institution reserves the right to determine the final enrollment eligibility of each student nominated by home institution.

4.2 KU Students enrolling full-time for one semester at MSU:
(a) The deadline for receipt of the MSU admissions application and all required documentation, by MSU, is May 30 of each year.
(b) Admissions decisions will be made and letters of non-degree admission for qualifying applicants will be issued no later than June 30.
(c) The status of applicants admitted by MSU will be that of Visiting Students.

5. RESPONSIBILITIES OF ELS AFTER NOMINATION OF A STUDENT NOMINATED BY KU

(a) ELS will process all visa support documents and manage all processes to secure and support the visa application for the nominated KU students.
(b) ELS will organize and coordinate all housing (to include on-campus and/or approved homestay options as available) for the student participants in this program, and manage the settlement of all charges to the students for such purposes.
(c) ELS will assess the level of English for each KU student upon arrival into the USA and place the student into appropriate coursework in the Intensive English for Academic Purposes Program.
(d) ELS will provide academic and social support for all students enrolled in this program and remain the key emergency contact on campus for students enrolled in this program.

6. RESPONSIBILITIES OF MSU AFTER ADMISSION OF A STUDENT NOMINATED BY KU

6.1 KU Students attending one MSU undergraduate class concurrently with ELS Intensive English for Academic Purposes Masters Level Program:

(a) Upon completion of the semester studying with ELS, including successful passing of EAP Level 110, MSU shall assist the KU students in registering for one (1) three-credit class during a regular Fall or Spring semester. A class shall be selected from general educational requirement courses. MSU will provide a list of approved classes for enrollment. Students must be admitted to MSU as visiting students and meet all pre-requisites for the MSU courses identified. Students will be responsible for the payment of the tuition and fees for MSU courses.
(b) Upon student request after the conclusion of the spring semester, and satisfaction of any outstanding charges on MSU’s campus, MSU will issue an official transcript showing the grade earned in the MSU course attended.
6.2 KU Students enrolling full-time for one semester at MSU:

(a) Upon completion of the semester studying with ELS, including successful passing of EAP Level 112, MSU shall assist the KU students in registering for four (4) three-credit classes that are selected from an approved list of general, undergraduate education requirement courses.

(b) For those academically qualified students who successfully complete ELS Level 112 by December 31, MSU shall then admit these students and “transfer in” their SEVIS record.

(d) All appropriate student services and facilities of the host institution will be made available to the students.

(e) Upon student request after the conclusion of the spring semester, and satisfaction of any outstanding charges on MSU’s campus, MSU will issue an official transcript showing the grade earned in the MSU course attended.

7. COST

(a) Tuition fees for the English language program taken by KU Study Abroad Students will be paid by KU to ELS based on the fee schedule.

(b) Tuition fees (and any associated lab or other fees) for the undergraduate course taken by each KU student as a part of this program will be invoiced by MSU to KU at MSU’s then current rate of tuition. A third-party billing agreement between MSU and KU will be required.

(c) All room and board costs, insurance, field trips and all other personal costs (books, travel, clothing, etc.) in the United States will be the personal responsibility of each student.

8. HEALTH, TRAVEL and ACCIDENT INSURANCE

(a) All students must have medical insurance coverage while participating in the program in the U.S. Any medical costs may not be covered by their insurance policy must be paid by the student.

9. CONDUCT OF THE STUDENTS

(a) Students will be expected to abide by the laws and customs of the host country and by the policies and regulations of the host institution.

(b) Students who fail to maintain satisfactory academic performance and/or who violate the rules and regulations of the host institution may be subject to dismissal from the host institution.

10. TERM OF EXCHANGE AGREEMENT

(a) This agreement shall take effect on May 1, 2017, with the first KU students anticipated to
arrive at MSU in the Fall Semester in the Fall of 2017. The agreement is for a period of five years. This agreement may be terminated by either party with thirty (30) days written notice.

11. AMENDMENTS

(a) This agreement may be amended at any time by written mutual consent.

Signatories

Kindai University

Hitoshi Shiozaki ___________________________ Date 5/8/2017
President

ELS Educational Services, Inc.

Alexandra Zilovic ___________________________ Date 6/10/2017
Senior Vice President, Operations & Business Affairs, North America

McNeese State University

Philip Williams ___________________________ Date 2/13/2017
President
Item F.5. McNeese State University’s request for approval of a Cooperative Agreement with Ho Chi Minh City University of Economics and Finance.

EXECUTIVE SUMMARY

McNeese State University (MSU) is requesting approval to enter into a Cooperative Agreement with Ho Chi Minh City University of Economics and Finance (UEF) located in Vietnam. The proposed Agreement facilitates a two plus two (2+2) course articulation pathway whereby students completing the equivalent of 60 credit hours of coursework at UEF (and meeting English language proficiency requirements) can transfer to McNeese to complete the Bachelor of Science in General Business Administration. Faculty members from both institutions have worked together to identify the appropriate transferable coursework. McNeese has pursued this endeavor with UEF since it will facilitate student transfer and affords the opportunity to increase the diversity of its international student population.

The proposed Cooperative Agreement outlines entry requirements, registration processes, university obligations, mutually agreed upon curriculum, and tuition and fees. The validity of the Agreement is the fulfillment of the graduation requirements by four cohorts of students enrolled in four successive school years. Six months prior to the graduation of the fourth class of students, both universities shall discuss the renewal of the Agreement and possible extension.

RECOMMENDATION

I: is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University’s request for approval of a Cooperative Agreement with Ho Chi Minh City University of Economics and Finance.
May 31, 2017

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

Dear Dr. Henderson:

Enclosed are (5) copies of McNeese State University’s request for approval of the enclosed Cooperative Agreement between McNeese State University and Ho Chi Minh City University of Economics and Finance.

Please place this item on the ULS Board of Supervisors’ agenda for consideration and approval at the June 22, 2017 meeting.

Thank you for your attention in this matter.

Sincerely,

Philip C. Williams
President

Enclosures
May 31, 2017

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

Dear Dr. Henderson:

I request University of Louisiana System approval of the enclosed Cooperative Agreement between McNeese State University and Ho Chi Minh City University of Economics and Finance. The cooperative agreement facilitates a two plus two course articulation pathway whereby students completing the equivalent of 60 credit hours of course work can transfer to McNeese to complete the bachelor of science in general business administration. Faculty at McNeese have worked with faculty at Ho Chi Minh City University of Economics and Finance to identify the appropriate transferable course work. Students transferring from Ho Chi Minh City University of Economics and Finance will pay standard non-resident tuition and fees.

The agreement facilitates student transfer and affords McNeese an opportunity to increase the diversity of its international student population.

Thank you for your consideration.

Sincerely,

Philip C. Williams
President

Attachments
COOPERATIVE AGREEMENT

Between

Ho Chi Minh City University of Economics and Finance
Ho Chi Minh City
Vietnam

and

McNeese State University
Member of the University of Louisiana System
United States of America
SECTION 1: OBJECTIVES AND PRINCIPLES
Through this cooperative articulation agreement, the two schools shall aim to share their respective educational resources, collaborate in regards in the field of study, promote collaborative initiatives within the field, and train undergraduate students to be innovative, culturally competent and competitive in a global economy.

SECTION 2: CONTENT AND MODES OF COOPERATION
2.1 Length of Schooling
The length of schooling is assumed to be 120 credit hours, of which 60 credit hours will be completed at MSU (see exhibit B). Students shall complete the first 60 credit hours (2 years) of full-time study at UEF, where they will study the first stage of the Program’s jointly articulated cooperative program (see exhibit A). After completing all course work and meeting English language requirements outlined in 2.2, the students shall enter MSU to study the second stage curriculum to complete 60 credit hours for the degree.

2.2 Entry Requirements
Students entering the program must meet the requirements below:
(1) Obtain qualifying scores for entry into UEF as recognized by the Socialist Republic of Vietnam.
(2) Before entering MSU for study:
   A. Students must successfully complete the first 60 credit hours (2 years) of the jointly recognized curriculum (all courses must be completed with a passing grade of C or higher) with a minimum cumulative grade point average of 2.5 as calculated by MSU. Exhibit C shows the grade conversion scale that will be used.
   B. Submit an official transcript from UEF with accompanying English translation. No professional credential evaluation will be required for students participating in this articulation agreement and duly nominated by UEF.
   C. Students must submit demonstrate English language proficiency by submitting a minimum score of 71 on the TOEFL internet-based exam or a minimum band score of 6.0 on the IELTS. Official test results must be sent directly to MSU.
   D. Students must be nominated by UEF. The nomination along with the supporting application materials must be submitted to MSU in a timely manner. The deadline
for complete applications will be October 15 for students entering in the Spring terms and May 15 for students entering in the Fall terms, so that a form I-20 can be produced and students have time to request a visa interview. (See exhibit C)

E. Students must submit an affidavit of support in order to be issued a form I-20. (See exhibit C)

2.3 Registration (Admission and Enrolment)
Under the terms of this Agreement, enrolled students will first be recruited and registered by UEF. UEF will provide MSU with a list of candidates for the program. MSU will provide a conditional letter of acceptance for study at MSU upon receipt of the list. (See exhibit D) Students satisfying the requirements of Section 2.2 of this Agreement will obtain MSU’s unconditional letter of acceptance once all conditions have been met.

Post-admission student management, including immigration regulations pertaining to the issuance of the form I-20, should comply with all the related domestic laws and regulations. MSU will provide reporting dates for entering students as well as contact information for housing.

2.4 Awards
After completing all the credits for the jointly designed articulation plan, the students will receive a Bachelor of Science in General Business Administration Degree conferred by MSU. Students who cannot complete their study at MSU due to visa or other precluding issues, will continue their program at UEF.

2.5 Implementation of Teaching
(1) Academic Requirements
The standards of jointly formulated articulation agreement, curriculum setup, and curriculum content should not be lower than domestic standards at MSU. Faculty from UEF and MSU will jointly develop the curriculum articulations for the Program (see exhibits A and B).

(2) Teaching Arrangements
Each party shall take separate and sole responsibility for the arrangement of their respective instructors whose academic credentials and aptitude are considered suitable. Instructors should meet the requirements of the national or regional accrediting bodies to which UEF and MSU are respectively responsible.

(3) Teaching Materials
Regarding the Program’s established curriculum, the period of study at UEF shall use approved teaching materials/textbooks (textbooks or materials in English will serve as the main teaching materials, and materials in Vietnamese as supplementary materials). The stage of study at MSU shall use English-only teaching materials.

(4) Teaching Evaluation
For the academic components implemented at UEF, courses which use UEF teaching materials shall be evaluated by UEF in accordance with the UEF’s teaching management regulations. Academic components implemented at MSU shall be
evaluated by MSU. Both UEF and MSU will be informed of each party's respective
methods of evaluation and grading scales.

2.6 Student Recruitment Plan
The Program's student recruitment plan, whereby students shall commence their study
at UEF, shall be jointly formulated by both parties but shall be executed by UEF.

SECTION 3: OBLIGATIONS OF EACH PARTY
Under the terms of this Program, UEF and MSU are permitted to vary their procedures
to ensure its continuing compliance with the requirements of the Parties' respective
governing boards or accrediting agencies.
Each Party must notify in writing, within 10 business days, the other Party of any
variations that impact the prescribed curriculum or staffing. Furthermore, any variation
on the part of UEF that alters the required coursework or impacts requirements of
accrediting agencies will require review and approval by MSU.
If MSU finds that any such variations alter the articulation agreement (specifically the
transferability of courses from UEF) in a significant manner, the Agreement will be
subject to cancelation with no fault to MSU. In the event of cancelation, students
currently enrolled at MSU as part of the Agreement will be permitted to complete under
the terms of the original Program, but no new students from the Agreement will be
permitted to enroll at MSU.

3.1 Obligations of Ho Chi Minh City University of Economic and Finance
1. Responsible for ensuring that the Agreement meets all Vietnamese educational
   requirements.
2. Responsible for participating in discussions with MSU regarding course
   articulation, program management, and student issues.
3. Responsible for arranging UEF's staff members responsible for the
   implementation of the program.
4. Responsible for student enrollment and management while students are studying
   at UEF.
5. Responsible for conducting courses in accordance with the agreed upon
   cooperative Agreement curriculum and ensuring the quality of the teaching for
   stage one of the Agreement. (See exhibit A).
6. Responsible for assisting MSU's staff members with Vietnamese visa application
   and, if necessary, providing appropriate accommodations for visiting teaching
   staff to teach and live at UEF, in the event that such an exchange is
   implemented.
7. Responsible for ensuring timely access by MSU and its accrediting bodies to
   materials, sites, faculty CVs (or other evidence of qualifications) and personnel
   associated with the any part of the program conducted by UEF. Access and/or
   requests for information should be provided within a maximum delay of one
   month or sooner, if needed.
8. Responsible for not releasing information to the media, making public
announcements, nor publishing information related to the program which may affect MSU's interests without MSU's prior written consent. UEF may not use the MSU's name, logo or other trademarks without express written consent. UEF will assist in protecting MSU's trademark and reputation in Vietnam.

3.2 Obligations of McNeese State University
1. Responsible for obtaining approval for the joint endeavor from the Board of Supervisors of the University of Louisiana System.
2. Responsible for meeting and adhering to all SACSCOC standards. McNeese State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Bachelor of Science in General Business Administration degrees. MSU, Ho Chi Minh City University of Economic and Finance (UEF) is not accredited by SACS Commission on Colleges and the accreditation of MSU does not extend to or include UEF or its students. Further, although MSU agrees to accept certain course work from UEF to be applied toward an award from MSU, that course work may not be accepted by other colleges or universities in transfer, even if it appears on a transcript from MSU. The decision to accept course work in transfer from any institution is made by the institution considering the acceptance of credits or course work.
3. Responsible for participating in discussions with UEF regarding articulation, program management, and student issues.
4. Responsible for accepting students who meet the requirements in Section 2.2 of this Agreement directly into MSU's Bachelor of Science in General Business Administration program and awarding a Bachelor of Science in General Business Administration degree to students who successfully complete the full program.
5. Responsible for management of students during their matriculation and period of study at MSU in accordance with F-1 regulations.
6. Responsible for providing assistance to students in the visa application process and assisting with on-campus accommodations for them once all necessary paperwork has been submitted. Prior notice regarding the expected intake of students should be submitted by UEF to MSU prior to the stated deadlines.
7. Responsible for arranging MSU's staff members responsible for the implementation of the program.
8. Responsible for not releasing information to the media, making public announcements, or publishing information related to the program which may affect UEF's interests without written consent.

SECTION 4: FINANCIAL MANAGEMENT
1. Tuition standard for the study portion in Vietnam will be determined by UEF.
2. Tuition standard for the study portion abroad will be decided by MSU. Standard non-resident tuition and fees will apply.

SECTION 5: INTELLECTUAL PROPERTY AND TRADEMARK LICENSING RIGHTS
1. To comply with MSU's Intellectual Property and Shared Royalties Policy (http://www.mcneese.edu/policy/intellectual-property-and-shared-royalties-polic), MSU holds all Intellectual Property rights for any intellectual property prepared solely by it which forms part of the joint Program. MSU holds sole copyright for materials supplied to UEF for the Agreement. These materials are supplied solely for use in executing the Agreement.

2. UEF should not infringe on the intellectual property rights for any teaching outlines, syllabi and/or curriculum provided by MSU.

3. UEF holds all Intellectual Property rights for any teaching outlines prepared solely by it which forms part of the joint Program. UEF holds sole copyright for materials supplied to MSU for the joint Program. These materials are supplied solely for use in delivering the joint Program.

4. MSU should not infringe on the intellectual property rights for any teaching outlines and curriculum provided by UEF.

5. To use any of MSU's marks or logos, UEF must obtain prior approval from MSU's Office of Marketing and Licensing.

SECTION 6: CONFIDENTIALITY
The Parties shall not, without the written consent of the other Party, disclose any of the contents of this Agreement to any third party except for any necessary disclosure to professional advisers of that party or any organizations, government bodies or administrative departments having jurisdiction over either party or in compliance with public record laws in effect.

SECTION 7: DURATION, MODIFICATIONS, AND TERMINATION
1. The validity of this Agreement is the fulfillment of the graduation requirements by four cohorts of students enrolled in four successive school years and complying with the outlined articulation agreement (see exhibits A and B). Six months prior to the graduation of the fourth class of students, both Parties shall discuss the renewal the agreement and extension of the Agreement.

2. With the written consent of both parties, this Agreement may be modified. Any revisions to the agreement should receive the approval of both Parties’ board of directors or related organization of leaders.

3. If either Party intends to terminate this Agreement, one-year’s prior notice must be provided and all provisions of this Agreement must be honored with respect to students who are already registered in the program. The other Party should positively cooperate with that Party.

4. After the agreement has been terminated, new students shall not be enrolled into this joint Program.

SECTION 8: DISPUTES
Differences of opinion, disputes and conflicts which may arise during the execution of
this Agreement should be addressed in good faith, in the spirit of academic cooperation, to negotiate a solution. If these negotiations are not effective, the agreement will be considered null and void. In the event of such an impasse, students currently enrolled at MSU will be permitted to complete their program of study, but no new students will be admitted. In the event of any dispute, the signed English version of this document will be prevail, should a translated version exist.

SECTION 9: INDEMNIFICATION
The Parties agree to indemnify and hold one another harmless from any and all claims initiated by participants, their parents, survivors or agents, arising from any negligent acts or omissions on the part of either university, their representatives or employees.

SECTION 10: MISCELLANEOUS
1. If either party is unable to perform any or all of its obligations under this Agreement due to event(s) that is/are beyond control, such as: earthquake, typhoon, fire, war, or other unpredictable, unavoidable acts of God or political unrest, the other Party shall be relieved of its obligations under this Agreement. The adversely impacted Party must inform the other Party of the event in a written notice without delay and provide evidence of the nature of the causal event(s), which will serve to nullify the Agreement.
2. All major affairs of this articulation Agreement must be verified in written form.
3. This cooperation agreement goes into effect after signing by both Parties and after approval by both governing educational authority in Vietnam and the University of Louisiana System Board.
4. Attached exhibits include the following: (A) prescribed curriculum for period of study at UEF; (B) prescribed curriculum at MSU; (C) admissions criteria for MSU and grade conversion scale; (D) a sample Conditional Letter of Admission.
UEF
Legal Representative Signature:

Dr. Nguyen Thanh Giang, President
Ho Chi Minh City University of Economics and Finance
276 Dien Bien Phu
Ward 17, Binh Thanh District
Ho Chi Minh City, Vietnam

Date: ___________________

MSU
Legal Representative Signature:

Dr. Phillip Williams, President
McNeese State University
4205 Ryan Street
Lake Charles, Louisiana 70605 USA

Date: 6/1/2017
# JOINT MSU-UEF CURRICULUM
## BACHELOR IN BUSINESS ADMINISTRATION

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<td><strong>Total</strong></td>
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**Semester 5**

<table>
<thead>
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<td>Business law</td>
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<td>Project management</td>
<td>Business Elective 3</td>
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<tr>
<td>Managerial accounting</td>
<td>ACCT 241: Managerial Accounting 3</td>
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<td>Human and environment</td>
<td></td>
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<tr>
<td>International business management</td>
<td>BADM 218: Issues in Global Business 3</td>
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<td>E-commerce</td>
<td>Elective Marketing, MKTG 385: E-Marketing 3</td>
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<tr>
<td>Literature</td>
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**TOTAL TRANSFER CREDITS FROM THE UNIVERSITY OF FINANCE AND ECONOMICS, VIETNAM**

**TOTAL REQUIRED CREDITS AT MCNEESE STATE UNIVERSITY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Unit</th>
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<tr>
<td>ENGL 101: English Composition I</td>
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<td>HIST 201 or 202: American History</td>
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<td>COMM 201: Public Speaking</td>
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<td>BADM 201: Legal Environment of Business</td>
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2
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<td>General Ed - PSYC 101: Introduction to Psychology</td>
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<td>BADM 275: Analytical Tools for Business Decision</td>
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<td>ACCT Elective (300-400 level)</td>
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<td>ACCT Elective (300-400 level)</td>
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<tr>
<td>General Ed - Art Elective</td>
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<td>MGMT 370: Operations Management</td>
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<td>ECON Elective (200 – 400 level)</td>
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<td>FIN Elective (300 – 400 level)</td>
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<td><strong>TOTAL REQUIRED AT MCNEESE STATE UNIVERSITY FOR B.S. IN GENERAL BUSINESS ADMINISTRATION</strong></td>
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<td><strong>MINIMUM REQUIRED CREDITS TO COMPLETE B.S. IN GENERAL BUSINESS ADMINISTRATION</strong></td>
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### Degree Plan Form

**Department of Management, Marketing, & Business Administration**

**Curriculum: General Business Administration**

**Catalogue: 2016-2017**

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
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<td>BADM 120 Fundamentals of Management</td>
<td>MSU</td>
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<td>MSU</td>
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<td>MSU</td>
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<td>UEF</td>
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<td>MATH 130 Finite Math</td>
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| **Sophomore Year** |       |    |     |
| ACCT 208 Introductory Accounting | UEF | 3 | 0   |
| ACCT 241 Management Accounting | UEF | 3 | 0   |
| BADM 201 Legal Environment of Business | MSU | 3 | 0   |
| BADM 215 Human Resource Management | UEF | 3 | 0   |
| BADM 275 Management of Business Decisions | MSU | 3 | 0   |
| COMM 201 Fundamentals of Speech | UEF | 3 | 0   |
| ECON 203 Management Information Systems | UEF | 3 | 0   |
| ECON 204 Management Information Systems | UEF | 3 | 0   |
| MATH 231 Introduction to Statistics | UEF | 3 | 0   |
| OSBC 207 Management Information Systems | UEF | 3 | 0   |
| **Total (30)** | 30 | 0 | 0   |

| **Junior Year** |       |    |     |
| **Accounting Electives** | MSU | 3 | 0   |
| **Arts Elective** | MSU | 3 | 0   |
| **Economics Electives** | UEF | 3 | 0   |
| **Fin. 310 Principles of Business Finance** | UEF | 3 | 0   |
| **MGMT 303 Data Analysis & Decision Making** | MSU | 3 | 0   |
| **MGMT 170 Research Methods in Business** | UEF | 3 | 0   |
| **MKTG 120 Marketing Principles** | UEF | 3 | 0   |
| **Social Science Elective** | UEF | 3 | 0   |
| **Sociology** | UEF | 3 | 0   |
| **Total (30)** | 30 | 0 | 0   |

| **Senior Year** |       |    |     |
| **Business Electives** | UEF | 3 | 0   |
| **Business Law** | UEF | 3 | 0   |
| **Project Management** | UEF | 3 | 0   |
| **Forensic Analytics** | UEF | 3 | 0   |
| **Finance Electives** | MSU | 3 | 0   |
| **English Literature** | MSU | 3 | 0   |
| **Electives** | MSU | 3 | 0   |
| **ENGLISH LITERATURE** | MSU | 3 | 0   |
| **MGMT 481 Management Information Systems** | UEF | 3 | 0   |
| **Marketing Electives** | UEF | 3 | 0   |
| **Core Electives** | UEF | 3 | 0   |
| **Total (30)** | 30 | 0 | 0   |

**Total Semester Hours Required:** 120

- **Completed:**
  - Total Semester Hours: 120
  - Total Quality Credits: 0
  - Hrs above 300 (40)
  - Sem Hrs in major above 300 (12)

**Courses Not Counted for Graduation:**

- Total: 0

**Course Substitutions:**

- 1. Sem. Hrs earned (30)
- 2. Length of time (2 sem or equivalent)
- 3. If transfer, average of courses taken at MSU (C)

**Major:**

- 1. Sem. Hrs in major (24)
- 2. Sem. Hrs in major above 300 at MSU (6)
- "C" in each major course

---

1. Major field courses: 300 or 400 level "C" or higher.
2. College of Business courses 300 or 400 level.
3. Any course other than HHP activity courses.
4. Must be from Enrl 201 or 202 or 203 or 264 or 221.

**Submitted:**

- Department Head:

**Dean:**

**Approved:**

**Registrar:**
1.) Conversion scale to be used in GPA calculation: [https://www.wes.org/gradeconversionguide/](https://www.wes.org/gradeconversionguide/)

<table>
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<tr>
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<th>Grade Description</th>
<th>U.S. Grade Equiv.</th>
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<tr>
<td>8-10</td>
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<td>A</td>
</tr>
<tr>
<td>0-7</td>
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<td>5</td>
<td>Pass</td>
<td>C</td>
</tr>
<tr>
<td>0-4</td>
<td>Fail</td>
<td>F</td>
</tr>
</tbody>
</table>

2.) Required application materials:
   (all materials are available online at: [www.mcneese.edu/international](http://www.mcneese.edu/international))
   - Affidavit of Support
   - Bank letter from sponsor who signed the affidavit of support
   - Immunization form
   - Application form
   - TOEFL score report sent to McNeese or copy of IELTS score report
October 8, 2015

Dear [Student Name]:

Your admissions file has been evaluated, and we are happy to inform you that you have been conditionally admitted to the Bachelor of Business Administration program at McNeese State University following your successful completion of the two-year prescribed course of study at Ho Chi Minh City University of Economics and Finance.

Required for Admission:
- Successful completion of the prescribed two year program at HCMC UEF;
- Nomination for study at MSU by UEF;
- Submission of minimum, official TOEFL (71) or IELTS (6.0) scores;
- Submission of an official UEF transcript (with English translation if necessary) with a cumulative GPA of 2.5 or higher on a US scale;
- An affidavit of support and bank letter showing financial support for no less than $27,000 USD (required for F-1 visa issuance);
- A photo copy of your passport.

Please note that requirements are subject to change based on legislative mandates.

Please understand that your acceptance is conditional and that you must successfully complete the UEF program and meet the test score requirements listed above before you will be allowed to enroll as a undergraduate student at McNeese State University. A formal letter of full admission will be sent to you as soon as the above requirements have been met. This letter and a form I-20 will be necessary to obtain your F-1 visa.

Transfer credit from UEF will be awarded in accordance with our transfer articulation agreement with UEF.

Again, we are excited to welcome you as a McNeese student and look forward to having you join our program as you progress towards your academic goals.

Sincerely,

[Signature]
Office of International Programs
McNeese State University
Item F.6. Nicholls State University’s request for approval of a Letter of Intent for a Bachelor of Applied Science in Management and Supervision.

EXECUTIVE SUMMARY

Nicholls State University requests approval of a Letter of Intent for a Bachelor of Applied Science (BAS) in Management and Supervision. The proposed BAS will provide an opportunity for individuals who have earned credits toward an associate degree to matriculate into a baccalaureate program that will enhance their preparation to assume supervisory and management positions in professional environments. In particular, the University envisions this program as providing a unique opportunity for academic and professional advancement for individuals who have earned technical/vocational credit that otherwise may not be applicable to a baccalaureate degree program. The University anticipates many of the potential students will likely be adult learners who are already employed in positions that require technical training. Such employment may offer opportunities for advancement with the acquisition of a baccalaureate degree that includes substantial coursework in areas that prepare an individual for a supervisory position.

The proposed BAS will consist of 120 credit hours, the first 63 credits being drawn from 33 hours of general education courses and up to 30 credits of non-general education courses (with these hours possibly drawn from coursework concentrated in a vocational/technical field). The remaining 57 credits of coursework (primarily upper-level) will focus on the study of leadership, communication, strategic planning, management, and marketing. The program will be delivered through traditional means as well as via distance learning technologies.

Following national trends, Nicholls has seen an increasing need to assist transfer students and adult learners in their search for baccalaureate programs that enhance their professional prospects while also providing flexibility in curriculum design and course delivery that fit with their complex professional and personal responsibilities. Nicholls' Bachelor of Interdisciplinary Studies (BIS) degree has worked well for many of these students; however, there remains a need for a program that is more tailored toward prior educational background and professional aspirations of students who have earned credit toward an Associate of Applied Science (AAS), diploma or certificate. Within a 100-mile radius of Nicholls, community colleges have graduated thousands of students with AAS degrees; the proposed BAS is a logical next step for many of these students but such an educational opportunity is currently not available.

Nicholls projects an initial enrollment of 10 students with a steady growth by 10 each year for the next three (3) years. Over the past several years, Nicholls has entered into agreements with Fletcher Technical Community College, Delgado Community College, Nunez Community College, River Parishes Community College, and South Central Community
College. The proposed BAS will build upon and strengthen those relationships by providing current students and past graduates of those institutions with an educational opportunity specifically designed for advancing their careers. Nicholls will work with these community colleges and industry to identify potential students for the program. In addition, the University will implement a “Recruit Back” program to reach students identified by the state as having completed some post-secondary courses.

Because the bulk of the proposed program consists of courses already taught by existing faculty, it can be offered at minimal cost to the University. It is anticipated that adjunct and overload faculty will teach the additional course sections that may be necessary. In addition, one full-time faculty member possessing both theory and practice knowledge in management and supervision will have to be hired in Year Four of program implementation. All cost associated with such hires 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 for a Bachelor of Applied Science in Management and Supervision.
May 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 following to be placed on the agenda for the June 22, 2017, meeting of the Board of Supervisors for the University of Louisiana System:

Letter of Intent to Develop a New Academic Program: Bachelor of Applied Science in Management and Supervision CIP 52.0299

Thank you for your assistance in this matter.

Sincerely,

Bruce T. Murphy
President

BTM/jms

Enclosures

cc: 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
       Academic Affairs
DATE: May 31, 2017
RE: Requested BoS Agenda Item, June 2017
    Letter of Intent – Bachelor of Applied Science (BAS)

I am requesting your approval for the following item to be placed on the June 22, 2017, meeting agenda of the UL System’s Board of Supervisors:

**Letter of Intent to Develop a New Academic Program:**
**Bachelor of Applied Science**
**CIP 52.0299**

The following proposal outlines a Letter of Intent for a Bachelor of Applied Science in Management and Supervision degree program. The proposed program builds on an earned Associate of Science degree, accepting up to 33 hours of general education courses and up to 30 hours of credit earned in coursework concentrated in a vocational/technical filed. The intent of the degree program is to prepare a workforce ready to assume advanced leadership roles within industries and companies associated with their career field. Additionally, this degree program may be attractive to students who have earned some college credit towards an associate degree, but not completed all degree requirements. A “Recruit Back” strategy will be employed to reach these students.

Within a 100-mile radius of Nicholls State University, community colleges have graduated nearly 5,000 students with Associate of Applied Science degrees. The Bachelor of Applied Science in Management and Supervision is a logical next step for many of these students. Likewise, returning U.S. Veterans (a group targeted by the Bayou Educational Opportunity Center) often have earned military credits that can be applied toward applied science fields and would make likely candidates for this program.

Because the program is created from courses already offered by the University, and is proposed to use adjunct and overload faculty to teach the additional course sections that may be necessary, it is cost effective. Overall, this proposed degree program supports the strategic plan of the University through providing student opportunity and success, serving the needs of the region, and creating a financially viable University.

Your approval of the Letter of intent is requested.

LGG/sa
enclosure
LOUISIANA BOARD OF REGENTS

REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM*

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

Name of Institution Submitting Proposal  
Nicholls State University

Specific Degree to be Awarded Upon Completion  
Bachelor of Applied Science in Management and Supervision

Recommended 2010 CIP Taxonomy  
52.0299

Date to be Initiated  
August, 2018

Name of Department or Academic Subdivision Responsible for the Program  
Department of Interdisciplinary Studies

Name, Rank, and Title of Individual Primarily Responsible for Administering the Program  
Dr. John Doucet, Professor, Dean of the College of Arts and Sciences

Date Approved by Governing Board

Date Received by Louisiana Board of Regents

Academic Affairs Committee Review

Board Action (Nature of Action)*

Date of Board Action

* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.
LOUISIANA BOARD of REGENTS
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Oct 2015]

General Information
| Institution: Nicholls State University | Requested CIP, Designation, Subject/Title: Bachelor of Applied Science in Management and Supervision, CIP 52.0299 |
| Contact Person & Contact Info: | |
| Dr. Todd Keller | todd.keller@nicholls.edu |
| 985-4484148 | |

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 designed to encourage adults working in technical fields to continue their post-secondary education and position themselves for advancement into managerial and supervisory positions. 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 by serving south-central and coastal Louisiana with this program but also responding to the needs of the citizens of the region.

The proposed Bachelor of Applied Science in Management and Supervision will provide an opportunity for adult learners who have earned credits toward an associate degree to matriculate into a baccalaureate program that will enhance their preparation to assume supervisory and management positions in professional environments. In particular, the university envisions this program as providing a unique opportunity for academic and professional advancement for individuals who have earned technical/vocational credits that otherwise may not be applicable to a baccalaureate degree program.

The program consists of 120 credit hours, with the first 63 credits being drawn from 33 hours of general education courses and up to 30 credits of non-general education courses (with these hours possibly drawn from coursework concentrated in a vocational/technical field). The final 57 credits will consist of coursework (primarily upper-level) focusing on the study of leadership, communication, strategic planning, management, and marketing. The program will be delivered on-ground and online. Students with 30 earned credit hours of technical/vocational courses and enrolled in 15 credit hours per semester will complete requirements for the degree in at most three years. Students with additional earned credit hours in general education courses will likely be able to complete the program requirements in two and a half years. A draft of degree requirements is listed below.

**Bachelor of Applied Science in Management and Supervision**

<table>
<thead>
<tr>
<th>General Education Core Courses</th>
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<tr>
<td>ENGL 101, 102</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Natural Sciences</td>
<td>9 hours</td>
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<td>Humanities</td>
<td>3 hours</td>
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<tr>
<td>Fine Arts</td>
<td>3 hours</td>
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<tr>
<td>Social/Behavioral Sciences</td>
<td>6 hours</td>
</tr>
<tr>
<td>Total</td>
<td>33 hours</td>
</tr>
</tbody>
</table>

**Associate Degree Non-General Education Coursework**
Students may be awarded up to 30 hours of credit for coursework concentrated in a vocational/technical field (e.g., drafting, computing technology, allied health, etc.)
### Junior Year

#### Semester 1

- **BSAD 200 Supervision** 3 hours
- **BSAD 221 Legal Environment of Business** 3 hours
- **PSYC 207 Organizational Psychology** 3 hours
- **CMPS 109 Computer Literacy: Presentation Software** 1 hour
- **OIS 200 Computers in the Office** 2 hours
- **SPCH 101 Fundamentals of Public Speaking** 3 hours

**Semester Total** 15 hours

#### Semester 2

- **MNGT 301 Management of Orgs and Behavioral Processes** 3 hours
- **SPCH 201 Interpersonal Communication** 3 hours
- **BSAD 310 or ENGL 310 Business Communications** 3 hours
  - or **PSET 330 Oral and Written Communication Applied to the Petro Industry Offshore Division** 3 hours

**Approved Electives** 6 hours

**Semester Total** 15 hours

### Senior Year

#### Semester 1

- **FACS 480 Multicultural Concepts**
  - or **SOCI 395 Racial and Cultural Minorities**
  - or **PSET 302 Intercultural Communications** 3 hours
- **ORG 300 Intro to Org Leadership Concepts and Principles** 3 hours
- **SPCH 330 Oral Business Communication** 3 hours

**Approved Electives** 6 hours

**Semester Total** 15 hours

#### Semester 2

- **ORG 337 Strategic Planning Within Organizational Cultures** 3 hours
- **IDST 410 Senior Seminar or IDST 420 Topics (Leadership)** 3 hours

**Approved Electives** 6 hours

**Semester Total** 12 hours

### Program Non-General Education Course Descriptions:

**BSAD 200 Supervision** - An investigation of the tasks and responsibilities faced by the first-line supervisor. Cannot be applied toward a Bachelor degree in the College of Business Administration.

**BSAD 221 Legal Environment of Business** - Relationships among legal, political, and business environments; sources of law and their effects on business decisions; constitutional, administrative, and civil procedure; employment, environmental, and consumer law; social, ethical, and international facets of the legal environment.

**BSAD 310 or ENGL 310 Business Communications** - Fundamental business communication theory, business letters, and reports.

  - or **PSET 330 Oral and Written Communication Applied to the Petro Industry Offshore Division** - Explores the use of language as a tool of management and subordinates in the petroleum service industry, especially in the off-shore division. Students focus on the vertical and lateral internal flow of communication through verbal interaction and written reports which are generated in for small group discussions, meetings, conferences, and research.
CMPS 109 Computer Literacy: Presentation Software- Use of presentation software. This course is taught in a mini-module format.
FACS 480 Multicultural Concepts- Philosophical and theoretical perspectives on current practices in multiculturalism work with individuals.
  or PSET 302 Intercultural Communications- Dimensions of cultural variability and psychocultural factors which help explain differences in communication across cultures. Emphasis is also on skill-building in intercultural communications, with culture-specific attention to those cultures with which petroleum services graduates are likely to interact in international oil markets.
  or SOCI 395 Racial and Cultural Minorities-. The nature and the causes of dominant and subordinate groups in American and other societies. The course takes a cross cultural as well as a developmental view of the social causes and consequences of majority-minority group relations.
IDST 410 Senior Seminar- Senior standing in Interdisciplinary Studies and permission of department head. Career choices, graduate school possibilities, financial decisions, resume writing, oral and written communications.
  or IDST 420 Topics (Leadership)- Intensive investigation of a question, theme, or problem through an interdisciplinary approach.
MNGT 301 Management of Orgs and Behavioral Processes- Study of effective management of organizations with emphasis on organizational theory and design, individual and group behavior, and management functions to achieve successful performance within the organization and its relationship to external environments.
OIS 200 Computers in the Office- Use of computers in processing business information using typical software packages available for personal computers—focusing on spreadsheet and database processing techniques but also including moderate coverage of word processing techniques.
ORGL 300 Intro to Org Leadership Concepts and Principles- An overview of the principles, theories, models, and styles of organizational leadership. Analysis and assessment of personal leadership style, strengths and weaknesses.
ORGL 337 Strategic Planning Within Organizational Cultures- The course blends the tenets of strategic planning to construct planning proposals that utilize key stakeholders from different organizational cultures to enhance strategic planning outcomes.
PSYC 207 Organizational Psychology- Principles of contemporary human management in various life-work styles.
SPCH 101 Fundamentals of Public Speaking- The delivery of carefully prepared speeches; audience analysis, outlining, and adapting researched subject to common speaking situations; production of voice, articulation, pronunciation, and body activity. Students are screened for possible speech and hearing problems.
SPCH 201 Interpersonal Communication- This course focuses on the principles and practices of interpersonal communication in both dyadic and small group settings. Emphasis is placed on the communication process in creating and sustaining relationships, perception, listening, self-disclosure, verbal and nonverbal communication, and conflict resolution.
SPCH 330 Oral Business Communication- Theory and practice of speaking and listening as it applies to business and industry.

