AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM
10:10 a.m., Thursday, October 26, 2017**
Room 100, “Louisiana Purchase Room”
Claiborne Conference Center
1201 North Third Street
Baton Rouge, Louisiana

MEMBERS:
Dr. Pamela Egan, Chair
Ms. Lola Durahoe, Vice Chair
Mr. Edward Crawford III
Mr. Johnny McFerren
Mr. Benjamin Rice
Mr. Mark Romero
Mr. Robert Shreve

A. Call to Order

B. Roll Call

C. Approval of Minutes of August 24, 2017 Committee meeting

D. Consent Agenda:

   Board Agenda Item F.1.

   Louisiana Tech University’s request for approval of a Letter of Intent to develop a new academic program leading to a Master of Science in Cyber Technology.

   Board Agenda Item F.2.

   Louisiana Tech University’s request for approval of a Graduate Certificate in Cyber Technology.

   Board Agenda Item F.3.

   Nicholls State University’s request for approval to award an Honorary Doctorate of Letters to Mr. John DeSantis at the Fall Commencement Exercises.

   Board Agenda Item F.4.

   Southeastern Louisiana University’s request for approval of a Cooperative Agreement with Universidad de Panamá, Republica de Panamá.

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

University of Louisiana at Lafayette's request for approval to award an Honorary Bachelor of the Arts to Mrs. Elizabeth Carter Montgomery.

Board Agenda Item F.6.

University of Louisiana at Lafayette's request for approval to award an Honorary Doctor of Liberal Arts to Governor Kathleen Babineaux Blanco at the Fall Commencement Exercises.

Board Agenda Item F.7.

University of Louisiana at Lafayette's request for approval to award an Honorary Doctor of Business Administration to Mr. B.I. Moody III at the Fall Commencement Exercises.

Board Agenda Item F.8.

University of Louisiana at Monroe's request for approval to enter into a Student Exchange Agreement with National University Corporation Ehime University in Japan.

Board Agenda Item F.9.

University of New Orleans' request for approval of a Post-Baccalaureate Certificate and Graduate Certificate in Geographic Information Systems.

Board Agenda Item F.10.

University of New Orleans' request for approval of a Post-Baccalaureate Certificate and Graduate Certificate in Historic and Cultural Preservation.

Board Agenda Item F.11.

University of New Orleans' request for approval to award a Doctorate Honoris Causa to Ms. Joan Higginbotham at the Fall Commencement Exercises.

E. Discussion/Action:

Board Agenda Item F.12.

University of New Orleans' request for approval of a conceptual framework for replicating an existing charter school on the campus of the University.

F. Other Business

G. Adjournment
Item F.1. Louisiana Tech University’s request for approval of a Letter of Intent to develop a new academic program leading to a Master of Science in Cyber Technology.

EXECUTIVE SUMMARY

Louisiana Tech University (LA Tech) requests approval of a Letter of Intent to develop a new academic program leading to a Master of Science (M.S.) in Cyber Technology. The proposed program has been designed and developed to achieve the following goals:

- To further develop a comprehensive cyber education pipeline at LA Tech through a graduate degree offering in cyber;
- To provide a program that uniquely addresses training needs in cyber technology, including foundations in information technology, cyber investigations, and cyber forensics;
- To appeal to non-traditional student populations with experience in cyber-related fields to both increase education opportunities for this population and widen the pool of available candidates for the program; and
- To enhance the breadth and depth of LA Tech’s offering of quality cyber education, contributing to workforce development in cyber in North Louisiana and beyond.

The 33 credit hour curriculum, consisting of three (3) core courses, one (1) supporting core course, four (4) elective courses, and a practicum, will provide comprehensive knowledge of concepts in cybersecurity as well as cyber forensics training. Students will emerge with a thorough understanding of the threat landscape in cyber and the techniques necessary to keep government or business cyber operations secure and reliable. The proposed graduate program will provide students with the skills and training they need to advance their careers, or perform a mid-career transition into cyber technology areas. In order to serve non-traditional students, core courses and a selection of electives will be offered in an online format for learning at a distance.

As North Louisiana continues to attract high technology jobs, it is critical to supply the qualified personnel to fill these jobs in order to encourage and sustain growth of the technology sector for Louisiana. Companies such as CSRA and Century Link, which have operations in the region serviced by LA Tech, are just two large industry examples with cyber-technology education demands to support their growing workforce. There is also a high demand for cyber-related education to support the new Air Force Nuclear Command, Control and Communications Center recently activated at Barksdale Air Force Base. In order to meet need and growth of the region’s cyber-related technical expertise, education to support those jobs must be provided or there is the risk of stifling that workforce growth. LA Tech is well positioned to offer graduate education in the area of cyber technology. The University currently has a cyber-pipeline
education pyramid covering K-12 education through its Cyber Discovery program, undergraduate education with its Cyber Engineering degree, and Ph.D. level education options with its Ph.D. in Computational Analysis and Modeling (CAM) and its Ph.D. in Engineering with a concentration in Cyberspace Engineering. The one need remaining is a technical master's level educational option like the one being proposed. The M.S. in Cyber Technology has specific applications in cyber security and cyber forensic investigation which makes it a unique offering at the graduate level.

Since the proposed program builds upon existing programs currently offered by LA Tech, there is no need for additional faculty or improvement to infrastructure. As a result, the University does not anticipate additional cost to offer the proposed program.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request for approval of a Letter of Intent to develop a new academic program leading to a Master of Science in Cyber Technology.
OFFICE OF THE PRESIDENT

October 10, 2017

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

Dear Dr. Henderson:

Louisiana Tech University requests approval to offer the Master of Science in Cyber Technology. The Letter of Intent is attached.