Approved Electives Course Descriptions:
GOVT 385 Public Administration- Bureaucracy in the political system, including personnel and budgetary problems.
GOVT 400 Constitutional Law- American constitutional development with emphasis given to the landmark decisions of the U.S. Supreme Court in such selected areas as commerce, taxation, foreign affairs, and civil rights.
GOVT 423 International Terrorism- Examination of modern terrorism, with a particular emphasis on its causes and policy implications.
MACO 330 Public Relations- Effective use of promotion, publicity, advertising, research techniques, internal and external publications and the news media.

MNGT 367 Human Resources Management- Problems of personnel relations as applied to employment, development, maintenance and utilization of a labor force.

MNGT 370 Human Relations and Interpersonal Skills- Dynamics of human skills and interpersonal relationships in the work environment. Case studies, role-playing, and experiential learning exercises.

MNGT 410 Small Business Management- A case-driven survey of issues in small business management. Topics include business location, inventory management, staffing, ethics, the legal environment, and family business issues, such as succession, governance, change, and innovation.

or MNGT 420 Multinational Management- Understanding the demands of managing in a multinational organization. Emphasis is placed on the competitive and dynamic environment of international business, and the integration of management concepts on organizational/strategic and interpersonal levels.

MKTG 300 Marketing- Marketing functions and the organizations that perform them; strategies for products, pricing, promotion, and distribution of goods and services; marketing roles within the firm; the economic system and society.

MKTG 360 Customer Behavior- Analysis of consumer behavior patterns and motivation and their relationships to actions in the marketplace.

MKTG 470 Services Marketing- A study of the unique problems associated with the marketing of services and of alternative strategies to improve service marketing effectiveness.

or MKTG 475 Global Marketing- Problems and decisions facing managers of international marketing; exporting activities of the domestic firm as well as those firms which assemble, license, or produce in foreign markets.

NURS 307 Drug Abuse- Pathophysiological approach to chemical dependency. History, composition, use and reactions of drugs relative to their potential injurious effects on the human body and their potential for inducing drug dependency.

or SATC 230 Drug Abuse in Industry- History, scope, and effect of alcohol and drug laws and regulation-related workforce problems. Scope and cost of these problems with signs, causal theories, and treatment as related to company programs. Roles of supervisors and management of workplace DOT and non-DOT Drug and Alcohol testing programs are explored.

or SOCI 387 Sociology of Drug Abuse- Causes, processes and consequences of the use and abuse of legal and non-legal substances, including drugs and alcohol.

PSET 301 Human Resources Utilization in the Petroleum Industry- Concepts and principles of management and communication as they relate to the utilization of human resources within the petroleum industry.

SPCH 302 Persuasive Communication- This course focuses on the principles and practices of argumentation and debate: reasoned discourse, methods of logical analysis and reflective thinking, and the practical application of these principles through the adaptation of materials to audience situations, persuasive speeches, and debates about current issues.

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 program is tailored for both students who have already completed an associate degree and students who have hours towards such a degree but who are looking to begin applying those hours toward a baccalaureate. Many of these students will likely be adult learners who are already employed in positions that require technical training. Those positions may offer opportunities for professional advancement with the acquisition of a baccalaureate degree that includes substantial coursework in
areas that would prepare an individual for supervisory positions.

A significant number of prospective students may also have earned credits in a vocational/technical field that could be accepted as hours toward degree requirements, thus providing them with an opportunity to advance more efficiently toward degree completion. Potential candidates for this degree would include the nearly 5,000 students who have earned Associate of Applied Science degrees over the past five years from community and technical colleges within 100 miles of the Nicholls campus. And these individuals are only part of a larger pool of candidates among the state’s adult population: Of the 83.4% of the state’s adults (25 or older) who have earned high school diplomas or higher only 22.5% have completed a baccalaureate program.

This program may also serve the adult and veteran populations targeted by the Bayou Educational Opportunity Center (BEOC) TRIO grant housed on the Nicholls campus. In addition to targeting high school students, the BEOC grant program targets parents of Nicholls’ low-income/first-generation college freshmen who have high school equivalency certificates, some college credit but no degree, and/or those who are military veterans. Veterans in particular often have military credits and experience that make them ideally suited for supervisory positions.

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.

Following national trends in higher education, Nicholls has seen an increasing need to assist transfer students and adult learners in their search for baccalaureate programs that enhance their professional prospects while also providing flexibility in curriculum design and course delivery that fit with their complex professional and personal responsibilities. The Bachelor of Interdisciplinary Studies (BIS) degree has worked well for many of these students, but there remains a need for a program that is more tailored to the prior educational background and professional aspirations of students who have earned credits toward Associate of Applied Science degrees, diplomas, and certificates. By offering such a degree option, the university will address its strategic imperatives of “providing student opportunity and success” and “serving the needs of the region.” Through this cost-effective program, the university will also enhance its financial viability and further its academic mission by growing enrollment, enhancing retention efforts, and increasing the number of graduates who are prepared to contribute to the region’s economy and civic engagement.

4. Students

Summarize student interest/demand for the proposed program.

The initial projected enrollment is 10 students with a steady growth by 10 each year for the next three years. Through transfer articulation, Nicholls has established relationships with several community and technical colleges. Over the past several years Nicholls has entered into agreements with Fletcher Technical Community College, Delgado Community College, Nunez Community College, River Parishes Community College, and South Central Louisiana Technical College. The proposed BAS program will build and strengthen those relationships by providing current students and past graduates of those institutions, as well as many others with additional educational opportunities specifically designed for advancing their careers. Nicholls will work with technical/community colleges and industry to identify potential students for the program. Admissions staff will visit schools and businesses to recruit students. In addition, the university will implement a call back program to reach students identified by the state as having completed some post-secondary courses.

From Fall 2011 to Spring 2016, the Louisiana Community and Technical College System schools offered approximately 860 diploma, certificate, associate, and post-associate programs. During that time period, approximately 50,000 of these credentials were awarded to students. The institutions in or near
the region served by Nicholls, including Delgado, Nunez, Fletcher, River Parishes, and South Central, account for 242 of those programs and approximately 19,350 awarded credentials. If the Bachelor of Applied Science program we are proposing captures 1% of these individuals, program enrollment would be nearly 200 students (assuming there are relatively few students who have earned more than one credential).

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.

With the hiring of possibly three adjuncts initially, program start-up cost will be minimal. The bulk of the program consists of courses already taught by current Nicholls faculty members active in other degree programs and/or instructors of general education courses. It is expected that increased enrollment by the second, third, and fourth years of implementation of the proposed program will require supplemental faculty resources. By the second year of implementation, it is anticipated that four more adjunct positions will be required to handle additional enrollment in existing courses. One adjunct position (three-credit hour teaching load) is equivalent to (0.25 FTE) and costs $1500. In the third year, it is anticipated that the program will add one full-time faculty member possessing both theory and practice knowledge in management and supervision at a salary of $50,000.00. This will allow for a decrease in the number of adjunct faculty used in the degree program.

Anticipated revenue is based on (1) estimated income from the Board of Regents appropriations formula using total 2016-17 appropriation revenue ($2105) per FTE per year (24 credit hours), and (2) the 2016-17 average in-state student tuition and fee contributions per FTE per year to the university operating budget ($7642).

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:** Nicholls State University  
**Date:** 5-23-17  
**Degree Program, Unit:** Bachelor of Applied Science in Management and Supervision  
**FTE = Full Time Equivalent (use the institution's standard definition and provide that definition).**

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* Describe/explain expected sources of funds in proposal text.
Item F.7. Northwestern State University’s request for approval of a Proposal for a Psychiatric Mental Health Nurse Practitioner (PMHNP) Post Master’s Certificate.

EXECUTIVE SUMMARY

Northwestern State University (NSU) requests approval of a Proposal for a Psychiatric Mental Health Nurse Practitioner (PMHNP) Post Master’s Certificate (PMC). Psychiatric mental health nurse practitioners (PMHNP) are formally educated to provide comprehensive services necessary to promote optimal mental health and prevent and treat psychiatric disorders. To practice as a PMHNP in Louisiana, nurses must obtain a minimum of a Master of Science in Nursing (MSN) with a concentration in psychiatric mental health nursing. The curriculum necessary to obtain this degree requires specific courses that focus on the care of individuals, families, and populations across the lifespan who are at risk of developing and/or have a diagnosis of a psychiatric disorder or mental health problem. The purpose of the proposed PMC is to provide didactic and clinical education necessary for registered nurses (RNs) who possess a graduate degree in nursing, in any concentration other than psychiatric mental health nursing, to become PMHNP.

The objectives of the proposed PMC are to prepare the certificate holder to (1) apply advanced practice skills, abilities, and knowledge to promote optimal mental health across the lifespan; (2) apply advanced practice knowledge on differential diagnosis and disease management in patients across the lifespan who are at risk for, or have, psychiatric/mental health illness, including the use and prescription of pharmacologic and non-pharmacologic interventions; (3) provide culturally competent, population-based psychotherapeutic treatment modalities; and (4) demonstrate knowledge, skills, and abilities to sit for a PMHNP Certification Exam in order to apply for state licensure as an APRN, practicing as a board certified PMHNP with the ability to attain prescriptive authority. Once a student successfully completes the proposed PMC, documentation of the nurse practitioner role and population focus will be noted on the student’s official transcript which will allow for the graduate to apply to sit for the certification exam. Once the graduate passes a national PMHNP certification exam, he/she may apply for advanced practice registered nurse licensure with the Louisiana State Board of Nursing and, if granted, work in the state as a PMHNP.

The proposed PMC is a logical next step for NSU’s College of Nursing and School of Allied Health which currently offers an Associate of Science in Nursing (ASN), Bachelor of Science in Nursing (BSN), MSN, and a Doctor of Nursing Practice (DNP). The structure of the proposed PMC will follow NSU’s MSN Psychiatric Mental Health Nurse Practitioner Program. The curriculum plan for each post-graduate PMHNP certificate student will vary depending upon coursework already completed during the student’s prior graduate program. Each student’s official transcript will be reviewed and a gap analysis conducted to compare previous course
work and clinical experiences to the requirements of the MSN PMHNP curriculum. As a result of this gap analysis, an individualized curriculum plan will result for each student, to include both nonclinical and clinical courses. It is anticipated that a student who is a practicing nurse practitioner will most likely need to complete 16 credit hours of coursework to be awarded the proposed PMC whereas a student who is not a nurse practitioner will need 20-26 credits of coursework. In order to provide maximum flexibility, many of the courses will be online; clinical courses will be hybrid with some in class meetings and some online delivery. Distance learning between Alexandria, Natchitoches, and Shreveport will be utilized for class meetings when possible to minimize student travel.

The proposed PMC is an institutional priority at this time because of the well documented shortage of mental healthcare providers in Louisiana, and the ever growing demands for their services. The need for psychiatric/mental healthcare continues to rise due to the increase in patients needing psychiatric care; the Affordable Care Act (ACA) expanding mental health coverage for many; aging baby boomers requiring age-related psychiatric/mental care; and the increasing number of veterans in need of mental healthcare. Mental Health America looked at comparisons of mental health needs and access to mental healthcare across the nation in their Parity or Disparity Report: The State of Mental Health in America, 2015. According to the report, Louisiana ranks 47th overall in the nation, having the highest prevalence of mental illness and the lowest rates of access to care. The proposed PMC, which prepares individuals to treat patients across the lifespan, will help to address this shortage and, subsequently, improve access to mental healthcare. Community partners and stakeholders have expressed support of NSU’s proposed PMC, knowing it will improve access to psychiatric healthcare in the region serviced by the University and beyond.

Student interest/demand for the proposed PMC will be from registered nurses who hold a graduate nursing degree. Examples of students who would have an interest in a PMHNP PMC include advanced practice registered nurses (APRNs) licensed as clinical nurse specialists, nurse midwives, certified registered nurse anesthetists, or NPs licensed to work in population focused areas other than psychiatric mental health. The University anticipates an initial enrollment of five (5) students for the first and second year, and enrolling 10 students per year thereafter. The instructional needs for the proposed PMC will be met within the existing resources of the University. All required courses are already developed for the MSN program; there are no additional faculty, facilities, equipment or library resources required as a result.

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 for approval of a Proposal for a Psychiatric Mental Health Nurse Practitioner (PMHNP) Post Master’s Certificate.
June 1, 2017

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

Re: Post-Master's Certificate: Psychiatric Mental Health Nurse Practitioner (PMHNP)

Dear Dr. Henderson:

Northwestern State University is submitting the attached Proposal to Develop Post-Master's Certificate: Psychiatric Mental Health Nurse Practitioner (PMHNP) item to be placed on the agenda for approval at the June 2017 Board Meeting.

Thank you for your consideration.

Sincerely,

Dr. Chris Maggio
President

Attachment
**PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM**  
*(CAS, PAC, PBC, GC, PMC, PPC)*

<table>
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<td>Program: Psychiatric Mental Health Nurse Practitioner (PMHNP) post master's certificate (513810)</td>
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<tr>
<td>Institutional Contact Person &amp; Access Info (If clarification is needed): Dr. Connie Hale, Director of Graduate Studies and Research in Nursing, Associate Professor, College of Nursing 318-677-3100; <a href="mailto:roppoloc@nsula.edu">roppoloc@nsula.edu</a></td>
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### 1. Certificate Description

Describe the program concept: purpose and objectives; proposed curriculum; mode of delivery (on-site/hybrid/online). Indicate which courses are new; describe plan for rolling out new courses.

Registered nurses (RNs) practice in a myriad of roles in healthcare. Some RNs obtain master's level or higher degrees, which formally prepare them to focus on specific populations, or concentrations, in areas such as education, administration, research, etc., and continue to work as RNs. Some nurses obtain master's level or higher degrees which formally prepare them to practice as advanced practice registered nurses (APRNs) with specific populations, or concentrations, including but not limited to, family, women's health, pediatrics, adult-gerontology, psychiatric mental health, and more. Specifically, psychiatric mental health nurse practitioners (PMHNP) are formally educated to provide comprehensive services necessary to promote optimal mental health and prevent and treat psychiatric disorders. To practice as a psychiatric mental health nurse practitioner (PMHNP) in Louisiana, nurses must obtain a minimum of a master of science in nursing (MSN) degree with a concentration of psychiatric mental health nursing. The curriculum necessary to obtain this degree requires specific courses that focus on the care of individuals, families and populations across the life span who are at risk of developing and/or have a diagnosis of a psychiatric disorder or mental health problems.

The purpose of this program is to provide the didactic and clinical education necessary to registered nurses (RNs) who possess a graduate degree in nursing, in any concentration other than psychiatric mental health nurse practitioner, to become psychiatric mental health nurse practitioners. The objectives of this certificate program are to prepare the certificate holder to 1) apply advanced practice skills, abilities and knowledge to promote optimal mental health across the lifespan; 2) apply advanced practice knowledge on differential diagnosis and disease management in patients across the lifespan who are at risk for, or have psychiatric/mental health illness, including the use and prescription of pharmacologic and nonpharmacologic interventions; 3) provide culturally competent, population-based psychotherapeutic treatment modalities, and 4) demonstrate knowledge, skills, and abilities to sit for a PMHNP Certification Examination in order to apply for state licensure as an APRN, practicing as a board certified PMHNP with the ability to attain prescriptive authority.

Once these students successfully complete the Post Graduate Psychiatric Mental Health Nurse Practitioner Certificate Program, documentation of the nurse practitioner role and population focus will be noted on their formal transcript, which allows the graduate to apply for the American Nurses Credentialing Center (ANCC) psychiatric mental health nurse practitioner certification exam, or for any other examinations deemed appropriate by certifying bodies. Once the graduate passes a national PMHNP certification exam, he/she may apply for advanced practice registered nurse licensure with the Louisiana State Board of Nursing, and if granted, work in this state as a PMHNP.

The structure of this certificate program follows NSU's Master of Science in Nursing Psychiatric Mental Health Nurse Practitioner program. Currently, NSU's MSN nurse practitioner program is nationally accredited until 2023 by the Commission on Collegiate Nursing Education (CCNE), to assure educational quality and integrity of the program. The PMHNP program is congruent with national standards for graduate level and advanced practice registered nursing education and is consistent with nationally recognized core role and population specific Psychiatric-Mental Health Nursing Scope and Standards of practice competencies. The curriculum plan for each post graduate PMHNP certificate student is based on the MSN PMHNP curriculum pattern, but will vary depending upon course work already completed during the student's prior graduate program. Each student's formal graduate transcript is reviewed and a gap analysis is completed to compare previous course work and clinical experiences to the requirements of the MSN PMHNP curriculum pattern. The gap analysis is a tool that determines the needed coursework for the post graduate PMHNP certificate student. On the gap analysis form, courses required for the PMHNP concentration are listed in one column, then courses from the student's graduate transcript that satisfy...
those required courses are listed in an adjacent column. The coursework needing to be completed can then be extracted, and an individualized curriculum plan made for the post graduate PHMNP certificate student. Courses on the MSN PMHNP curriculum pattern may be waived if the required course or its equivalent has been successfully completed. Physical Assessment, Pharmacology, and Pathophysiology courses, known as the “three P’s,” are necessary for all nurse practitioner degrees; therefore, the post graduate certificate students should demonstrate proficiency in these courses by currently practicing as a certified nurse practitioner, or having taken these courses within 6 years prior to certificate completion. Depending on course and clinical requirements, the post graduate PMHNP certificate can be obtained in four semesters. Additionally, the gap analysis takes into consideration the type and number of clinical experiences the post graduate students have completed, if any, and determines the clinical experiences needed to satisfy the PMHNP clinical requirements. Because the PMHNP concentration clinical practice hour requirements are unique, the only clinical hours counted toward the post graduate certificate are up to 48 supervised clinical assessment hours. Post graduate PMHNP certificate students are required to complete a minimum of (608) supervised direct patient care clinical hours, which includes up to 48 hours of assessment, in the population focused area of practice.

The MSN PMHNP curriculum pattern, also used for the post master’s certificate PMHNP student, consists of both nonclinical and clinical courses. Students who pursue the psychiatric mental health nurse practitioner concentration take MSN core courses (research, theory, advanced pathophysiology, and social forces), five clinical courses (including psychotherapeutic treatment across the lifespan), three nurse practitioner role courses, advanced assessment course, advanced pharmacotherapeutics, psychopharmacology/neurobiology, and family dynamics. The specific courses each post graduate FNP certificate student requires will vary according to that individual's gap analysis, as explained above, so it is possible for the post graduate FNP certificate student to take any of the courses on the MSN PMHNP Curriculum.

The courses that comprise the MSN PMHNP program are listed below. In order to provide maximum flexibility to our graduate students, many of these courses are online, with minimal required visits to campus. PMHNP clinical courses are hybrid courses with some in class meeting and some online delivery. Distance learning between the Alexandria, Natchitoches, and Shreveport will be utilized for class meetings when possible to minimize student travel.

NURG5120: THEORY ORIENTED NURSING PRACTICE. (3-3-0). Nursing theory development as basis for nursing practice. Systematic description, prediction and control of clinical phenomena in the generation of testable hypotheses about nursing.

NURG5280: ADVANCED HUMAN PHYSIOLOGY AND PATHOLOGY FOR ADVANCED PRACTICE NURSES. (3-3-0). The analysis, evaluation, synthesizing and integration of advanced human physiology and pathology concepts for the advanced practice nurse.

NURG5100: SOCIAL FORCES AND NURSING PRACTICE. (3-3-0). Social forces affecting the health care system; exploration and evaluation of concerns germane to contemporary nursing and the role of the masters prepared nurse. Prerequisite: Graduate standing.

NURG5010: RESEARCH IN NURSING. (3-3-0). Scientific investigation; classifications of research; analysis and interpretation. Developing a research design to investigate a nursing problem. Application of an Evidence-Based Practice model for research appraisal. Prerequisites: Basic statistics course (may be taken concurrently) and graduate standing.

NURG5995: RESEARCH SEMINAR. (1-1-0). The utilization of evidence based knowledge to provide high quality health care, initiate change, and improve nursing practice. Prerequisite: 5010.

NURG5996: RESEARCH SEMINAR II. (2-2-0). The utilization of evidence based knowledge to develop a professional paper in lieu of thesis relative to the role of the masters prepared registered nurse. Closed registration. By selection only. Prerequisites: NURG 5010 and NURG 5995.

NURG5710: PHARMACOTHERAPEUTICS. (3-3-0). Study of clinical pharmacological therapeutics for advanced nursing practice. Prerequisite: Graduate standing.
NURG5810: FAMILY DYNAMICS FOR ADVANCE NURSING PRACTICE. (3-3-0). Examination of theories of family and the dynamics influencing family life, role behavior, coping, change and challenge. Emphasis is on strategies to assess and promote primary family health to formulate a nursing practice framework. Prerequisite: Registration in or credit for 5120.

NURG5820: INTRODUCTION TO THE ROLE OF THE NURSEPRACTITIONER. (2-2-0). The social, professional, and legal forces which structure and affect the implementation of the role and role competencies of the nurse practitioner. Prerequisite: Acceptance into a nurse practitioner concentration.

NURG5830: ROLE OF THE NURSE PRACTITIONER IN CLINICAL PRACTICE. (1-1-0). Analysis of the professional role of the nurse practitioner in clinical practice; focus is on the theoretical practice framework, therapeutic nurse-client relationship, clinical decision making process, management processes, methods of communicating client status, case management, practice protocols and guidelines and management concepts related to the client's wellness/illness state. Prerequisite: 5820. Corequisites: 5330 or 5650 or 5780 or 5850 or 5410

NURG5840: ROLE OF THE NURSE PRACTITIONER IN BUSINESS PRACTICE. (1-1-0). Practical applications and strategies for marketing self as an advanced practitioner of nursing, developing professional, entrepreneurial, political and legal acuity. Analyze health care policy to determine current and future directions of self as a nurse practitioner provider. Prerequisite 5830. Corequisite: 5350 or 5670 or 5790 or 5870.

NURG5700: METHODS OF CLINICAL NURSING ASSESSMENT. (3-2-6). Advanced health assessment of infants, children, adults, prenatal and elderly with emphasis on data collection, differential diagnosis, and establishing priorities for health maintenance and prevention. Prerequisite: Graduate standing and registration in or credit for 5280. Must be accepted into nurse practitioner curriculum or with faculty approval. Corequisite: 5820 or with faculty approval.

NURG5960: PSYCHOPHARMACOLOGY AND NEUROBIOLOGY. (3-3-0). Learn advanced concepts of neuropathophysiology and psychopharmacology related to the clinical management of psychiatric symptoms and disorders. Examine current scientific knowledge and evidence based treatments and their application to clinical decision making when treating psychiatric symptoms across the lifespan. Apply knowledge of socioeconomic status, gender, ethnicity, and patient preference to inform treatment interventions. Pre-requisites: 5280 and 5710. Pre or co-requisites: 5700.

NURG5910: PMHNP I: ASSESSMENT AND DIAGNOSTIC REASONING. (3-2-7). Learn diagnostic interviewing skills to conduct a comprehensive and holistic psychiatric assessment for patients across the lifespan. Examine the Diagnostic and Statistical Manual of Mental Disorders 5 (DSM 5) to use as a basis in the development of differential diagnosis. Apply the knowledge, skills and abilities to the development of an evidence-based plan of care. Pre-requisites: 5280, 5700.

NURG5920: PMHNP II: PSYCHOTHERAPEUTIC MODALITIES. (3-2-7) Learn selected modalities and theories related to the practice of individual and group therapy. Examine evidence based psychotherapeutic modalities and the application to populations across the lifespan. Apply selected psychotherapeutic interventions to persons at risk for or with psychiatric disorders and evaluate patient outcomes. This course builds upon knowledge and skills learned in NURG5910. Pre-requisites: 5710, 5910.

NURG5930: PMHNP III: CARE OF THE CHILD/ADOLESCENT AND OLDER ADULT. (3-2-7) Learn growth/development and milestone achievement as it applies specifically to children/adolescents and older adults to differentiate normal development from psychopathology. Examine complexities related to providing psychiatric care working with family systems. Apply diagnostic assessment skills, individual and group theories to the care of children/adolescents, and older adults who are at risk for, have symptoms of, or have a psychiatric disorder. This course build upon knowledge and skills learned in NURG5910 and 5920. Pre-requisites: 5920, 5960.

NURG5940: PMHNP IV: EVIDENCE BASED MANAGEMENT OF COMPLEX PATIENTS & POPULATIONS. (4-2-14). Learn to provide evidenced based care for complex psychiatric patients in fragmented health care systems as a member of the interprofessional care team. Examine legal issues, health policy and economics, and quality improvement related to providing direct patient psychiatric care to individuals and populations across the lifespan while facilitating navigation through the health care system. Apply knowledge, skills and abilities from this course, 5910, 5920, and 5930 to become a practice ready, safe, competent entry-level psychiatric mental health nurse practitioner. Pre-
The plan for rolling out new courses: No new courses were developed for the post graduate certificate PMHNP program. Although post graduate PMHNP certificate students possess an advanced nursing degree, they are new to the psychiatric population, just like PMHNP degree seeking students, and therefore, take the same courses. Post graduate certificate students will learn alongside MSN degree seeking students in psychiatric mental health courses, as both are preparing to sit for the same national certification exam.

The post graduate certificate PMHNP program is an institutional priority at this time because of the well documented shortage of mental healthcare providers in Louisiana, and the ever growing demands for their services. This will be outlined further under Need. Registered nurses who have graduate degrees in nursing, with concentrations in areas other than PMHNP, are unable to fill this need; however, if these registered nurses were offered a post graduate PMHNP certificate, the length of time from school to practice would be decreased 1 to 4 or more semesters. This PMHNP post graduate certificate is beneficial in filling the need for psychiatric mental health care in Louisiana, particularly in primary care Health Professional Shortage Areas. It must be noted that PMHNPs hold a minimum of an MSN degree. A nurse who holds an MSN degree in any concentration other than PMHNP can only become a PMHNP by obtaining a post graduate certificate. Without the post graduate certificate option, the door to changing concentrations once an MSN degree is obtained would be closed for many nurses.

The post graduate PMHNP certificate program is congruent with and furthers NSU's mission. NSU 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. NSU will prepare its students to become productive members of society and will promote economic development and improvements in the quality of life of the citizens in its region. The post graduate PMHNP certificate program will further this mission by educating graduate students to become psychiatric mental health nurse practitioners. These PMHNPs will help meet the increasing demands for mental health care in Louisiana, and potentially nationally. Keeping the citizens of Louisiana healthy, both physically and mentally, potentiates their productivity, which is important to economic development and potential growth.

2. Need
Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs). Identify similar programs in the state and explain why the proposed certificate is needed.

The need for psychiatric and mental health care is growing exponentially, and continues to rise. The reason for this increase is multifaceted. First, there has been and continues to be a rise in patients needing psychiatric care. Many patients with psychiatric/mental illness have been identified and insured for mental health coverage under the Affordable Care Act (ACA); the aging baby boomers will soon be in need of age related psychiatric/mental care; and there are increasing numbers of veterans in need of mental health care. Prison and homeless shelter populations are comprised of a significant amount of individuals with psychiatric mental illness, many who have had little to no access to mental healthcare. With proper treatment, these individuals would have a better chance of living productive lives. Secondly, the decreasing mental healthcare workforce compounds the need for improving access to care for those with mental illness. Although the mental health workforce is vast, comprising several professions (psychologists, social workers, therapists, etc.), those who can medically manage and independently prescribe necessary psychiatric drugs to these patients is limited to physicians, psychiatrists, physician assistants (acting as an agent of a physician), and psychiatric mental health nurse practitioners.

The Psychiatric Mental Health Nurse Practitioner (PMHNP) is an advanced practice registered nurse who possesses specialized knowledge and skills to provide comprehensive mental health care to individuals, families, and populations across the lifespan. These nurse practitioners use evidence based practice to assess, diagnose, treat, and evaluate patients who have behavioral problems, mental illness and/or substance abuse/depedency. PMHNPs practice within psychiatric-mental health scope and standards, promote optimal mental health, prevent and treat psychiatric disorders, use individual, family, and group therapy modalities, and prescribe psychopharmatherapeutics when indicated.

Prevalence and consequences of Mental illness: Nationally, 1 in 5 adults experience mental illness, and 1 in 25 live with a serious mental illness. According to the National Alliance on Mental Health (NAMI), 26% of homeless adults in shelters have serious mental illness, while 46% have severe mental illness and/or substance use disorder;
70% of youth in the juvenile justice system have a mental disorder; 24% of state prisoners have mental health conditions, and 21% of local jail prisoners have a recent history of mental health illness prior to incarceration. NAMI also estimates that 18 to 22 veterans die every day from suicide. In fact, suicide is the 10th leading cause of death in the United States, and is the 3rd leading cause of death for those aged 10 to 24. NAMI also notes that depression is the leading cause of disability worldwide, and mood disorders are the third most common reason for hospitalization in youth and young adults (NAMI). Mental illness also affects the elderly. According to the Institute of Medicine’s (IOM) 2012 report, the elderly population is predicted to soar from 40.3 million in 2010 to over 72 million by 2030 (IOM 2012). Up to 10% of elders suffer from some form of mental health disease or substance use disorder.

Patients who suffer from psychiatric mental health issues have a high rate of physical illnesses. The link between physical health and mental health is well documented. The Substance Abuse and Mental Health Services Administration (SAMHSA) noted people with mental health disorders die younger than those without mental disorders due largely to medical causes from smoking, obesity, hypertension, and various other medical illnesses. The Centers for Disease Control and Prevention (CDC) notes that mental illness is associated with cardiovascular disease, diabetes, obesity, asthma, and arthritis to name a few. The National Institute of Health (NIH) and The World Health Organization (WHO) document similar information. Nursing Administration Quarterly notes that individuals with serious mental illness have a higher incidence of health problems and co-morbid conditions largely caused by modifiable risk factors, and on average die 25 years earlier than the general population (July/September, 2016). Furthermore, according to the CDC, injuries, both intentional (homicide, suicide) and unintentional (motor vehicle accidents) occur up to 6 times more often in people with mental illness than those without (NIH) (SAMHSA Congressional Report) (CDC Chronic Disease and Mental Health) (WHO Bulletin).

Serious mental illness costs America $193.2 billion per year in lost earnings (NAMI). The cost to treat mental illness is both direct and indirect. Nearly a quarter of the workforce experiences a mental illness or substance use disorder. Depression is the primary cause of missed work and lost productivity and is estimated to cause 2 million lost work days every year (CDC Chronic Disease and Mental Health).

Prevalence in Louisiana: The statistics related to psychiatric mental illness in Louisiana are significant. According to the Behavioral Health Barometer: Louisiana 2015, the incidence of adults aged 18 and older who have serious mental illness, thoughts of suicide, alcohol or illicit drug use is similar to the annual average of the United States. However, 11% of youth aged 12 to 17 experienced at least one major depressive episode in 2014. This number is higher than the national average, and has steadily increased from 2010. This report noted 61.7% of youth aged 12-17 with major depressive episodes went untreated. Similarly, 61.8% of adults aged 18 and older with mental illness also did not receive treatment. (Louisiana Behavioral Barometer 2015). Louisiana ranks last in the United States, according to Mental Health America, in providing mental health treatment to children. Mental Health America looked at comparisons of mental health needs and access to mental health care across the nation in their Parity or Disparity Report: The State of Mental Health in America, 2015. According to the report, Louisiana ranks 47th overall in the nation, having the highest prevalence of mental illness and the lowest rates of access to care. Across the United States, an average of 18.19% of adults have mental illness; in Louisiana, 19.28%, or 649,000 individuals have mental illness. In regards to access to care, Louisiana ranks 48th, with only three states having worse access to mental health care than Louisiana (Alabama, Mississippi, and Nevada). The national average for mental health care providers is 1 provider for every 790 individuals; in Louisiana, the rate is drastically less at 1 provider for every 1,272 individuals. This ranks Louisiana as 47th in the Nation (Parity or Disparity Report 2015). According to the Health Resources and Services Administration (HRSA), as of January 1, 2017, Louisiana only met 40.61% of mental health needs in the state. To put this in perspective, 59.39% of Louisiana’s citizens’ mental health needs are NOT being met. In order to meet all mental health professional needs, Louisiana needs an additional 84 providers (Designated Health Professional Shortage Areas).

The Louisiana Department of Health and Hospitals (DHH), shows the number of psychiatrist per 100,000 residents in Louisiana. The map shows many parishes throughout the state have 0 to 3 psychiatrists, including well over half of the parishes in Regions 6, 7, and 8 (Louisiana DHH). Likewise, Louisiana DHH maps out the designated mental health professional shortage (HPSA) areas in Louisiana. In regions 6, 7, and 8, only three parishes do not have the mental HPSA designation, and one parish in Region 7 is designated low-income population. The three parishes without the designation of HPSA are urban, while most of the designated HPSA parishes are largely rural (Louisiana DHH Mental Health HPSA Map).

Also of significance are emergency department (ED) visits made by persons with mental health issues, due in part
to lack of access to care. An article published by the American Psychiatric Association, November 10th, 2016, estimated 1 in every 8 emergency room visits involve a mental health or substance use condition. In the article, Scott Zeller, M.D. stated "...psychiatric patients in an emergency department is both poor medicine and expensive." This appears true in Region 7; one emergency department serving the Shreveport Louisiana area noted anxiety disorder and panic disorder with agoraphobia were 2 of the top 10 non-emergent diagnostic codes for uninsured patients who visited their ED during the 2016 fiscal year.

Why are there shortages of providers: The shortage of mental health care providers has been well documented. Many factors contribute to the shortage of providers, from high turnover rates, especially in rural areas, to an aging workforce, with the number of psychiatrists is declining. According to Health Affairs, there has been a 10.2% reduction nationwide in the number of psychiatrist between 2003 and 2013 (July 26, 2016). Even with incentives for physicians to choose the field of psychiatry, the education of a psychiatrist generally takes up to 12 years. Psychiatrists are one of the few disciplines that can manage psychotropic medications; management of these drugs is not within the scope of practice of most other mental health professionals, such as psychologists, therapists, or counselors. PMHNPs, however, are able to prescribe psychotropic medicines and manage these patients.

Relevance and need: The need and relevance for offering the post master’s PMHNP certificate has been demonstrated though the above statistics. According to the Louisiana State Board of Nursing (LSBN), there were 3,179 nurse practitioners licensed and residing in Louisiana in 2015. Only 157 stated they worked in psychiatric mental health/Substance abuse. Because the number of persons needing mental healthcare services is increasing and the number of psychiatrists is declining, the need for mental health care providers who can manage patients both psychotherapeutically and psychopharmacologically is evident. The need for these services in Louisiana is acute as demonstrated by the percentage of patients who have mental illness but have not received care. Northwestern serves Louisiana students, particularly in Regions 6, 7, and 8, which are areas in need of psychiatric mental health providers. The need will be only be compounded with the projected increase in populations, such as baby boomers, who will need mental health services.

Community partners and stakeholders have shown support for NSU’s PMHNP program. Several facilities in northern Louisiana attended a formal meeting hosted by NSU to share their needs for psychiatric mental healthcare providers and the use of PMHNPs. The response was overwhelmingly positive and in support of NSU’s PMHNP program. Shreveport Behavioral Health Clinic serves 9 parishes in Northwest Louisiana with clinics located in Shreveport, Minden, and Natchitoches, and voiced challenges to finding providers, specifically nurse practitioners, due to lack of a training program in Northwest Louisiana. The director of Brentwood Hospital, the largest freestanding behavioral health facility in Louisiana, and the only facility in the state for 5 to 12 year olds, voiced support of NSU’s PMHNP program to help meet the needs of psychiatric patients at his facility. The Rapides Foundation fully supports NSU’s program to educate PMHNPs in order to improve access to psychiatric healthcare in the nine parish area in Central Louisiana served by the Foundation. These stakeholders have written letters of support for this program.

Post graduate PMHNPs can be educated in four semesters, depending on prior MSN degree and training, potentially decreasing the time of start to finish preparation by 1 to 4 semesters or more, depending on part time or full time study. This makes post graduate certificate PMHNPs a viable option to increase mental health care for the state of Louisiana, and more specifically, in regions 6, 7, and 8. These regions are largely rural, and according to Beurhaus et al. (2014), nurse practitioners are more likely than physicians to practice in rural areas, serving a large proportion of uninsured and vulnerable populations (nursingoutlook.org). Furthermore, research indicates patient outcomes related to quality and effectiveness are comparable between patients treated by nurse practitioners and patients treated by physicians (Journal of Nurse Practitioners, 2013).

Another important point in the relevance of this program is that PMHNPs are educated to treat patients across the lifespan, using an integrated practice model that focuses on the patient holistically. This allows the PMHNP to treat children and adolescents, as well as elders, while considering the patient’s co-morbid conditions and other healthcare needs (Nursing Administration Quarterly, 2016). According to NAMI, half of all chronic mental illness begins by age 14 (NAMI); the Louisiana Behavioral Barometer noted Louisiana ranked last in providing mental healthcare to children in 2015. Improving access to mental health for this population will allow adolescents to be diagnosed and treated earlier, potentially leading to more productive lives. By treating adults and elders, PMHNPs can potentially decrease the number of lost work days, help mentally ill patients remain stable and avoid
crimes/incarceration, and help reduce the suicide rates of all populations, including veterans. Having regular psychiatric mental health care by PMHNPs can also reduce the number of emergency department visits by persons with mental health complaints.

Other schools offering PMC PMHNP: Northwestern largely serves Central and Northern Louisiana. There are no universities in NSU’s service sector of Regions 6, 7, or 8 that offer a post graduate PMHNP certificate. The only public Universities in Louisiana to offer this certificate are McNeese University and Southeastern University in the southern part of the State. These Universities are in a consortium with two other universities in southern Louisiana, serving students in their regions.

3. Students
Describe student interest. Project enrollment and productivity for the first 5 years; justify projections.

Student interest/demand for a post graduate PMHNP certificate will be from registered nurses who hold a graduate nursing degree. Examples of students who would have an interest in a post graduate PMHNP certificate include advance practice registered nurses (APRNs) licensed as clinical nurse specialists, nurse midwives, certified registered nurse anesthetists, or nurse practitioners licensed to work in population focused areas other than psychiatric mental health across the lifespan. Also, non-APRN nurses with a graduate degree (educator, administrator, and research degrees) would be candidates for the post graduate certificate PMHNP.

According to the Louisiana State Board of Nursing (LSBN), there were 3,179 nurse practitioners licensed and residing in Louisiana in 2015. Only 157 stated they worked in psychiatric mental health/substance abuse. This leaves a large number of nurse practitioners who need post graduate certificate options if they ever want to pursue the PMHNP. Additionally, nurses with an advanced degree who are not nurse practitioners might want to return to school to become a PMHNP. The post graduate PMHNP certificate program would allow these nurses to return to school and become trained as PMHNPs.

In the summer of 2016, NSU’s College of Nursing conducted a needs survey of registered nurses to determine the level of interest in a proposed PMHNP program. A listing of registered nurses was obtained from the Louisiana State Board of Nursing (LSBN). Using a systematic random sample, surveys were sent to selected nurses in NSU’s service sector (Regions 6, 7 and 8). There was no information regarding the educational level of the nurses; therefore, it was unknown if surveys were being sent to Diploma, Associate, Baccalaureate, Master, or doctorate degree nurses. To increase the likelihood of targeting nurses with a baccalaureate or higher degree, 1,005 surveys were mailed out. Sixty-two responses were received, of which 32 (51.6%) indicated interest in a PMHNP program at NSU. Seven of the interested nurses held MSN degrees, and indicated interest in the PMHNP post master’s certificate; the other 25 interested nurses held BSN or ASN degrees.

Although the numbers may not be impressive initially, word spread from nurses who received the survey to their colleagues, and NSU has received phone calls from nurses requesting information or expressing interest in PMHNP at NSU. Currently, there is a list with 13 MSN prepared nurses who desire to be notified if NSU implements a post graduate certificate PMHNP program. NSU also receives inquiries about post graduate PMHNP certificate during recruiting events.

NSU produces a large number of nurse practitioners every year. Over the last four years, NSU has graduated 246 nurse practitioners; 46 nurse practitioners in 2014, 66 nurse practitioners in 2015, 61 nurse practitioners in 2016, and 73 nurse practitioners in 2017. There are 72 nurse practitioner students currently in clinical courses who are projected to graduate in 2018. The table below outlines the nurse practitioner graduates from NSU since 2014.

<table>
<thead>
<tr>
<th>NSU APRN Graduates from 2014 to 2017, with Projections for 2018</th>
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<tbody>
<tr>
<td>All NPs</td>
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<tr>
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</tbody>
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*Predicted to graduate

Based on NSU’s current interest in the post graduate PMHNP, we anticipate enrolling 5 students per year for the first and second year, and enrolling 10 students per year thereafter. See the table below.
<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5+</th>
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<tbody>
<tr>
<td>New Students</td>
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<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total Enrollment</td>
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<td>15</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

4. Accreditation
Describe plan for achieving program accreditation.

NSU's MSN program was implemented in 1972. Currently, the MSN program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE), to assure educational quality and integrity of the program until 2023. NSU has been preparing nurse practitioners since 1982, and has been successfully preparing post master's certificate family nurse practitioners who provide primary care throughout Louisiana for 17 years. Until 2015, post master's certificate programs did not require separate accreditation from the degree seeking program. At that time, CCNE began developing an accreditation review process for post graduate certificate programs that will eventually be required for all post graduate certificate programs. NSU has already sought and received approval from the Louisiana State Board of Nursing in April 2017 for the post graduate PMHNP certificate program. Once approval is received from the ULS Board, NSU will apply to have this post graduate PMHNP certificate program accredited by CCNE. This process begins with a substantive change notification letter to CCNE within the time frame of 90 days prior to implementation up to 90 days after implementation of the addition of the program. NSU has the substantive change notification letter in draft form and will send it promptly to CCNE upon ULS Board approval of the post graduate certificate PMHNP program.

5. Faculty, Administration, & Other Resources
How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

The instructional needs for this certificate program will be met within the existing resources at Northwestern State University. All required courses for the post graduate PMHNP certificate program are already developed for the MSN degree seeking PMHNP program. There are no additional faculty, facilities, equipment, and library resources required. No additional appropriations are requested. The College of Nursing will oversee this proposed certificate program.

6. Cost
Summarize additional costs to offer the program. On separate budget sheet, estimate costs and revenues for the projected program for the first five years, indicating need for additional appropriations (if any).

There are no added costs with the implementation of this post master's certificate program. As stated earlier, NSU offers an MSN with concentration in PMHNP. The post master's students will take the same courses as the degree seeking students.

CERTIFICATIONS:

Primary Administrator for Proposed Certificate
Date

Provost/Chief Academic Officer
Date

Management Board/System Office
Date

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette (UL Lafayette) requests approval of a Letter of Intent to establish a Ph.D. degree program in Earth and Energy Sciences. UL Lafayette aims to offer a cutting-edge, interdisciplinary Geosciences doctoral degree program that integrates the expertise of the School of Geosciences (programs in Geology and Environmental Science) with that of the Departments of Chemistry and Physics to provide education and research opportunities for students in the areas of earth and energy sciences.

The proposed program will allow students to develop an interdisciplinary understanding of issues central to meeting the energy and environmental challenges of today and the future. The conceptualized focus on energy will reach well beyond the petroleum industry to include coursework and research training opportunities in biofuels, geothermal energy, solar-, wave-, and wind-energy. The conceptualized focus on the environment will include coursework and research training opportunities on the chemistry of soils and waters, the anthropogenic impacts of energy acquisition, ocean and land ecosystems, climate change, pollution, and research aimed to mitigate climate change such as carbon sequestration. Accordingly, graduates of the proposed program will be ideally suited to pursue a wide range of career options in a variety of Physical Science and Environmental Science disciplines, including:

- academic careers in Chemistry, Geology, Physics, and Environmental Science;
- research careers as scientists within federal organizations such as the EPA, DOE, and USGS;
- careers in state governmental agencies such as LDEQ and LDNR; and
- careers in a variety of industries including oil and gas, bio-fuel/tech, and environmental management/consulting.

The proposed doctoral program will increase the production of advanced STEM degrees in the state and, perhaps more importantly, will provide new upper-level educational and research opportunities in areas of high growth, where additional intellectual capacity is needed and, if provided, would pay large dividends to the state and local economies. The Louisiana Workforce Commission indicates that, over the next decade, 161 new positions will be created in the disciplines at the core of the Earth and Energy Sciences doctorate degree program. Although some of this anticipated growth can be partially satisfied by a workforce trained at the Bachelor’s
and Master's levels, the potential impact of doctorate-level scientists on energy and environmental challenges will be far greater. Currently, at the national level, over 2,000 academic vacancies that require a Ph.D. open annually in the United States (US) in areas represented by the proposed doctoral program. Consequently, demand for these future scientists will be larger here in Louisiana, as well as the entire US.

The proposed Ph.D. will require a total of 72 credit hours beyond the baccalaureate degree; students with an MS degree will be able to transfer up to 18 hours. The breakdown of the proposed curriculum is as follows: 12 hours of structured interdisciplinary coursework that integrates Chemistry, Environmental Science, Physics and Geology; 30 hours of additional coursework (students, in consultation with their dissertation committee, will select elective courses to fit their specific career goals and interests); 6 hours of graduate seminar; and 24 hours of dissertation research. The 12-hour core will ensure that every student will receive an adequate “breadth of training” in the Earth and Energy Sciences while the additional 30 hours of coursework and dissertation research will ensure that students receive adequate “depth of training.” Although it is possible for students to seek out interdisciplinary interactions within a traditional Ph.D. program at other universities by taking some courses in other disciplines or programs, it is not part of their required curriculum structure. By requiring a core interdisciplinary or multi-disciplinary foundation, graduates will be better prepared to engage and solve problems across disciplines because they will have been prepared in Physics, Chemistry, Geology, and Environmental Science with an emphasis on problem solving.

UL Lafayette plans to recruit students from their own campus who receive B.S. or M.S. degrees in Chemistry, Environmental Resource Science, Geology, and Physics (more than 115 completers annually). There are also plans to strongly recruit B.S. and M.S. students from other universities within the State, as well as nationally and internationally. By combining four separate programs into an interdisciplinary Ph.D. program, the University greatly expands the base of students from which it can recruit. An initial enrollment of 5 students is expected in Year One with the expectation that enrollment will grow to 20 by Year 5.

The proposed program can be fully implemented with limited cost to UL Lafayette. There are 21 primary faculty members in Geoscience, Physics and Chemistry with research interests and expertise that align with the proposed doctoral program. No additional laboratory space or upgrades to existing infrastructure will be necessary for program implementation. UL Lafayette will support six new, continuing graduate teaching assistantships for the proposed program which will be the main cost of implementation. The proposed program is an institutional priority for UL Lafayette because it will integrate and strengthen four separate science degree programs; provide new opportunities for students and faculty; increase the number of students receiving STEM degrees; and support the strategic direction for research at the University.
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 Ph.D. degree program in Earth and Energy Sciences.
June 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:

This is to request approval of a Letter of Intent to Develop a New Academic Program, the Ph.D. in Earth and Energy Sciences.

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

Sincerely,

E. Joseph Savoie
President

Attachments
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM

General Information

Date: 5-25-17

<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>Interdisciplinary Geosciences; CIP 40.0699, Ph.D. in Earth and Energy Sciences</td>
</tr>
</tbody>
</table>

Institutional Contact Person & Access Info (If clarification is needed):

Amy S. Ackley, Ph.D.
Dean, Ray P. Authement College of Sciences
University of Louisiana at Lafayette
(337)-482-6986
asa5773@louisiana.edu

1. Program Objectives and Content

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

PURPOSE AND OBJECTIVES

We aim to offer a cutting-edge, interdisciplinary Geosciences doctoral degree program that integrates the expertise of the School of Geosciences (Departments of Geology and Environmental Science) with that of the Departments of Chemistry and Physics at UL Lafayette to provide new education and research opportunities to the next generation. Our students will develop an inter-disciplinary and multi-disciplinary understanding of issues central to meeting Energy and Environmental challenges of today and the future. The proposed focus on energy will reach well beyond the oil and gas industry — an emphasis of our current degree program in Geology — to include coursework and research training opportunities in biofuels, geothermal energy, solar-, wave-, and wind-energy. The proposed focus on the environment will include coursework and research training opportunities on the chemistry of soils and waters, the anthropogenic impacts of energy acquisition, ocean and land ecosystems, climate change, pollution, and research aimed to mitigate climate change such as carbon sequestration. These focus areas will be informed by a multidisciplinary foundation in physics, geophysics and the chemistry of Earth systems. Students will make fundamental contributions to these areas of research, and, furthermore, will learn how to apply their understanding of energy and the environment to solve real-world problems and to advance decision-making in business and regulatory arenas. Their efforts will result in more translational research, increased technology transfer, more research commercialization, and new and stronger business partnerships that will provide increased economic benefits to the state of Louisiana and to the nation. The establishment of the doctoral program at UL Lafayette in Earth and Energy Sciences will substantially enhance the existing undergraduate and master’s-level degree programs in Chemistry, Physics, Geology, and Environmental Science on our campus by providing new research opportunities, spurring new collaborations, and giving students new opportunities for furthering their education. Finally, building an interdisciplinary doctoral program in Earth and Energy Sciences from four existing programs on our campus will enhance the recruitment and retention of top faculty in each of these disciplines and, as a result, improve the scientific infrastructure of the university and State of Louisiana.

RESOURCES

Below, 20 primary faculty members are listed whose research interests and expertise align with the proposed doctoral program in Earth and Energy Sciences. These faculty members are research active and have the necessary qualifications to direct Ph.D. dissertation research. Most of these faculty are active in multidisciplinary research. Drs. Zhang and Morra are faculty members who hold joint appointments in Geosciences and Physics.

- Dr. David Borrok, Professor, Geology
- Dr. Katie Costigan, Assistant Professor, Environmental Science
- Dr. August A. Gallo, Professor, Chemistry
- Dr. Raphael Gottardi, Assistant Professor, Geology
- Dr. Aubrey Hillman, Assistant Professor, Geology
- Dr. William A. Hollerman, Professor, Physics
- Dr. Thomas Junk, Professor, Chemistry
- Dr. Gary Kinsland, Professor, Geology
- Dr. Febee Louka, Associate Professor, Chemistry
- Dr. Gabrielle Morra, Assistant Professor, Physics/Geology (Interdisciplinary Joint Faculty hire)
- Dr. Andi G. Petculescu, Assistant Professor, Physics
• Dr. Gabriela L. Petcucescu, Associate Professor, Physics
• Dr. Durga Poudel, Professor, Environmental Science
• Dr. Carl Richter, Professor, Geology
• Dr. Brian Schubert, Assistant Professor, Geology
• Dr. Natalia Sidorovskaia, Professor, Physics
• Dr. Radhey Srivastava, Professor, Chemistry
• Dr. Jenneke Visser, Associate Professor, Environmental Science
• Dr. Xu Wu, Associate Professor, Chemistry
• Dr. Rui Zhang, Assistant Professor, Geology/Physics (Interdisciplinary joint faculty hire)

GAs (number, funding source, full or tuition-waiver only):
UL Lafayette will support seven new, continuing graduate teaching assistantships for this program, each of which includes a tuition/fee waiver and monthly stipend. Graduate assistantships are critically important to enable successful recruiting and retention of highly-qualified students. Graduate assistantships also help to offset faculty workloads, which are expected to increase with the inception of a doctoral program. In addition, Geology will transition one existing teaching assistantship at the M.S. degree level to the proposed doctoral program.

Labs:
We do not require any additional laboratory space for this program. We have in place high-quality research labs and instrumentation in the three buildings currently occupied by the School of Geosciences and the Departments of Physics and Chemistry.

Other Physical Facility Needs:
We do not require additional room for research space, classrooms, or faculty and staff offices at this time. We will, however, require additional office space for graduate research assistants and teaching assistants. It is important for teaching assistants to hold office hours in a consistent location where students from their courses can come for academic support. It is also important that graduate research assistants have space adjacent to the labs where they work so that faculty can appropriately supervise them.

Other Resources Needed:
None. The existing infrastructure for our undergraduate and M.S.-level programs can support the proposed doctoral program in Earth and Energy Sciences. We have the necessary space, faculty, and administrative support in place.

Competitive/Similar Programs in Louisiana and in Neighboring States:
According to the Louisiana Board of Regents degree inventory, Louisiana State University has individual Ph.D. programs in Geology, Environmental Science, Physics, and Chemistry. The University of New Orleans has a Ph.D. program in Chemistry and an Interdisciplinary Ph.D. program in Engineering and Applied Science. The latter degree is an umbrella program for 9 disciplines, which include Physics and Earth and Environmental Science. Table 1 summarizes the Ph.D. programs at UNO and LSU that may have partial overlap with our proposed program.

<p>| Table 1. Ph.D. degree programs at LSU and UNO that are related to the proposed Ph.D. in Earth and Energy Sciences |
| Institution | Degree | Administered by | Concentrations or focus areas |
| Louisiana State University | Ph.D. in Environmental Science | Department of Environmental Science in the College of the Coast and Environment | Biophysical Systems; Environmental Planning and Management; Environmental Assessment and Analysis |
| Louisiana State University | Ph.D. in Geology and Geophysics | Department of Geology and Geophysics | Evolution of Sedimentary Systems and Earth Materials and Solid Earth Processes |
| Louisiana State University | Ph.D. in Physics and Astronomy | Department of Physics and Astronomy | Astronomy, astrophysics, gravitation and relativity, nuclear and particle physics, medical physics, materials physics, atomic/molecular/optical physics, and quantum optics and computing. |</p>
<table>
<thead>
<tr>
<th>Louisiana State University</th>
<th>Ph.D. in Chemistry</th>
<th>Department of Chemistry</th>
<th>New methods for synthesis of biomedically important compounds, nanomaterials, energy storage, computational models for assorted phenomena, ultra-fast lasers, and designer polymers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of New Orleans</td>
<td>Ph.D. in Chemistry</td>
<td>Department of Chemistry</td>
<td>Analytical Chemistry, Biochemistry, Inorganic, Medicinal, Materials, Organic, and Physical Chemistry.</td>
</tr>
<tr>
<td>University of New Orleans</td>
<td>Ph.D. in Engineering and Applied Science</td>
<td>Jointly run by Colleges of Science and Engineering</td>
<td>Civil and Environmental Engineering, Electrical Engineering, Mechanical Engineering, Naval Architecture/Marine Engineering, Engineering Management, Physics, Mathematics, Earth and Environmental Science, Computer Science. The program provides the candidate with substantial depth in one branch of engineering or science as well as a broad base of interdisciplinary knowledge.</td>
</tr>
</tbody>
</table>

**Why our program is different:**

The proposed doctoral program in Earth and Energy Sciences will benefit students who desire an inter-disciplinary and multi-disciplinary doctoral degree in the Physical Sciences with particular applicability to Environmental research. The doctoral degree program incorporates coursework and research training opportunities pertinent to each of the partnering disciplines. Thus, each student in this program will receive 12 hours of structured interdisciplinary coursework that integrates Chemistry, Environmental Science, Physics, and Geology. This approach of requiring a core set of interdisciplinary courses for every student in our program is distinct from traditional Ph.D. degree programs in a single discipline. This approach will ensure that every student will receive adequate ‘breadth of training’ in the Earth and Energy Sciences. An additional 30 hours of coursework and dissertation research will ensure that the students receive adequate ‘depth of training’ in the Earth and Energy Sciences. Although it is possible for students to seek out interdisciplinary interactions within a traditional Ph.D. program at other universities by taking some courses in other disciplines or programs, it is not part of their required curriculum structure. This proposed approach is also distinct from umbrella programs that encourage interdisciplinary coursework but do not require a specific set of interdisciplinary courses for all of their students. By requiring a core inter-disciplinary or multi-disciplinary foundation, graduates will be better prepared to engage and solve problems across disciplines because they will have been prepared in Physics, Chemistry, Geology, and Environmental Science with an emphasis on problem solving. Accordingly, graduates will be ideally suited to pursue a wide range of career options in a variety of Physical Science and Environmental Science disciplines (e.g., academic careers in Chemistry, Geology, Physics, and Environmental Science programs, research scientists with organizations such as the EPA, DOE, and USGS, state government positions with organizations such as LDEQ and LDNR, and industry jobs in oil and gas, bio-fuel/tech, environmental management/consulting).

**On-line Delivery Possible/Probable/Feasible?**

Courses will initially be taught using the traditional delivery methods, but opportunities may arise in the future for online or hybrid delivery of some individual courses.

**Consortial Delivery Possible? With what institution(s)?**

The proposed doctoral program in Earth and Energy Sciences will be self-sufficient and supported by highly-qualified faculty with substantial expertise in energy (e.g., fossil fuels, biofuels, geothermal) and the environment. Many of the necessary courses are already available at UL Lafayette.

**Other Special Considerations:**

Through our current undergraduate programs in Physics, Geology, Environmental Science, and Chemistry, and Master’s degree programs in Geology, Environmental Resource Science, and Physics, we have developed a network of industry, government, and academic collaborators and partnerships in Louisiana that will likewise be useful for the doctoral program in Earth and Energy Science.
Adjunct Faculty:
Adjuncts will help to support research, teaching, and in some cases can serve on graduate -student advisory committees.
- Dr. Thomas Doyle – US. Geologic Survey, National Wetlands Research Center
- Dr. Ken Krauss – US. Geologic Survey, National Wetlands Research Center

Institutional Partnerships:
The following organizations indicated their support for the creation of this program.
- Chevron
- Halliburton
- Schlumberger
- Stone Energy
- KourCo Environmental Services
- Fugro Geoservices
- ASV (Autonomous Surface Vehicles)
- The Louisiana Department of Environmental Quality
- The Louisiana Department of Agriculture and Forestry
- The National Resources Conservation Service
- Ion Energy
- The U.S. Geological Survey National Wetlands Center
- Eni US Operating Co.
- The Louisiana Immersive Technologies Enterprise (LITE)
- Fenstermaker
- US Geological Survey National Wetlands Research Center

BASIC STRUCTURE AND COMPONENTS/CONCENTRATIONS

Admission and Degree Completion Requirements:
UL Lafayette uses a portfolio approach to graduate admission that involves a thorough evaluation of student capabilities measured by several metrics inclusive of the GRE Exam (Graduate Record Exam), TOEFL (Test on English as a Foreign Language), written essays (e.g., both writing samples and personal statements), reference letters, and evaluation of transcripts from previous educational institutions. Of these, only academic record, TOEFL scores, and GRE results are directly measurable. Hence, for direct admission (B.S. to Ph.D.), the proposed program in Energy and Earth Sciences will require students to hold a B.S. in Geology, Environmental Science, Physics, or Chemistry (or a related field as determined by program faculty), with at least a 3.0 cumulative GPA in their B.S. program. Post-M.S. students who apply must also have their degrees in Geology, Environmental Science, Physics or Chemistry, and have a cumulative graduate GPA of at least 3.3. All incoming students must: have completed (at a minimum) two classes and associated labs each in Geology, Physics, and Chemistry (i.e., a total of six lecture classes and six lab classes) and must have completed Calculus I and II. The preferred GRE score expectations for all applicants for the proposed doctoral program will be a verbal score of 145 and total verbal + quantitative score of 294.

Applicants who meet these criteria will be further reviewed by a graduate advisory committee for the Earth and Energy Science program comprising representatives from each of the participating disciplines. These representatives will be appointed by the appropriate Department Heads or School Directors. The graduate advisory committee is charged with admitting students into the doctoral program and for early advising of graduate students.

The graduate advisory committee will work with each newly admitted student to develop an individual development plan (IDP) and monitor the progress of these students in the first few years in the degree program. The IDP will assist students as they navigate early coursework and the selection of a major professor in the second to third year of study. At that point, the major professor and student will form the dissertation committee. The dissertation committee will then assume responsibility for supporting the student's IDP and for monitoring the progress of the student until they graduate.

Additionally, students must maintain at least a 3.0 cumulative GPA over the entire course of their program of study. No more than one course in which a grade of "C" is earned may be applied to the fulfillment of the degree requirements. Any student who is admitted to the program with a M.S. degree will be eligible to transfer up to 18
credit hours towards coursework in the doctoral program in Earth and Energy Science, subject to approval by the Graduate School and the graduate advisory committee.

**Total Number of SCHs Required and Estimated Time Required for Student Completion:**
A total of 72 credit hours will be required beyond the B.S. degree. Students with a M.S. degree can transfer up to 18 credit hours. The breakdown of course requirements is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>12 hrs</td>
<td>These are four interdisciplinary courses that will be taught by faculty specializing in Chemistry, Environmental Science, Geology, and Physics.</td>
</tr>
<tr>
<td>Additional Coursework</td>
<td>30 hrs</td>
<td>These courses will consist of a combination of existing courses (relevant graduate-level courses in Biology, Chemistry, Engineering, Geology, Environmental Science, Mathematics, or Physics) and newly-developed courses (doctoral-level courses in Geology, Physics, Chemistry and Environmental Science). Students, in consultation with their dissertation committee, will develop a plan of courses in which to enroll based on their specific career goals and interests. As mentioned above, students who are admitted to the program with an M.S. degree in a closely-related field will be eligible to transfer up to 18 credit hours towards this 30 hour course requirement. To ensure that students have a strong multi-disciplinary background, they will be required to take at least 6 hours of coursework each in Geology, Chemistry, and Physics. The remaining 12 hours can be taken in any of the aforementioned disciplines.</td>
</tr>
<tr>
<td>Graduate seminar</td>
<td>6 hrs</td>
<td>These hours will be accumulated from 6 semesters of taking a 1-credit hour graduate seminar course each semester. Seminars will include invited talks from internal and external speakers. External speakers will include a mix (approximately 50/50) of academic researchers and industry professionals so that students can gain insight into fundamental research and applied research topics. Each student will be required to deliver at least one presentation at the graduate seminar each year as he/she progresses in the doctoral program.</td>
</tr>
<tr>
<td>Dissertation research</td>
<td>24 hrs</td>
<td>A minimum of 24 credit hours in dissertation research and/or dissertation must be completed. Dissertation hours are intended for research and/or writing related to a student's dissertation topic(s) and performed in the last two years of the degree program after the student has been admitted to candidacy, a dissertation committee has been established, and the dissertation proposal has been approved by the dissertation committee. Dissertation hours will be supervised by the student's primary advisor/mentor and coordinated with his/her dissertation committee.</td>
</tr>
</tbody>
</table>

**Total** 72 hrs

**Additional Requirements:**

1) **General comprehensive exam:** The comprehensive exam will be administered at the end of a student's third semester of study. This exam will focus on the student's mastery of the content obtained from the courses taken within the program and application to structure research and solve problems. The comprehensive exam will be written and administered by a committee of three graduate faculty members of the Earth and Energy Sciences doctoral degree program of the student's choosing (preferably professors who have taught core courses). Graduate faculty representing at least two separate disciplines will be required to prepare the exam. Exams will be assessed by the faculty members who administered the exams, using rubrics to ensure consistency. A student must receive a 70% or higher on two of three subject matter tests and have an overall average score of 70% or better to pass the comprehensive exam. If a student fails more than one subject matter exam, he or she can re-take the failed exams with new questions within a period of time not to exceed three months. No student will be permitted a third attempt. If the student fails the second attempt, he/she will be dismissed from the program.

2) **Dissertation committee:** After successfully completing the comprehensive exam and prior to the proposal defense the student, in consultation from his/her major advisor, must choose a formal dissertation committee. The dissertation committee will consist of the primary advisor/mentor and at least three additional graduate faculty members. The committee must include at least two graduate faculty members from a discipline represented by the doctoral program but not that of the primary advisor. An external committee member from another institution is recommended.
3) **Dissertation proposal defense**: Prior to the initiation of the student’s dissertation study, an oral defense of the dissertation proposal will be presented to the student’s dissertation committee. This proposal defense will lay out the plan for the research topic, goals, methods, and expected results along with any preliminary data. During the dissertation proposal defense, a student is expected to demonstrate knowledge gained in his or her coursework and outside reading and its application to the proposed research plan. Students should demonstrate an understanding of the relationships among fundamental research and applied research applications in relation to their chosen research topics. An acceptance of the proposal by the major professor and a majority vote of the dissertation committee will be both required. The dissertation proposal defense is expected to be completed no later than the end of the third year of study, and after the student has passed the comprehensive exam.

4) **Dissertation**: The final examination will be a public, oral dissertation defense administered after the written dissertation is completed and reviewed by the student’s dissertation committee. This oral exam will follow a traditional dissertation defense structure used with the majority of science Ph.D. programs. The dissertation is expected to represent an original contribution within Earth and Energy Sciences and to be of quality acceptable for publication in peer-reviewed journals in the appropriate field of study. Submission of at least one article to a peer-reviewed journal is a requirement for graduation.

**Core Interdisciplinary courses:**
1. **EES 600 Introduction to Earth Systems** (3 credit hours). This course will provide students with a fundamental understanding of the surface, subsurface, and atmospheric systems on Earth and modern observational tools employed to study these systems.
2. **EES 601 Fundamentals of Environmental Science** (3 credit hours). This course will prepare students to understand environmental problems, data collection, and analysis from the multi-disciplinary perspective of the physical sciences.
3. **EES 602 Energy Systems** (3 credit hours). This course will provide an overview of energy production systems, emphasizing research and data analysis within the petroleum, bioenergy, and sustainable energy sectors.
4. **EES 603 Research Challenges in Earth and Energy Sciences** (3 credit hours). The course will introduce recent research progress and methodologies employed to address specific challenges and problem solving associated with energy exploration and environment sustainability.

**Elective Courses:**
*New courses; BIOL = Biology; CHEM = Chemistry; CIVE = Civil Engineering; EMGT = Engineering Management; ENVS = Environmental Sciences; GEOL = Geology; PETE = Petroleum Engineering; PHYS = Physics; MATH = Math.*

**Physical Science Disciplines**
1. CHEM 501 PHYSICAL CHEMISTRY. (3, 0, 3). Prereq: CHEM 232, 302.
2. CHEM 506 PHYSICAL CHEMISTRY OF SURFACES. (3, 0, 3). Interfacial characteristics including the determination of surface properties and thermodynamic relationships; adsorption at, electrical aspects of, and reactions at surfaces. Applied topics emphasize nucleation, friction and lubrication, detergents and flotation, and emulsions and foams. Prereq: CHEM 302.
3. *CHEM/EES: 605 BIOENERGY APPLICATIONS (3, 0, 3). Permission from Instructor required.
4. ENVS 580: FATE OF POLLUTANTS IN SOILS AND NATURAL WATERS (3, 0, 3). (no course description)
5. *ENVS 585/EES: RENEWABLE ENERGY SOURCES. (3, 0, 3). Scientific and economic understanding of renewable energy resources, including biofuels, solar, wind, hydrogen, etc. No prerequisites are required.
6. GEOL 502. ADVANCED SEDIMENTATION. (3, 0, 3). Sedimentary environmental and facies, with special emphasis on fluvial, deltaic, shoreline, deepwater, and eolian clastic facies. Prereq: GEOL 339.
7. GEOL 504. EXPLORATION GEOPHYSICS. (2, 3, 3). Introduction to the techniques of exploration geophysics. Prereq: MATH 270, PHYS 208-218 or permission of the instructor required.
8. GEOL 505. GEOTECTONICS. (3, 0, 3). Tectonic theories, with special emphasis on plate tectonics. Rest: Permission of instructor is required.
9. GEOL 506. SEISMIC STRATIGRAPHY. (3, 0, 3). Appearance of stratigraphic features on modern exploration seismic sections. Theory and real life examples integrated. Rest: Permission of instructor required.
10. GEOL 509. ADVANCED GROUND WATER HYDROLOGY. (3, 0, 3). Discussion of case histories and examples that apply the basic principles of ground water hydrology to specific sites and problems. A summary of current thoughts, ideas, and practical applications related to hydrology. Prereq: GEOL 470(G) or permission of
Supporting Disciplines

1. BIOL 502. QUANTITATIVE ECOLOGY. (3, 0, 3). Quantitative methods for analysis in Ecological studies including ecological models, model selection, maximum likelihood estimation, and mark-recapture analysis.

2. BIOL 503. ECOLOGICAL MODELS AND DATA. (3, 0, 3). (no course description)

3. BIOL 575 STATISTICAL ECOLOGY. (4, 0, 4). Design, analysis, and presentation of results of ecological experiments and field studies, with emphasis on hypothesis testing and statistical modeling. Prereq: STAT 417(8) or permission of instructor required.

4. BIOL 580. MARINE ECOLOGY. (3, 0, 3). Discussions of basic principles of marine ecology, including productivity, dynamics of populations, factors affecting distribution, and interactions between organisms.

5. BIOL 605. ADVANCED TOPICS IN ENVIRONMENTAL BIOLOGY. (3, 0, 3). (no course description)

6. BIOL 615. BIOCHEMICAL ADAPTATION TO THE ENVIRONMENT. (3, 0, 3). Modification of basic biochemical structure and function that enable organisms to exist in extreme environments; enzymatic and metabolic adaptation to hypoxia, salinity, temperature, pressure, humidity, and light.

7. CIVE 506: ADVANCED HYDROLOGY. (3, 0, 3). Quantitative approaches for modeling rainfall-runoff processes. Topics include lumped and distributed models, treatment of spatial and temporal hydrologic variability,
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVE 546</td>
<td>PROBABILISTIC METHODS IN HYDROSCIENCE. General review of advanced probability and statistics concepts, Monte Carlo simulation of hydro-systems, probabilistic models of observed hydrologic data, optimal estimation and interpolation of geophysical fields. Use of data-intensive computer applications is emphasized. Prereq: CIVE 321 or permission of instructor required.</td>
</tr>
<tr>
<td>CIVE 561</td>
<td>WATER TREATMENT. Design of domestic and industrial water treatment facilities with emphasis on the basic scientific principles underlying the design procedures. Prereq: CIVE 321 or permission of instructor required.</td>
</tr>
<tr>
<td>CIVE 563</td>
<td>SOLID AND HAZARDOUS WASTE MANAGEMENT. Current issues and legislation. Collection, storage and disposal. Treatment technologies including incineration and sanitary and hazardous waste landfills. Prereq: CIVE 321 or permission of instructor required.</td>
</tr>
<tr>
<td>CIVE 567</td>
<td>EXPERIMENTAL ANALYSIS FOR ENVIRONMENTAL ENGINEERS. Examination of laboratory techniques for assessing water quality and sludge contamination. Optical, electrical, gas chromatography, and x-ray methods are included. Prereq: Students must have taken CIVE 321 or equivalent course or permission of instructor required.</td>
</tr>
<tr>
<td>CIVE 646</td>
<td>PROBABILISTIC METHODS IN HYDROSCIENCE. Advanced probability and statistics concepts, Monte Carlo simulation of hydro-systems, probabilistic models of observed hydrologic data, optimal estimation and interpolation of geophysical fields. Use of data-intensive computer applications is emphasized. Permission of instructor required.</td>
</tr>
<tr>
<td>EMGT 502</td>
<td>PROJECT ECONOMICS. Procedures for conducting economic analyses used by technical managers. Fundamental methods followed by more advanced topics such as capital budgeting, leveraged investments, decision under risk and uncertainty, and use of modern software systems.</td>
</tr>
<tr>
<td>EMGT 550</td>
<td>ENGINEERING AND TECHNOLOGY MANAGEMENT. Management principles and practices applicable to technical organizations.</td>
</tr>
<tr>
<td>PETE 501</td>
<td>FORMATION DAMAGE CONTROL. Fundamentals of formation damage mechanisms, damage characterization and control, basic clay minerals engineering, control of screen entrance velocity, well treatment design, and well flow back analysis. Prereq: PETE 486, 489(G). Restr: If prerequisites not met permission of instructor required.</td>
</tr>
<tr>
<td>PETE 502</td>
<td>HORIZONTAL WELL ENGINEERING. Environmental remediation with horizontal wells, reservoir or acquirer fluid flow to horizontal wells, modern downhole assemblies and production/injection/completion of horizontal wells. Prereq: PETE 489(G), 491, 494(G), 496. Restr: If prerequisites not met permission of instructor required.</td>
</tr>
<tr>
<td>PETE 578</td>
<td>ADVANCED PRINCIPLES OF NATURAL GAS. Covers the theory and practice involving natural gas from its initial location in the reservoir to its final destination, including the design of an optimum development plan for a natural gas field. Unconventional gas sources also covered. Prereq: PETE 478, 494(G).</td>
</tr>
<tr>
<td>PETE 585</td>
<td>SECONDARY RECOVERY PROCESSES. Theory of multiphase flow, miscible and immiscible displacement mechanisms in porous media. Analysis of various improved recovery methods such as water flooding, gas flooding on digital computer. Prereq: PETE 482(G).</td>
</tr>
<tr>
<td>PETE 590</td>
<td>DRILLING OPTIMIZATION TECHNIQUES. Methods and techniques to optimize drilling hydraulics, bit weight and rotary speed, penetration rates, and minimize drilling costs. Prereq: PETE 491.</td>
</tr>
<tr>
<td>PETE 591</td>
<td>TRANSIENT PRESSURE BEHAVIOR. Mathematical development and analysis of transient behavior in well and reservoir systems. Factors influencing skin effect evaluation in heterogeneous porous media. Effect of horizontal and vertical factors, anisotropy and shale barriers on reservoir limits tests. Prereq: PETE 494(G), 478.</td>
</tr>
<tr>
<td>PETE 592</td>
<td>ADVANCED PETROLEUM PRODUCTION SYSTEM AND OPTIMIZATION. Principles of the development and operation of petroleum production system. Considers the combined behavior of the reservoir, the producing strings, the surface equipment, and pipeline system. Optimization of such a production system for various schedules. Prereq: PETE 486, 494(G).</td>
</tr>
<tr>
<td>PETE 593</td>
<td>ADVANCED GEOLOGIC WELL LOG ANALYSIS. Study of advanced well logging methods and techniques for qualitative and quantitative use of well logs as geological mapping tools in hydrocarbon and mineral exploration. Prereq: PETE 481(G) or GEOL 410(G).</td>
</tr>
</tbody>
</table>
| PETE 595   | THEORY AND TECHNIQUES OF MATHEMATICAL RESERVOIR SIMULATION. Comprehensive
coverage of the mathematical reservoir simulator with special emphasis on the practical application of theoretical techniques on modern-day computers. Prereq: PETE 494(G) and MATH 350 or 455(G) and a working knowledge of FORTRAN or permission of the instructor.

25. MATH 495G. ADVANCED MATHEMATICS FOR ENGINEERS AND SCIENTISTS. (3, 0, 3). Systems of first order differential equations, partial differential equations, Fourier series, Sturm-Liouville systems, Helmholtz equation, Green's functions, applications in engineering and sciences. Prereq: MATH 350 with a grade of "C" or better.

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., accreditation, contribution to economic development; related to current or evolving needs within state or region). Cite data to support need; employment projections; supply/demand data appropriate to the discipline and degree level, etc.