This program continues Louisiana Tech’s development of cyber education, which starts with K-12 education in our Cyber Discovery program, our Bachelor of Science in Cyber Engineering, and our Ph.D. options in Computational Analysis & Modeling and in Engineering. The master’s program is designed to serve a wide base of professionals seeking educational opportunities in foundations in information technology, cyber investigations, and cyber forensics. The program also addresses the demand for an advanced technical workforce in cyber-related jobs in the region.

Please contact us if you need additional information.

Sincerely,

[Signature]
Leslie K. Guice
President

attachment
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Oct 2017]

General Information

<table>
<thead>
<tr>
<th>Institution: Louisiana Tech University</th>
<th>Requested CIP, Designation, Subject/Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CIP: 11.9999</td>
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<tr>
<td></td>
<td>Designation: Master of Science</td>
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<td>Subject/Title: Cyber Technology</td>
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Contact Person & Contact Info:
Sumeet Dua, Ph.D.
Program Director, Cyber Technology
Associate Vice President for Research and Partnerships
Professor of Computer Science and Cyber Engineering
1642 Wyly Tower, 1310 W. Railroad Ave., #8577, Ruston, LA, 71272
318.257.2871 sdua@latech.edu

Introduction

The Master of Science in Cyber Technology at Louisiana Tech University (LA Tech) is designed and developed to achieve the following goals:

1) To further develop a comprehensive cyber education pipeline at LA Tech through a graduate degree offering in cyber;

2) To provide a program that uniquely addresses training needs in cyber technology, including foundations in information technology, cyber investigations, and cyber forensics;

3) To appeal to non-traditional student populations with experience in cyber-related fields to both increase education opportunities for this population and widen the pool of available candidates for the program;

4) To enhance the breadth and depth of LA Tech’s offering of quality cyber education, contributing to workforce development in cyber in North Louisiana and beyond.

Our program aims to attract students with career experience in information technology or domain knowledge of the Department of Defense (DoD) and an interest in cyber, who are looking to further their skills and career through an advanced degree. This program is designed to appeal to a wide base of cyber professionals and non-traditional students as well as professionals who are hoping to transfer into a cyber career from another field, with the goal of facilitating existing Information Technology (IT) career advancement. The program will provide comprehensive knowledge of concepts in cybersecurity as well as cyber forensics training.

The program will be offered on a hybrid basis with a physical learning site and online offerings. In alignment with the goals of servicing non-traditional students, core courses and a selection of electives will be offered in an online format to allow for learning at a distance.

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

Louisiana Tech University proposes a unique program designed to enable both traditional students and working adults to pursue post-graduate education in the field of cyber technology. This degree will provide students with the skills and training they need to advance their career, or perform a mid-career transition into cyber technology areas. Louisiana Tech University proposes to offer this degree to allow non-traditional students the opportunity to move into the technology sector, to address the national cyber workforce shortage through education, and to support the growth of a local knowledge-based economy in North Louisiana and across the State.

Master of Science in Cyber Technology

LA BoR – Oct 2017
<table>
<thead>
<tr>
<th>Subject &amp; Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<td>REQUIREMENTS</td>
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<td>Core Courses</td>
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<tr>
<td>CYTC 505</td>
<td>Foundations of Cyber Forensics</td>
<td>3</td>
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<tr>
<td>CYTC 506</td>
<td>Intrusion Analysis and Advanced Cyber Forensics</td>
<td>6</td>
</tr>
<tr>
<td>CYTC 507</td>
<td>Advanced Log Analysis</td>
<td>3</td>
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<tr>
<td>Supporting Core</td>
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<td></td>
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<tr>
<td>CYTC 509</td>
<td>Advanced Malware Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td><strong>Choose 12 hours of approved electives.</strong></td>
<td>12 (3 each)</td>
</tr>
<tr>
<td>CYTC 511</td>
<td>Large Data Set Acquisitions</td>
<td></td>
</tr>
<tr>
<td>CYTC 512</td>
<td>Cyber Security and Risk Management</td>
<td></td>
</tr>
<tr>
<td>CYTC 513</td>
<td>Network Operations, Assessments, and Security</td>
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<tr>
<td>CYTC 514</td>
<td>Strategic Analytical Methods in Cyber</td>
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<tr>
<td>CYTC 515</td>
<td>Undercover Investigation of Criminal Cyber Actors</td>
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<tr>
<td>CYTC 516</td>
<td>Cyber Insider Threat Analysis</td>
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<tr>
<td>Practicum</td>
<td></td>
<td></td>
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<tr>
<td>CYTC 517</td>
<td>Live Intrusion Analysis</td>
<td>6*</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

* The Live Intrusion Analysis course fulfills the requirement of a practicum. Students will demonstrate practicable knowledge of concepts learned in the core courses. Knowledge and understanding will be proven through a course-long project applying Knowledge, Skills, and Abilities (KSAs) from each of the three core courses, as well as the supporting core course.

**Course Descriptions**

**CORE COURSE DESCRIPTIONS:**
- **CYTC 505 Foundations of Cyber Forensics** – 3 Semester Credit Hours – Cyber forensic analysis techniques, "Forensic Workstation" technical specifications and use, industry standard forensic software applications, file-level analysis, technical procedures and reporting.

- **CYTC 506 Intrusion Analysis and Advanced Cyber Forensics** – 6 Semester Credit Hours – Scenario-based intrusion investigations, forensic examination techniques, network and host-based evidence analysis, event timeline creation, documenting investigation results.