WELL-BEING OF THE STATE

The proposed doctoral program in Earth and Energy Sciences acts on recommendations put forth in the FIRST Louisiana report and the BOR 2011 Master Plan, targeting the need for a skilled Interdisciplinary workforce that can address current and future challenges associated with the Earth Sciences and Energy. More recent recommendations to the Louisiana Board of Regents presented by the Master Plan Research Advisory Committee in 2014 highlight the need for the development of new academic programs in interdisciplinary sciences such as the one we present here. Several of the specific advantages for Louisiana are presented below:

- This doctoral program will increase the production of advanced STEM degrees in the state by providing more upper-level educational and research opportunities in areas of high growth, where more intellectual capacity is needed. There is no doubt that the citizens of Louisiana and the rest of the world will, in the near future, need improved acquisition and utilization of energy while, at the same time, need to minimize detrimental effects of acquiring and utilizing energy on the environment. While these goals are admirable, they will not be easily attained. The problems are complex and, accordingly, will need careful study by highly qualified scientists. We propose to prepare the next generation of scientists to address these goals by using a multidisciplinary approach that emphasizes the development of problem solving skills. We expect that graduates of this program will assume prominent, leadership positions in industry and government and, accordingly, will be in position to directly impact these goals. Graduates will learn to foster more technology transfer, research commercialization, and new and stronger business partnerships, thereby providing a healthy return on investment for the State of Louisiana. The proposed doctoral program will provide educational and research activities at the doctoral level that are fundamental in the sense that they will involve education and research opportunities inherent to the core disciplines, but also will include applied research that involves more than one discipline. The program will emphasize a problem-solving approach to preparing students. For example, our capstone core course, EES 603 Research Challenges in Earth and Energy Sciences, will emphasize problem-solving and application-based research. In addition, students will be exposed to applied research through our graduate seminars, which will include a mix of industry professionals in addition to academic researchers. Understanding and articulating the relationships among fundamental research and applied research applications associated with their dissertation topics will be an expectation for passing the dissertation proposal defense.

- The proposed doctoral program will serve as a catalyst for greater collaborations among four existing degree programs at UL Lafayette. These new collaborations will be manifested in the doctoral degree program in Earth and Energy Sciences. The development of this doctoral degree program, its successful implementation as evidenced by student recruitment, extramural funding of academic research, and graduation of students, will elevate the academic profile of these departments and, therefore lead will lead to an enhanced ability to recruit and retain top faculty in the State of Louisiana. The scientific infrastructure of UL Lafayette and the State of Louisiana will improve with the development and implementation of the proposed doctoral program in Earth and Energy Sciences. At UL Lafayette, we are strongly committed to interdisciplinary research and education and to preparing a strong faculty foundation for successful implementation of interdisciplinary programs. In particular, two of our recent hires in the College of Sciences are Interdisciplinary faculty who hold joint appointments. Dr. Gabrielle Morra holds a 2/3 appointment in the Department of Physics and a 1/3 appointment in the School of Geosciences. Dr. Rui Zhang holds a 2/3 appointment in the School of Geosciences and a 1/3 appointment in the Department of Physics. These joint appointments align perfectly with the proposed, Interdisciplinary doctoral degree program in Earth and Energy Sciences. The successful implementation of the proposed doctoral program in Earth and Energy Sciences will bring positive national and international recognition to the university and the State of Louisiana.
The proposed doctoral program in Earth and Energy Sciences specifically addresses the following goals and objectives in the BOR 2011 Master Plan:

**Goal 1, Objective 1.7: "Develop a Skilled Workforce to Support an Expanding Economy."**
The proposed doctoral program will prepare a new generation of scientists to support technical management and problem-solving in areas critical to the State of Louisiana in the energy sector as well as in environmental areas. Contributing to the development of a qualified labor pool in the domain of Earth Sciences will facilitate the attraction of new businesses to the area.

**Goal 2, Objective 2.1: "Maintain and Build Strength in Foundational Science and Technology Disciplines Identified in FIRST Louisiana."**
Both Earth Sciences and Physical Sciences are targeted by FIRST Louisiana and these are precisely the areas we combine for the proposed doctoral degree program in Earth and Energy Sciences.

"Recruit, cultivate, and retain research talent in the foundational sciences."
The addition of a doctoral program in Earth and Energy Sciences will allow UL Lafayette to greatly expand research and research training in Chemistry, Earth Sciences, and Physics. The establishment of a new doctoral degree program in Earth and Energy Sciences will create the necessary academic infrastructure to attract quality research-active faculty and, furthermore, provide an incentive for them to develop successful research careers at UL Lafayette. In particular, the addition of this doctoral program will allow graduate faculty in four degree programs (Geology, Environmental Science, Physics, and Chemistry) new access to doctoral students. Such access to doctoral students will significantly enhance the scope, quality, and productivity of faculty research.

"Develop and maintain cutting-edge infrastructure and facilities for fundamental science and technology research."
We plan to leverage the doctoral program to secure new instrumentation through federal grants and plan to rely on doctoral students to help operate and maintain equipment.

**Goal 2, Objective 2.2: "Promote Multidisciplinary and Multi-Institutional Collaborative Research Efforts."**
The proposed doctoral program in Earth and Energy Sciences integrates Chemistry, Environmental Science, Geology, and Physics. The program is multidisciplinary by design.

"Address multi-disciplinary and multi-institutional collaborations in campus research plans."
The proposed doctoral program in Earth and Energy Sciences employs a multidisciplinary approach to train scientists. Accordingly, the proposed doctoral program is consistent with the University of Louisiana at Lafayette’s strategic plan for advancing interdisciplinary and multidisciplinary research and research collaboration.

**Goal 2, Objective 2.3: "Sustain and Advance Research Commercialization and Translational Activities that Promote Economic Development in Louisiana."
We are embracing translational research as a focus area in our program with the aim of bridging the gap between fundamental research and applied research. In particular, doctoral students will be trained to solve problems associated with the acquisition and utilization of energy in ways that minimize deleterious effects on the environment.

"Promote Multidisciplinary and Multi-Institutional Collaborative Research Efforts."
As described in Goal 2, Objective 2.2 (above), the proposed doctoral program in Earth and Energy Sciences will require doctoral students to complete coursework and research training derived from multiple disciplines. Such preparation will foster joint research efforts. Many of our faculty members already are collaborating across these disciplines, both within and outside of the university. The addition of the interdisciplinary doctoral program in Geosciences will further expand multi-institutional research opportunities as we anticipate involving high-caliber research faculty from other institutions as 'outside faculty members' serving on the dissertation committees of our doctoral students. Their involvement in student dissertation research projects will foster collaboration of between our research faculty and these 'outside faculty members'.
"Foster networking and strategic collaborations between higher education, government, and Louisiana's existing and prospective high-growth industry sectors."

Louisiana's high-growth industry sectors include Energy Production and Coastal Resilience. Our concentration areas include Energy and the Environment (which includes coastal environmental systems). Hence, the framework and educational approach of the proposed doctoral program in Earth and Energy Sciences will embrace translational research that will readily foster productive collaborations between higher education, industrial and government partners. We have in place established partnerships with more than a dozen companies and businesses that offer internships for our students at the undergraduate and M.S.-degree levels. These relationships will be strengthened and expanded with the implementation of the proposed doctoral program in Earth and Energy Sciences.

"Build capacity in areas of competitive advantage and target niches which align with campus and State research priorities."

As described above, the target niches of student are closely aligned both with the research priorities of UL Lafayette and the State of Louisiana. By filling these niches we add new educational opportunities and value to our students, our community, and society.

EMPLOYMENT PROJECTIONS

State Demand

The data in Table 2 suggest that 161 new positions that overlap with skillsets of our Earth and Energy Sciences Ph.D. graduates will be available annually from 2012 to 2022. Some of this growth will be satisfied by a workforce with Bachelor's and Master's Degrees and the extent to which Ph.D.-level candidates will be preferred is not known. The doctoral-level graduates will be suitable for leadership and management positions. Hence, the strong overall need for scientists in these physical science fields is a good indication of the need for growth at all levels. For example, the need for academic (post-secondary) positions in these areas, where a Ph.D. is frequently required, is expected to increase to 5 positions annually until 2022 in Louisiana alone. Moreover, some of the demand for in-state Ph.D.s of this type is not captured in the current demand projections for Louisiana because state job projections do not account for state/federal agencies and private research groups that may have headquarters located outside of Louisiana. Nor do these projections include consultants and self-employed professionals, an exponentially growing employment segment in geosciences. Finally, there may be considerable growth in the energy sector outside of the oil and gas industry. Start-up companies in these areas of biofuel technology and development as well as conventional energy companies that aim to expand their operations will need scientists.

Table 2.

Physical Sciences occupational projections for Louisiana
(Source: Louisiana Workforce Commission – Long-term Occupational Projections)

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupational Projections for Louisiana</th>
<th>Projected annual openings 2012-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-2042</td>
<td>Geoscientists</td>
<td>40</td>
</tr>
<tr>
<td>19-2012</td>
<td>Physicists</td>
<td>1</td>
</tr>
<tr>
<td>19-2041</td>
<td>Environmental Scientists and Specialists</td>
<td>80</td>
</tr>
<tr>
<td>11-9121</td>
<td>Natural Science Managers</td>
<td>10</td>
</tr>
<tr>
<td>19-2031</td>
<td>Chemists</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>161</td>
</tr>
</tbody>
</table>

National Demand

Table 3 shows that there will be almost 2000 academic positions that require a Ph.D. that will open annually in the United States in areas represented in the Earth and Energy Sciences program. Considering the strong national focus on inter- and multi-disciplinary research associated with Energy (fossil fuel, biofuels, and other renewables) and the Environment (pollution, water resources), our graduates will be in a strong position to fill academic growth in these sectors. We also expect substantial growth at the national level for Ph.D. demand at research Institutes and within federal government agencies (e.g., USGS, EPA, DOE, etc.).
As an example, the supply of newly-trained geoscientists falls remarkably short of future geoscience workforce demand and replacement needs. Forty-three percent of the current geoscience workforce is at or near retirement age. AGI’s 2014 Workforce Report illustrates that the majority of current researchers at federal agencies are at or rapidly approaching retirement age. The Bureau of Labor Statistics indicates that all Geoscience jobs will increase by 10% from 2014 to 2024. In addition, a 2011 article in the Journal Nature (Perkins, 2011; Nature 473, 243-244 doi:10.1038/n7346-243a) explains that one of the geoscience employment sectors poised for the most growth is consultancy. This anticipated job growth will provide opportunities for geoscientists equipped with a strong set of fundamental skills, particularly postdocs with several years of experience who elect to leave academia, and mid-career researchers who choose to leave government positions. The article goes on to state that “many of today’s senior geoscientists were trained as specialists in relatively narrow disciplines, but in the future, most demand will be for researchers who have been trained to appreciate the interdisciplinary nature of the Earth sciences.” In the petroleum sector, entry level geoscientists with B.S. and M.S. degrees have average starting salaries of $92,000 and $104,400, respectively, while entry-level geoscientists with a Ph.D. average $117,300 for a starting salary. These data demonstrate the value in obtaining an interdisciplinary Ph.D. in geoscience in order to compete for industry positions in addition to the more traditional academic career route.

In accordance with the Bureau of Labor Statistics, employment of physicists is projected to grow seven percent from 2014 to 2024, about as fast as the average for all occupations. According to several surveys conducted by the National Science Foundation over the last four decades, the private sector is the largest single employment base of Physics Ph.D.s. Having an interdisciplinary doctorate degree will make our graduates more competitive for private sector jobs, particularly in Louisiana. The median starting salary for these jobs is $90,000 for Physics Ph.D. recipients, which is considerably higher than $51,000 for B.S. degree and $60,000 for M.S. degree recipients in the same sector. This is indicative of a greater economic value of the Ph.D. degree for future careers. “Physics Ph.D.s in potentially permanent positions experienced the greatest diversity concerning the field in which they are working. Forty-four percent of the Ph.D.s who accepted potentially permanent positions are working outside the field of physics, with the field of engineering comprising the largest portion of this group” (Source: www.aip.org/statistics). Physics graduates have one of the lowest unemployment rates. In 2015, the Fortune magazine ranked Ph.D. degree in Physics as the 5th best graduate degree for the job market.

The demand for chemists, notably those with advanced degrees, is expected to increase at a 3% rate until 2024 (Source: U.S. Bureau of Labor Statistics). In practice, the demand for recent Chemistry graduates will be significantly higher, due to an over-aged workforce: in 1990, 43.5% of all chemists were under the age of 40, compared to only 25.8% in 2015. During the same time frame, the fraction of chemists within the labor force who hold a Ph.D. has increased from the 56.3% to 69.6%, indicating a steady shift towards more highly trained chemists (Source: ChemCensus 2015, American Chemical Society). In 2015, the median salary for Ph.D. chemists was $105,000, as compared to $77,000 for B.S. chemists and $87,000 for M.S. chemists, reflecting the economic value of a Ph.D. (Source: American Chemical Society). Currently, chemists fill 23,000 direct jobs in Louisiana and generate $2.2B in payroll, making our state one of the leading regions to offer employment opportunities for chemists (Source: American Chemistry Council).
Finally, because our doctoral graduates will have extensive, interdisciplinary coursework and research experience in Geosciences, Physics, and Chemistry, they will be more competitive for a larger number of job opportunities than doctoral graduates from more-conventional degree programs that offer training in only a single discipline (e.g., Geosciences, or Physics, or Chemistry). Furthermore, because our interdisciplinary program in Earth and Energy Sciences emphasizes translational research, our doctoral graduates will be competitive for industrial, governmental agency and academic job opportunities.

3. Relevance

Explain why this program is an institutional priority at this time. How will it (a) further the mission of the institution and (b) increase the educational attainment of the state's adult population or foster innovation through research.

The University of Louisiana at Lafayette is the largest member of the University of Louisiana System and is designated within the Carnegie classification as a Doctoral Research University with Higher Research Activity. In addition to the pursuit of excellence in education and research at all levels, the mission of the University is to promote regional economic and cultural development, to explore solutions to national and world issues, and to advance its reputation among its peers. The proposed doctoral program in Earth and Energy Sciences would advance UL Lafayette's existing role as a research university and support UL Lafayette's mission by producing graduates who will strengthen the local and regional economy, but will also bring honor and prestige to Louisiana as they find employment in other regions of the U.S. and internationally.

The proposed Ph.D. program in Earth and Energy Sciences is an institutional priority for UL Lafayette because it will integrate and strengthen four separate science degree programs, provide new opportunities for our students and faculty, increase the number of students receiving STEM degrees, and support the strategic directions for research at the University. Among other key disciplines, UL Lafayette aims to become a leader in research and education focused on energy and the environment. We are also positioning ourselves as an institution to become a leader in translational research in this area, bridging the gap between fundamental research and application-based research. Hence, the focus of this doctoral program fits perfectly within the strategic research and educational interests of our university.

4. Students

Summarize student interest/demand for the proposed program.

We plan to recruit students on our own campus who receive B.S. or M.S. degrees in Chemistry, Environmental Resource Science, Geology, and Physics (more than 115 students annually). We will also strongly recruit B.S. and M.S. students from other universities in our state, as well as nationally and internationally. By combining four separate programs into an Interdisciplinary Ph.D. program, we will be greatly expanding the base of students from which we can recruit. One of our initial recruiting strategies will be to send out recruiting information to the relevant programs including HBCUs that offer B.S. and M.S. degrees in the Gulf Coast region. We will additionally use resources such as the GRE exam search service, the McNair Scholars Directory, and online directories to identify potential candidates who have demonstrated graduate-level readiness for our program and we will reach out to all of them via e-mail. Such efforts have been a successful recruiting approach for our other graduate programs. In addition to these efforts, we plan to build social media and SEO-based recruitment initiatives.

To assess demand for an interdisciplinary Geosciences Ph.D. program among our current students, we conducted a survey of undergraduates and graduate students majoring in Geology, Physics and Environmental Sciences at UL Lafayette. Of the 169 student respondents, 38% expressed intent to continue their graduate education on a full-time basis. When asked “If UL Lafayette offered a Ph.D. program in your field of study that would prepare you for success in either the academic environment or in Industry, would you be interested in enrolling,” 47% responded “yes.” Corroborating this strong expression of interest, 39% of the respondents indicated (on a 1 to 10) scale that they would likely pursue a Ph.D. in Geosciences at UL Lafayette, while 17 students indicated they would definitely enroll in such a program (by indicating a 9 or 10, where 10 represented “complete certainty”). We also inquired about geographic preferences for school location in pursuing a Ph.D. in Geosciences. Fifty-six percent expressed a definite interest in staying in the State of Louisiana, and 32% (or 54 students) indicated an absolute preference for continuing on to their doctoral education at UL Lafayette. Interestingly, 33% of the sample indicated that they would pursue a Ph.D. in Geosciences but only if it was offered at UL Lafayette. The primary two motivators for students seeking a Ph.D. in Geosciences were: (1) the chance to learn more about their profession, (2) the opportunity to earn
a higher salary. Results also suggest that about 55% of respondents would intend on working in academics and 45% in industry upon completion of a Ph.D. in Geosciences. Ten students indicated they had already decided to pursue a Ph.D. immediately following graduation as a definite career plan. A separate survey was recently administered to students in Chemistry. Of the 32 respondents, 27 (79%) were considering graduate studies either at the M.S. or Ph.D. level.

Projected Student Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrolled</th>
<th>Funding</th>
<th></th>
<th></th>
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<tr>
<td></td>
<td></td>
<td>Industry-Funded</td>
<td>Self-Funded</td>
<td>Research-Funded</td>
<td>University-Funded Graduate Assistantships¹</td>
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<tr>
<td>1</td>
<td>5</td>
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<td>0</td>
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<td>5</td>
<td>20</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>8</td>
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¹This includes 4 new, continuing assistantships in year 1 and 3 new, continuing assistantships in year 2 (for a total of 7). One additional assistantship originally allocated to the Geology M.S. degree program will be shifted for use in the Ph.D. program.

The enrollment projections in Table 1 appear to be in line with other Ph.D. programs in the Physical Sciences. For example, LSU’s Ph.D. program in Geology had enrollments of 16, 17, 20, 26, and 29 in the Fall semesters of the 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 academic years, respectively. We plan to continue to grow enrollment after the program has been established in the first five years.

5. Cost

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

Our proposed program can be fully implemented with limited cost to UL Lafayette. This includes no new funds required for faculty, supplies, operating expenses, or travel. Costs incurred by seven new and continuing graduate assistantships represent a necessary investment in the success of the program. In addition to the seven graduate assistantships requested from UL Lafayette, students will be funded by external research funds and by industry partners, either through the creation of company-sponsored assistantship or corporate funding as a business recruiting tool for graduates. Finally, Ph.D. students will have full access both to the UL Lafayette and the LSU libraries, as well as resources provided through the LOUIS consortium, so little or no additional library costs are anticipated.

CERTIFICATION:

Chief Academic Officer

Chancellor/President

Management Board

Date

Date

Date
SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: University of Louisiana at Lafayette

Date: May 25, 2017

Degree Program, Unit: Ph.D. in Earth and Energy Sciences

*TE = Full Time Equivalent (use the institution’s standard definition and provide that definition).

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<th>EXPENDITURES</th>
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<td>FTE</td>
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<tr>
<td>Faculty</td>
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<tr>
<td>Graduate Assistants (university funded)</td>
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<tr>
<td><strong>SUB-TOTAL</strong></td>
<td>$76,000</td>
<td>$136,500</td>
<td>$140,000</td>
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<th>AMOUNT</th>
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<tr>
<td>Facilities</td>
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<td>Supplies</td>
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<td>700</td>
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<tr>
<td>Other (specify)</td>
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<td></td>
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<tr>
<td><strong>SUB-TOTAL</strong></td>
<td>$4,160</td>
<td>$3,520</td>
<td>$700</td>
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| TOTAL EXPENSES | AMOUNT | $80,160 | $140,520 | $140,700 | $144,200 |

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<td>Revenue Anticipated From:</td>
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<td>$71,658</td>
<td>$143,317</td>
<td>$167,203</td>
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<tr>
<td>*Federal Grants/Contracts</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>*State Grants/Contracts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Private Grants/Contracts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected Enrollment</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Tuition</td>
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<td>$55,106</td>
<td>$64,290</td>
<td>$80,822</td>
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<tr>
<td>Fees (undedicated)</td>
<td>2,203</td>
<td>4,406</td>
<td>5,140</td>
<td>6,462</td>
</tr>
<tr>
<td>*Other (specify)</td>
<td></td>
<td></td>
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<tr>
<td><strong>TOTAL REVENUES</strong></td>
<td>$101,414</td>
<td>$202,829</td>
<td>$236,633</td>
<td>$297,482</td>
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</tbody>
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* Describe/explain expected sources of funds in proposal text.
Item F.9. University of Louisiana at Lafayette’s request for approval of a Letter of Intent to establish a Master of Science in Industrial Chemistry.

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette (UL Lafayette) requests approval of a Letter of Intent to establish a Master of Science (M.S.) in Industrial Chemistry. The proposed program will focus on the professional preparation of skilled workers to satisfy growing demand for graduate-level industrial chemists in the State of Louisiana, largely driven by a rapidly growing market along the I-10 corridor in southern Louisiana (Baton Rouge, Lafayette, and Lake Charles). The proposed M.S. degree will allow graduates to assume mid-level leadership positions in industry with little or no additional training. In contrast to B.S. level graduates who are broadly trained in Chemistry and consequently enter the workforce as entry-level chemists, graduates of the proposed M.S. in Industrial Chemistry will take core classes that will develop expertise in the theory and practice of chemical methods widely used in area industries.

The proposed M.S. in Industrial Chemistry, with thesis and non-thesis options, is organized into the following six components consisting of 30-33 credit hours in total depending on the option selected:

1. 12 credit hours of core coursework;
2. 3 credit hours of required coursework;
3. 6 credit hours of elective coursework for thesis students or 9 credit hours for non-thesis students;
4. At most, 6 credit hours of thesis work for thesis candidates or 6 credit hours of approved internship for non-thesis students;
5. At most, 1 credit hour of seminar, during which at least one seminar must be given by the student; and
6. At most, 2 hours of directed individual study.

The flexible course offerings allowed as electives will enable students to specialize in Chemistry, Chemical Engineering, Environmental Impacts, or Business Management as related to the field of Industrial Chemistry in order to better match their chosen career paths. The proposed program will be interdisciplinary in nature and will build upon existing University strengths in the Departments of Chemistry and Chemical Engineering with participation from the School of Geosciences and the College of Business Administration. The M.S. in Industrial Chemistry is intended to bridge the gap between the existing B.S. degree programs in Chemistry and in Chemical Engineering (each having a general focus) and the highly specialized training provided by doctoral programs in Chemistry and Chemical Engineering (each focusing around specific research areas).
The choice of UL Lafayette as the home of an M.S. in Industrial Chemistry is in direct and logical correlation with the area’s economic and industrial growth. Currently, 55 companies that focus on chemical manufacturing and compounding are located in Lafayette and its vicinity, making this area a hub for industrial chemistry. Additionally, as numerous petrochemical and LNG projects come online in south Louisiana, the need for qualified industrial chemists will increase. As it stands now, Louisiana has a very strong, yet unmet demand for graduate-trained industrial chemists, and specific training for such positions is currently not offered by any public institutions of higher education in Louisiana. Strong letters of support provided by organizations such as the Lafayette Economic Development Authority, Ecoserv, OneAcadiana, and Advanced Applied Research convey that the proposed program, which has incorporated industry relevant training into course design and includes industry internship opportunities, is both needed and warranted.

Potential students will be recruited from those who complete UL Lafayette’s B.S. degrees in Chemistry, Chemical Engineering and Petroleum Engineering. In addition, because there is considerable overlap with Geosciences (in the area of mining and natural resource exploration), that program will contribute students to the proposed M.S. as well. The baccalaureate programs noted annually complete, on average, 138 students in total. The University also plans to recruit graduate students for the proposed program regionally and nationally. Projected enrollment for Year One is five (5) with that number increasing to 25 by Year Five.

The University’s ability to rely on existing resources, including a research-active faculty with strong scholarship and grant productivity, will enable an efficient implementation of the proposed graduate program. Cost associated with program implementation includes four teaching assistantships ($9,500 each/annually) along with some refurbishments to existing facilities and acquisition of equipment ($63K/one-time cost). These minimal but necessary investments will be offset by tuition and fees.

RECOMMENDATION

I: 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 Science in Industrial Chemistry.
March 30, 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 Science in Industrial Chemistry.

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

Sincerely,

E. Joseph Savoie
President

Attachments
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [September 2016]

General Information

<table>
<thead>
<tr>
<th>Campus:</th>
<th>University of Louisiana at Lafayette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program:</td>
<td>CIP 40.0599, Master of Science in Industrial Chemistry</td>
</tr>
</tbody>
</table>

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

Dr. Thomas Junk, Department Head
Department of Chemistry
Ray P. Authement College of Sciences
University of Louisiana at Lafayette
(337) 482-5697
tx9137@louisiana.edu

Dr. Azmy Ackleh, Dean
Ray P. Authement College of Sciences
University of Louisiana at Lafayette
(337) 482-6986
asa5773@louisiana.edu

Date: March 14, 2017

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

a. Purpose and Objectives

We propose to create a new M.S. degree entitled "Master of Science in Industrial Chemistry." The CIP code for this degree is 40.0599, which falls under the category of "Chemistry, other." This proposed M.S. degree in Industrial Chemistry is designed to be completed within 1.5 years. The Master of Science in Industrial Chemistry will focus on the professional preparation of skilled workers to satisfy growing demand for graduate-level industrial chemists in the State of Louisiana, largely driven by a rapidly growing market along the I-10 corridor in southern Louisiana (Baton Rouge, Lafayette, Lake Charles). Notably, the greater Lafayette area is ranked among the fastest growing urban areas, largely due to rapidly expanding industries in petrochemical and chemical production. The proposed M.S. degree will allow graduates to assume mid-level leadership positions in industry with little or no additional training. In contrast with B.S. level graduates, who are broadly trained in Chemistry and consequently enter the workforce as entry-level chemists, graduates of the M.S. program in Industrial Chemistry will take core classes that will develop expertise in the theory and practice of chemical methods widely used in area industries. Students enrolled in the M.S. program in Industrial Chemistry will receive practical training by means of two options — a thesis option or a non-thesis option that both provide opportunities for translational research, with the aim of bridging the gap between fundamental and applied research, in focused areas of study directly applicable to industry. Furthermore, the flexible course offerings allowed as electives in the curriculum of the M.S in Industrial Chemistry will enable students to specialize in Chemistry, Chemical Engineering, Environmental Impacts, or Business Management as related to the field of industrial Chemistry, in order to better match their chosen career paths.

The proposed program will be interdisciplinary, and will build upon existing University strengths in the Departments of Chemistry and Chemical Engineering, with participation of the School of Geosciences and the College of Business Administration. The M.S. in Industrial Chemistry is intended to bridge the gap between the currently existing B.S. degree programs in Chemistry and in Chemical Engineering (each having a general focus), and the highly specialized training provided by doctoral programs in Chemistry and in Chemical Engineering (each focusing around specific research areas). It is our objective to provide a cost-effective, efficient, and flexible alternative to such programs, which will ensure that graduates rapidly assume positions of responsibility and leadership in an industrial setting without the need for extensive on-the-job training.

Previously, an M.S. program in Chemistry existed at UL Lafayette until 1994, when it was terminated due to low completion. In contrast with the proposed degree program in Industrial Chemistry, the previous M.S. in Chemistry was a general chemistry degree program that lacked a specific focus area and, furthermore, was a direct
competitor to other programs in existence at the time, including M.S. programs at the University of Louisiana at Monroe, Northwestern State University, and Grambling State University, all of which have since been terminated. Since that time, enrollment in UL Lafayette’s Chemistry B.S. program has more than doubled, as shown below, indicating significantly increased student interest in Chemistry. Data for enrollment of B.S. majors in Chemistry at UL Lafayette show an increase of approximately 5% annually from 2010 to 2015.

| Chemistry major enrollment, UL Department of Chemistry |
|-----------------|-----------------|-----------------|-----------------|-----------------|
|                  | Spring 1994     | Spring 2015     | Fall 1994       | Fall 2015       |
|                  | 25              | 60              | 32              | 88              |

Our ability to rely on existing resources at UL Lafayette, including a research-active faculty with strong scholarship and grant productivity, will enable an efficient implementation of the proposed M.S. program in Industrial Chemistry. As an added benefit, the M.S. in Industrial Chemistry will provide an opportunity to forge strong ties between our institution and local industries, likely to become places of future employment for our graduates. B.S. level chemists already employed at local industries may enroll in our new degree program in order to advance their careers. Thus, we anticipate reciprocal benefits to emerge between local industries and the Department of Chemistry at UL Lafayette. As it stands now, Louisiana has a very strong, yet unmet demand for graduate-trained industrial chemists, and specific training for such positions is not currently offered by any Louisiana university. Indeed, no comparable programs exist within the State of Louisiana. The nearest M.S. program in Industrial Chemistry is located at the University of North Texas in Denton.

b. Resources Needed to Offer Program

Primary Faculty in place at UL Lafayette:
- Dr. August Gallo; Professor, Organic Chemistry
- Dr. Thomas Junk; Professor, Organic and Environmental Chemistry
- Dr. Kathleen Knierim; Associate Professor, Physical Chemistry and Materials Sciences
- Dr. Febee Louka; Associate Professor, Analytical and Environmental Chemistry
- Dr. Salah Massoud; Professor, Inorganic Chemistry
- Dr. Richard Perkins; Professor, Physical Chemistry
- Dr. Radhey Srivastava; Professor, Inorganic Chemistry and Catalysis
- Dr. Eric Taylor; Associate Professor, Biochemistry and Industrial Safety
- Dr. Hi Yan; Assistant Professor, Analytical Chemistry and Materials Sciences
- Dr. Wu Xu; Associate Professor, Biochemistry
- Dr. Yu Wang; Assistant Professor, Polymer Chemistry

Faculty within the Department of Chemistry are active in research. They are publishing more than 2.5 peer-reviewed publications annually per faculty member, often in prestigious journals. External funding for research is increasing with single and multi-year research projects exceeding $1M (funding obtained by chemistry faculty serving as PI’s or Co-PI’s), currently supported by NSF and NIH among other agencies.

Supporting faculty from other disciplines at UL Lafayette:
- Dr. Rakesh Bajpai (CHEE)
- Dr. William Chirdon (CHEE)
- Dr. Rafael Hernandez (CHEE)
- Dr. Ramalingam Subramanian (CHEE)
- Dr. Daniel Gang (CITE)
- Dr. David Borrok (ENVS)
- Dr. Durga Poudel (ENVS)
- Dr. Pamela Meyer (MBA, Accounting)
- Dr. Cary Heath (MBA, Economics and Finance)
- Dr. Patricia Lanier (MBA, Management)
- Dr. Joby John (MBA, Marketing and Hospitality)
- Dr. Guolin Lai (MBA, Management)
GAs (number, funding source, full or tuition-waiver only):
We request funding to support four graduate teaching assistantships. This support, provided by the Graduate School, will include a yearly stipend of $9,500 as well as a tuition/fee waiver. Additional research assistantships will be funded by faculty research grants and industrial sponsors, as discussed in further detail below. As the proposed program matures and faculty research expands, we expect further external funding to be secured. Teaching and research assistantships will be critically important for recruiting and retaining highly-qualified graduate students. These assistantships also will help to offset faculty workloads, which will necessarily increase with the inception of a graduate program in Industrial Chemistry.

Labs (cost and space required):
Currently available laboratory space will suffice with modifications as described below under “Cost” for the projected enrollment of 25 graduate students five years after the program is introduced. Montgomery Hall laboratories in rooms 209, 210, 237, 238, and 242-246 are currently dedicated to research and can accommodate as many as 19 graduate students. The partitioning of two additional laboratories (rooms 118 and 221) will create additional research space for six graduate students. Further increases in graduate enrollment beyond 25 students will necessitate additional renovations and/or additional space allocations. In addition, we anticipate establishing joint projects with the Department of Chemical Engineering and with local industries, and we anticipate that some applied graduate training will be conducted at those locations.

Other Physical Facility Needs:
We do not require additional room for research space, classrooms, or faculty and staff offices at this time. We will require additional space for graduate research assistants and teaching assistants, however, so that they can hold office hours in a consistent location where undergraduate students in their courses/labs can be supported. It will also be important that graduate research assistants have suitable office space near the labs where they work so that faculty can appropriately supervise them and provide mentorship. These requirements will necessitate the purchase of desks, a networked printer, and the conversion of MY 104 to a graduate student office, as outlined in section 5.

Other Resources Needed:
Fifteen computers for use by research assistants and graduate assistants.

c. Coursework:

Prerequisites:
Prerequisites for acceptance into the M.S. Program of Industrial Chemistry will include a Bachelor’s degree in a related scientific or Engineering field. At a minimum, the completion of the following general science requirements is expected: two semesters of Organic Chemistry (lecture and lab), one semester of Analytical Chemistry (lecture and lab), two semesters of Physical Chemistry, one semester of Inorganic Chemistry (lecture and lab), two semesters of Calculus, and two semesters of Physics. A cumulative undergraduate GPA of no less than 2.75 (on a 4.0 scale) on all work attempted, or a GPA of no less than 3.0 for the last 60 semester hours, a satisfactory GRE score, and three supportive letters of recommendation will be required for regular admission into the program.

Total Number of SCHs Required and Estimated Time Required for Student Completion:
We propose a thesis and a non-thesis option, as shown.

<table>
<thead>
<tr>
<th>Thesis option</th>
<th>Non-thesis option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses, 12 cr. hrs</td>
<td>Core courses, 12 cr. hrs</td>
</tr>
<tr>
<td>Required, 3 cr. hrs</td>
<td>Required, 3 cr. hrs</td>
</tr>
<tr>
<td>Electives, 6 cr. hrs</td>
<td>Electives, 9 cr. hrs</td>
</tr>
<tr>
<td>Directed individual study, 2 cr. hrs</td>
<td>Directed individual study, 2 cr. hrs</td>
</tr>
<tr>
<td>Thesis work, 6 cr. hrs*</td>
<td>Internship, 6 cr. hrs</td>
</tr>
<tr>
<td>Seminar, 1 cr. hr.</td>
<td>Seminar, 1 cr. hr.</td>
</tr>
<tr>
<td>Total: 30 cr. hrs</td>
<td>33 cr. hrs</td>
</tr>
</tbody>
</table>
The following time table results in a graduation time of 1.5 years after entry (based on a Fall semester entry into the program and full-time enrollment):

**FALL 1:**
- CORE - CHEM 402(G): Chemistry of Materials, 3 cr. hrs.
- CORE - CHEM 555: Advanced Inorganic Chemistry, 3 cr. hrs.

**SPRING:**
- CORE - CHEM 506: Advanced Analytical Chemistry, 3 cr. hrs.
- REQUIRED - CHEM 501: Advanced Physical Chemistry, 3 cr. hrs. or CHEM 510: Polymer Sciences, 3 cr. hrs.
- This course will be created
- CHEM 590: Graduate Seminar, 1 cr. hr.
- CHEM 597: Directed Individual Study, 2 cr. hrs.

**SUMMER:**
- Non-thesis option: CHEM 598: Internship (includes report), 6 cr. hrs.*
- This course will be created
- This course will be created

**FALL 2:**
- Electives, 6 cr. hrs.
- Non-thesis option: Elective, 3 cr. hrs

*Students will be expected to give a formal presentation about their work.

As can be seen for the curricula proposed above, flexibility is built into the proposed program to account both for student interest and any conditions that might arise when, for example, part-time students likely will enroll in the program that will be sponsored by employers for further training. Prior to initiation of an internship, a student will be required to develop a formal plan with the company/agency and his/her graduate faculty advisor detailing requirements or results that will be expected. At a minimum, the student will complete a final written report and formally present his/her work orally. Details regarding the length of the presentation and thesis or final written report will be determined by the student's faculty advisor and the graduate committee members of the Chemistry program, in conjunction with faculty members in other departments and industrial partners, as appropriate. Theses will be prepared in such a fashion as to be consistent with those produced in graduate programs in other departments of the College of Sciences, as well as in the graduate programs of the University as a whole. Previously, we lined up industry partners for participation in our undergraduate internship program (see list below) and, therefore, have well-established relationships with area businesses to which we provide chemists. The industry partners identified to date for participation in the M.S. program in Industrial Chemistry are listed below.

**Courses**

The content of existing courses will be modified as needed to accommodate industrial applications. The Master of Science in Industrial Chemistry program is organized as six components:

1. 12 credit hours of core coursework;
2. 3 credit hours of required coursework;
3. 6 credit hours of elective coursework for thesis students, or 9 credit hours for non-thesis students;
4. At most, 6 credit hours of thesis work for thesis candidates, or 6 credit hours of approved internship for non-thesis students;
5. At most, 1 credit hour of seminar, during which at least one seminar must be given by the student;
6. At most, 2 hours of directed individual study.

A maximum of 12 hours of 400 level "G" courses will be permitted.

**CORE**
- CHEM 402 (G): Chemistry of Materials
- CHEM 505: Industrial Organic Chemistry (new course)
- CHEM 506: Advanced Analytical Chemistry (new course)
- CHEM 555: Advanced Inorganic Chemistry (new course)
REQUIRED
CHEM 501: Advanced Physical Chemistry
or
CHEM 510: Polymer Sciences (new course)

ELECTIVES
CHEM 418 (G): Special Topics in Biochemistry
CHEE 413 (G): Process Control in Chemical Engineering
CHEE 417 (G): Polymer Engineering
CHEE 420 (G): Chemical Reaction Engineering
CHEE 427 (G): Advanced Material Science and Engineering
CIVE 460 (G): Waste Water Treatment
ENVS 486 (G): Water Quality
MBA 500: Survey of Accounting
MBA 501: Survey of Economics and Finance
MBA 502: Survey of Management & Management Information Systems
MBA 503: Survey of Marketing & the Legal Environment of Business

Course Descriptions

CORE COURSES
CHEM 402 (G): Chemistry of Materials (3 credit hours). This course will focus on the chemistry of solid state materials. Topics presented will include crystal structures and their determination, defects, chemical bonding in different types of solids, diffusion and chemical reactions in solids, electrical, magnetic, and optical properties of solids, and the chemistry of solid surfaces. Students will learn terminology used in solid state chemistry and understand basic physical chemistry principles (e.g. thermodynamics and quantum mechanics) as applied to a variety of solids.

CHEM 505: Industrial Organic Chemistry (3 credit hours). This course will be created. It will highlight important industrial processes and organic chemicals of industrial significance. Topics will include aspects of raw materials supply, key products of organic synthesis, olefins, acetylene chemistry, carbonylation processes, industrial implementation of redox reactions, alkene chemistry, the production and conversion of aromatics, polymer precursors and their manufacture, biochemical manufacturing methods, and strategies to minimize waste products.

CHEM 506: Advanced Analytical Chemistry (3 credit hours). This course will be created. It will survey selected principles and techniques of modern analytical chemistry with focus on spectroscopy, separations sciences, and electroanalytical chemistry. Topics will include tests of significance of analytical results, molecular and atomic spectroscopy, NMR spectroscopy, mass spectrometry, classical and thermal methods, chromatography, electroanalytical chemistry, and surface analytical methods. Students will be prepared for challenges relating to the separation and identification of target analytes using modern tools.

CHEM 555: Advanced Inorganic Chemistry (3 credit hours). This course will be created. It will familiarize students with current concepts of structural inorganic chemistry. Structure and bonding in inorganic compounds and organometallic compounds will be discussed. Topics include transition metal chemistry, the heavy main group elements, redox processes, organometallic chemistry, metal bonding, coordination compounds, the chemistry of the f elements (lanthanides and actinides), sourcing and commercial applications of inorganic compounds, and transition metal catalysis.

REQUIRED COURSES:
CHEM 501: Advanced Physical Chemistry (3 credit hours). Surface chemistry, kinetics, thermodynamics. A key aspect of this course will be the discussion of physical chemistry at the atomic and molecular levels, and the relationship between nanoscale and bulk physical properties. Topics will include quantum mechanical modeling and properties prediction, statistical mechanics, molecular bonding, chemical kinetics, physical properties of surfaces, fundamental concepts of light-matter interaction and their application to current problems in renewable energy, photodegradation, and atmospheric chemistry.
CHEM 510: Polymer Sciences (3 credit hours). This course will be created. This course will introduce students to man-made and modified natural organic, inorganic and biopolymers, with the main objective of covering topics outside the field of traditional plastics manufacturing. Topics will include novel methods of polymer synthesis, synthesis of monomers for high performance polymers, properties and chemical modification of naturally occurring biopolymers, inorganic polymeric materials, biodegradable polymers, and topics of current interest (e.g., conductive polymers, metal framework composites).

CHEM 590: Graduate Seminar (1 credit hour). This course will be created. Variable topic seminar designed to provide experience in proper presentation of scientific material and in scientific criticism. Students will be expected to attend seminars and are required to present one seminar.

CHEM 597: Directed Individual Study (2 credit hours). Students will conduct a chemistry research project under supervision of a faculty member. A final report will be required.

CHEM 598: Internship (6 credit hours). This course will be created. Students will work as interns for a sponsoring company. Prior approvals of advisor and sponsoring company are required to assure rigor of internship. Students will have to present their work in a seminar and provide a written report.

ELECTIVE COURSES
CHEM 418 (G): Special Topics in Biochemistry (3 credit hours). Physical biochemistry, metabolism, nucleic acid technology. Focus areas will include the separation, purification, identification, and handling of biomolecules incl. associated methodology (ultracentrifugation, electrophoresis, mass spectrometry, conformational analysis), stability considerations, sourcing of biochemicals, metabolic fates of compounds, use of enzymes in chemical processes, genetically altered organisms in chemical manufacturing, biosafety aspects.

CHEE 413 (G): Process Control in Chemical Engineering (3 credit hours) This is a lab-lecture combination designed to train students in the design and application of process control systems. Course topics will include process instrumentation, process dynamic models, Laplace transform feedback and feed forward control systems, frequency response methods, and computer simulation of process control systems.

CHEE 417 (G): Polymer Engineering (3 credit hours). This course focuses on the processing of polymers. It discusses the relationship between the structure of polymers and their properties, introduces methods of polymer processing, and provides laboratory demonstrations of polymer processing.

CHEE 420 (G): Chemical Reaction Engineering (3 credit hours). Students will learn to solve reactor design problems. Topics covered will include mole balances, conversion and reactor sizing, rate laws and stoichiometry, isothermal reactor design, collection and analysis of rate data, multiple reactions, and non-isothermal systems.

CHEE 427 (G): Advanced Material Science and Engineering (3 credit hours). This course will cover the relationship of polymer structure, polymer properties, and polymer processing. Major emphasis is placed on the physical basis of moduli, phase transformations, alloy design, advanced metallics, advanced polymers and composites.

CIVE 460 (G): Waste Water Treatment (3 credit hours). Objectives include analysis and resolution of engineering problems involving waste water treatment processes, design and evaluation of sedimentation processes, analysis and design of attached growth biological treatment systems, design of sludge treatment facilities, preliminary design of a centralized wastewater treatment systems, and delivery of designs in verbal and written formats.

ENVS 486 (G): Water Quality (3 credit hours). Topics of this course will include the properties of water, water quality regulations and policy development, water quality standards, designated uses and numeric criteria for quality assurance, planning water quality sampling programs, the development of field measurements, laboratory analyses, TMDL and discharge measurement.
MBA 500: Survey of Accounting (3 credit hours, on-line). This course will discuss income equity, balance sheets, cash flow statements; teach students to recognize pertinent information in financial statements; cover the analysis of financial statements and cost variances; conduct cost planning and cost control, cost accounting and reporting.

MBA 501: Survey of Economics and Finance (3 credit hours, on-line). Topics will include the time-value of money, an introduction to financial instruments, risk and return, capital allocation, pricing models, market efficiency, equity valuation, bond pricing and the term structure of interest rates.

MBA 502: Survey of Management & Management Information Systems (3 credit hours, on-line). Topics will include concepts and principles of management; theoretical aspects and practice application of managerial process; a discussion of interactions between the environment, technology, human resources, and organizations in order to achieve high performance; the relationship between information systems and management; and the integration of information systems into business situations and analyses.

MBA 503: Survey of Marketing & the Legal Environment of Business (3 credit hours, on-line). Topics will include marketing strategy, promotion, market planning, distribution, industrial marketing, retailing and wholesaling, target marketing, legal and regulatory issues, antitrust, labor law, employment law, environmental law, securities law, constitutional law, administrative law, the international legal and regulatory environment, and the enactment of statutes.

INTERNSHIPS
Internships sponsored by industrial partners are central to the proposed degree program. The following local and regional companies have offered paid internships to UL Lafayette’s Chemistry majors in the B.S. program. We anticipate developing partnerships with some of these companies at the graduate level.

* EnerSciences
* Sherry Laboratories
* Stuller
* Baker Hughes
* Halliburton
* USDA
* Dow Chemical Co.
* Coastal Chemical
* Albemarle
* Cabot
* Sasol
* Newport Chemical
* Citgo Petroleum Co.
* BASF
* Champion Industries

Specific companies that have formally pledged partnerships in support of the proposed M.S. degree program in Industrial Chemistry include:

* OneAcadiana
* Advanced Applied Resources
* Ecoserve
* Nalco
* XChem

These companies have pledged eight initial internships and plan to offer additional internships as the proposed M.S. program matures and expands. Although levels of compensation for undergraduate internships is determined by participating companies and is not mandatory, we are not aware of any uncompensated internships over the past five years. Compensation levels of $8-$12/hour for undergraduate Chemistry majors have been typical. We fully expect graduate student compensation to meet or exceed this value.
2. Need
Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., accreditation, contribution to economic development; related to current or evolving needs within state or region). Cite data to support need: employment projections; supply/demand data appropriate to the discipline and degree level, etc.

Industrial chemistry jobs are highly paid, high demand positions. Notably, the Louisiana Workforce Commission anticipates a 42% increase in employment in chemical manufacturing for Region 5 (Lake Charles and vicinity) by 2022. Nationwide, the chemical industry employs approximately 800,000 workers who earn an average annual salary of $108,000 (see Figure 1). This is 47 percent higher than the average U.S. manufacturing wage. Louisiana is the second largest chemistry producing state in the nation, providing 23,000 direct jobs and generating $68.3 billion in revenue, making it the second highest manufacturing industry in our state. (Source: American Chemistry Council, 2015). Fig. 1 shows that industry-employed M.S.-prepared chemists enjoy a median earnings advantage of $17,000 annually as compared to B.S.-prepared chemists.

<table>
<thead>
<tr>
<th>Gender/Industry/Level</th>
<th>Median Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>All chemists</td>
<td>$93,000</td>
</tr>
<tr>
<td>Male</td>
<td>$100,000</td>
</tr>
<tr>
<td>Female</td>
<td>$79,400</td>
</tr>
<tr>
<td>Industry</td>
<td>$108,000</td>
</tr>
<tr>
<td>Government</td>
<td>$105,100</td>
</tr>
<tr>
<td>Academia</td>
<td>$74,300</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>$72,000</td>
</tr>
<tr>
<td>Master’s</td>
<td>$85,000</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>$102,000</td>
</tr>
<tr>
<td>Bachelor’s Industry</td>
<td>$75,000</td>
</tr>
<tr>
<td>Government Industry</td>
<td>$73,400</td>
</tr>
<tr>
<td>Academia Master’s</td>
<td>$44,000</td>
</tr>
<tr>
<td>Industry Master’s</td>
<td>$92,000</td>
</tr>
</tbody>
</table>

Fig. 1. Median annual base salaries for chemists employed full time (2014). (Source: ACS salary and employment survey)

Currently, several major expansion projects of chemical production facilities are underway or completed in Louisiana: BASF built a $20 million Vidalia plant in 2013; Sasol is planning to construct a $7 billion ethane cracker in Lake Charles, South Louisiana; Methanol LP announced the construction of a $1.3 billion in a new methanol production facility in Convent. Shintech Inc. announced that the company would invest $1.4 billion in its Iberville Parish facilities to establish new ethylene production capacity to be completed by 2018. Castleton Commodities International’s new $1.2 billion methanol manufacturing plant will be located south of New Orleans. Lubrication Technologies has initiated a $16 million capital investment in Louisiana. Finally, Cool Planet Energy Systems will invest $168 million for biofuel production at three separate Louisiana sites.

Unemployment, at 2.9%, is significantly lower for chemists than the national average of 6.2%. Moreover, over the next five years, 2,300 additional jobs are expected to be created nationwide and the field is expected to grow at a steady rate despite economically difficult times. Relatively rapid salary increases also reflect continued strong labor demands in chemistry: between 2010 and 2014, median salaries for M.S. chemists increased by $12,000, or 11.5%. The average compensation for industrial chemists is $95,000, 48% higher than the average manufacturing wage (Source: American Chemistry Council).

The choice of UL Lafayette as the home of an M.S. program in Industrial Chemistry is in direct and logical correlation with the area’s economic and industrial growth. Currently, fifty-five companies that focus on chemical manufacturing and compounding are located in Lafayette and its vicinity (Source: Lafayette Economic
Development Authority), making this area a hub for industrial chemistry. In 2015, Lafayette ranked among the best performing cities for the sixth time in seven years (Source: Lafayette Economic Development Authority). Lafayette MSA ranks in the top 25 metro areas in the Best Performing Cities Index, and Lafayette was ranked as the fifth best mid-sized city and the seventh best Southern city in Area Development’s 2014 Leading Locations list for economic and job growth. Lafayette also ranks as the eighth best manufacturing city in the U.S. in an analysis completed by New Geography. Job growth in Lafayette between 2008 and 2013 was 5.9% (Source: Lafayette Economic Development Authority; Forbes, April 2014). Although we will cater to a nation-wide market, local economic growth will facilitate recruitment and student placement for internships.

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry</td>
<td>52.7</td>
<td>56.2</td>
<td>54.3</td>
<td>52.3</td>
</tr>
<tr>
<td>Government</td>
<td>7.3</td>
<td>7.4</td>
<td>7.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Academia</td>
<td>37.1</td>
<td>34.9</td>
<td>36.5</td>
<td>38.9</td>
</tr>
<tr>
<td>Self employed</td>
<td>79</td>
<td>16</td>
<td>16</td>
<td>13</td>
</tr>
</tbody>
</table>

Table 1. Chemistry jobs by employer as percentage of total (Source: 2014 ACS Job Census)

Table 1 offers a breakdown of chemistry employment statistics according to employers. Industrial Chemistry consistently constitutes more than 50% of the overall job market for chemists. Important facts about chemistry (Table 2) include the fact that starting salaries for M.S.-prepared chemists are higher by $12,000 on average than those of entry-level B.S.-trained chemists. As shown in Fig. 1, this gap only widens to $17,000 as their careers progress. Thus, it makes sound economic sense for undergraduate chemistry majors to pursue graduate training in industrial chemistry.

<table>
<thead>
<tr>
<th>Year</th>
<th>Starting salaries, B.S. in chemistry</th>
<th>Starting salaries, M.S. in chemistry</th>
<th>Unemployment rate for chemists</th>
<th>Average natl. unemployment rate</th>
<th>Median salaries, M.S. in chemistry</th>
<th>Median salaries, M.S. in chemistry</th>
<th>Expected increase in chemistry jobs over the next 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>40,000(1)</td>
<td>52,000(2)</td>
<td>2.9%(3)</td>
<td>6.2%(4)</td>
<td>92,000(3)</td>
<td>80,000(4)</td>
<td>4% or 2,300 new jobs(6)</td>
</tr>
</tbody>
</table>

(1) U.S. Bureau of Labor Statistics  
(4) Worcester Polytechnic Institute

Relevance of the proposed program to the Board of Regents (BOR) Master Plan for Public Postsecondary Education in Louisiana: 2011 [Revised April, 2012]

The proposed M.S. program in Industrial Chemistry specifically addresses the following goals and objectives in the BOR 2011 Master Plan:

Goal 1, Objective 1.7: “Develop a Skilled Workforce to Support an Expanding Economy.”

The proposed Master’s program in Industrial Chemistry will train a new generation of skilled workers to support chemical manufacturing, which is critical to an economic context to the State of Louisiana. We specifically address this need in our curriculum, and describe in this proposal how these students will be trained in the classroom and laboratory. The program is designed to accommodate students in several related fields by offering the flexibility necessary to provide adequate training to full-time graduate students while, at the same time, accommodating part-time students and those who are currently employed and are interested in advancing their professional careers. Full-time students will be able to complete the proposed degree program within 1.5 years. Given the significant pay differential between B.S. trained and M.S. trained chemists, the proposed M.S. degree will be a worthwhile investment for our students.
Goal 2, Objective 2.1: “Maintain and Build Strength in Foundational Science and Technology Disciplines Identified in FIRST Louisiana.”

“Materials & Chemicals” are listed as a High Growth Target Industry by FIRST Louisiana. This is precisely the industry that we will support by way of our Master’s program. Graduates of the proposed M.S. program in Industrial Chemistry will be prepared to work and become leaders in companies that specialize in chemical production and processing.

“Recruit, cultivate, and retain research talent in the foundational sciences.”

The addition of a Master’s program in Industrial Chemistry will allow us to expand research in Applied Chemistry, an area of research that will attract additional research-active faculty and provide added incentive to retain them as members of the University scholarly community.

“Develop and maintain cutting-edge infrastructure and facilities for fundamental science and technology research.”

The proposed Master’s program in Industrial Chemistry will provide new opportunities to advance our infrastructure. We will leverage the Master’s program to secure new technologies through grants or through partnerships with local business partners. As an added benefit, we will rely on Master’s students to help operate and maintain our research instrumentation. Thus, the Department of Chemistry, among other departments within the College of Sciences and the College of Engineering, will directly benefit from the proposed M.S. degree program in Industrial Chemistry. Specifically, faculty and students in the College of Sciences and Engineering will have access to specialized instrumentation to advance their research and the education of their students.

Goal 2, Objective 2.2: “Promote Multidisciplinary and Multi-Institutional Collaborative Research Efforts.”

The proposed Master’s program in Industrial Chemistry is multidisciplinary. It brings together faculty having expertise in Chemistry, Engineering, Business, and Environmental Sciences to offer courses and graduate training in Chemistry, Geosciences, Chemical Engineering, Civil Engineering, and Management. The shared mentoring of graduate students by faculty members drawn from several different departments and colleges of the university will foster new, interdisciplinary research efforts.

“Address multi-disciplinary and multi-institutional collaborations in campus research plans.”

The multidisciplinary faculty members who will contribute to the M.S. degree in Industrial Chemistry reflect the University of Louisiana at Lafayette’s Strategic Plan for advancing multidisciplinary scholarship and research. This emphasis on multi-disciplinary and inter-disciplinary research is strongly encouraged in the university community. For example, the College of Sciences hosts a monthly seminar dedicated to interdisciplinary research. These SIMM (Sciences Interdisciplinary Monthly Meetings) highlight research programs that incorporate interdisciplinary approaches to advancing scientific knowledge and solving problems. Recently, we launched the Herman Hughes Distinguished Lecture Series that promotes interdisciplinary research. This lecture series co-hosted by the College of Sciences and College of Engineering will bring in renowned scientists who employ interdisciplinary methods to advance their research.

Goal 2, Objective 2.3: “Sustain and Advance Research Commercialization and Translational Activities that Promote Economic Development in Louisiana.”

We are embracing translational research as the primary focus of this degree program in Industrial Chemistry, with the aim of bridging the gap between fundamental and applied research. The program will bring together Professors of Chemistry, their graduate students, and professional chemists working in area industries that specialize in economically relevant applications of chemistry. We anticipate that the majority of the thesis projects of our graduate students will be dedicated to solving problems pertinent to industrial applications of chemistry. In summary, the proposed degree program, M.S. in Industrial Chemistry is specifically designed to enhance commercialization of research discoveries.

“Promote Multidisciplinary and Multi-Institutional Collaborative Research Efforts.”

The proposed M.S. program in Industrial Chemistry will promote multidisciplinary research by bringing together faculty from different departments in the College of Sciences and the College of Engineering as well as from the College of Business Administration to advise thesis research projects that are multidisciplinary. From these advisory committees, it is anticipated that some of these projects will develop into larger research endeavors that
will form the basis for multidisciplinary research proposals.

"Foster networking and strategic collaborations between higher education, government, and Louisiana's existing and prospective high-growth industry sectors."

Louisiana's High-growth industry sectors include "Materials & Chemicals." Our planned course curriculum directly supports these two sectors by enabling graduates of the M.S. in Industrial Chemistry to join the workforce in industries that produce and process chemicals. Because many of our students will work as interns for local industries, and/or will perform research projects or theses that focus on problems experienced by industry partners, strategic collaborations will form between industry and higher education. Hence, our Master's framework and educational approach of embracing translational research will readily foster collaborations between higher education and industrial and government partners.

"Build capacity in areas of competitive advantage and target niches which align with campus and State research priorities."

As described above, our course offerings in Industrial Chemistry and the student research projects and theses are intended to produce translational research vital to the well-being of the State of Louisiana. The Department of Chemistry, the College of Sciences and the University will benefit from forming close associations with area chemical industries to which we will provide a skilled workforce. Additionally, entry-level chemists working for these companies can advance their careers by seeking and advanced degree in Industrial Chemistry.

3. Relevance

Explain why this program is an institutional priority at this time. How will it (a) further the mission of the institution and (b) increase the educational attainment of the state's adult population or foster innovation through research.

The University of Louisiana at Lafayette is the largest member of the University of Louisiana System. Our proposed Master's degree program in Industrial Chemistry aligns well with UL Lafayette's strategic plan, which specifically identifies increasing "the interface between the community and university" and enhancing "the vibrancy of the State of Louisiana" as key strategic objectives. Therefore, the provision of highly skilled individuals to join the workforce, as well as the opportunity to strengthen the collaboration between academia and industry are objectives thatalign with the stated mission of our institution. The proposed M.S. program in Industrial Chemistry shall contribute to the University's ongoing development of scholars who advance knowledge and improve the material conditions of society. Two of the universities stated areas of excellence--environment and energy---complement the proposed program and overlap with the proposed target area of Industrial Chemistry.

Our proposed Master's program in Industrial Chemistry is an institutional priority at this time because of the sustained and increasing demand for industrial chemists, which is not adequately met by any educational program available within our state. The proposed M.S. program in Industrial Chemistry will not only produce an adequate workforce with high earnings potential, but also seed innovation as a result of translational research and superior training of graduate students. This result, in turn, will directly support the State of Louisiana's economic prosperity through development of a skilled, educated citizenry, which, according to the Board of Regents Master Plan, has established a goal of increasing the educational attainment of its adult citizens to the SREB average of 42% by 2025.

4. Students

Summarize student interest/demand for the proposed program.

According to information available by way of the Louisiana Board of Regents website, no Master's level programs in Industrial Chemistry currently exist in the State of Louisiana.

The following in-state programs offer graduate degrees in Chemistry, which are relevant in the context of this proposal:

| Louisiana Tech Univ., Ruston | M.S. in Chemistry with Specialization in Molecular Sciences and Nanotechnology only |
| McNeese State Univ., Lake Charles | M.S. in Chemistry with Specialization Environmental and Chemical Sciences only |
| Louisiana State University | M.S. in Chemistry, M.S. in Environmental Science, M.S. in Industrial Engineering |
| Univ. of New Orleans, New Orleans | M.S. in Chemistry, but not in Industrial Chemistry |
Louisiana Tech University offers a Master of Science degree in Molecular Sciences and Nanotechnology. The stated mission of this program is “to train graduate students in experimental, theoretical, and computational aspects of research in molecular biology, chemistry, and physics, particularly where these disciplines intersect.” Core courses include the following:

MSNT 502 Research Methods (3 hours)
MSNT 504 Seminar (1 hour)
MSNT 505 Nanotechnology Principles (3 hours) or:
MSNT 521 Principles of Cell and Molecular Biology (3 hours)
MSNT 551 Research and Thesis in Molecular Sciences and Nanotechnology (6 hours)

Our proposed program offers core training in industrial organic chemistry, the chemistry of solid-state materials and polymers, and advanced analytical and physical chemistry. Consequently, the proposed M.S. program in Industrial Chemistry will not result in a significant duplication of the M.S. program in Molecular Sciences and Nanotechnology offered at Louisiana Tech University.

McNeese State University offers a hybrid Master’s degree in Environmental and Chemical Sciences that has concentrations in Chemistry, Environmental Sciences, and Agriculture. Students may choose a thesis or non-thesis option. Of those, the concentration in Chemistry is most closely related to the proposed program. This program is structured as follows:

Thesis option:
CHEM 690 - Research in Chemical Sciences (Lab. 9, Cr. 3)
CHEM 695 - Seminar (Cr. 1)
Advisor-approved CHEM courses - 12 hours
Advisor-approved AGRI (Agriculture), AGRO (Agronomy), ANSC (Animal Science), ENSC (Environmental Science), NRCM (Natural Resources Conservation Management), or WMGT (Wildlife Management) courses - 9 hours
CHEM 699 - Thesis (Cr. 3-6) (must accrue 6 credit hours)

Non-thesis option:
CHEM 690 - Research in Chemical Sciences (Lab. 9, Cr. 3)
CHEM 695 - Seminar (Cr. 1)
Advisor-approved CHEM courses - 15 hours
Advisor-approved AGRI, AGRO, ANSC, ENSC, NRCM, or WMGT courses - 12 hours
Electives (any discipline; 500/600 level) - 6 hours

The following Chemistry courses are offered:
CHEM 512 - Advanced Inorganic Chemistry (Lec. 3, Cr. 3)
CHEM 513 - Inorganic Preparations (Lec. 1, Lab. 6, Cr. 3)
CHEM 515 - Green Chemistry and Sustainability (Lec. 3, Cr.3)
CHEM 521 - Biochemistry I (Lec. 3, Cr. 3)
CHEM 521L - Biochemistry I Laboratory (Lab. 3, Cr. 1)
CHEM 522 - Biochemistry II (Lec. 3, Cr. 3)
CHEM 523 - Quantitative Instrumental Analysis (Lec. 3, Cr. 3)
CHEM 523L - Quantitative Instrumental Analysis (Lab. 3, Cr. 1)
CHEM 524 - Organic Mechanisms (Lec. 3, Cr. 3)
CHEM 526 - Special Topics in Computational Chemistry (Lec. 3, Cr. 3)
CHEM 528 - Lasers in Chemical Analysis (Lec. 3, Cr. 3)
CHEM 529 - Bioinorganic Chemistry (Lec. 3, Cr. 3)
CHEM 550 - Industrial Chemistry (Lec. 3, Cr. 3)
CHEM 565 - Forensic Chemistry (Lec. 3, Lab. 3, Cr. 4)
CHEM 571 - Selected Topics in Science for Elementary Teachers I (Lec. 3, Cr. 3)
CHEM 572 - Selected Topics in Science for Elementary Teachers II (Lec. 3, Cr. 3)
CHEM 580 - Polymer Chemistry (Lec. 3, Cr. 3)
CHEM 601 - Advanced Organic Chemistry I (Lec. 3, Cr. 3)
CHEM 610 - Selected Topics in Biochemistry (Lec. 3, Cr. 3)
CHEM 613 - Selected Topics in Physical Chemistry (Lec. 3, Cr. 3)
CHEM 620 - Selected Topics in Organic Chemistry (Lec. 3, Cr. 3)
CHEM 631 - Advanced Analytical Chemistry (Lec. 3, Cr. 3)
There is only a modest overlap with the proposed program, notably of CHEM 580 and CHEM 601. Also, both programs offer a course covering selected/special topics in biochemistry, but due to the broad nature of this topic no direct comparison is possible. Thus, even with three courses that overlap to some degree, that is only 10 percent of the courses offered at McNeese having some overlap with courses offered in the proposed program in industrial Chemistry. While the program offered at McNeese places strong focus on the environment and resource management, the M.S. degree proposed here emphasizes industrial applications. Consequently, the two programs are substantially different in focus and content.

Louisiana State University offers a M.S. degree in General Chemistry with no specific, programmatic focus. The degree is offered with a thesis option and non-thesis option. The degree requires 36 hours of coursework of which at least 18 must be at the graduate level (7000 and above). Of the 18 hours, no more than 6 hours of credit may be based on a problems course. Because the foundation of the proposed M.S. program in industrial Chemistry and LSU’s M.S. degree program in General Chemistry are both degrees in chemistry, there likely will be some overlap in course content concerning the theoretical basis of chemistry. On the other hand, the proposed degree program in Industrial Chemistry emphasizes industrial applications of chemistry. Furthermore, the proposed degree program in Industrial Chemistry provides students with hands-on training by means of internships, project courses and thesis research in industrial settings. No comparable emphasis on the theoretical and practical application of chemistry to industry is offered in the LSU M.S. in General Chemistry. Thus, the overlap of the proposed M.S. degree in Industrial Chemistry with the M.S. in General Chemistry offered by LSU is not significant. Graduate courses offered in Chemistry at LSU appear below.

- CHEM 4563 Problems in Organic Structure Elucidation (3)
- CHEM 4564 Advanced Organic and Inorganic Laboratory (3)
- CHEM 4570 Advanced General Inorganic Chemistry (3)
- CHEM 4571 Organometallic Chemistry (3)
- CHEM 4581 Introduction to Mathematical Chemistry (3)
- CHEM 4594 Introduction to Quantum Chemistry (3)
- CHEM 4596 Chemical Thermodynamics (3)
- CHEM 4597 Introduction to Statistical Thermodynamics (3)
- CHEM 6001 Chemistry Instruction Through Demonstration and Experiments (3)
- CHEM 6002 Chemical Principles for Teachers (3)
- CHEM 6003 Laboratory Methods for Teachers (3)
- CHEM 6691 Seminar in Current Developments in Chemistry (1-3)
- CHEM 7010 Macromolecular Systems III (3)
- CHEM 7011 Macromolecular Systems IV (3)
- CHEM 7221 Chemical Dynamics and Kinetics (3)
- CHEM 7292 Special Topics in Chemical Physics (2-3)
- CHEM 7750 Special Topics in Analytical Chemistry (2-3)
- CHEM 7760 Special Topics in Organic Chemistry (2-3)
- CHEM 7770 Special Topics in Inorganic Chemistry (2-3)
- CHEM 7780 Special Topics in Macromolecular Chemistry (2-3)
- CHEM 7800 Seminar (1)
- CHEM 7901 Speaking of Macromolecules (1)
- CHEM 8000 Thesis Research (1-12 per sem.)
LSU offers other M.S. degrees with chemistry content worthy of discussion: those with an environmental focus; and one in Industrial Engineering. The M.S. degrees with environmental focus originate in the School of the Coast & Environment, namely in the Departments of Oceanography & Coastal Sciences, Oceanography and Coastal Sciences, and Environmental Sciences. Although our proposed M.S. degree in Industrial Chemistry offers two elective courses that overlap with those in LSU’s curriculum, namely Waste Water Treatment (CIVE 460) and Water Quality (ENVS 486), there is no substantial further overlap of the proposed program with any offered at LSU’s School of the Coast & Environment. The core requirements for a Master’s degree in Environmental Sciences illustrate this program differentiation:

ENVS 7700 Integrated Environmental Issues
ENVS 7995 Environmental Seminar
ENVS 4010 Applied Ecology
ENVS 4035 Aquatic Pollution
ENVS 4101 Environmental Chemistry
ENVS 4477 Environmental Toxicology — Introduction and Application
ENVS 4500 Health Effects of Environmental Pollutants

In addition, LSU offers a Master of Science degree in Industrial Engineering (MSIE). This program has both a thesis option, requiring 30 hours, and a non-thesis option, requiring 36 hours. There are four focus areas: healthcare, human factors, information technology, and supply chain. Students take a minimum of 3 courses within their primary area of specialization. The following 7000 level courses are offered:

IE 7425 Advanced Information Systems Engineering
IE 7428 Semantic Analysis
IE 7455 Lean Process Improvement
IE 7464 Work Physiology
IE 7465 Occupational Biomechanics
IE 7466 Human Interaction with Computers
IE 7467 Cognitive Ergonomics and Work Environments
IE 7541 Linear Programming Algorithms
IE 7561 Programming Methods in Operations Research
IE 7565 Metaheuristics
IE 7722 Special Topics in Industrial Engineering
IE 7724 Independent Study in Industrial Engineering
IE 7762 Supply Chain Systems
IE 7764 Logistics & Distribution Systems
IE 7765 Lean Production Systems
IE 7768 Sequencing and Scheduling
IE 7771 Design of Manufacturing Systems

Whereas the LSU M.S. in Industrial Engineering offers courses with an industrial focus, our proposed M.S. degree in Industrial Chemistry focuses on the science that underlies Industrial Chemistry. Consequently, there is little overlap in the content covered in our core courses to any of the courses listed above for LSU’s M.S. in Industrial Engineering. Indeed, our graduates would complement the graduates of LSU’s M.S. in Industrial Engineering (work side-by-side in an industrial setting) rather than directly compete for the same job opening.

The University of New Orleans (UNO) offers a Master’s degree with graduate coursework with main focus on the traditional areas of Chemistry, namely Organic Chemistry, Analytical Chemistry, Biochemistry, Physical Chemistry, Inorganic Chemistry and Medicinal Chemistry. There is no specific core requirement. Students complete 33 cr. hrs., consisting of 12 cr. hrs of electives at 5000 or higher level, CHEM 6095 (Specialized Readings), and 18 cr. hrs of 5000 or higher level CHEM courses based on the following offerings:

CHEM 5028 Physical Chemistry Laboratory
CHEM 5110 Laboratory Methods in Instrumental Analysis
CHEM 5110 Instrumental Analysis
CHEM 5210 Intermediate Organic Chemistry
CHEM 5310 Physical Chemistry
CHEM 5311 Physical Chemistry
CHEM 5140 Advanced Physical Inorganic Chemistry
CHEM 5510 Biochemistry I
CHEM 5511 Biochemistry II
CHEM 6007 Experimental Chemistry for Teachers
CHEM 6090 Specialized Readings in Advanced Chemistry
CHEM 6091 Specialized Readings in Advanced Chemistry
CHEM 6092 Specialized Readings in Advanced Chemistry
CHEM 6093 Specialized Readings in Advanced Chemistry
CHEM 6095 Seminar
CHEM 6112 Physical Methods in Analytical Chemistry
CHEM 6113 Physical Methods in Analytical Chemistry
CHEM 6115 Special Topics in Analytical Chemistry
CHEM 6117 Advanced Mass Spectrometry
CHEM 6210 Advanced Organic Chemistry
CHEM 6211 Synthetic Organic Chemistry
CHEM 6212 Structural Organic Chemistry
CHEM 6310 Advanced Thermodynamics and Kinetics
CHEM 6311 Statistical Mechanics
CHEM 6312 Chemical Bonding and Molecular Spectroscopy
CHEM 6314 Quantum Chemistry
CHEM 6316 Special Topics in Physical Chemistry
CHEM 6410 Advanced Comprehensive Inorganic Chemistry
CHEM 6411 Advanced Comprehensive Inorganic Chemistry
CHEM 6496 Special Topics in Advanced Inorganic Chemistry
CHEM 6510 Structural Biochemistry
CHEM 6513 Physical Biochemistry
CHEM 6610 Characterization of Materials
CHEM 6611 Materials Processing
CHEM 6620 Introduction to Electron Microscopy for Materials Characterization
CHEM 6621 Advanced Electron Microscopy for Materials Characterization
CHEM 6696 Special Topics in Materials Chemistry
CHEM 6710 Medicinal Chemistry

There is only modest overlap with the proposed program, notably of CHEM 6610 and CHEM 6611. Thus, overlap exists for 2/38 courses corresponding to an overlap of approximately 5%.

The nearest comparable programs to the one proposed are located at:
- Univ. of North Texas, Denton M.S. and Ph.D. in Chemistry, including a Master’s program in Industrial Chemistry
- Univ. of Orlando, Orlando, FL M.S. and Ph.D. in Chemistry, including a Master’s program in Industrial Chemistry

No Industrial Chemistry programs exist in Alabama or Mississippi.

Projected enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrolled</th>
<th>New Students</th>
<th>Graduated</th>
<th>Industry-Funded</th>
<th>Self-Funded</th>
<th>Research-Funded</th>
<th>Graduate Assistantships</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>2</td>
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<td>2</td>
<td>10</td>
<td>8</td>
<td>3</td>
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<td>11</td>
<td>6</td>
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<tr>
<td>5</td>
<td>25</td>
<td>15</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

The enrollment projections in Table 1 are conservatively based on the analysis of enrollment patterns for the most recent relevant M.S. degree program created in Louisiana (2002), entitled “Environmental and Chemical Science” at McNeese State University. Despite a significantly different focus, this program shares the CIP code of 40.0599 and provides benchmark values for anticipated enrollments. McNeese State’s M.S. program reached 33 students in just 3 years.
In addition to these projections, it is clear that the demand for graduate-level industrial chemists in Louisiana is quite high and growing. Lafayette’s 2014 unemployment rate was 4.8%, among the lowest in all metro areas measured (source: IHS). In context, while there are nearby alternatives to McNeese University’s M.S. program in Environmental Science; e.g., LSU’s B.S. program in Coastal Environmental Science with a similar focus, no in-state alternatives currently exist to the proposed M.S. program in Industrial Chemistry. A strong focus of our graduates on industrial employment is evident. In a recent survey, 67% of all responding 2009-2013 UL Lafayette Chemistry alumni found employment in industry. Over the past three years, UL Lafayette’s Chemistry program has experienced unprecedented growth, with enrollment of majors increasing by 28%. During this time, we hired three new permanent instructors and two new tenure track faculty members. Considering the fact that UL Lafayette is the second largest university in our state, it is timely to add the proposed graduate program in Industrial Chemistry at UL Lafayette.

We will recruit students from our own campus who receive B.S. degrees from Chemistry, Chemical Engineering, and Petroleum Engineering. In addition, because there is considerable overlap with Geosciences (in the areas of mining and natural resource exploration), Geosciences will contribute students to the program. As stated above, approx. 67% of those of our recent Chemistry graduates for whom employment information is available are currently employed in industry. Another 21% of the 2009-2014 Chemistry graduates enrolled in graduate programs, many in anticipation of assuming industrial leadership positions. With a current enrollment of 88 chemistry majors, we will provide a new and compelling opportunity for these graduates.

It also should be pointed out that our department is currently undergoing rapid growth. As stated above, our overall student enrollment has increased every year since 2009, or 40% between 2009 and 2015. Based on the latest enrollment figures, this trend continues. Similarly, student enrollment in all related fields (Chemical Engineering, Petroleum Engineering, Geosciences) is increasing, as is the overall enrollment at UL Lafayette.

In addition, we plan to recruit graduate students for our program regionally and nationally. One of our initial strategies will be to send out recruiting information to Chemistry programs that offer B.S. degrees in the Gulf Coast region. We will additionally use the GRE Search Service and the McNair Scholars Directory to obtain a list of potential candidates for our program and will reach out to all of them via e-mail. This approach has been a successful recruiting method for other graduate programs within our College. We also plan to extend our social media and web-based presence—including GradSchoolMatch.com and GradSchools.com—to disseminate information about our new program. Of course, corporate-sponsored returning graduate students are a target group of particular significance to us. We will rely on existing industrial partnerships (see above) to disseminate information about our new program to regional chemical companies, highlighting its flexibility and the limited impact it will have on the schedules of current employees seeking further training. In addition, we plan to disseminate information about our program on our various University web pages (e.g., department, college, Graduate School).
5. Cost

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

Our proposed program can be fully implemented with little new costs to UL Lafayette. This includes no new additional funds required for supplies, operating expenses, or travel. Costs incurred by graduate assistantships represent a minimal but necessary investment and will be matched by industry-supported internships, and offset by tuition revenue.