- **CYTC 507 Advanced Log Analysis** – 3 Semester Credit Hours – An overview of techniques needed to help detect network intrusion. Topics include: Binary and text log file analysis and information extraction on Windows and Linux operating system Web and email servers, firewalls, and intrusion detection systems.

**SUPPORTING CORE COURSE DESCRIPTION:**
- **CYTC 509 Advanced Malware Analysis** – 3 Semester Credit Hours – Static and dynamic malware analysis, malware behavior, analytical analysis reporting, malware mitigation strategy development.

**APPROVED ELECTIVES COURSE DESCRIPTIONS:**
- **CYTC 511 Large Data Set Forensics** – 3 Semester Credit Hours – Large data set storage technologies (Redundant array of independent disks (RAID), network attached storage (NAS), and storage area network (SAN) devices). Legal issues concerning large data set acquisition; techniques for collecting evidence from large data sets.

- **CYTC 512 Cyber Security and Risk Management** – 3 Semester Credit Hours – Network security; compliance and operational security; threats and vulnerabilities; application, data and host security; access control and identity management; network media and topologies; cryptography.
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.

Cyber Workforce Need

President Trump signed the Presidential Executive Order on “Strengthening the Cybersecurity of Federal Networks and Critical Infrastructure” on May 11, 2017. That executive order places a needed emphasis on growing a currently stressed cyber workforce. The Center for Cyber Safety and Education, along with their partners, predict a cybersecurity professional shortage of 1.8 million globally by 2022. The ISACA, together with the Cybersecurity Nexus, have also highlighted the cybersecurity skills gap, finding that 53% of organizations surveyed experienced delays as long as 6 months in the search for qualified security candidates, and estimating that the average cost of a data breach will total $150 million by 2020.

As North Louisiana continues to attract high technology jobs, it is critical to supply the qualified personnel to fill these jobs to encourage and sustain growth of the technology sector for Louisiana.

Employment Needs

CSRA, a $5 billion company with over 18,000 employees across the globe, has partnered with Louisiana to create 800 professional technology careers by 2018, through the location of the Integrated Technology Center (ITC) in Bossier City, LA. The ITC provides a broad portfolio of next-generation IT services exclusively for federal customers. The ITC is a delivery center for services, solutions, cyber operations, and application development for federal customers at a competitive cost. Cybersecurity is one of CSRA’s key areas of expertise, and they provided their government customers with services in advanced cyber threat solutions, information assurance, and managed security operations.

3 https://www.csra.com/what-we-do/our-expertise/cybersecurity/
Century Link is a global communications and IT services company headquartered in Monroe, LA. In 2015 it completed the addition of the Technology Center of Excellence, part of an 800-job expansion commitment to its existing headquarters. Combined with the 350-job expansion in 2011, CenturyLink contributed $67.7 million in new annual payroll by 2016 and surpassed $200 million in statewide annual payroll. Through the 2010s, CenturyLink has continued to grow and expand its range of services with acquisitions of companies including Quest in 2011, AppFog and Tier 3, Inc. in 2013, DataGardens and Cognilytics in 2014, Orchestrate in 2015, and netAura LLC, and ElasticBox in 2016. In October 2016, CenturyLink announced an agreement to acquire Level 3 Communications which will elevate CenturyLink to the second largest domestic communications provider serving global enterprise customers. As of March 2017, this merger has been approved by shareholders, and the deal is expected to be complete by September 30, 2017.

Cybersecurity remains a priority at CenturyLink. A March 2017 Cybersecurity Summit held at the Monroe headquarters brought together experts in the field and senior government representatives to explore the complex issues of security in cyber operations for business and government. The summit featured a panel on “Addressing the Cybersecurity Skills Gap,” in which cyber education was a key point of discussion.

CSRA and CenturyLink are just two large industry examples with cyber-technology education demands to support their growing workforce. In order to meet that need and grow the region’s cyber-related technical expertise, we must supply the education needed to support those jobs or risk stifling that workforce growth.

Air Force Global Strike Command and Barksdale Air Force Base
There is also a high demand for cyber-related education to support the new Air Force Nuclear Command, Control, and Communications Center recently activated at Barksdale Air Force Base. Flexible and tailored educational opportunities are needed to provide active service members, government civilian employees, and separating veterans access to high quality cyber education to prepare them for future careers in different intricacies of the discipline.

Leveraging online offerings, existing educational sites on Barksdale AFB, and the new LA Tech location on the National Cyber Research Park in Bossier City, the MS in Cyber Technology is positioned to provide career development opportunities for the area DoD community.

Filling the Need
LA Tech currently has a cyber-pipeline education pyramid covering K-12 education through their Cyber Discovery program, Undergraduate education with their Cyber Engineering degree, and Ph.D. level education options with their Ph.D. in Computational Analysis and Modeling (CAM) and their Ph.D. in Engineering with a concentration in Cyberspace Engineering. The one need remaining is a technical master’s level education option.

Cyber Discovery → Cyber Engineering → Cyber Technology → Ph.D. in CAM & Ph.D. in Engineering

The Graduate Certificate in Cyber Technology, paired with the MS in Cyber Technology fills this gap. The embedded graduate certificate provides an intermediate step in the completion of graduate coursework.