Our proposed program will require some refurbishments and acquisitions in order to be prepared for the projected initial influx of graduate students. A shared graduate student office will be established in MY 104; two large labs, Montgomery 118 and 221, will be partitioned using mobile dividers; and two additional hoods will be installed to serve the newly created partitions. While some desks and computers for graduate students are at hand, additional ones will have to be purchased. Projected expenses break down as follows:

<table>
<thead>
<tr>
<th>Purchase of two hoods:</th>
<th>$20,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Installation of hoods (installation of ductwork and plumbing, blower motors):</td>
<td>$16,000</td>
</tr>
<tr>
<td>Purchase of five desks, fifteen computers and a network printer for graduate students:</td>
<td>$20,000</td>
</tr>
<tr>
<td>Conversion of room 104 to a graduate student office:</td>
<td>$3,000</td>
</tr>
<tr>
<td>Partitioning of existing labs with room dividers:</td>
<td>$4,000</td>
</tr>
</tbody>
</table>

**Total, refurbishment and acquisitions:** $63,000

Furthermore, the program will be assigned four Teaching Assistantships, at $9,500/assistantship/year with tuition/fee waiver, covered by the Graduate School, to assist with undergraduate teaching and free up faculty contact time for graduate level courses. Within five years, this investment will generate a return of $4,300/semester for each self-funded or industry-funded student, or an estimated $55,900/semester for the projected thirteen self/industry-funded students. These figures are based on resident rates. The enrollment of non-resident students would generate additional funding. The availability of a graduate program will improve our department's ability to secure external funding, resulting in an estimated projected six externally funded research assistantships within five years or less as outlined in Table 1.

In preparation for the new program, a number of initiatives will be implemented as needed to ensure long-term support of the program:

1. Undergraduate General Chemistry and Organic Chemistry laboratories will be taught with the assistance of graduate students enrolled in our program, thus freeing terminally-qualified faculty to teach upper-level and graduate courses;
2. Courses assigned will be re-arranged so that qualified graduate faculty will support teaching courses in the Master of Industrial Chemistry program while other courses will be assigned to faculty who do not hold graduate status.
3. Electives will be taught by qualified faculty in the departments of Geosciences, Chemical Engineering, Civil Engineering, and the College of Business. These programs have been informed of our intent and will welcome our graduate students.
4. Internship research will be fully supported by industrial sponsors.
5. One newly hired (Fall 2016) tenure track assistant professor will establish a viable polymer research program.

Besides the four graduate assistantships requested from UL Lafayette, as many as eight will be funded by external research funds and by industry partners, either through the creation of company-sponsored assistantship or corporate funding as a business recruiting tool for graduates. The efforts of the Office of Development will be engaged to develop a corporate funding campaign.

Finally, Master's students will have full access both to the UL Lafayette and the LSU libraries, as well as resources provided through the LOUIS consortium. Recently, our institution acquired a subscription to Science Direct, an extensive database that provides access to Chemistry journals previously unavailable at UL. Other than a commitment to a continued subscription, no additional library costs are anticipated.
**SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM**

Institution: University of Louisiana at Lafayette  
Date: 3/14/17

Degree Program/Unit: M.S. Industrial Chemistry

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

### EXPENDITURES

<table>
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<tr>
<th>INDICATE ACADEMIC YEAR:</th>
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<th>SECOND</th>
<th>THIRD</th>
<th>FOURTH</th>
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<td></td>
<td>AMOUNT</td>
<td>FTE</td>
<td>Amount</td>
<td>FTE</td>
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<tr>
<td>Faculty</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<td>Graduate Assistants</td>
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<td>Support Personnel</td>
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<tr>
<td>Fellowships and Scholarships</td>
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<td></td>
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<tr>
<td><strong>SUB-TOTAL</strong></td>
<td>$19,000</td>
<td>$38,000</td>
<td>$38,000</td>
<td>$38,000</td>
</tr>
</tbody>
</table>

| Facilities             | $63,000 | $0    | $0    | $0    |
| Equipment              |        |      |      |      |
| Travel                 |        |      |      |      |
| Supplies               |        |      |      |      |
| Other (specify)        |        |      |      |      |
| **SUB-TOTAL**          | $63,000 | $0    | $0    | $0    |
| **TOTAL EXPENSES**     | $82,000 | $38,000 | $38,000 | $38,000 |

### REVENUES

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<th>AMOUNT</th>
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<td>*State Appropriations</td>
<td>$27,093</td>
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<td>$63,217</td>
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<td>*Federal Grants/Contracts</td>
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<td>*State Grants/Contracts</td>
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<tr>
<td>*Private Grants/Contracts</td>
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<tr>
<td>Expected Enrollment</td>
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<tr>
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<td>Fees (General only)</td>
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<td>*Other (specify)</td>
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<td><strong>TOTAL REVENUES</strong></td>
<td>$56,849</td>
<td>$75,798</td>
<td>$132,647</td>
<td>$189,496</td>
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</tbody>
</table>
March 22, 2016

Azmy S. Ackleh, Ph.D.
Dean, Ray P. Authement College of Sciences
University of Louisiana at Lafayette
201 Oliver Hall
1289 Girard Park Circle
Lafayette, LA 70504-3649

Dear Dr. Ackleh,

On behalf of Advanced Applied Research, I am pleased to offer strong support for the proposed Master’s degree in Industrial Chemistry at the University of Louisiana at Lafayette. The proposed MS degree will offer new courses aligned with industry needs, incorporate industry relevant training and practical experience into course design, and include industry internship opportunities that have high priority and need to be incorporated into curricula at UL Lafayette.

As a chemical research and development company with a strong presence in Louisiana, we are very enthusiastic about this initiative from UL Lafayette. We recognize an unmet need for universities in Louisiana to establish applied industry-oriented chemistry programs such as the one you are proposing. Such programs will benefit Louisiana’s chemical industries and facilitate our recruitment efforts.

I am confident that graduates of your planned program will be prepared to address current and anticipated industry needs, be they local, regional, national or international. Based on your proposed curriculum, your students will gain knowledge in all aspects of industrial chemistry ranging from product characterization to environmental and economic aspects of chemical manufacturing. The program you are developing is sufficiently flexible to allow graduates to find employment both within and outside the State of Louisiana.

We anticipate continued growth over the next years, and intend to hire highly qualified graduates to join our ranks. I am confident that graduates of UL’s future Master of Science in Industrial Chemistry program will have had excellent training and will be extremely competitive in securing these positions. Accordingly, I pledge four summer internships for students enrolled in your program.

We look forward to the establishment of your MS program in Industrial Chemistry and future collaboration. Please let me know if we can be of any further assistance.

Sincerely,

[Signature]

Dr. Rich Sapienza
Senior Science Advisor
March 30, 2016

Dr. Azmy Ackleh  
Dean, Ray P. Authement College of Sciences  
University of Louisiana  
Lafayette, Louisiana 70504

Dear Dr. Ackleh,

As President and CEO of the Lafayette Economic Development Authority (LEDA), I am pleased to offer my support for the proposed Master’s degree program in Industrial Chemistry at the University of Louisiana at Lafayette. LEDA frequently partners with UL Lafayette in our economic development efforts; and the strength of the University’s degree programs will continue to be critical to our business attraction and expansion success.

I am optimistic that this MS program will not only serve the needs of many companies in Acadiana, but will also position UL Lafayette favorably to support companies throughout Louisiana. As numerous petrochemical and LNG projects come online in south Louisiana, the need for qualified Industrial Chemists will increase. As we continue to work closely with petrochemical companies, oil and gas operations and other manufacturers, we recognize that it will take a greater output of qualified graduates to fully realize the opportunity and meet the potential workforce needs of these companies.

I am extremely proud of our collaboration and the outcomes it has produced for the region. This program will expand the UL Lafayette’s offerings by developing a program that will benefit the Acadiana region and will generate the necessary workforce for advancing our community and the state. I look forward to our continued partnership. Please let me know if I can be of any further assistance.

Sincerely,

Gregg Gothereaux  
President and CEO
March 28, 2016

Dr. Azmy Ackleh
Dean, Ray P. Authement College of Sciences
University of Louisiana at Lafayette
201 Olver Hall
1289 Girard Park Circle
Lafayette, LA 70504-3649

Dear Dr. Ackleh,

Ecoserv is honored to offer support for the College of Sciences at University of Louisiana at Lafayette (UL). With an employee recruiting market that is shared by diverse industries throughout our area; employers highly rely on UL for employee talent. UL has established many effective programs that complement the Oil and Gas Industry such as Petroleum Engineering, Geology, Environmental Science and several others just to name a few.

By UL providing a Master’s Program for Industrial Chemistry would be a huge asset to the South Louisiana Area. Not only would the Oil and Gas Industry benefit from this program, but the Medical Industry as well as our surrounding neighbors in the Petro Chemical Industry. From an Environmental standpoint and the impact that our Industry has on the Environment, Coastal Wetland and Shores it is imperative that we have access to well-educated individuals to study the effects that all industry chemicals have on our environment. With this said, by UL offering such a quality program would create more local internships, and job opportunities to our region.

Ecoserv stands in support for our local University with anticipation of a continued alliance of providing and employing students from highly effective programs that complement our industry. This direction will allow Ecoserv to offer and design up to 4 internship programs that can complement our service offerings as well as allow the interns opportunity to gain experience and practice what they have studied and been trained to do.

Mitchell LeBlanc

Mitchell LeBlanc

Vice President, EH&S
April 8, 2016

Azmy S. Ackleh, Ph.D.
Dean, Ray P. Authement College of Sciences
University of Louisiana
Lafayette, Louisiana 70504

Dear Dr. Ackleh,

On behalf of One Acadiana, I am pleased to offer my strongest support for the proposed Master’s degree program in Industrial Chemistry at the University of Louisiana at Lafayette.

One Acadiana brings together the business community across nine parishes to pursue a long-term vision of making Acadiana one of the most high-quality, sought after regions in the South for business and talent. One Acadiana is focused on delivering a new, highly professional, nationally competitive economic development program for the region, which will help manage Acadiana’s current and long-term growth, retain and grow current business, and diversify the economic base by attracting new emerging growth industries and professional talent.

One Acadiana is committed to supporting the development of a workforce that will meet the challenges of today’s economy. This year, One Acadiana is developing our Regional Workforce Development Strategy. Our initial analysis suggests that the manufacturing and energy sectors are of utmost importance to our regional economic outlook. Graduates of the MS in Industrial Chemistry program would be suitable for jobs within the priority categories needed for our region to expand in both of these sectors.

I am optimistic that this MS program will serve the needs of a variety of companies in the Acadiana region. I expect that the graduates of the Industrial Chemistry program will contribute to meeting the high-priority workforce needs of our area. Additionally, since this MS program will be the only Industrial Chemistry Master’s program in Louisiana, it will likely produce graduates that will contribute to meeting workforce needs across the state.

One Acadiana is excited about the opportunity to partner with you and to support you in accomplishing these shared goals. We look forward to our continued partnership. Please let me know if we could be of any further assistance.

Sincerely,

Jason El Kouby
President & CEO
15 April 2016

University of Louisiana at Lafayette
301 Oliver Hall, Room 201
Lafayette, LA 70504-3649
Attention: Azmy S. Ackleh, Dean

RE: Support Letter

Dear Dean Ackleh,

On behalf of Nalco Champion, I am pleased to offer strong support for the proposed Masters of Sciences degree in Industrial Chemistry at the University of Louisiana at Lafayette. The proposed MS degree will offer new courses aligned with industry needs, incorporate relevant training and practical experience into course design, and include internship opportunities that have high priority and would be beneficial to the curricula at UL Lafayette.

I am confident that graduates of your planned program will be prepared to address current and anticipated industry needs at a local, national or international level. Based on your proposed curriculum, your students will gain knowledge in all aspects of industrial chemistry ranging from product characterization to environmental and economic aspects of chemical manufacturing. The program you are developing is sufficiently flexible to allow graduates to find employment both within and outside the State of Louisiana.

We anticipate continued growth over the coming years, and intend to hire qualified graduates to join our company. I am confident that future graduates of UL’s Masters of Science in Industrial Chemistry program will receive excellent training and will be competitive in securing some of these positions. Also, our company is expanding its internship program and we feel that students enrolled in your program would be potential candidates for those positions as well.
We look forward to the establishment of your MS program in Industrial Chemistry and future collaboration. Please let me know if we can be of any further assistance.

Sincerely,

[Signature]

Matt Schmidt
Business Manager, Nalco Champion
MAS/kzp
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 22, 2017

Item F.10. University of Louisiana at Monroe's request for approval of a Proposal for a Bachelor of Science degree program in Chemistry.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval of a Proposal for a Bachelor of Science (B.S.) degree program in Chemistry. In February 2016 the Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System with approval granted by the Board of Regents in November 2016.

The proposed 120-hour baccalaureate degree will allow students to begin with a 78-hour core before choosing to stay in the "straight" chemistry major or branching into one of the following areas of concentration: Biochemistry, Forensic Chemistry, or Medicinal Chemistry. Outside of the prescribed courses, the intended curriculum would provide flexibility through a number of general electives with which a student could craft a degree that best suits individual educational interests and aspirations. The primary objectives of the intended degree program include:

- Supporting and strengthening current ULM degrees and fostering interdisciplinary collaboration;
- Producing workforce-ready students to meet the needs of the State of Louisiana;
- Establishing a curriculum with extensive exposure to laboratory, instrument, and research experience; and
- Preparing professional chemists with a strong chemistry background and interdisciplinary emphasis.

The proposed B.S. in Chemistry provides preparation for careers in industry, governmental agencies, environmental studies, pre-professional programs, and medical technology, as well as graduate study in Chemistry and other related fields. In general, chemists are active in careers such as medicinal research, biotechnology, pharmaceutical design and development, alternative energy research, nanotechnology, forensic and environmental science, as well as traditional chemical industry research, development and chemical plant process support. According to the US Bureau of Labor Statistics, pharmaceutical and biotechnical firms will drive demand for chemists over the next ten years. Along with the technical jobs noted, marketing and sales positions for biotech and pharmaceutical companies offer strong job opportunities for candidates with a Chemistry degree, especially with concentrations in Biochemistry and Medicinal Chemistry. The proposed Chemistry degree with optional
concentrations in Biochemistry, Medicinal Chemistry, and Forensic Chemistry will help meet the state's future needs for professionally trained Chemistry professionals. According to the Louisiana Workforce Commission report dated September 2015, by the year 2022, the number of job opportunities within the State for which a chemist with a B.S. degree would be qualified, will approach approximately 250 new openings annually. The proposal included letters of support from ULM's College of Health & Pharmaceutical Sciences and local businesses attesting that the proposed program would both enhance existing academic programs and help meet the State's future workforce needs for a variety of industries, including petrochemical, pharmaceutical, toxicology and environmental consulting and testing.

Although there are ten existing B.S. Chemistry programs offered by public universities in the State, ULM's intended concentrations in Biochemistry, Forensic Chemistry, and Medicinal Chemistry make it unique. With the creation of a chemistry degree and its concentrations, ULM anticipates that the proposed program will be of interest to those pursuing the Chemical Biology concentration at as well as the chemistry minor. In addition, the program will be of interest to Pre-Pharmacy students who are not accepted into the Pharmacy school (200 annually). The University also plans to aggressively market the degree to recruit students from across the state and greater region as well. ULM projects that there will be an enrollment of four students in the first year and will grow to 34 students by the fifth year. Completers are estimated at four in Year Four and six in Year Five. Programming (mentoring, advising, undergraduate research opportunities, etc.) designed to support and retain students in order to build program viability and increase student success will be put in place.

The School of Sciences has outstanding facilities for supporting the proposed degree, which will be housed in the Chemistry and Natural Sciences Building. Existing faculty and library collections are sufficient to implement the program as well. The only significant anticipated expense for the proposed program is one new faculty member to be hired in Year Two; this cost 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 University of Louisiana at Monroe's Proposal for a Bachelor of Science degree program in Chemistry.**
May 30, 2017

Dr. James 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 proposal to create a new B.S. in Chemistry degree.

The proposal narrative and the attached letters of support explain how the new Chemistry degree will support and strengthen current ULM programs, foster further interdisciplinary collaboration, and produce workforce-ready students to meet the needs of the State of Louisiana.

Thank you for considering our request.

Sincerely,

Nick J. Bruno, Ph.D.
President
Louisiana Board of Regents

AA 2.05: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE PROGRAM*  
-- Including incremental credentials building up to the Degree --  
* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.*

Date:

| Institution: University of Louisiana Monroe | Requested CIP, Designation, Subject>Title:  
| 400501, Bachelor of Science, Chemistry |

Contact Person & Contact Info  
Dr. Anne Case Hanks  
Director, School of Sciences  
University of Louisiana Monroe  
700 University Avenue  
Monroe, LA 71209  
e-mail: caschanks@ulm.edu

Date Letter of Intent was approved by Board of Regents: November 2, 2016  
Date this Proposal was approved by Governing Board:  
Planned Semester/Term & Year to Begin Offering Program: Fall 2017

1. Program Description

Describe the program concept: (a) purpose and objectives; (b) mode of delivery (on-site/hybrid/on-line). Describe plan for developing and rolling out new courses.

The School of Sciences at the University of Louisiana Monroe proposes a new degree in Chemistry with optional concentrations in Biochemistry, Forensic Chemistry, and Medicinal Chemistry. The creation of the Chemistry degree provides students with a fundamental Physical Science degree option. Creation of the concentrations with the proposed degree is a collaborative effort with Biology, Criminal Justice, and Toxicology. Chemistry supports other degree programs such as Atmospheric Science, Dental Hygiene, Medical Laboratory Science, Pre-Nursing, Pre-Pharmacy, and Radiation Technology. Since Chemistry is a hands-on laboratory based discipline, the offering of this degree necessitates an on-site program.

The primary objectives of this degree include:

- Supporting and strengthening current ULM programs, and fostering further interdisciplinary collaboration  
- Producing workforce-ready students to meet the needs of the State of Louisiana  
- Establishing a curriculum with extensive exposure to laboratory, instrumentation, and research experience  
- Preparing professional chemists with a strong Chemistry background and interdisciplinary emphasis

As part of developing the degree with the proposed concentrations, the Chemistry faculty will develop a new course in Forensic Chemistry and a new course in Medicinal Chemistry. These new courses will be offered to students by new faculty who will be hired in support of this proposed program. These new courses will be blended into a 2-year course rotation and will begin appearing on the university’s course schedule as need necessitates.

Map out the proposed curriculum, in sequence, identifying any incremental credentials and/or concentrations within the degree. Indicate which courses will be new, including those that would be offered in the new program as electives. Describe any special requirements (e.g., internships, comprehensive exam, thesis, etc.).

The degree curriculum for the Bachelor’s Degree in Chemistry outlined below closely adheres to suggested guidelines set forth by the Committee on Professional Training of the American Chemical Society (https://www.acs.org/content/dam/acsorg/about/governance/committees/training/2015-acs-guidelines-for-bachelors-degree-programs.pdf). The proposed core curriculum requires foundational backgrounds in Mathematics and Physics, and an introduction to Computer Programming, while providing students the opportunities to receive the breadth of education afforded in the University's Core Curriculum. The Bachelor’s Degree in Chemistry consists of a 78 hr Chemistry Core curriculum that includes 240 contact hours of Chemistry Laboratory instruction beyond the general Chemistry sequence. The curriculum for the traditional Bachelor’s Degree in Chemistry further includes an additional 160 contact hours of laboratory instruction. The proposed concentrations also provide laboratory instruction beyond the core in both required Chemistry and Biology coursework.
## CURRICULUM FOR A BACHELOR'S DEGREE IN CHEMISTRY (120 HOURS)

**Core Curriculum:** All Chemistry Majors will take the following courses (78 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 1020</td>
<td>Principles of Biology</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 1007</td>
<td>General Chemistry 1</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 1008</td>
<td>General Chemistry 2</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 1009</td>
<td>General Chemistry 1 Lab</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 1010</td>
<td>General Chemistry 2 Lab</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 2030</td>
<td>Organic Chemistry 1</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 2031</td>
<td>Organic Chemistry 1 Lab</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 2032</td>
<td>Organic Chemistry 2</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 2033</td>
<td>Organic Chemistry 2 Lab</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 2040</td>
<td>Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 2041</td>
<td>Quantitative Analysis Lab</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry 3020</td>
<td>Physical Chemistry 1</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 3021</td>
<td>Physical Chemistry 1 Lab</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 3050</td>
<td>Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 3051</td>
<td>Biochemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>Comp. Sci 2000</td>
<td>Introduction to Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>Physics 2007</td>
<td>University Physics 1</td>
<td>3</td>
</tr>
<tr>
<td>Physics 2008</td>
<td>University Physics 2</td>
<td>3</td>
</tr>
<tr>
<td>Physics 2009</td>
<td>University Physics 1 Lab</td>
<td>1</td>
</tr>
<tr>
<td>Physics 2010</td>
<td>University Physics 2 Lab</td>
<td>1</td>
</tr>
<tr>
<td>Math 1031</td>
<td>Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>Math 1032</td>
<td>Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>English 3024</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

### Core Curriculum Total

78 hours

**Additional required courses for a traditional B.S. Degree in Chemistry:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 3010</td>
<td>Descriptive Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 3022</td>
<td>Physical Chemistry 2</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 3023</td>
<td>Physical Chemistry 2 Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

plus, 6 hours from the following upper division chemistry courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 3052</td>
<td>Biochemistry 2</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 4007</td>
<td>Instrumental Analysis</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 4013</td>
<td>Advanced Inorganic</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 4031</td>
<td>Intermediate Organic Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry 4030</td>
<td>Advanced Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Math 2032</td>
<td>Calculus 3</td>
<td>4</td>
</tr>
<tr>
<td>Math Elective</td>
<td>Applied Linear Algebra (2002) or Differential Equations (3001)</td>
<td>3</td>
</tr>
</tbody>
</table>

### General Electives

21 hours

### TOTAL

120 Hours
# Concentrations in Chemistry

## Biochemistry Concentration

In addition to the core curriculum above, for those students interested in a B.S. degree in Chemistry with a Concentration in Biochemistry, the following courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum (as described above)</td>
<td></td>
<td>78</td>
</tr>
<tr>
<td>Biology 1021</td>
<td>Principles of Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>Biology 2014</td>
<td>General Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>Biology 2015</td>
<td>General Microbiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>Biology 2020</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>Biology 3005</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Biology 3006</td>
<td>Genetics Lab</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 3010</td>
<td>Descriptive Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 3052</td>
<td>Biochemistry 2</td>
<td>3</td>
</tr>
<tr>
<td>General Electives</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>120 Hours</strong></td>
</tr>
</tbody>
</table>

## Medicinal Chemistry Concentration

In addition to the core curriculum above, for those students interested in a B.S. Degree in Chemistry with a concentration in Medicinal Chemistry, the following courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum (as described above)</td>
<td></td>
<td>78</td>
</tr>
<tr>
<td>Biology 1021</td>
<td>Principles of Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>Biology 2020</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>Biology 2040</td>
<td>Human Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>Biology 2041</td>
<td>Human Anatomy Lab</td>
<td>1</td>
</tr>
<tr>
<td>Biology 3010</td>
<td>Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>Biology 3013</td>
<td>Human Physiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 3052</td>
<td>Biochemistry 2</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 4030</td>
<td>Advanced Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 4031</td>
<td>Intermediate Organic Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry 4040</td>
<td>Medicinal Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>General Electives</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>120 Hours</strong></td>
</tr>
</tbody>
</table>


### Forensic Chemistry Concentration

In addition to the core curriculum above, for those students interested in a B.S. degree in Chemistry with a concentration in Forensic Chemistry, the following courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum</td>
<td>(as listed above)</td>
<td>78</td>
</tr>
<tr>
<td>Biology 1021</td>
<td>Principles of Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>Biology 2020</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>Biology 3005</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Biology 3006</td>
<td>Genetics Lab</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 3010</td>
<td>Descriptive Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 4044</td>
<td>Forensic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Criminal Justice 2033</td>
<td>Forensics*</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 3001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal Justice Procedure and Evidence*</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 3030</td>
<td>Criminal Investigation*</td>
<td>3</td>
</tr>
<tr>
<td>Toxicology 1001</td>
<td>Toxicology and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>Toxicology 3001</td>
<td>Introduction to Forensic Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>General Electives</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>120 Hours</strong></td>
</tr>
</tbody>
</table>

* These courses constitute a change from the LOI previously presented to the Board for approval. The changes were made with the approval and encouragement of the program coordinator of the Criminal Justice Program.

2. **Need**

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs).

The Bachelor of Science degree in Chemistry provides preparation for careers in industry, governmental agencies, environmental studies, pre-professional programs, and medical technology, as well as graduate study in Chemistry and other related fields. In general, chemists are active in careers such as medicinal research, biotechnology, pharmaceutical design and development, alternative energy research, nanotechnology, forensics and environmental science, as well as traditional chemical industry research, development and chemical plant process support.

According to the US Bureau of Labor Statistics, pharmaceutical and biotechnology firms will drive demand for chemists over the next ten years. Along with the technical jobs stated above, marketing and sales positions for biotech and pharmaceutical companies offer strong job opportunities for candidates with a Chemistry Degree, especially with concentrations in Biochemistry and Medicinal Chemistry.

There are numerous chemical and chemical related industries represented within the state of Louisiana, including companies associated with pharmaceutical and biotech, fine chemicals, biofuels and alternative energy, fertilizers, etc. On a regular basis, all of these companies hire BS Chemistry graduates, in many cases with Medicinal and Biochemistry concentrations.

The proposed Chemistry degree program with optional concentrations in Biochemistry, Medicinal Chemistry, and Forensic Chemistry would help meet the state’s future needs for professionally trained Chemistry professionals. According to the Louisiana Workforce Commission report dated September 2015, by the year 2022, the number of job opportunities within the state for which a chemist with a BS degree would be qualified, will approach approximately 250 new openings annually. The estimated average annual salaries for these positions range from $59,000-$78,000. Job opportunities include all of the careers listed above: chemists, biochemists, chemical technician, sales and technical sales rep, health and safety specialists and science teachers.

Louisiana State CIP graduation data for the last 4-5 years shows an average of 175 students graduated with a B.S. in Chemistry
As this trend continues, a persistent deficiency between the demand and supply of qualified chemists in the state will develop and could widen over time. Approval of this proposal will allow ULM to contribute to filling this gap in the state's future need for highly trained chemists/scientists. In addition to modern up-to-date Chemistry teaching classrooms, laboratories and research facilities, ULM Chemistry faculty operate an outstanding, well-equipped instrumental analysis laboratory. These facilities will provide hands-on experience for upper-division Chemistry lab courses and undergraduate research, and will play an important role in preparing these students with the analytical and problem solving skills to create a STEM-ready workforce.

Describe how the program will further the mission of the institution.

Chemistry is often described as the Central Science, highlighting its importance to numerous scientific disciplines, such as Biology, Pharmaceutical Science, Toxicology, and Environmental Science. Therefore, the Chemistry faculty aim to provide students a modern and well-rounded education in Chemistry, which addresses its relevance to other disciplines. Our undergraduate education strives to provide the best classroom and laboratory instruction in Chemistry, and equip our students with a solid foundation for future careers or studies in professional or graduate schools.

The University of Louisiana at Monroe seeks to prepare students to succeed and contribute in a global society through transformative education. A central strategy of ULM's mission is to adapt to the rapidly changing educational environment. The proposed program in Chemistry is vital to this strategy because it will increase the quality and content of current chemical education, thus further strengthening the position of ULM as a leader in higher STEM education. The proposed program will also provide interdisciplinary concentrations of study attractive to students and employers alike.

- Several of ULM's Health Science degree programs including Pharmacy, Nursing, and Medical Laboratory Science have an essential Chemistry component. Chemistry is the linchpin essential to the ability to continue offering quality health related science programs.
- Chemistry is vital to the long-term stability and quality of programs including Atmospheric Science, Biology, Toxicology, and Chemistry Education. The addition of a Chemistry degree and advanced Chemistry courses would augment these exciting programs.
- A Chemistry degree will help attract, and most importantly, retain talented faculty and promote more interdisciplinary collaborative research. Attracting high quality faculty is the key to providing high quality education, and establishing a Chemistry degree will allow ULM to be competitive in attracting outstanding Chemistry faculty.
- Developing the Chemistry degree will provide a more robust support of ULM's flagship programs, to which Chemistry is a vital component. In order to fulfill the mission statement to prepare students to 'compete, succeed, and contribute,' the university must provide the highest quality education in all disciplines, including those that are in supporting roles, in which Chemistry currently falls, and will continue to fall for at least the short term.

A Chemistry degree will provide ULM students with a pure physical science option of study. Currently, the University only has an applied physical science option (Atmospheric Science) available to our students. Providing this important major will help in recruiting and retaining students who want the option of another physical science major. It would also help attract students seeking STEM opportunities and thus, ultimately build and serve the STEM workforce in the State of Louisiana.

- A Bachelor of Science in Chemistry degree will prepare students to continue their studies in graduate school, thus contributing to the training of future scientists for the state.
- A concentration in Forensic Chemistry will allow the disciplines of Chemistry, Criminal Justice, and Toxicology to combine their respective strengths to prepare students interested in forensic analysis, a study plan unique to ULM within Louisiana.
- A concentration in Medicinal Chemistry will furnish students with the advanced skills of organic synthesis while focusing on pharmacological applications.
- A concentration in Biochemistry will allow for an in-depth study of the chemical processes of living organisms, enhance collaboration between the Biology and Chemistry programs and provide students a robust background in physical science to prepare them for professional training in medical school, pharmacy school or dental school, while giving other students the flexibility to focus on their particular interests.
- A Chemistry degree will provide an option for Pre-Pharmacy students.
- A Chemistry degree will promote the Chemistry Education program at ULM. The Northeast Louisiana area (NELA) has a shortage of qualified high school Chemistry teachers, as does the entire state. This contributes to a nation-wide trend of high school graduates ill prepared to meet the rigors of a college level Chemistry curriculum.
A degreed Chemistry program is valuable to the University’s existing degree programs and the community, as evidenced by the attached letters of support from ULM’s College of Health & Pharmaceutical Sciences and local business interests.

As a show of support and commitment to this proposal, and in anticipation of approval of the Chemistry degree, ULM has filled one desperately needed position within Chemistry. A new tenure-track organic Chemist with research interests focusing on antimicrobial drug design has been hired.

Identify similar programs in the state and explain why the proposed one is needed: present an argument for a new or additional program of this type and how it will be distinct from existing offerings.

Chemistry programs exist at many of the State’s other universities: UNO, LSU, Southern, McNeese State, ULL, Nicholls State, LSUS and Southeastern, with another two existing within about 60 miles of ULM, LA Tech and Grambling State (GSU). Most of these universities offer a Biochemistry concentration along with the B.S. Chemistry degree, but only a few offer Medicinal and Forensic Chemistry concentrations, and none possesses the characteristic of benefiting from the strengths of currently existing programs at ULM.

Biochemistry Concentration:
Biochemistry is one of the fastest growing and most important areas of modern Chemistry. Our understanding of life is increasingly at the molecular level. Biochemistry is the study of chemical processes in living organisms, which deals with the structure and functions of cellular components such as proteins, carbohydrates, nucleic acids and lipids. Biochemistry combines Biology with the other major branches of Chemistry: organic, inorganic, physical and analytical, to explain the mechanisms of biochemical processes in living organisms. It is essential to medicine, drug discovery, and discovery of how life processes are altered by the environment and pathology.

A program such as that proposed here is recommended for students who plan to enter a medical, dental, pharmacy, or other health-related professional programs. The importance of biochemistry to the study of modern medicine is indicated by recent changes to the Medical College Admission Test (MCAT), which expects more extensive Biochemistry knowledge. It is also the ideal program for students planning to attend graduate school in Biochemistry or a related field such as Molecular Biology. Biochemists are active in careers involving pharmaceutical design and development, the study and treatment of disease, medicinal research, biotechnology, agriculture, biofuels and many other areas that are vital to our modern society.

While several state-supported universities offer a Biochemistry concentration, ULM’s proposed Biochemistry concentration has extensive flexibility through the availability of elective hours. The concentration can be customized for a student interested in satisfying prerequisites for applying to medical school, dental school, pharmacy school or graduate work in biochemistry, molecular biology, or for a student who wishes to enter the workforce directly. ULM has a large number of students in the Pre-Pharmacy track, many with no formally declared major. These students would be a natural fit for a Chemistry degree within the Biochemistry Concentration, where they will be able to complete a degree in Chemistry while applying or reapplying for Pharmacy school admission. The Pre-Pharmacy and Chemistry degree maps that appear in Appendix 1 demonstrate how seamless the transition from the Pre-Pharmacy program to the Chemistry major would be for interested students because the first three years of the Biochemistry concentration and the Pre-Pharmacy track are very similar. This provides an ease of transition with minimal loss of credit between Pre-Pharmacy track and the Chemistry degree. Most of the 87 hours of the Pre-Pharmacy curriculum apply to the Biochemistry Concentration.

Medicinal Chemistry Concentration:
In addition to providing critically needed health care services, Louisiana’s health care sector represents powerful “economic engines” whose business operations significantly impact its communities’ economies (from a report of the Louisiana Department of Health http://new.dhh.louisiana.gov/assets/oph/pcrh/pcrh/Louisiana.pdf). Healthcare related professions are the fastest growing sector of the economy and are among the highest paying jobs. Medicinal Chemistry is on the front lines of healthcare as the discipline responsible for making new drugs, with medicinal chemists as the third most abundant Chemistry occupation behind analytical and organic chemists, according to a recent American Chemical Society survey. The Medicinal Chemistry concentration provides a focus on the design, synthesis, and mechanism of action of drugs that are part of an overall broad-based chemical education that emphasizes organic and analytical chemistries to complement the specific Medicinal Chemistry coursework. This understanding will be invaluable to students interested in, for example, a career in the pharmaceutical or biotech industry, a career as a drug rep, or pursuing a healthcare profession such as medicine, dentistry, or pharmacy.

The average BS Chemistry graduate earns a 23% higher salary than the average BS degree graduate and Medicinal Chemists earn an average 48% higher salary than the average BS chemist (www.salaryexplorer.com). Medicinal Chemists have a wide array of career opportunities ranging from pharmaceutical and biotechnology industry to government drug regulatory agencies and clinical research labs. Approximately 80% of Medicinal Chemists are employed by the industry sector.

Despite the demand for Medicinal Chemists and the proposed rewards of financial gain for the students, only UNO offers a
Medicinal Chemistry concentration within the state. The proposed ULM Chemistry program with the Medicinal Chemistry concentration will produce trained undergraduates in which students will be introduced to the drug design, discovery, and development cycle. Both the Medicinal Chemistry and Biochemistry concentrations can serve to create a pipeline of students for ULM’s Pharmacy PhD program. Overall our proposed Chemistry program will serve the healthcare sector of Louisiana and, thus, improve the economy of the state by providing highly trained Medicinal Chemistry graduates.

Forensic Chemistry Concentration:
Forensic Chemistry is a concentration within the Chemistry program that expands the field of career options for Chemistry and other science students. Forensic Chemistry, which plays a crucial role in the criminal justice system, is an applied science that requires the integration of scientific knowledge and skills in the examination, analysis, interpretation, reporting, and testimonial support of physical evidence. Students will understand and perform laboratory techniques in analytical chemistry, biochemistry, microbiology, and cell/molecular biology, and be able to use their knowledge to understand criminal procedures and Chemistry’s role for problem solving.

Forensic Chemists are generally employed in state and federal crime-laboratories, law enforcement agencies, medical examiners’ and coroners’ offices associated with government agencies, and in private laboratories involved in pharmaceutical and toxicology applications. The Forensic Chemistry concentration proposed here also provides a comprehensive foundation for students planning for graduate studies in Forensic Chemistry, Forensic Science, or Analytical Chemistry, and will prepare them for careers in industrial, governmental, or academic settings.

As mentioned above, Forensic Chemistry is an integrated science with the inclusion of Biology, Chemistry, Toxicology and Criminal Justice. Among all the state supported universities, only UNO and GSU offer concentrations in Forensic Chemistry, but neither have supporting programs in both Criminal Justice and Toxicology, as ULM does. The proposed ULM Forensic Chemistry concentration would be interdisciplinary in nature, with Biology, Toxicology, and Criminal Justice courses woven into the curriculum. Louisiana Delta Community College (LDCC) in Monroe, LA has a newly approved AAS degree in Basic Forensic Science. ULM will work with Delta Community College to identify and recruit qualified students for the ULM Chemistry program.

With the support of the aforementioned programs and facilities, the proposed ULM Chemistry program can provide high-quality professional preparation, while providing the flexibility of customized professional training for students interested in pursuing a career in Biochemistry, Medicinal, or Forensic Chemistry, or training in preparation for entry into a professional healthcare program, thus enhancing the professional workforce of the state. Upper-level Chemistry courses will be offered that could enrich existing degree programs at ULM such as Toxicology and Biology. Additional upper-level courses will serve to support and promote the Chemistry Education degree by helping to produce qualified Chemistry teachers for the state.

If approved, will the program result in the termination or phasing out of existing programs? (Is it a replacement?) Explain.

Approval of this program will not result in the termination or phasing out of any existing program at ULM.

If a Graduate program, cite any pertinent studies or national/state trends indicating need for more graduates in the field. Address possibilities for cooperative programs or collaboration with other institution(s).

Not Applicable.

3. Students
Describe evidence of student interest. Project the source of students (e.g., from existing programs, or the prospects of students being recruited specifically for this program who might not otherwise be attracted to the institution).

After reviewing successful Chemistry degree programs from peer institutions, we concluded that a degree with optional tracks/concentrations will be more engaging and attractive to students than a conventional Chemistry degree. The latter degree, which was terminated in May 2011 as part of the Board of Regents low completer review, was traditional in nature, offering only a B.S in Chemistry. We believe that the degree proposed here will be more attractive to students than the degree offered prior to 2011.

In 2012, a concentration titled 'Chemical Biology' was created within the Biology degree to accommodate students who had a strong interest in Chemistry. Since its inception, an average of 6 students have enrolled per year in the concentration. We believe that students with an interest in Chemical Biology would more likely choose a Chemistry degree.

Traditionally, Pre-Pharmacy students were not expected to declare a major, and most students remained in this non-degree track.
As many as 200 Pre-Pharmacy students are not accepted annually to Pharmacy school. A few years ago, a change in practice was initiated, encouraging Pre-pharmacy students to declare a major while completing their pre-professional requirements. Given the competitive nature of professional schools (pharmacy, medical, dental schools), students with a declared major have a pathway to a degree regardless of their acceptance, and in most respects students in a declared degree track are also more competitive in the application process. The Pre-Pharmacy curriculum requires 19 credit hours of Chemistry. By adding roughly 22 credit hours of Chemistry, students can complete degree requirements for a B.S. in Chemistry. The proposed concentrations in Chemistry will provide viable options for students interested in pharmacy school, while providing them highly desirable and useful skill sets in the event they are ultimately not accepted.