Graduate level education programs are essential to providing an advanced technical workforce supporting higher paying cyber-related jobs in the region. A cyber-educated workforce also provides an opportunity to attract federal grants, which would support the regional economy including current and future National Cyber Research Park tenants. The CSRA ITC’s exclusive focus on federal customers makes this need and opportunity very real for northwest LA.
A Novel Program for Louisiana
University of New Orleans,9 Louisiana State University,10 University of Louisiana at Lafayette,11 Southern University,12 and Louisiana Tech University13 each offer a Master’s degree in Computer Science. The proposed degree in Cyber Technology is not equivalent to a degree in Computer Science, as it focuses on a broad selection of technology applications and does not focus on computer science theory. UNO’s MS in Computer Science can be completed with a concentration in Information Assurance14; however the Master’s in Cyber Technology again differs, giving a primary and comprehensive focus to topics included in the concentration and beyond, and without a computer science theory base.

Louisiana State University in Shreveport has a Master of Science in Computer Systems Technology (MSCST), which takes a traditional computer science core and fuses elements of mathematics, biology, and business to offer concentrations in biomedical informatics, business administration, and computer science.15 The MS in Cyber Technology differs from the MSCST with specialization in different areas of application including networking, cybersecurity, cyber forensics, and information assurance.

Tulane University offers a Master of Professional Studies in Information Technology Management which focuses on developing managerial skills and technical acumen for information technology professionals to produce leaders in technology management.16 Southern University at New Orleans has an MS in Computer Information Systems that aims to integrate information technology with business management.17 The MS in Cyber Technology develops highly technical skills in cyber operations, and does not focus on management training within business applications.

Northwestern State University has a Master of Science in Homeland Security that covers many aspects of conducting national security operations, countering terrorism, and understanding international threats.18 There is some focus on cyber security and combatting cyber terrorism; however, it does not delve heavily into the technical methods of cyber operations.

Louisiana Tech currently offers an MBA program with a concentration in Information Assurance. A Cyber Technology master’s program provides a more technical degree option.

The MS in Cyber Technology has specific applications in cyber security and cyber forensic investigations. Students will emerge with a thorough understanding of the threat landscape in cyber and the techniques necessary to keep government or business cyber operations secure and reliable.

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.

Institutional Mission
The LA Tech mission requires a commitment to quality in teaching, research, creative activity, public service, and workforce/economic development. The MS in Cyber Technology furthers LA Tech goals in these areas. The university’s highest mission priority is student development and this degree program will challenge students with cutting edge research in cyber, stimulate students to become creative developers of IT security measures and techniques, as well as creative thinkers in the exercise of civil principles through cyber investigations, and public servants in the application of these skills and principles to our nation’s cyber security needs in both industry and government.

9 http://www.uno.edu/cos/computer-science/computer-science-ms.aspx
10 http://www.lsu.edu/eng/cse/academics/graduate/mscomputerscience.php
11 https://computing.louisiana.edu/computer-sciences/computer-science/masters
12 http://www.cmps.subr.edu/index.php/graduate-program
14 http://www.uno.edu/cos/computer-science/information-assurance.aspx
15 http://www.lsus.edu/academics/graduate-studies/graduate-programs/master-of-science-in-computer-systems-technology/curriculum
16 https://sopa.tulane.edu/degrees-programs/masters-degrees/master-professional-studies-information-technology-management
17 http://www.suno.edu/computer-information-systems-graduate-program
18 https://www.nsula.edu/ensi/online-programs/master-of-science-in-homeland-security/
Institutional Priority

Within Louisiana Tech as an institution, the MS in Cyber Technology will complement a broadly developed selection of offerings in STEM, and specifically within the computing disciplines. Following the multifaceted nature of cyber, the MS in Cyber Technology will have an interdisciplinary appeal to undergraduate students within LA Tech looking for an advanced degree to prepare for work in information technology and cybersecurity specifically.

For those graduating with a Computer Science of Cyber Engineering BS, this program provides a fitting next step with immediate ties to real world applications and career paths. Course work includes applicable knowledge in cyber forensics and cyber investigations. Upon graduation with a degree in Cyber Technology, students will be prepared for a career in the cyber discipline.

Cyber needs professionals from diverse backgrounds, not only computer science, and the MS in Cyber Technology will draw from a base of graduates across disciplines, both at LA Tech and from external sources. Within LA Tech, this program will attract not only graduates from the College of Engineering and Science, but also graduates of the College of Business. The MS in Cyber Technology will function as a continuation option for the BS in Computer Information Systems, offering an opportunity for students that want to pursue an advanced technical degree.

Leveraging the existing course track in Information Assurance within the College of Business, the MS in Cyber Technology will be able to offer students the same specialization in Information Assurance but in the context of a comprehensive technical degree, as opposed to the MBA with a concentration in Information Assurance. The courses in the Information Assurance track follow National Security Agency guidelines and will meet 4011 and 4016 certification requirements.

<table>
<thead>
<tr>
<th>IA CONCENTRATION COURSE SEQUENCE</th>
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<tr>
<td>CIS 444a -- Network Design and Implementation</td>
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<tr>
<td>CIS 521b -- Principles of Information Assurance</td>
</tr>
<tr>
<td>CIS 522c -- Incident Response and Computer Forensics</td>
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<tr>
<td>CIS 523c -- Disaster Recovery and Business Continuity</td>
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<tr>
<td>CIS 524c -- Information Systems Assurance Risk Analysis</td>
</tr>
<tr>
<td>CIS 525c -- Principles of Cryptography</td>
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</table>

The MS in Cyber Technology is designed to be paired with an embedded Graduate Certificate in Cyber Technology. Students can complete the graduate certificate without the time commitment of a full graduate degree, and upon completion they may choose to continue coursework to earn the full Master’s degree.