In the past, the Chemistry faculty engaged in outreach activities at local high schools. This program had some success at stimulating interest, although it was not a comprehensive or systematic effort. We intend to establish a strong outreach and recruitment program that will include our vibrant, multiple award winning American Chemical Society (ACS) student chapter. This effort will include a greater emphasis on creating a pipeline of regional students into the new Chemistry program.

Specific recruiting efforts will include the following:

- On campus recruiting venues including Bravos on the Bayou (our biannual recruitment event), freshmen registration (PREP), and Majors Exploration Fair (during a student’s first semester) provide an in-house arena for advertising the new Chemistry program.

- Re-establishing the outreach program mentioned above, visiting area high schools presenting chemistry demonstrations and encouraging students to consider the sciences, will actively advance recruitment.

- An informative outreach recruitment campaign consisting of posters, fliers, and an updated website that features role model students and/or faculty. The posters can be provided to local schools for addition to their bulletin boards, or placed in advertising spaces in high traffic areas on campus and in the community. The fliers will be available to distribute when Chemistry faculty and students visit area high schools, and also during the University recruiting events listed above.

- Word of mouth advertising has been shown to be one of the best modes of advertising. We will encourage our current and former students to talk about ULM and the Chemistry program to their family and friends who are currently deciding upon a college commitment. This will serve to get the word out about the good things happening in Chemistry at ULM.

- ULM is working on an agreement to have a medical school from New York locate a campus in Monroe. The creation of a campus in which students would pursue a Doctor of Osteopathic Medicine degree in Monroe would generate substantial interest at the undergraduate level in pre-medical options including the Biochemistry Concentration.

Recruiting students to the Chemistry program is just the first step of the process. We must also retain those students in the ULM Chemistry program, and help them complete their goals and the program in a timely manner. To that end we will employ the following strategies:

- Students majoring in Chemistry will have one assigned advisor throughout their time at ULM. The students will be divided among the several faculty members so that each faculty member will have a small, limited number of advisees. This will allow each faculty advisor to employ appreciative advising and thus create a more personal relationship with the students, where the advisor can steer the student to success, and advise them concerning their total college experience and not simply on which classes to take.

- The School will establish a peer mentor program for beginning Chemistry majors, pairing them with existing more senior Chemistry/science majors. Initially, this program will take advantage of members of the ACS student chapter as mentors. As time progresses members of the ACS chapter may continue to participate, but the program will rely more heavily on Chemistry majors as those students become available.

- The Chemistry faculty will provide more opportunities for undergraduate laboratory research and at an earlier point in the student’s academic career. These opportunities will spark the students’ interests in Chemistry earlier and thus provide them greater motivation to work in the classroom and thus succeed.

- The Chemistry program will offer majors only sections of our general Chemistry lectures. This will allow us to offer sections with smaller numbers of students, allowing greater interaction between individual students and lecturers that are not available in the large lecture halls. Results of research conducted at Binghamton University of the State University of New York (2002) supports an inverse relationship between class size and student success and retention. The larger the
class size, the less student success is observed and the lower the retention rates.

Students within their first year who are at-risk as identified via the University effort, First Alert, will be required to meet with their advisor to discuss options to help them succeed within the major.

Project enrollment and productivity for the first 5 years, and explain/justify the projections.

We are confident that with the restructuring of the Chemistry degree, the targeting of existing ULM student populations currently in the Pre-Pharmacy track and Chemical Biology students, along with a concerted effort at recruiting within the area, we will see a sufficient number of Chemistry majors. Combining these recruiting efforts with the retention efforts presented above, we also believe that the numbers of projected majors presented below are attainable and sustainable beyond the fifth year.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>6</td>
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</tbody>
</table>

Provide enrollment/completer data for closely related programs currently offered at the institution.

Current enrollment data in science and health programs at ULM shows 372 students in Pre-Pharmacy, 725-Pre-Nursing, 79-Medical Laboratory Science, 336-Biology, 98-Toxicology, and 33-Atmospheric Science, all requiring at least some study in Chemistry. This indicates that over 1500 of ULM’s current students have taken, are currently taking, or will take some Chemistry at the University level.

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

There is no special preparation that students will need, except for a solid foundation in applied mathematics.

If a Graduate program, indicate & discuss sources of financial support for students in the program.

Not Applicable.

4. Faculty

List present faculty members who will be most directly involved in the proposed program: name, present rank; degrees; courses taught; other assignments.

The current Chemistry faculty are listed below. Included are each faculty's name, degree level, rank, years of service to ULM, Chemistry specialty, and courses typically taught. Each faculty member has an average 12-hour student contact teaching load each semester, 15 hours for instructors.

Dr. Sharon Cruse, PhD: Assistant Professor (Tenured)- 30 years- Medicinal, Introductory Chemistry, General Chemistry, Chemistry for Teachers

Dr. Gary Findley, PhD: Professor (Tenured)- 21 years- General Chemistry, Physical Chemistry

Dr. Richard Thurlkill, PhD: Associate Professor (Tenured)- 9 years- Biochemistry, General Chemistry, Organic Chemistry, Biochemistry

Dr. Emad El-Giar, PhD: Associate Professor (Tenured)- 10 years- Analytical, General Chemistry

Dr. Siva Muru, PhD: Assistant Professor (Tenure Track)- New hire- Organic/Medicinal, Organic Chemistry

Dr. Heath Barnett, PhD: Assistant Professor (Non-Tenured)- 5 years- Physical/Inorganic, Introductory Chemistry, General Chemistry

Dr. Sahar Atwa, PhD: Instructor (Non-Tenured)- 3 years- Analytical, Introductory Chemistry, General Chemistry

Mr. Buddy Barnett, MS: Instructor (Non-Tenured)- 10 years- Analytical/Organic, Introductory Chemistry, General Chemistry, Organic Chemistry

Mr. Andrew Cox, MS: Instructor (Non-Tenured)- 3 years- General Chemistry, Organic Chemistry
Project the number of new faculty members needed to initiate the program for each of the first five years. If it will be absorbed in whole or part by current faculty, explain how this will be done. Explain any special needs.

Chemistry is typically subdivided into five major sub-disciplines: Organic Chemistry, Physical Chemistry, Analytical Chemistry, Inorganic Chemistry, and Biological Chemistry (Biochemistry). The specialty areas of the existing chemistry faculty cover all of these major sub-disciplines; therefore, there is no need for additional faculty necessary to initiate the program.

We have established a two-year rotation for our course offerings. With this rotation, all of the required courses will be offered within any two-year period. During the second year of the program we aim to hire one new tenure track faculty member with a specialty, in Forensic Chemistry. This added faculty member will allow us to fill our course offerings in the two-year rotation with no impact on the faculty.

<table>
<thead>
<tr>
<th>Course no., title</th>
<th>Fall (even)</th>
<th>Spring (odd)</th>
<th>Fall (odd)</th>
<th>Spring (even)</th>
<th>Summer 1</th>
<th>Summer 2</th>
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<tr>
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<td>1050, Physical Sci for Elem. Teachers*</td>
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<tr>
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<td>2041, Quant Analysis Lab</td>
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<td>3010, Descriptive Inorganic/Lab</td>
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<tr>
<td>3020, Physical Chem 1*</td>
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<tr>
<td>3021, Physical Chem 1 Lab</td>
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<td>3022, Physical Chem 2*</td>
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<tr>
<td>3051, Biochemistry Lab</td>
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<tr>
<td>3052, Biochemistry 2*</td>
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<tr>
<td>4007, Instrumental Analysis</td>
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<tr>
<td>4013, Advanced Inorganic Chem</td>
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<tr>
<td>4030, Advanced Organic Chem</td>
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<tr>
<td>4031, Intermediate Organic Chem</td>
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<tr>
<td>4040, Medicinal Chem</td>
<td>X</td>
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<tr>
<td>4044, Forensic Chem</td>
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<tr>
<td>4099, Undergraduate Research</td>
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<td>X</td>
<td>X</td>
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</tbody>
</table>

* These courses are currently offered by the university in support of other programs.
Describe involvement of faculty – present and projected – in research, extension, and other activities and the relationship of these activities to teaching load. For proposed new faculty, describe qualifications and/or strengths needed.

The Chemistry faculty are expected to maintain an average teaching load of 12 contact hours per semester, 15 hours for instructors. Tenured or tenure-track faculty are also expected to establish and maintain an active research program. This active research is expected not only to allow the faculty member to promote their own scholarship, but also to provide research opportunities for undergraduate students. Chemistry faculty are provided research space within the Chemistry and Natural Sciences Building, CNSB, for their research efforts. Instructors are not expected to maintain active research.

The Chemistry faculty are also committed to recruiting students to the new program and as a result will voluntarily seek recruiting opportunities among local prospective students.

We propose the hiring of a new faculty member, as stated above, with a specialty in Forensic Chemistry. This new position will be a tenure track position for a PhD Chemist, and this new hire will be expected to establish a research program in Forensic Chemistry.

5. Library and Other Special Resources
Are present library holdings in related fields adequate to initiate the program? To meet program needs in the first 5 years, what will be needed? Do other institutions have library resources available to faculty & students for the proposed program?

The ULM university library does have the necessary holdings and internet accessibility to support the proposed program. Part of our internet accessibility is the availability of SciFinder Scholar, a powerful web based topic search engine, through which the faculty are able to access American Chemical Society journals, such as:

| Journal of the American Chemical Society | The Journal of Organic Chemistry |
| Langmuir                  | The Journal of Physical Chemistry |
| Biochemistry              | Macromolecules                 |
| Analytical Chemistry      | Inorganic Chemistry            |
| The Journal of Chemical Education |

Indicate/estimate total expenditure for the last two fiscal years in library acquisitions for fields or departments offering or related to the proposed program.

For the last two fiscal years, the ULM library has spent around $13,000 in Chemistry related titles.

Project library expenditures needed for the first 5 years of the program.

We anticipate that no change in library expenditures for the first 5 years in support of the proposed program.

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

N/A

6. Facilities and Equipment
Describe existing facilities (classrooms, labs, offices, etc) available for the program. Describe present utilization of these facilities that are assigned to the sponsoring department.

The School of Sciences has outstanding facilities for supporting the proposed Chemistry degree program, which will be housed in the Chemistry and Natural Sciences Building (CNSB) on the ULM campus. This existing infrastructure results in a significant reduction in the program’s estimated start-up costs. CNSB has laboratory space dedicated to teaching and research, with 10 dedicated Chemistry teaching labs, and 6 dedicated Chemistry research labs, a large stockroom, laboratory preparation areas and balance rooms. These facilities have recently undergone renovations resulting in high-quality, modern laboratories that are stocked and equipped with a full complement of glassware and up-to-date equipment, including state of the art fume hoods. A Chemistry Learning Center with 14 computers provides support to Chemistry classes. The building also houses a well-stocked Instrumental Analysis Laboratory with several modern chemical analysis instruments dedicated to teaching and research. These instruments will serve a strong supporting role in the new program and include the following:

- 300 MHz FT-NMR
- Perkin-Elmer Spectro 100 FT-IR
- Shimadzu Spectrofluorophotometer (RF-5301)
- Agilent Triple Axis Quadrupole GC-MS
- Waters HPLC (Model 600)
- Spectro Cirox-Vision ICP-OES
- Perkin-Elmer Fluorescence Spectrometer (LS-55)
- 2 Shimadzu UV-Vis Spectrometers (UV 1601)
- Finnigan-MAT Ion-Trap GC-MS
- Hewlett Packard, and Agilent GCs with multiple detection capabilities
A Chemistry Stockroom and Instrumental Analysis Laboratory Manager supervises the operations in the stockroom, laboratory preparation and the Instrumental Analysis Laboratory.

Describe the need for new facilities (e.g., special buildings, labs, remodeling, construction, equipment), and estimate the cost, proposed sources of funding, and estimated availability for program delivery.

The array of instrumentation and infrastructure, along with the laboratories, classrooms and office facilities stated above are already in place to house the proposed program with the expected increases in students and faculty. No additional funds for laboratory space, office space or instrumentation would be needed to initiate the proposed program.

7. Administration
In what department, division, school, college, or center/institute will the proposed program be administered? How will the new program affect the present administrative structure of the institution?

The proposed program will be housed in the Chemistry and Natural Sciences Building (CNSB) and will be housed administratively in the School of Sciences of the College of Arts, Education and Science. The current administrative structure of the University will only be affected by the need of a program coordinator for the program. The program coordinator serves as a point of contact in recruiting and retention and works closely with the School of Science to schedule classes.

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

The most subscribed major in the School of Sciences is Biology. This major will be enhanced by the provision of a Chemistry major, since the latter will entail the introduction of new courses of potential interest to Biology majors. The addition of new faculty will also increase the frequency of Chemistry course offerings that are currently required of Biology majors. These new faculty will permit a leveling of Chemistry course loads for present faculty who are currently research active, thereby making research experiences for undergraduate students more widely available within the School of Sciences. Collaborative research among Biology, Chemistry and various Pharmacy faculty will be stimulated to improve upon the introduction of the Chemistry major.

The School of Sciences lacks a major in Physics however, service courses within Physics are regularly offered by tenured faculty. The requirement of University Physics I and II (i.e., calculus-based physics) in the Chemistry curriculum will increase the demand for the Physics offerings overall. The same effect is anticipated for Calculus I and II in the Mathematics curriculum.

8. Accreditation
Describe plan for achieving program accreditation, including: name of accrediting agency, basic requirements for accreditation, how the criteria will be achieved, and projected accreditation date.

There is no specific program accreditation for Chemistry programs. The American Chemical Society (ACS) provides optional program certification based upon guidelines and recommendations of its Committee on Professional Training, however, at this time there is no intention by the University to pursue certification from the American Chemical Society.

The proposed program will strengthen the University's SACS accreditation. The new program will better enable the University to attract and retain highly qualified faculty, which will provide a more stable academic/teaching environment for the General and Introductory Chemistry course series. This in turn will help with SACS reviews and reaccreditation.

If a graduate program, describe the use of consultants in developing the proposal, and include a copy of the consultant's report as an appendix.

Not applicable.

9. Related Fields
Indicate subject matter fields at the institution which are related to, or will support, the proposed program; describe the relationship.

Related fields include Biology, Toxicology, Medical Laboratory Science and Pre-Pharmacy.

- Biology- All Biology majors are required to take General Chemistry 1 and 2, and Organic Chemistry 1. Depending on the concentration, a Biology major may be required to take Organic Chemistry 2 and Biochemistry 1.
- Toxicology - All Toxicology majors are required to take General Chemistry 1 and 2, and Organic Chemistry 1 and 2, and some also take Biochemistry, some also take Quantitative analysis when offered and Instrumental Analysis.
- Medical Laboratory Science- All MLS students must take General Chemistry 1 and 2, and at least Organic Chemistry 1.
- Pre-Pharmacy- All Pre-Pharmacy students are required to take General Chemistry 1 and 2, Organic Chemistry 1 and 2.
10. Cost & Revenue

Summarize additional costs to offer the program, e.g., additional funds for research needed to support the program; additional faculty, administrative support, and/or travel; student support. How will the program affect the allocation of departmental funds?

The only significant anticipated expense for the program is the expense of one new faculty member whose salary is presented in the summary at the end of this proposal ($54,000 & benefits [40%], with a 3% annual cost-of-living increase). The infrastructure in support of the new program is already in place, and no additional administration or staff support is anticipated. A minimal increase in expenditure for travel ($1500) and supplies ($500) is expected each year beginning in Year 2.

*On the separate budget form, estimate new costs and revenues for the projected program for the first four years, indicating need for additional appropriations or investment by the institution.

Outside of revenue from tuition & fees, explain and justify any additional anticipated sources of funds, e.g., grants (in hand, promised, or in competition), institutional funds, etc.

None predicted.

CERTIFICATIONS:

Primary Administrator for Proposed Program  Date

Provost/Chief Academic Officer  Date

Management Board/System Office  Date
SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: University of Louisiana at Monroe
Date: May 25, 2017

Degree Program, Unit: B.S. in Chemistry; School of Sciences; College of Arts, Educ., & Sciences

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

<table>
<thead>
<tr>
<th>EXPENDITURES</th>
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<tbody>
<tr>
<td><strong>INDICATE ACADEMIC YEAR:</strong></td>
</tr>
<tr>
<td></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>
</tr>
<tr>
<td><strong>SUB-TOTAL</strong></td>
</tr>
</tbody>
</table>

| AMOUNT | AMOUNT | AMOUNT | AMOUNT |
| Facilities | $ | | | $ |
| Equipment | 1500 | 1500 | 1500 |
| Travel | 500 | 500 | 500 |
| Supplies | | | | |
| **SUB-TOTAL** | $ | | $ | $ |
| **TOTAL EXPENSES** | $0 | | $77,800 | $79,868 | $82,204 |

<table>
<thead>
<tr>
<th><strong>REVENUES</strong></th>
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<tr>
<td>*Federal Grants/Contracts</td>
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<tr>
<td>*State Grants/Contracts</td>
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<tr>
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<tr>
<td>Fees</td>
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<td>*Other (specify)</td>
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<td><strong>TOTAL REVENUES</strong></td>
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* Describe/explain expected sources of funds in proposal text.

LA BoR – Program Proposal
Appendix 1:

Proposed Biochemistry Concentration and Pre-Pharmacy Curriculum Degree Map

<table>
<thead>
<tr>
<th>First Year Biochemistry Concentration</th>
<th>First Year Pre-Pharmacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1001</td>
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May 2, 2017

Dr. Anne Case-Hanks, Director
School of Sciences
The University of Louisiana at Monroe

RE: Support for Bachelor of Science Degree in Chemistry

The Department of Toxicology enthusiastically supports reinstating the Bachelor of Science Degree in Chemistry at ULM. A strong chemistry education is vital for a variety of sciences and professional health programs including but not limited to, Biology, Toxicology, Nursing, Pharmacy, Medicine, and Medical Laboratory Science. Having a major in Chemistry will attract high-quality faculty and students, strengthen programs with a heavy concentration in chemistry such as Toxicology, and provide an important economic workforce need to the state and region. For example, chemists are needed in a variety of industries including petrochemical, pharmaceutical, and environmental consulting and testing. Offering a chemistry major at ULM will attract students and provide the education and expertise needed to significantly contribute to these industries. Because understanding chemistry and biochemistry provide many of these skills and are a fundamental driver in the business and commerce sector of our society, chemists and biochemists are likely to remain in continual demand. Even in times when unemployment rates are high, the chemist remains one of the most highly sought-after and employed scientists. In addition, concentrations could be developed in the major such as Forensic Science, which would provide further job opportunities as well as strengthen the Forensic Science tract in Toxicology. Providing dual majors with other sciences would also increase competitiveness of graduates as they seek job opportunities or apply to graduate and professional programs.

Sincerely,

Dr. Betty Blaylock, Dean
College of Health and Pharmaceutical Sciences
The University of Louisiana at Monroe

Dr. Kevin Baer, Professor and Head
Department of Toxicology
The University of Louisiana at Monroe
May 15, 2017

Dr. Richard Thurlkill
Associate Professor, Biochemistry
University of Louisiana Monroe, School of Sciences
Chemistry and Natural Sciences Building 223
700 University Ave.
Monroe, LA 71209

Re: Re-establishment of BS Degree in Chemistry

Dear Dr. Thurlkill,

PAAC supports the University of Louisiana Monroe’s Chemistry program and its faculty, and recognizes that chemistry is one of the core sciences essential to the role of any comprehensive university, and to the continued excellence of the ULM’s Health Sciences and Pharmacy programs.

ULM’s Chemistry program was recommended for discontinuance as a part of the “low completer” review process. This was done even though the University’s Pharmacy and Health Sciences, which are centerpiece programs along with many others, require high quality chemistry classroom instruction and laboratory experiences.

Re-establishment of the BS Degree in Chemistry would certainly award the department the ability to attract high quality faculty, therefore providing ULM the ability to further efforts in providing a high quality education to their students. By re-establishing the program, ULM would gain national attention in the Chronicle of Higher Education which would positively impact ULM on a local and national level, and attract more students to pursue a BS in Chemistry.

As an environmental company, PAAC supports the training of future chemist and others who study physical and health science related disciplines.

Sincerely,

Dean Blackett
Petroleum and Automation Consultants
Owner/CEO
University of Louisiana Monroe
Chemistry & Natural Science Building
700 University Drive
Monroe, LA 71209

To whom it may concern:

I am writing today in support of the chemistry department and faculty of ULM. Argent Mineral Management, LLC is a full service Oil and gas management and consulting firm. As I'm sure you are well aware, the oil and gas industry in Louisiana is a major economic and industrial force. This industry accounts for almost 25% of the total state revenues and employs more than 100,000 people (roughly 6% of the state's total workforce). This 6% earns almost 12% of the total wages paid in Louisiana, or about 4.34 billion dollars. Hydrocarbons have and will continue to fuel our state and country for years to come.

For the reason stated above, I support the training of future chemists, re-establishing the B.S. Degree in Chemistry. This will surely help attract high quality faculty, thence providing high quality educations, thence attracting more quality students to the chemistry program, and lastly, providing our industry with the young talent that is needed in today's dynamic energy business.

Best Regards,

Logan J. Hunt
Property Consultant
August 26, 2016

Dr. Sushma Krishnamurthy
Director, School of Sciences
University of Louisiana at Monroe
CNSB 310
700 University Avenue
Monroe, LA 71209

RE: Support for B.S. in Chemistry at University of Louisiana Monroe (ULM)

Dear Dr. Krishnamurthy,
We are delighted to know that ULM has submitted a Letter of Intent to the Louisiana Board of Regents as an important first step to develop a B.S. in Chemistry.

ANGUS Chemical Company, the world’s only company dedicated to manufacturing nitroalkanes and their derivatives, is located in Sterlington, LA. We employ scientists, chemical process and discipline engineers and application chemists. ANGUS strongly supports ULM in its efforts to establish a chemistry degree. As such, we will consider offering internships for chemistry majors in order to provide the students hands-on experience in the industry and chemical processes.

We are pleased to be partners with ULM in producing the next generation of chemists.

Sincerely,

Tina Murray
Site Manager
To whom it may concern:

My name is Landon Hunt and I am employed as a Deputy Sheriff in Lincoln Parish. I am grateful for the opportunity to write and tell you that I support the training of future Chemist at the University of Louisiana at Monroe. Law Enforcement is directly involved with an enormous amount of Hazardous Materials being transported on the highways and railways daily. We also deal with an extremely dangerous problem known as crystal methamphetamine. As you know the chemicals used in manufacturing methamphetamine are toxic, corrosive, explosive, flammable, etc. The byproducts of a meth lab contaminate their surroundings with highly explosive chemical compounds and harmful fumes. Abandoned labs are basically ticking time bombs. It has become a huge problem in the State of Louisiana. In the past Law Enforcement as a whole has not been equipped or trained to deal with these labs. I believe that by ULM reestablishing their chemistry degree, it will directly help the law enforcement community by providing a fine education to a large group of students who in turn will be available as Chemist, Hazmat Technicians, Forensic Scientist, etc. Thank you for your time.

Sincerely,

Sgt. Landon Hunt
Sirs/madams,

S&E Fabrications, LLC would like to extend their support in the pursuit of reestablishing University of Louisiana at Monroe’s Chemistry Bachelors Degree Program.

We are locally owned and operated. We have, in the past, utilized ULM Chemists and were pleased with their knowledge and work ethics. ULM has an obligation to provide the best education in the area of Chemistry as well as in other areas that pertain to physical and health science related disciplines. Attracting well qualified, knowledgeable faculty will insure the success in these programs.

This, in fact, reflects directly to the dedication and pride ULM takes in its students.

Sincerely,
Deborah L. Bricklen

S&E Fabrications, LLC
Sushma Krishnamurthy, Ph.D.
Professor of Biology
Director, School of Sciences
700 University Ave
Monroe, LA 71209
318-342-1813 (Off)
318-342-1790 (Fax)

Letter of Support

I am so excited to learn there is a possibility that ULM may get a chemistry degree reinstated.

Being the manager of Martin Gas, a LPG company, we are in constant need of chemistry and related programs.

We have several LPG labs at our facilities and require the need of your program as a future investment to the strength of our company.

The superb support we have received from your department and faculty has been extremely appreciated. I would hate this to not to prevail.

Please for the encouragement of future chemists that would love to have a home in north Louisiana and take advantage of surrounding businesses, I strongly encourage that you would continue your strong program.

Best Regards,

John Curtis
Terminal Manager
Sushma Krishnamurthy, Ph. D.
Professor of Biology
Director, School of Sciences
University of Louisiana at Monroe
700 University Avenue
Monroe, LA 71209

RE: Chemistry Program

Dr. Krishnamurthy,

I am excited to learn that there is a possibility of ULM getting a chemistry degree reinstated. I think that would be a very good thing to the state and the country as the need for chemists is growing rapidly.

The biggest industry in the State of Louisiana is the petro-chemical industry. In order for that industry to grow and to grow the economy of the state, we need to support and grow chemistry education.

Therefore please feel free to share this letter or my opinion and I will invite anyone wishing to call me and further discuss this to do so.

If I can help any further, please let me know.

With best regards

Charles H Edwards III
Item F.11. University of Louisiana at Monroe’s request for approval of a Letter of Intent for a Doctor of Physical Therapy degree program.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval of a Letter of Intent for a Doctor of Physical Therapy (DPT) degree program. Given the breadth of health science programs at ULM, the institution believes this addition would be a natural extension of the University’s offerings; is consistent with the role, scope and mission; and aligns with the institutional priorities.

The purpose of the DPT program will be to prepare students to achieve the educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing healthcare environment. The curriculum of the proposed program will be designed to meet the standards and required elements adopted by the Commission on Accreditation in Physical Therapy Education (CAPTE) and will include content and learning experiences:

- in the biological, physical, behavioral and movement sciences necessary for entry level practice. Topics covered will include anatomy, physiology, genetics, exercise science, biomechanics, kinesiology, neuroscience, pathology, pharmacology, diagnostic imaging, histology, nutrition, and psychosocial aspects of health and disability.
- in communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidenced-based practice and applied statistics.
- about the cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urological systems; system interactions; differential diagnosis; and the medical and surgical conditions across the lifespan commonly seen in physical therapy practice.
- designed to prepare students to achieve educational outcomes required for initial practice of physical therapy.

The Louisiana Workforce Commission lists physical therapists as a 5-star job with a statewide demand of 140 openings per year through 2024. The need for physical therapists is expected to remain strong into the foreseeable future as the US population ages and the demand for physical therapy services grows. In Louisiana there only two accredited DPT programs (LSUHSC-Shreveport and LSUHSC-New Orleans), and they annually admit a maximum of 71 students in total with the number of qualified applicants well exceeding the number of available
spots. With a three-year completer average of 68 DPT students, and assuming all of these graduates remain in-state upon completion, the current situation produces an unmet demand of 72 physical therapists per year for at least the next seven (7) years. Letters of support from healthcare providers convey the need for more physical therapists and support ULM in the establishment of the proposed DPT in order to address this gap.

The University currently offers 18 degree programs in the health sciences, more than any public institution in the state except for the LSU Health Science Centers. Their vision is to be recognized among the top 200 universities in the nation for excellence in teaching, research, and innovation, with an emphasis on the health sciences. Given ULM’s prominence in Louisiana health sciences education, adding a DPT program to their program inventory builds on a solid supporting array of programs that will offer plenty of opportunities for collaboration. ULM is uniquely positioned for student interest/demand for the proposed program with the largest undergraduate pre-PT program in the state, typically graduating in excess of 40 students per year as a concentration in their Bachelor of Science (B.S.) in Kinesiology. The University plans to annually admit 30 students for the proposed program. Data from the 2015-16 admission cycle show that 270 Louisianans applied for admission to physical therapy schools, so there are plenty of in-state residents interested in this profession to fill all three state schools, even if only half of the applicants are qualified for admission.

Program implementation will require the infusion of personnel to include a program director, clinical director, five additional faculty members, and an administrative assistant over the course of the first four years. Renovation of existing facilities to meet classroom, office and laboratory needs will be necessary as will the purchase of research and instructional equipment. Cost associated with travel for faculty to existing DPT programs to help develop accreditation documentation and to establish clinical sites will also be incurred. Anticipated expenditures for the first four years are as follows: YR1 - $973K; YR2 - $644K; YR3 - $787K; and YR4 - $1.1M. No students will be enrolled during YR1 so neither state appropriations nor self-generated revenue from tuition and fees will be produced. Rather, a group of investors has expressed a willingness to donate funds for personnel expenses at the start of the program ($239K). The remaining expenses for YR1 ($734K) will be budgeted from ULM reserve funds or will be paid through a short-term loan that would be serviced with future revenue generated by the proposed program. After YR1 program costs will be offset by a final donation from investors ($214K in YR2), state appropriations, and 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 University of Louisiana at Monroe’s Letter of Intent for a Doctor of Physical Therapy degree program.**
May 30, 2017

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

Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) respectfully requests approval of the attached Letter of Intent (LOI) for a Doctor of Physical Therapy (DPT) program.

Physical therapists are a five-star job in Louisiana with an annual salary of $80,000 and 140 openings per year expected statewide through 2024. The current DPT programs at the LSU Health Sciences Centers annually graduate 65 students, so there is an unmet need for these professionals in Louisiana. Data from 2015-16 show that 270 Louisianans applied for admission to physical therapy schools and suggests that there is a sufficient number of in-state residents to fill the seats at the LSU Health Sciences Centers and the 30 ULM would admit each year.

The many letters attached to the LOI further demonstrate the need described above and show a strong desire among the health care community for approval of our request.

Given the breadth of health science programs at ULM, we feel this addition would be a natural extension of our offerings; is consistent with our role, scope, and mission; and aligns with our institutional priorities.

Thank you for consideration of our request.

Sincerely,

Nick J. Bruno, Ph.D.
President

Enclosure
Louisiana Board of Regents

Letter of Intent to Develop a New Academic Program [Oct 2015]

General Information

| Institution: | University of Louisiana Monroe |
| Date: | Requested CIP Designation, Subject/Title: |
| | 51.2308, DPT, Doctor of Physical Therapy |

Contact Person & Contact Info:

Dr. Ken Alford, Director of the School of Health Professions, alford@ulm.edu, 318-342-1307

1. Program Objectives and Content

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

The purpose of the Doctor of Physical Therapy (DPT) program will be to prepare students to achieve the educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing health care environment. Its curriculum will be designed to meet the standards and required elements (http://www.capteonline.org/uploadedFiles/CAPTEorg/Portal/CAPTEPortal_PTStandardsEvidence.doc) adopted by the Commission on Accreditation in Physical Therapy Education (CAPTE) and will include content and learning experiences:

- in the biological, physical, behavioral and movement sciences necessary for entry level practice. Topics covered will include anatomy, physiology, genetics, exercise science, biomechanics, kinesiology, neuroscience, pathology, pharmacology, diagnostic imaging, histology, nutrition, and psychosocial aspects of health and disability.
- in communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidenced-based practice and applied statistics.
- about the cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems; system interactions; differential diagnosis; and the medical and surgical conditions across the lifespan commonly seen in physical therapy practice.
- designed to prepare students to achieve educational outcomes required for initial practice of physical therapy.

A semester-by-semester sequence of courses in the curriculum is attached. No concentrations are planned at this time.

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 Louisiana Workforce Commission lists physical therapists as a 5-star job with a statewide demand of 140 openings per year through 2024 (http://www.laworks.net/Downloads/LMI/20142024Occupations_AllProStatewide.xls). In 2015, the average annual wage for physical therapists in the state was approximately $80,000. No doubt, at least some of this need reflects the graying of America as the baby boomers age and retire. However, only two DPT programs exist in the state (LSUHSC-Shreveport and LSUHSC-New Orleans), and they admit only 65 students per annum. Assuming that all of these students are successful and remain in-state after graduation, the current situation produces an unmet need of 75 physical therapists per year for at least the next 7 years. The support letters attached further attest to the need in the state for additional physical therapists.

The University of Louisiana at Monroe (ULM) proposes to help meet this need by admitting 30 students per year to a DPT program on its campus. Data from the 2015-2016 admission cycle show that 270 Louisianans applied for admission to physical therapy schools (see http://www.ptcas.org/uploadedFiles/PTCASorg/About_PTCAS/PTCASApplicantDataRpt.pdf), so there are plenty of in-state residents interested in this profession to fill all three state schools, even if only half of the applicants are qualified for admission. Therefore, we expect to fill our classes each year with the vast majority of students being state residents and anticipate no negative effects on the LSUHSC programs.

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.

ULM currently offers 18 degree programs in the health sciences, more than any public institution in the state except for the LSU Health Science Centers. Our vision is to be recognized among the top 200 universities in the nation for excellence in teaching, research, and innovation, with an emphasis on the health sciences. Given ULM’s prominence in Louisiana health sciences education, adding a DPT program to our program inventory builds on a solid supporting array of programs (e.g.,
4. Students
Summarize student interest/demand for the proposed program.

ULM is uniquely positioned for student interest/demand for the proposed program with the largest undergraduate pre-PT program in the state, typically graduating in excess of 40 such students per year as a concentration in our BS in Kinesiology. These students have proven to be highly competitive for acceptance into PT schools across the state and region. Quite literally, the pre-PT student graduates of ULM could potentially serve to completely fill available seats in the proposed program. Furthermore, as already explained above, data from the 2015-2016 admission cycle show that 270 Louisianans applied for admission to physical therapy schools (see http://www.ptcas.org/uploadedFiles/PTCAS org/About_PTCAS/PTCASApplicantDataRpt.pdf), so there are plenty of in-state residents interested in this profession to fill all three state schools, even if only half of the applicants are qualified for admission.

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.

First year (2018-19): Start-up costs
A program director ($100,000 + benefits annually) and administrative assistant ($28,000 + benefits annually) are needed for at least one year before students are accepted into the program and classes begin as that they may submit the application for initial accreditation to CAPTE. In addition, a clinical director ($85,000 + benefits annually) must be on-site for at least six months before the initial cohort of students begins classes so that clinical sites for the students' practical training may be located and memoranda of understanding may be arranged and approved. Funds are allocated for renovation of an existing facility to meet classroom, office, and laboratory needs and to bring the building up to ADA standards ($450,000). Another $277,300 is allocation to purchase office and laboratory equipment needed for instruction. Travel funds ($5,000) are estimated for the program and clinical directors to visit existing DPT programs to help develop the accreditation document and to establish sites for clinical experiences. Operating expenses such as telephone and copier charges are estimated at $2,500. No students will be enrolled during this time so neither state appropriations nor self-generated revenue from tuition and fees will be produced. Rather, a group of investors has expressed a willingness to donate funds for personnel expenses at the start of the program ($238,700 in the first year). The other expenses ($734,800) will be budgeted from ULM reserve funds or will be paid through a short-term loan that is serviced with future revenue as described below in Years three and four.

Second year (2019-20): Initial cohort admission
One additional faculty member ($87,550 + benefits annually) is added to teach courses and to provide a student:faculty ratio < 12, as mandated by CAPTE. Salaries are augmented by 3% to account for cost-of-living increases. Additional building renovations ($50,000) for research laboratories and equipment for a biomechanics laboratory ($137,100) are included to support instruction and research. Travel and operating expenses ($14,000 each) are allocated for faculty to visit clinical sites and attend professional meetings and to provide the necessary materials for operating the program. Revenue for the year results from a final donation of $215,100 from the investors and from the first cohort of 30 students paying tuition and fees ($16,145 per year, the current LSUHSC-SHV rate increased by 3% per year for two years). No appropriation from the state is indicated since formula funding lags SCH generation by one year.

Third year (2020-21): Second cohort admission
Two additional faculty members (each at $90,176 + benefits annually) are added to teach courses and to provide a student:faculty ratio < 12, as mandated by CAPTE. Salaries are augmented by 3% to account for cost-of-living increases. Additional research and instruction equipment is allocated at $50,000. Travel and supplies ($21,000 each) are allocated for faculty to visit clinical sites and attend professional meetings and to provide the necessary materials for operating the program. Revenue for the year results from students (a cohort of 30 new students and those retained from the first cohort assuming an attrition rate of 4%) paying tuition and fees ($16,630 per year, a 3% increase from the previous year) and from state formula funds based on the previous year's SCH production, FY2017 formula parameters, and an appropriation increased in proportion to the estimated increase in ULM's formula calculation. Revenue in excess of expenses will be used either to restore reserve funds or to service the loan amount used in year 1.
Fourth year (2021-22): Third cohort admission, first graduating class
Two and one-half additional faculty members (each at $92,882 + benefits annually) are added to teach courses and to
provide a student:faculty ratio < 12, as mandated by CAPTE. Salaries are augmented by 3% to account for cost-of-living
increases. Additional research and instruction equipment is allocated at $50,000. Travel and operating expenses ($22,500
each) are allocated for faculty to visit clinical sites and attend professional meetings and to provide the necessary materials
for operating the program. Revenue for the year results from students (a cohort of 30 new students and those retained
from the first and second cohorts assuming an attrition rate of 4%) paying tuition and fees ($17,129 per year, a 3% increase
from the previous year) and from state formula funds based on the previous year’s SCH production, FY2017 formula
parameters, and an appropriation increased in proportion to the estimated increase in ULM’s formula calculation. Revenue
in excess of expenses will be used either to restore reserve funds or to service the loan amount used in year 1. At the end
of this year, 28 students would be expected to graduate from the program.