Educational Attainment in Louisiana

LA Tech is looking to foster continued growth of cyber disciplines to provide quality training and education to tomorrow’s cyber professionals both for Louisiana and for the nation. LA Tech aims to develop program offerings that best meet the needs of its students and the needs of prominent industries in northern Louisiana. The MS in Cyber Technology will align the needs of students with the workforce demands of our current and projected regional economy. Government and industry are partnering to provide coordinated support of the regional cyber sector.

The addition of the MS in Cyber Technology elevates the cyber education pipeline at LA Tech to a level of completion that will contribute to the agreed-upon goals of cyber growth from government and industry partners. For the students, the completion of this pipeline offers a clear path and promising career prospects in a growth industry, all in their local area.

The addition of the Cyber Technology Master’s program is not the end state of the LA Tech cyber education pipeline, but the threshold of development for a platform to deliver continued growth in cyber at LA Tech. Offering the MS in Cyber Technology online opens LA Tech’s cyber education to students across the United States and fills the need for cyber workforce training certified at the level of quality provided by a Tier One National University like Louisiana Tech. The content within the proposed MS in Cyber Technology distinguishes it from similar degrees in
Cybersecurity, offering a selection of courses that fuse elements of computer science, information technology, criminal justice, and forensic investigations, applying them all to the specific challenges of conducting industry or government operations in the cyber domain. The MS in Cyber Technology will showcase Louisiana Tech as a nationally competitive university in cyber.

Quality of Life for People of Louisiana
Investing in the growth of a knowledge-based economy for the State of Louisiana will have a substantial positive impact on the quality of life for the people of Louisiana. Attracting major technology companies to Louisiana and sustaining their presence is an avenue to diversify and stimulate the state economy. Without the development of a local technology workforce to fill this demand, Louisiana will lose those jobs as companies relocate to areas with the human resources necessary for their operation. Building the personnel capacity to sustain this growth of the technology sector in Louisiana is critical.

Providing access to job-relevant education will help citizens of Louisiana be able to fill those technology jobs, keep technology companies in the area, and allow Louisiana to retain its best and brightest workers in the technology sector.

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

The MS in Cyber Technology will appeal to both traditional and non-traditional students. The ability to offer the program online in its entirety is key to expanding the student base to best serve local IT professionals and DoD members.

Non-Traditional Students
The aim of this degree program is to first reach the local DoD and technology community to offer a path for career development for employees in the regional cyber workforce. Beginning with service to DoD employees at Barksdale Air Force Base and to employees of local DoD partner technology companies, the MS in Cyber Technology can help strengthen the existing workforce, better equipping them for job performance.

LA Tech currently has educational offerings locally on Barksdale Air Force Base. Adding an MS in Cyber Technology to these offerings serves the specific needs of the DoD to train cyber workforce and gives local service members educational advancement opportunity.

CSRA’s Integrated Technology Center (ITC) in Bossier City currently employs 500 and is slated to fill 300 additional cyber jobs by June 2018. The MS in Cyber Technology will appeal to CSRA employees looking to further their career with advanced skill development. CSRA is looking to Louisiana’s educational system to supply the trained cyber workforce they need to operate in our area.

Combined with the opening of LA Tech space on the National Cyber Research Park, these efforts will help to solidify LA Tech presence in Bossier City to best serve the Barksdale and technology communities there.

Further, once the program is established and servicing Barksdale and technology partner company employees, the online offerings will allow CSRA and DoD employees across the country to access the same quality education. The online offering is critical to widening the student pool beyond the local level and setting LA Tech apart as a national offerer of advanced cyber education.

An online master’s degree with the quality provided by LA Tech offers key benefits to active duty service members by addressing some challenges associated with military life that may otherwise hinder the completion of continuing education. With online offerings, active duty service members will have the flexibility to complete their certificate.

while working around constraints from deployments or relocation of duty stations which would interrupt traditional studies.

An MS in Cyber Technology at Louisiana Tech also continues the cyber education pipeline for separating veterans looking to transition into a cyber career. With extensive DoD domain knowledge and work experience, separating veterans could help fill the cyber workforce gap going forward.

Traditional Students
A second aim is to expand the path of cyber education to traditional students participating in Louisiana's education system. The master's is a terminal degree for the field of cyber, and although PhD studies will be available to students, the MS in Cyber Technology will provide sufficient qualification for students to compete for cyber jobs and to launch a career in the field of cyber.

Below are the enrollment numbers for undergraduate students in LA Tech's three computing disciplines. Students in these programs would be ideal candidates for the MS in Cyber Technology upon completion of their undergraduate work.

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<thead>
<tr>
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*Figure 1. Undergraduate enrollment in LA Tech's three BS computing disciplines.*

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.

There are no additional costs to offer the proposed program.

Projected revenue for the budget is based on the Fall Quarter 2017 graduate tuition rate of $2,473.00 for six hours and the current graduate fee rate of $871.00 for six hours. Also included is a $25 online course fee per credit hour. These estimates are calculated with a totally online completion of the graduate certificate.

CERTIFICATION:

__________________________________________  Date
Chief Academic Officer

__________________________________________  Date of Approval by Board
Management Board

20 http://finance.latech.edu/currentfees.php
LA BoR – Oct 2017
### EXPENDITURES

<table>
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<tr>
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Item F.2. Louisiana Tech University's request for approval of a Graduate Certificate in Cyber Technology.

EXECUTIVE SUMMARY

Louisiana Tech University (LA Tech) requests approval to offer a Graduate Certificate (GC) in Cyber Technology. The proposed certificate program, along with the proposed Master of Science (M.S.) in Cyber Technology, has been designed and developed to achieve the following goals:

- To further develop a comprehensive cyber education pipeline at LA Tech through a graduate degree offering in cyber;
- To provide a program that uniquely addresses training needs in cyber technology, including foundations in information technology, cyber investigations, and cyber forensics;
- To appeal to non-traditional student populations with experience in cyber-related fields to both increase education opportunities for this population and widen the pool of available candidates for the program; and
- To enhance the breadth and depth of LA Tech's offering of quality cyber education, contributing to workforce development in cyber in North Louisiana and beyond.

The proposed GC requires the completion of three courses, totaling 12 credit hours, to include: Foundations of Cyber Forensics (3 credit hours), Intrusion Analysis and Advanced Cyber Forensics (6 credit hours), and Advanced Log Analysis (3 credit hours). Students pursuing the proposed GC will advance their skill sets in the field of cyber technology as well as take an intermediate step in the completion of graduate coursework. The smaller, more concentrated GC can be completed without the time commitment of a full graduate degree and has the option for a completely online delivery. These elements make the proposed GC an extremely flexible option and, upon completion, students may choose to continue coursework to earn the full M.S. degree. Graduate level education is essential to providing an advanced technical workforce supporting higher paying cyber-related jobs in the region serviced by LA Tech.

As North Louisiana continues to attract high technology jobs, it is critical to supply the qualified personnel to fill these jobs in order to encourage and sustain growth of the technology sector for Louisiana. Companies such as CSRA and Century Link, which have operations in the region serviced by LA Tech, are just two large industry examples with cyber-technology education demands to support their growing workforce. There is also a high demand for cyber-related education to support the new Air Force Nuclear Command, Control and Communications Center recently activated at Barksdale Air Force Base. In order to meet need and growth of the
region's cyber-related technical expertise, education to support those jobs must be provided or there is the risk of stifling that workforce growth. LA Tech is well positioned to offer graduate education in the area of cyber technology. The University currently has a cyber-pipeline education pyramid covering K-12 education through its Cyber Discovery program, undergraduate education with its Cyber Engineering degree, and Ph.D. level education options with its Ph.D. in Computational Analysis and Modeling (CAM) and its Ph.D. in Engineering with a concentration in Cyberspace Engineering. The one need remaining is a technical master's level educational option; the proposed GC in Cyber Technology paired with the proposed M.S. fills this gap.

Since the proposed GC builds upon existing programs currently offered by LA Tech, there is no need for additional faculty or improvement to infrastructure. As a result, there is no additional cost to offer the proposed certificate.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request for approval of a Graduate Certificate in Cyber Technology.
OFFICE OF THE PRESIDENT

October 10, 2017

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

Dear Dr. Henderson:

Louisiana Tech University requests approval to offer the Graduate Certificate in Cyber Technology. The Letter of Intent is attached.

This program continues Louisiana Tech’s development of cyber education, which starts with K-12 education in our Cyber Discovery program, our Bachelor of Science in Cyber Engineering, and our Ph.D. options in Computational Analysis & Modeling and in Engineering. The Graduate Certificate is designed to appeal to non-traditional students and working professionals seeking training in cyber, including foundations in information technology, cyber investigations, and cyber forensics. The certificate contributes to workforce development in cyber fields in North Louisiana and beyond.

Please contact us if you need additional information.

Sincerely,

[Signature]

Leslie K. Guice
President

Please see attachment
LETTER OF INTENT to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM [Oct 2017]

General Information

Institution: Louisiana Tech University

Requested CIP, Designation, Subject/Title:
CIP: 11.9999
Designation: Graduate Certificate
Subject/Title: Cyber Technology

Contact Person & Contact Info:
Sumeet Dua, Ph.D.
Program Director, Cyber Technology
Associate Vice President for Research and Partnerships
Professor of Computer Science and Cyber Engineering
1642 Wyly Tower, 1310 W. Railroad Ave., #8577, Ruston, LA, 71272
318.257.2871 sdua@latech.edu

Date: September 27, 2017

Introduction

The Graduate Certificate in Cyber Technology at Louisiana Tech University (LA Tech) is designed and developed to achieve the following goals:

1) To further develop a comprehensive cyber education pipeline at LA Tech through a recognition of the completion of graduate work in cyber technology;
2) To provide a certificate that uniquely addresses training needs in cyber, including foundations in information technology, cyber investigations, and cyber forensics;
3) To appeal to non-traditional student populations with experience in cyber-related fields to both increase education opportunities for this population and widen the pool of available candidates for the program;
4) To enhance the breadth and depth of LA Tech's offering of quality cyber education, contributing to workforce development in cyber in North Louisiana and beyond.

Our program aims to attract students with career experience in information technology or domain knowledge of the Department of Defense (DoD) and an interest in cyber, who are looking to further their skills and career through a graduate certificate. This program is designed to appeal to a wide base of cyber professionals and non-traditional students as well as professionals who are hoping to transfer into a cyber career from another field, with the goal of facilitating existing Information Technology (IT) career advancement. The program will provide comprehensive knowledge of concepts in cybersecurity as well as cyber forensics training. Completion of a graduate certificate will make academic recognition of graduate credit more widely accessible than the completion of a full degree.

The program will be offered on a hybrid basis with a physical learning site and online offerings. In alignment with the goals of servicing non-traditional students, it will be available for completion in an online only option to allow for learning at a distance.