CERTIFICATION:

[Signature]

Chief Academic Officer

Date

[Signature]

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 Monroe  
**Date:** May 1, 2017

**Degree Program, Unit:** Doctor of Physical Therapy, School of Health Professions

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

### EXPENDITURES

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<td>*State Grants/Contracts</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>*Private Grants/Contracts</td>
<td>$238,700</td>
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<td>Expected Enrollment</td>
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<td><strong>TOTAL REVENUES</strong></td>
<td>$238,700</td>
<td>$699,208</td>
<td>$1,478,236</td>
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* Describe/explain expected sources of funds in proposal text.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tr>
<td><strong>Summer Semester (First Year)</strong></td>
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<tr>
<td>Human Anatomy</td>
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<td>Human Physiology</td>
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<td><strong>Subtotal</strong></td>
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<td><strong>Fall Semester (First Year)</strong></td>
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</tr>
<tr>
<td>Neuroanatomy</td>
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<tr>
<td>Research I</td>
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<td>Clinical Decision-making</td>
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<tr>
<td>Differential Diagnosis</td>
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<td>Neuroscience I</td>
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<tr>
<td>Introduction to Patient Care</td>
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<tr>
<td>Clinical Procedures (Rotate thru every clinical setting in groups of 5 across semester)</td>
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<td><strong>Subtotal</strong></td>
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<td>Biomechanics and Ergonomics</td>
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<tr>
<td>Clinical Orthopaedics</td>
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<tr>
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<tr>
<td>Physical Agents and Mechanical Modalities</td>
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<tr>
<td>Evaluation and Management of patients with Musculoskeletal Disorders</td>
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<tr>
<td>Clinical Externship I (8-week Monday rotation)</td>
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<td>Evaluation of Patients with Locomotor Dysfunction</td>
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<td><strong>Subtotal</strong></td>
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<tr>
<td>Manual Therapy I</td>
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<td>Principles of Laboratory and Radiological Medicine</td>
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<tr>
<td>Physiological Adaptation to Exercise and Nutrition</td>
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<td>Clinical Externship II (6-week full time rotation, primarily Outpatient Ortho setting)</td>
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<td>Prosthetics and Orthotics</td>
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<td>Evaluation and Management of patients with Cardiopulmonary Disorders</td>
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<tr>
<td>Neuroscience II</td>
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<tr>
<td>Physical Therapy Across the Lifespan</td>
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<td>Manual Therapy II</td>
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<td>PT Intervention for Selected Medical Conditions</td>
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<td>Research IV</td>
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<td>Pharmacology</td>
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<td>Wellness</td>
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<td>Evaluation and Management of patients with Disorders of the Integumentary System</td>
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<tr>
<td>Course</td>
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<td>---------------------------------------------</td>
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<td>Educational Practice</td>
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<tr>
<td>Women's Health</td>
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<tr>
<td>Business Administration and Marketing</td>
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<tr>
<td>Therapeutic Exercise II</td>
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<td>Research V</td>
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<td>Clinical Internship I (Two 10-week rotations)</td>
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<td>Subtotal</td>
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<td>Clinical Internship II (10-week rotation)</td>
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<td>Subtotal</td>
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<td><strong>Any Semester</strong></td>
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<tr>
<td>Independent Study</td>
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<tr>
<td>Total</td>
<td>116+</td>
</tr>
</tbody>
</table>
Brett Rachal P.T.
2600 Tower Dr.
Monroe, LA 71201
brett.rachal@stfran.com

May 23, 2017

Dr. Joseph Rallo
Commissioner of Higher Education
P.O. Box 3677
Baton Rouge, LA 70821-3677

Dear Dr. Joseph Rallo,

I would like to take this opportunity to voice my overwhelming support for the development of a Doctor of Physical Therapy Program at the University of Louisiana at Monroe (ULM). I have been a licensed physical therapist in the state of Louisiana for the past twenty-two years. During this time, I have had the privilege to practice physical therapy and manage the Department of Physical Therapy at St. Francis Medical Center, a not for profit hospital, located in Northeast Louisiana. I have been an active member of the American Physical Therapy Association (APTA) and the Louisiana Physical Therapy Association (LPTA) since 1995. As a member, I held the office of the Monroe District Chairman (1996-2001) and State Treasurer (2002-2005).

One of the primary roles I have had as the manager of the physical therapy department is the recruiting and retention of physical therapists. For the past twenty plus years our hospital, along with the majority of the hospitals in our region, have endured a constant struggle to maintain adequate physical therapy staffing. With the state of Louisiana producing a maximum of sixty-five physical therapy graduates per year, St. Francis Medical Center, as well as, many other health care providers in the state, have had to take extreme measures to recruit the necessary number of physical therapists to meet their needs. Most of these measures are extremely costly and are not conducive to long term retention. During my eighteen years of managing therapy services, we have utilized recruiting agencies to assist in locating available physical therapists. We have had to enlist the services of both domestic and foreign trained physical therapists, with many coming from the Philippines, Canada and Europe. All of

309 Jackson Street • P.O. Box 1901, Monroe, LA 71210-1901 • Phone (318) 327-4000
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the recruiting services require “finder’s fees”, which range from 15-30% of the physical therapist’s annual salary ($80,000). These fees are in addition to the normal fees associated with recruiting, such as; relocation, housing, sign-on bonus, education payments, etc,. This quickly makes the staffing process a very costly endeavor. Having the Doctor of Physical Therapy Program produce an additional thirty (30) physical therapy graduates each year, would certainly lessen our burden on filling these voids. This is especially true, given the fact that the graduates would be from the state of Louisiana and familiar with Northeast Louisiana, allowing a much higher retention rate.

Currently, St. Francis Medical Center employs thirteen physical therapists and has jobs posted for another two positions. Of the thirteen physical therapists employed, only two have received their physical therapy degree from an institution inside the state of Louisiana. Five of the remaining eleven, myself included, are born and raised in state of Louisiana, but had to seek their degrees at an institution outside of the state. Aside from helping to alleviate the need for physical therapists in the region, the proposed Doctor of Physical Therapy Program would also create educational and career opportunities for those students from within the state of Louisiana.

Recent state legislation has granted the licensed physical therapists in the state of Louisiana “Direct Access.” This amendment to the physical therapy practice act will allow the profession to assume a much larger role in the health care arena throughout Louisiana. Research has proven that physical therapy is both cost efficient and effective in providing pain relief and in the treatment of many neurological and musculoskeletal conditions. The Centers for Disease Control and Prevention warns that the US is in the midst of a “prescription painkiller overdose epidemic” and recommends safe alternatives like PT for most pain management. Facts such as these, demonstrate the increasing need for physical therapists in health care. With health care budgets shrinking, both on the federal and state level, it is important that we can meet these needs in a cost effective manner. The development of the Doctor of Physical Therapy Program at ULM would be a giant step in the right direction.

The Doctor of Physical Therapy Program at ULM would; help reduce the shortage of physical therapists in the region, increase access to quality health care in the region, provide opportunity to students seeking to become physical therapists in our state, and provide our community and region with a boost of revenue and pride.
It is with this in mind, and without reservation, that I give my strongest support and recommendation for the development of The Doctor of Physical Therapy Program at ULM.

Sincerely,

Brett Rachal P.T.
Manager St. Francis Outpatient Rehabilitation
(318) 966-7273
May 25, 2017

Dr. Joseph C. Rallo
Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 80802

RE: Letter of Support for Establishing DPT Program at ULM

Dear Dr. Rallo:

On behalf of the physicians and staff of North Louisiana Orthopaedic & Sports Medicine Clinic, I ask that you please accept this letter as an expression of our support for the establishment of a Doctor of Physical Therapy (DPT) program at the University of Louisiana at Monroe (ULM).

Our orthopedic surgeons routinely experience how integral Physical Therapists are to the chronic health management and post-operative rehabilitation processes. In addition, we foresee the demand for PT services to only increase as our population ages and the baby boomer generation continues to reach Medicare age en masse over the next several years. Further, we know that well-trained PTs provide significant quality of life improvements to people of all ages, especially those having to cope with chronic conditions, illnesses, and injuries. We also have firsthand knowledge that PTs are capable of earning six figure salaries and are therefore significant contributors to our local and state economies.

The need for additional qualified PTs becomes more clearly evident after considering Louisiana Workforce Commission’s report entitled Long-Term Occupational Projections to 2024. This report projects a current and prospective demand for PT services within Louisiana that can only be met if 140 new PTs are produced each year. Unfortunately, Louisiana’s two existing DPT programs (LSU Health Sciences Centers in New Orleans and Shreveport) only admit a total of 65 DPT students each year.

We believe that establishing a DPT program at ULM is the logical answer to this PT supply/demand labor gap. Having the state’s only Doctor of Pharmacy program, in addition to eighteen well-recognized undergraduate programs related to health-science, ULM is a proven leader for providing quality undergraduate education to aspiring therapists, and would represent a natural pipeline of enrollees at a ULM-affiliated DPT program. The success of ULM’s Occupational Therapy master’s program in addition to the likelihood that ULM will soon be affiliated with a Doctor of Osteopathic Medicine program adds reason to our argument.

For these reasons, North Louisiana Orthopaedic & Sports Medicine endorses the creation of a DPT program at ULM. For the sake of our citizens, I sincerely hope that the Board of Regents will also recognize the need for cultivating and retaining additional PT professionals within our state by approving a DPT program at ULM very soon.

Sincerely,

Kevin Goldman, CPA, MBA
CEO
May 8, 2017

Dr. Joseph C. Rallo
Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 80802

Dear Dr. Rallo:

Please accept this letter as an expression of my support for the development of a Doctor of Physical Therapy (DPT) program at the University of Louisiana at Monroe (ULM).

America is aging and older people are more likely to experience injuries or develop diseases that negatively impact their mobility and increase their pain. Physical therapists (PTs) help such people improve their movement and manage their pain. They are important contributors to the rehabilitation, treatment, and prevention of patients with chronic conditions, illnesses, or injuries.

Although the state has two DPT programs (at the LSU Health Sciences Centers in New Orleans and Shreveport), it is in desperate need of additional qualified PTs. The existing programs admit a total of 65 DPT students each year and that number is well short of our need even assuming that all of them stay in-state after graduation. To give you an idea of our need, I would point to the estimates published by the Louisiana Workforce Commission in their Long-Term Occupational Projections to 2024. Those data show that Louisiana will need 140 new PTs each year, half filling newly created positions and half filling positions that have become vacant since the previous year. These people commonly make $80,000 per year but may earn over $120,000 per year depending on their experience and location.

ULM is uniquely and ideally suited for such a program. It is well known for having the state’s only public Doctor of Pharmacy program, and its nursing program has received top-10 national rankings for several years. These and the many other health sciences programs at ULM are of the highest quality as indicated by the passage rates of their graduates on national licensure examinations commonly being at 100% each year or being well above the national average. The likelihood that Monroe will have a Doctor of Osteopathic Medicine program on the ULM campus further adds reason to start a DPT at ULM.
As someone whose business is in health care, I know the value of PTs and have observed the growing need for these professionals within Louisiana. I strongly urge the Board of Regents to approve the creation of a DPT at ULM as quickly as possible.

Sincerely,

Matthew Walton, NFA
May 11, 2017

Dr. Joseph C. Rallo  
Commissioner of Higher Education  
Louisiana Board of Regents  
1201 N. Third St., Suite 6-200  
Baton Rouge, LA 80802

Dear Dr. Rallo:

The University of Louisiana at Monroe (ULM) is requesting permission to start a Doctor of Physical Therapy (DPT) program, and I am writing to convey my support for their proposal.

Today, many people that were born during the Baby Boomer generation are remaining active later in life and being active has caused many of them to sustain injuries from running, playing tennis or being involved in other sports. Others are beginning to need joint replacements, while others are starting to experience the effects of arthritis. Many of the baby boomers are in nursing homes and they need some form of physical therapy. Physical therapists are extremely important because they help people recover from surgery and regain the needed mobility or manage the pain they are suffering. Physical therapists are important health care professionals whose work helps to influence the quality of life for all generations.

The Bureau of Labor Statistics Occupational Outlook Handbook has projected that the need for PTs is expected to grow by 34% from 2014 to 2024, which is a faster rate than average for all occupations. Therefore, the need for Physical therapists will exists in Louisiana. The salary of a physical therapist pays quite well with a median annual salary in 2016 of $85,400, so physical therapists are important contributors to the local and state economies.

Although the LSU Health Sciences Centers in New Orleans and Shreveport have DPT programs, it is very clear that more physical therapists will be needed in the future for the state of Louisiana. ULM is a great place to add a Doctor of Physical Therapy program given the strength in the health sciences it has from offering the state’s only public Doctor of Pharmacy program and other well recognized programs such as nursing, radiologic technology, occupational therapy, dental hygiene, speech language pathology, and gerontology. Several years ago, in occupational therapy the need for more masters-trained professionals were recognized. During that time, ULM made a proposal and was approved to offer a Master of Occupational Therapy program that has become quite successful, graduating 25 students per year with no effect on the New Orleans or Shreveport programs.

Given this information, I hope you can understand why I support creating a DPT program at University of Louisiana at Monroe. Clearly there is a need for more people trained in this profession, and the state has an ideal place for that to occur with a proven model to use as a guide. If the need is not fulfilled, the quality of life for many people in Louisiana will be negatively impacted.

Sincerely,

Beth Coplin  
Administrator
May 5, 2017

Dr. Joseph C. Rallo
Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 80802

Dear Dr. Rallo:

I am very pleased to learn that the University of Louisiana at Monroe (ULM) is requesting permission to start a Doctor of Physical Therapy (DPT) program. I am writing to convey my support for their proposal.

I am the executive director of the Louisiana Nursing Home Association (LNHA). LNHA represents approximately 250 of Louisiana’s nursing facilities. I have been working for LNHA for 26 years and have seen the profession change dramatically, especially in the last 10 years. One of the most dramatic changes has been in ability of nursing facilities to rehabilitate residents and have them regain functional ability. Nursing facility residents are returning to their former residence at a much higher rate than ever before and the quality of life is improving for those remaining in the facility. While there are many health care disciplines that are part of the rehabilitation process, physical therapy is one of the key health care disciplines in the restorative process.

National statistics show that 10,000 people are enrolling in Medicare daily. The media has termed the aging of America as the “Silver Tsunami.” This tsunami will increase the demand for physical therapists both in nursing facilities and in the community as although we are aging, we are not aging “healthier.”

Having another DPT option in addition to the LSU Health Sciences Centers in New Orleans and Shreveport will help meet this future need. ULM is the perfect place to add such a program given the strength in the health sciences it has from offering the State’s only public PharmD program and well-recognized programs in nursing, radiologic technology, occupational therapy, dental hygiene, speech-language pathology, and gerontology. In fact, a similar situation to this one existed several years ago in occupational therapy with a need for more masters-trained professionals and limited availability for students at the Health Sciences Centers. When that need was recognized, ULM proposed and was approved to offer a Master of Occupational Therapy program that has become quite successful, graduating 25 students per year with no effect on the New Orleans or Shreveport programs.

Please consider granting ULM’s request and assist.

Sincerely,

Mark D. Berger, CPA, CGMA
Executive Director
Louisiana Nursing Home Association
May 5, 2017

Dr. Joseph C. Rallo
Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 80802

Dear Dr. Rallo:

The University of Louisiana at Monroe (ULM) is requesting permission to start a Doctor of Physical Therapy (DPT) program, and I am writing to convey my support for their proposal.

As a member of the Baby Boomer generation, I am evidence of the graying of America. Many of us are remaining active later in life than our parents or grandparents and are incurring injuries from running, playing tennis, or being involved in other sports. Others are starting to need joint replacements or are beginning to experience the effects of arthritis. Some are even in nursing homes. Physical therapists (PTs) help these people recover from surgery and regain mobility or manage the pain they are suffering. They are important health care professionals whose work influences the quality of life.

I have checked the Bureau of Labor Statistics Occupational Outlook Handbook and found that the need for PTs is expected to grow by 34% from 2014 to 2024, a rate faster than the average for all occupations. I would fully expect a similar need exists in Louisiana. These jobs pay quite well with a median annual salary in 2016 of $85,400, so PTs are important contributors to the local and state economies.

Although the LSU Health Sciences Centers in New Orleans and Shreveport have DPT programs, it is clear that more PTs will be needed in the future. ULM is the perfect place to add such a program given the strength in the health sciences it has from offering the state’s only public PharmD program and well-recognized programs in nursing, radiologic technology, occupational therapy, dental hygiene, speech-language pathology, and gerontology. In fact, a similar situation to this one existed several years ago in occupational therapy with a need for more masters-trained professionals and limited availability for students at the Health Sciences Centers. When that need was recognized, ULM proposed and was approved to offer a Master of Occupational Therapy program that has become quite successful, graduating 25 students per year with no effect on the New Orleans or Shreveport programs.

Given this information, I believe you will see why I support creating a DPT program at ULM. There is a clear need for more people trained in this profession, and the state has an ideal place for that to occur with a proven model to use as a guide. If that need is not met, I fear that the quality of life for Louisianans will be negatively impacted.

Sincerely,

David Glass
Chief Compliance Officer
May 5, 2017

Dr. Joseph C. Rallo
Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 80802

Dear Dr. Rallo:

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Sincerely,

[Signature]

Douglas Roulware
President
May 5, 2017

Dr. Joseph C. Rallo
Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 80802

Dear Dr. Rallo:

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Sincerely,

Diane Wimberly
Administrative Assistant
May 5, 2017

Dr. Joseph C. Rallo  
Commissioner of Higher Education  
Louisiana Board of Regents  
1201 N. Third St., Suite 6-200  
Baton Rouge, LA 80802

Dear Dr. Rallo:

The University of Louisiana at Monroe (ULM) is requesting permission to start a Doctor of Physical Therapy (DPT) program, and I am writing to convey my support for their proposal.

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Although the LSU Health Sciences Centers in New Orleans and Shreveport have DPT programs, it is clear that more PTs will be needed in the future. ULM is the perfect place to add such a program given the strength in the health sciences it has from offering the state’s only public PharmD program and well-recognized programs in nursing, radiologic technology, occupational therapy, dental hygiene, speech-language pathology, and gerontology. In fact, a similar situation to this one existed several year ago in occupational therapy with a need for more masters-trained professionals and limited availability for students at the Health Sciences Centers. When that need was recognized, ULM proposed and was approved to offer a Master of Occupational Therapy program that has become quite successful, graduating 25 students per year with no effect on the New Orleans or Shreveport programs.

Given this information, I believe you will see why I support creating a DPT program at ULM. There is a clear need for more people trained in this profession, and the state has an ideal place for that to occur with a proven model to use as a guide. If that need is not met, I fear that the quality of life for Louisianans will be negatively impacted.

Sincerely,

Tina Ware  
Controller

1000 Chinaberry Drive, Ste. 200  
Bossier City, Louisiana 71111  
Phone: (318) 658-9977 / Fax: (318) 658-9979  
E-mail: Info@prioritymgt.com
May 5, 2017

Dr. Joseph C. Rallo
Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 80802

Dear Dr. Rallo:

The University of Louisiana at Monroe (ULM) is requesting permission to start a Doctor of Physical Therapy (DPT) program, and I am writing to convey my support for their proposal.

As a member of the Baby Boomer generation, I am evidence of the graying of America. Many of us are remaining active later in life than our parents or grandparents and are incurring injuries from running, playing tennis, or being involved in other sports. Others are starting to need joint replacements or are beginning to experience the effects of arthritis. Some are even in nursing homes. Physical therapists (PTs) help these people recover from surgery and regain mobility or manage the pain they are suffering. They are important health care professionals whose work influences the quality of life.

I have checked the Bureau of Labor Statistics Occupational Outlook Handbook and found that the need for PTs is expected to grow by 34% from 2014 to 2024, a rate faster than the average for all occupations. I would fully expect a similar need exists in Louisiana. These jobs pay quite well with a median annual salary in 2016 of $85,400, so PTs are important contributors to the local and state economies.

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Sincerely,

Sheila Stomps
Corporate Accounts Manager

1000 Chinaberry Drive, Ste. 200
Bossier City, Louisiana 71111
Phone: (318) 658-9977 / Fax: (318) 658-9979
E-mail: Info@prioritymgt.com
May 5, 2017

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Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 80802

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As someone whose business is in health care, I know the value of PTs and have observed the growing need for these professionals within Louisiana. I strongly urge the Board of Regents to approve the creation of a DPT at ULM as quickly as possible.

Sincerely,

Matt Machen
Chief Executive Officer
May 5, 2017

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Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 80802

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Sincerely,

[Signature]

Steven Boulware
Vice President
May 5, 2017

Dr. Joseph C. Rallo  
Commissioner of Higher Education  
Louisiana Board of Regents  
1201 N. Third St., Suite 6-200  
Baton Rouge, LA 80802

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Sincerely,

Derek Flower
Staff Accountant
May 5, 2017

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Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA  80802

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Sincerely,

[Signature]

Almee Campbell
A/P Manager

1000 Chinaberry Drive, Ste. 200
Bossier City, Louisiana 71111
Phone: (318) 658-9977 / Fax: (318) 658-9979
E-mail: Info@prioritymgt.com
May 5, 2017

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Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 80802

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Sincerely,

[Signature]

Suze Gras
Billing Manager
Dr. Joseph C. Rallo  
Commissioner of Higher Education  
Louisiana Board of Regents  
1201 N. Third St., Suite 6-200  
Baton Rouge, LA 80802

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Sincerely,

Denise McCoy  
Billing Specialist
May 5, 2017

Dr. Joseph C. Rallo  
Commissioner of Higher Education  
Louisiana Board of Regents  
1201 N. Third St., Suite 6-200  
Baton Rouge, LA 80802

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Sincerely,

[Signature]

Wes McKeena  
Chief Financial Officer

1000 Chinaberry Drive, Ste. 200  
Bossier City, Louisiana 71111  
Phone: (318) 658-9977 / Fax: (318) 658-9979  
E-mail: Info@prioritymgt.com
May 8, 2017

Dr. Joseph C. Rallo
Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 80802

Dear Dr. Rallo:

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Sincerely,

William Cassidy, NFA
St. Frances Nursing & Rehabilitation Center
May 8, 2017

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Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 80802

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Sincerely,

[Signature]
Debbie Fontenot, DON
St. Frances Nursing & Rehabilitation Center
May 8, 2017

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Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 80802

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Sincerely,

Scott Broussard, COO
Sacred Heart Management
Dr. Joseph C. Rallo  
Commissioner of Higher Education  
Louisiana Board of Regents  
1201 N. Third St., Suite 6-200  
Baton Rouge, LA 80802

Dear Dr. Rallo:

Please accept this letter as an expression of my support for the development of a Doctor of Physical Therapy (DPT) program at the University of Louisiana at Monroe (ULM).

We service most of the state with Physical Therapy services and must go out of state to Florida, Texas and Alabama to fill positions especially in the rural areas. Having another school would better serve the profession and our patients that need therapy.

Although the state has two DPT programs (at the LSU Health Sciences Centers in New Orleans and Shreveport), it is in desperate need of additional qualified PTs. The existing programs admit a total of 65 DPT students each year and that number is well short of our need even assuming that all of them stay in-state after graduation. To give you an idea of our need, I would point to the estimates published by the Louisiana Workforce Commission in their Long-Term Occupational Projections to 2024. Those data show that Louisiana will need 140 new PTs each year, half filling newly created positions and half filling positions that have become vacant since the previous year. These people commonly make $80,000 per year but may earn over $120,000 per year depending on their experience and location.

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Sincerely,

Steve Coon

Owner, OTR/L, MBA, HCA
Dear Dr. Rallo:

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Sincerely,

Courtney L. Frey, MBA, NFA
Administrator
Item F.12. University of Louisiana at Monroe’s request for approval of a Memorandum of Understanding with Mississippi College.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) is requesting approval to enter into a Memorandum of Understanding (MOU) with Mississippi College (MC) to provide educational opportunities for students who wish to attend both institutions concurrently in pursuit of both a Juris Doctorate (JD) and a Master of Public Administration (MPA). The goals of the proposed MOU are to:

- create an advising process for the benefit of students;
- identify courses eligible for transfer credit;
- outline expectations for students completing both degrees;
- create a framework that will allow students to complete both degrees in a timely fashion; and
- improve collegiality and communication among college and university discipline faculty and administrators.

Both institutions are committed to a seamless transfer of credit hours so students may successfully achieve their academic goals. The proposed MOU 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 agreements.

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 of a Memorandum of Understanding with Mississippi College.
May 30, 2017

Dr. James 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 memorandum of understanding (MOU) with Mississippi College (MC) to provide educational opportunities for students who wish to attend both institutions concurrently in pursuit of both a Juris Doctorate (JD) and a Master of Public Administration (MPA).

With this agreement, each institution will establish an articulation process and an effective advising practice to ensure participating students understand what is expected of them so that they can complete both degrees in a timely fashion.

Thank you for considering our request.

Sincerely,

Nick J. Bruno, Ph.D.
President
MEMORANDUM of UNDERSTANDING
BETWEEN
MISSISSIPPI COLLEGE
AND
UNIVERSITY OF LOUISIANA MONROE

June 22, 2017

PURPOSE

This Memorandum of Understanding (MOU) summarizes a contractual agreement between Mississippi College (MC) and the University of Louisiana Monroe (ULM) to provide educational opportunities for students who may attend both institutions concurrently in pursuit of both a Juris Doctorate (JD) and a Master of Public Administration (MPA). Both institutions are committed to a seamless transfer of credit hours so students may successfully complete their academic goals. This 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 agreements.

GOALS

The goals of this agreement are to:

• create an advising process for the benefit of students;
• identify courses eligible for transfer credit;
• outline expectations for students completing both degrees;
• create a framework that will allow students to complete both degrees in a timely fashion; and
• improve collegiality and communication among college and university discipline faculty and administrators.

In order to facilitate and improve the educational process for our students, Mississippi College and the University of Louisiana Monroe hereby enter into the following agreement:

PROVISIONS OF ARTICULATION AGREEMENT

1. The institutions will develop and maintain an Expanded Articulation (Transfer) Guide (Appendix A).
2. The institutions will develop degree plans which clearly delineate courses to be taken at MC and those to be completed at ULM. These specified, individualized plans will be an informal contract between the two institutions and the students who choose to participate. These plans will guarantee to the MC student that the prescribed courses may be used toward the MPA at ULM and which courses may count toward the JD (see Appendices B1 and B2 for each designated degree plan).
3. The specific degree plan developed for each student will serve as an informal contract with the student that will be valid providing the student completes all degree requirements at ULM within six (6) years of the date of the ULM catalog selected. An "Intent to Participate in JD/MPA" form must be completed, signed by the student, and signed by a representative of both institutions to serve as the
student's written guarantee of retaining the curriculum in effect on the date signed (see Appendix C).

4. The Transfer Guide and degree program articulations will be reviewed annually by the Chief Academic Officer or designee at each institution. The institutions may add new courses and edit course offerings when necessary to improve student transfers between institutions.

5. The institutions will engage in joint marketing efforts to promote the articulation partnership. Promotional efforts will include, but are not limited to, links on respective websites for placement of articulation agreements, information in the institutional catalog, and transfer information in other college/university publications.

6. Prospective students will follow the admissions process outlined below:
   i. Students must apply to each program separately and must be admitted to each program separately.
   ii. Students may use their LSAT scores in consideration for admission to the MPA program.
   iii. Students may begin coursework toward the MPA upon completion of their first year of law school.

7. Students must meet the following criteria to remain in the programs:
   i. Must be considered a student in good standing at both programs;
   ii. Must earn a C or better in all courses for which shared credit may be given.
   iii. Must take the required first-year Law School curriculum in their initial year;
   iv. After the first year, students are able to integrate their coursework between the two degrees;
   v. Must complete the coursework necessary for the law degree within five years (law school credit for MPA classes will not be finally awarded until the student has substantially completed the MPA portion of the joint degree program and has completed all of the requirements for the JD degree);
   vi. Must maintain a minimum of five semesters in residence at the law school;
   vii. Must complete their MPA coursework within six years;
   viii. Must follow the provided degree plans to assist with course scheduling. Substitutions to the degree plan must be approved by both MC and ULM advisors.
   ix. To accommodate scheduling conflicts, some students may have to take summer school courses to complete both degrees; and
   x. Must complete 90 semester hours for the JD degree and 36 semester hours (in-service) or 39 semester hours (pre-service) for the MPA. In-service students have two or more years work experience in the public or nonprofit sectors. Pre-service students have little to no experience.
TERMS

This agreement shall be effective on June 22, 2017, and shall continue until terminated by either party giving one year written notice to the other party in order to protect all students pursuing both degrees.

NOTICE

Any changes to this Memorandum of Understanding must be in writing and delivered by certified mail or by personal delivery to the person to be notified.

In witness whereof, the authorized representatives of the parties have executed this agreement on the 22nd day of June, 2017.

Mississippi College
Dr. Lee Royce, President

University of Louisiana Monroe
Dr. Nick J. Bruno, President

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Phillip L. McIntosh, JD
Associate Dean & Professor of Law
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Dr. Michael Camille
Assoc. Vice President, Academic Affairs
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Dr. Leigh Nanney Hersey
Assistant Professor & MPA Coordinator
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hersey@ulm.edu
Appendix A
Transfer Credit Guide

Articulation between Mississippi College and University of Louisiana Monroe

In recognition of the shared intellectual capacity developed by pursuing these two degrees concurrently, six (6) semester hours from the MPA can be counted toward the JD after consultation with the program advisor. Students may choose from the following ULM courses:

POLS 5001 Foundations of Public Administration  3 sem. hrs.
POLS 5002 Intergovernmental Relations  3 sem. hrs.
POLS 5020 Ethics and Public Administration  3 sem. hrs.

In addition, twelve (12) semester hours required for the JD may be counted toward the MPA at ULM after consultation with the program advisor. Students may choose from the following Mississippi College courses:

510 Hazardous Waste Law  2 sem. hrs.
522 Constitutional Law  4 sem. hrs.
524 First Amendment  3 sem. hrs.
526 Themes in Comp. Constitutional Law  1-3 sem. hrs.
530 Clean Water Act and Wetlands  2 sem. hrs.
531 Food Law and Policy  2 sem. hrs.
533 Military and Operational Law  2 sem. hrs.
575 Land Use Controls  3 sem. hrs.
634 Environmental Law  2-3 sem. hrs.
701 International Human Rights  3 sem. hrs.
703 Judicial Administration  3 sem. hrs.
734 Government Contracting  1-2 sem. hrs.
736 Louisiana Mineral Law  2-3 sem. hrs.
758 Local Government Law  3 sem. hrs.

Students admitted to the MPA program at ULM as pre-service students may count three (3) semester hours in one of the following legal clinics toward their internship requirement. This is included in the total twelve (12) hours that can be counted toward the overall MPA.

509 Mission First Legal Aid Clinic  3 sem. hrs.
537 HIV and the Law Clinic  3 sem. hrs.
609 Adoption Legal Clinic  3 sem. hrs.
610 Youth Court Clinic  3 sem. hrs.
611 Child Welfare & Family Justice Clinic  3 sem. hrs.
612 Guardian Ad Litem Clinic  3 sem. hrs.
# Appendix B.1

## MPA Degree Plan

### University of Louisiana Monroe Graduate School
**Master of Public Administration**

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<tr>
<td>LSAT Date:</td>
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<td>Previous experience (years): -</td>
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### Core: All courses on this list are required

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### Concentration: Public Management
- Pre-Service 9 hours must be taken from the list below
- In-Service 12 hours must be taken from the list below

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*Pre-Service Students Only

### Comments:

This student is also pursuing a JD at Mississippi College. The following courses meet the transfer requirements for the MPA. (up to 9 hours)

- 510 Hazardous Waste Law 2 sem. hrs.
- 522 Constitutional Law 4 sem. hrs.
- 524 First Amendment 3 sem. hrs.
- 526 Themes in Comp. Constitutional Law 1-3 sem. hrs.
- 530 Clean Water Act and Wetlands 2 sem. hrs.
- 531 Food Law and Policy 2 sem. hrs.
- 533 Military and Operational Law 2 sem. hrs.
- 575 Land Use Controls 3 sem. hrs.
- 634 Environmental Law 2-3 sem. hrs.
- 701 International Human Rights 3 sem. hrs.
- 703 Judicial Administration 3 sem. hrs.
- 734 Government Contracting 1-2 sem. hrs.
- 736 Louisiana Mineral Law 2-3 sem. hrs.
- 758 Local Government Law 3 sem. hrs.

### Transfer Courses:

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<th>HRS</th>
<th>PTS</th>
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<th>Sem/Year</th>
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Appendix B.2
JD Degree Plan

JD/MPA Degree Plan for Mississippi College School of Law and
University of Louisiana Monroe Graduate School

DOCTOR OF JURISPRUDENCE

The courses currently required of all candidates for the Doctor of Jurisprudence degree at
Mississippi College are listed below. Elective courses constitute the remainder of the 90
semester hours.

A required orientation program is held for entering students each fall prior to the beginning of
classes. All entering first-year law students, whether matriculating in the summer or fall terms,
are required to attend.

Required First Year Courses

First Year - Fall

- LAW 625 - Civil Procedure I
- LAW 506 - Contracts I
- LAW 502 - Torts I
- LAW 561 - Criminal Law
- LAW 582 - Legal Analysis and Communication I
- LAW 580 - Legal Research I

Total 15 Hours

First Year - Spring

- LAW 626 - Civil Procedure II
- LAW 507 - Contracts II
- LAW 573 - Property *
- LAW 503 - Torts II
- LAW 583 - Legal Analysis and Communication II
- LAW 581 - Legal Research II

Total 15 Hours

Notes:

* First-year students who enter in the summer and take Property in the summer will choose from
among the following courses for the spring semester of the first year in place of
Property: LAW 638 - Federal Taxation Law, LAW 619 - Business Associations I, LAW 623 -
Evidence, or LAW 522 - Constitutional Law.
In addition to required first year courses, first year students are required to participate in Trial Practice courses as jurors, parties, and/or court officials when called upon.

**Required Courses after First Year**

After completion of the first year of legal studies, students (other than those on the guided curriculum**) are required to take:

- **LAW 747** Professional Responsibility and Ethics 3 sem. hrs.;
- **LAW 587** Legal Analysis and Communication III (Fall of 2L) 3 sem. hrs.; and
- **LAW 522** Constitutional Law 4 sem. hrs.

Students must also satisfy the school's writing requirement and take at least six credits of experiential learning course(s). Qualifying courses will be identified as such in the course descriptions.

The remainder of the 90 credits required for graduation come from various electives offered at the law school. For students in the joint JD/MPA program, six JD elective hours may be satisfied by choosing two of the following courses:

- **POLS 5001** Foundations of Public Administration 3 sem. hrs.
- **POLS 5002** Intergovernmental Relations 3 sem. hrs.
- **POLS 5020** Ethics and Public Administration 3 sem. hrs.

**Guided Curriculum**

Full-time students whose grade point average is below 2.5 at the end of the first semester of their 1L year (excluding summer courses) are required to participate in the course Law 500 – Principles of Legal Analysis in the spring semester of their 1L year.

Full-time students whose grade point average is below 2.5 at the end of the first year of law school are required to participate in the Guided Curriculum. The Guided Curriculum consists of six courses to be taken during the second and third years of law school as a requirement for graduation. Students must take:

- **LAW 522** Evidence;
- **LAW 619** Business Associations I;
- **LAW 562** Criminal Procedure;
- **LAW 798** Advanced Legal Analysis; and
- two courses from the following group:
  - **LAW 651** Domestic Relations;
  - **LAW 618** Wills and Estates;
  - **LAW 638** Federal Income Tax; or either
    - **LAW 621** Secured Transactions; or
    - **LAW 508** Sales and Leasing
Students who are participating in the Civil Law Certificate Program may choose Louisiana Security Devices in place of Secured Transactions, Civil Law of Sales and Leases in place of Sales and Leasing, Civil Law of Persons and Family in place of Domestic Relations, and Civil Law Successions and Donations in place of Wills and Estates.

Students who plan to take only the Louisiana Bar may, at the discretion of the Associate Dean of Civil Law, take Civil Law of Property in place of Advanced Legal Analysis.

Three of these six courses must be taken in the second year. Students who are required to participate in the Guided Curriculum and who attain a 3.0 cumulative grade point average during the second or third year are no longer required to remain in the Guided Curriculum.

**Writing Requirement**

After finishing the first year of the law school program but prior to graduation, each student must complete a substantial and intensive research project under the supervision of a tenured or tenure-track faculty member, the Dean, the Assistant Dean for Information and Technology, a full-time visiting professor, or a director. The paper must be original and analytical and it must warrant a grade not lower than a C. Superficial or predominantly descriptive writing will not suffice. The writing requirement may be satisfied in one of four ways:

1. In connection with a seminar or other course in which a paper of high quality which is at least 20 pages in length excluding footnotes is required in lieu of an examination;
2. In connection with an in-depth individual study and research of a selected topic under the supervision of a full-time faculty member pursuant to LAW 795;
3. By completion of a significant and highly meritorious law review piece, with approval of and supervision by a faculty member; or
4. By other substantial writing projects approved by the faculty, including the completion of two papers, each of which are at least 10 pages in length. Courses fulfilling the writing requirement will be so designated in the registration materials each semester; there is no fixed list of such courses.
Appendix C
Intent to Participate in JD/MPA Programs

Student Information (please print)

Name: ____________________________
   Last                      First                      Middle

Other Last Name Used: ____________________________

CWID Number: ____________________________ Birth Date: _____________
   Month/Day/Year

Birth Place: ____________________________
   City/State

Ethnicity: (optional)  
☐ American Indian,  
☐ Asian/Pacific Islander,  
☐ Black/African American,  
☐ Hispanic,  
☐ White, Non Hispanic,  
☐ Non-resident Alien (if you have a copy of your resident alien card, attach copy),  
☐ Other

U.S. Citizen: ☐ Yes, ☐ No  Gender: ☐ Female, ☐ Male

Home Phone: (____) ____________________________ Mobile Phone: (____) ____________________________

E-mail Address: ____________________________

Permanent Address:
   Number and Street
   City ____________________________ State ____________ Zip Code ____________

Program Information

Beginning Semester at MC: ☐ Fall ☐ Spring Year: _____________

Planned Semester Applying to ULM: ☐ Fall ☐ Spring ☐ Summer Year: _____________

By signing this form, I am entering into an agreement with the University of Louisiana Monroe and Mississippi College School of Law. For the MPA program, the catalog of record will be the University of Louisiana Monroe catalog at the time this form is signed and will be valid providing the student completes all degree requirements at ULM within (6) years of the date of the ULM catalog selected. Each participating student will be assigned an academic advisor at the University of Louisiana Monroe. Further, I certify that all information provided on this form is complete and accurate. I understand that withholding information, or giving false information may make me ineligible for admittance and enrollment at the University of Louisiana Monroe or Mississippi College. I allow the release of my transcripts and grades to both institutions throughout the term of this agreement.