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

Louisiana Tech University proposes a unique program designed to enable both traditional students and working adults to pursue post-graduate education in the field of cyber technology. This graduate certificate will provide students with the skills and training they need to advance their career, or perform a mid-career transition into cyber technology areas. Louisiana Tech University proposes to offer this certificate to allow non-traditional students the opportunity to move into the technology sector, to address the national cyber workforce shortage through education, and to support the growth of a local knowledge-based economy in North Louisiana and across the State.

Graduate Certificate in Cyber Technology
<table>
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<tr>
<th>Subject &amp; Number</th>
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**Course Descriptions**

**CORE COURSE DESCRIPTIONS:**

**CYTC 505 Foundations of Cyber Forensics** – 3 Semester Credit Hours – Cyber forensic analysis techniques, “Forensic Workstation” technical specifications and use, industry standard forensic software applications, file-level analysis, technical procedures and reporting.

**CYTC 506 Intrusion Analysis and Advanced Cyber Forensics** – 6 Semester Credit Hours – Scenario-based intrusion investigations, forensic examination techniques, network and host-based evidence analysis, event timeline creation, documenting investigation results.

**CYTC 507 Advanced Log Analysis** – 3 Semester Credit Hours – An overview of techniques needed to help detect network intrusion. Topics include: Binary and text log file analysis and information extraction on Windows and Linux operating system, web and email servers, firewalls, and intrusion detection systems.

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.

**Cyber Workforce Need**

President Trump signed the Presidential Executive Order on “Strengthening the Cybersecurity of Federal Networks and Critical Infrastructure” on May 11, 2017. That executive order places a needed emphasis on growing a currently stressed cyber workforce. The Center for Cyber Safety and Education, along with their partners, predict a cybersecurity professional shortage of 1.8 million globally by 2022. The ISACA, together with the Cybersecurity Nexus, have also highlighted the cybersecurity skills gap, finding that 53% of organizations surveyed experienced delays as long as 6 months in the search for qualified security candidates, and estimating that the average cost of a data breach will total $150 million by 2020.

As North Louisiana continues to attract high technology jobs, it is critical to supply the qualified personnel to fill these jobs to encourage and sustain growth of the technology sector for Louisiana.

**Employment Needs**

CSRA, a $5 billion company with over 18,000 employees across the globe, has partnered with Louisiana to create 800 professional technology careers by 2018, through the location of the Integrated Technology Center (ITC) in Bossier Qny, LA. The ITC provides a broad portfolio of next-generation IT services exclusively for federal customers. The ITC is a delivery center for services, solutions, cyber operations, and application development for federal customers at a competitive cost. Cybersecurity is one of CSRA’s key areas of expertise, and they provided their


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government customers with services in advanced cyber threat solutions, information assurance, and managed security operations.³

Century Link is a global communications and IT services company headquartered in Monroe, LA. In 2015 it completed the addition of the Technology Center of Excellence, part of an 800-job expansion commitment to its existing headquarters. Combined with the 350-job expansion in 2011, CenturyLink contributed $67.7 million in new annual payroll by 2016 and surpassed $200 million in statewide annual payroll.⁴ Through the 2010s, CenturyLink has continued to grow and expand its range of services with acquisitions of companies including Quest in 2011, AppFog and Tier 3, Inc. in 2013, DataGardens and Cognilytics in 2014, Orchestrate in 2015, and netAura LLC., and ElasticBox in 2016.⁵ In October 2016, CenturyLink announced an agreement to acquire Level 3 Communications which will elevate CenturyLink to the second largest domestic communications provider serving global enterprise customers.⁶ As of March 2017 this merger has been approved by shareholders, and the deal is expected to be complete by September 30, 2017.⁷

Cybersecurity remains a priority at CenturyLink. A March 2017 Cybersecurity Summit held at the Monroe headquarters brought together experts in the field and senior government representatives to explore the complex issues of security in cyber operations for business and government⁸. The summit featured a panel on “Addressing the Cybersecurity Skills Gap,” in which cyber education was a key point of discussion.

CSRA and CenturyLink are just two large industry examples with cyber-technology education demands to support their growing workforce. In order to meet that need and grow the region’s cyber-related technical expertise, we must supply the education needed to support those jobs or risk stalling that workforce growth.

Air Force Global Strike Command and Barksdale Air Force Base
There is also a high demand for cyber-related education to support the new Air Force Nuclear Command, Control, and Communications Center recently activated at Barksdale Air Force Base. Flexible and tailorable educational opportunities are needed to provide active service members, government civilian employees, and separating veterans access to high quality cyber education to prepare them for future careers in different intricacies of the discipline.

Leveraging online offerings, existing educational sites on Barksdale AFB, and the new LA Tech location in the National Cyber Research Park in Bossier City, the Cyber Technology graduate certificate is positioned to provide career development opportunities for the area DoD community.

Filling the Need
LA Tech currently has a cyber-pipeline education pyramid covering K-12 education through their Cyber Discovery program, Undergraduate education with their Cyber Engineering degree, and Ph.D. level education options with their Ph.D. in Computational Analysis and Modeling (CAM) and their Ph.D. in Engineering with a concentration in Cyberspace Engineering. The one need remaining is a technical master’s level education option.

Cyber Discovery → Cyber Engineering → Cyber Technology → CAM & Engineering PhD

The Graduate Certificate in Cyber Technology, paired with the MS in Cyber Technology fills this gap. The embedded graduate certificate provides an intermediate step in the completion of graduate coursework.

Graduate level education programs are essential to providing an advanced technical workforce supporting higher paying cyber-related jobs in the region. A cyber-educated workforce also provides an opportunity to attract federal

³ https://www.csra.com/what-we-do/our-expertise/cybersecurity/
⁵ https://news.centurylink.com/company/history
⁶ Ibid.
⁷ http://www.denverpost.com/2017/03/16/level-3-centurylink-shareholders-approve-merger/
⁹ https://www.engagegno.com/centurylink54679/site/index.php?id=1
grants, which would support the regional economy including current and future National Cyber Research Park tenants. The CSRA ITC’s exclusive focus on federal customers makes this need and opportunity very real for northwest LA.

A Novel Program for Louisiana

Louisiana State University has an online Graduate Certificate in Analytics housed in the Department of Entrepreneurship and Information Systems. The purpose of this certificate is to offer credentialed training to professionals, scientists, and researchers in the domain of big data.

Louisiana Tech University has a Graduate Certificate in Information Assurance which prepares students for positions in systems and network security with skills development to detect, report, and resolve cyber threats. The certificate focuses on applications in a business environment. Students learn to perform information systems risk analyses, and to plan for disaster recovery and business continuity. The Graduate Certificate in Cyber Technology has a broader focus and is not concentrated on applications solely within the business domain. The GC in Cyber Technology incorporates elements of criminal forensics within the cyber domain and has government applications.

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.

Institutional Mission

The LA Tech mission requires a commitment to quality in teaching, research, creative activity, public service, and workforce/economic development. The Graduate Certificate in Cyber Technology furthers LA Tech goals in these areas. The university’s highest mission priority is student development and this degree program will challenge students with cutting edge research in cyber, stimulate students to become creative developers of IT security measures and techniques, as well as creative thinkers in the exercise of civil principles through cyber investigations, and public servants in the application of these skills and principles to our nation’s cyber security needs in both industry and government.

Institutional Priority

The Graduate Certificate in Cyber Technology is designed to be embedded within the proposed MS in Cyber Technology. The smaller, more concentrated Graduate Certificate in Cyber Technology can be completed without the time commitment of a full graduate degree, and has the option for a completely online delivery. These elements make the graduate certificate an extremely flexible option, and upon completion, students may choose to continue coursework to earn the full Master’s degree.

LA Tech previously offered a Graduate Certificate in Communications Systems in cooperation with Century Link. The primary objective of this certificate was to empower non-traditional students to enhance their career performance and opportunities through professional development, and to create this development in the skillset of telecommunications. The Graduate Certificate in Communications Systems consisted of 5 courses (15 credit hours) informed by the disciplines of telecommunications, engineering, information technology, and information systems.

Courses for the Graduate Certificate in Communications Systems were offered in several options to accommodate both traditional and nontraditional students. It was offered on the LA Tech Ruston campus for traditional students, and online or on site at Century Link in the evenings to accommodate non-traditional students and full-time workers.

10 http://www.business.latech.edu/graduate/lac.htm
11 http://centurylink.latech.edu/docs/graduate-certificate-in-communications-systems.pdf
12 http://coes.latech.edu/grad-programs/graduate-certificates/communications-systems.php

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Over the past ten years, CenturyLink has evolved through acquisitions from a telecommunications company to an IT server and cloud computing company. A certificate in Cyber Technology will serve their new set of personnel skills requirements just as the Graduate Certificate in Telecommunications Systems served their previous needs. LA Tech will be able to offer a completely online delivery which will cater to distance learning and the schedule of working professionals.

Educational Attainment in Louisiana
LA Tech is looking to foster continued growth of cyber disciplines to provide quality training and education to tomorrow’s cyber professionals both for Louisiana and for the nation. LA Tech aims to develop program offerings that best meet the needs of its students and the needs of prominent industries in northern Louisiana. The Graduate Certificate in Cyber Technology will align the needs of students with the workforce demands of our current and projected regional economy. Government and industry are partnering to provide coordinated support of the regional cyber sector.

The embedded Graduate Certificate in Cyber Technology will play a key role in the cyber education pipeline at LA Tech and will contribute to the agreed-upon goals of cyber growth from government and industry partners. For the students, the development of this pipeline offers a clear path and promising career prospects in a growth industry, all in their local area.

Offering the Graduate Certificate in Cyber Technology completely online opens LA Tech’s cyber education to students across the United States and fills the need for cyber workforce training certified at the level of quality provided by a Tier One National University like Louisiana Tech. The Graduate Certificate in Cyber Technology offers courses that fuse elements of computer science, information technology, criminal justice, and forensic investigations, applying them all to the specific challenges of conducting industry or government operations in the cyber domain. The Graduate Certificate in Cyber Technology will showcase Louisiana Tech as a nationally competitive university in cyber.

Quality of Life for People of Louisiana
Investing in the growth of a knowledge-based economy for the State of Louisiana will have a substantial positive impact on the quality of life for the people of Louisiana. Attracting major technology companies to Louisiana and sustaining their presence is an avenue to diversify and stimulate the state economy. Without the development of a local technology workforce to fill this demand, Louisiana will lose those jobs as companies relocate to areas with the human resources necessary for their operation. Building the personnel capacity to sustain this growth of the technology sector in Louisiana is critical.

Providing access to job-relevant education will help citizens of Louisiana be able to fill those technology jobs, keep technology companies in the area, and allow Louisiana to retain its best and brightest workers in the technology sector.

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

The Graduate Certificate in Cyber Technology will appeal to both traditional and non-traditional students. The ability to offer the program online in its entirety is key to expanding the student base to best serve local IT professionals and DoD members.

The Graduate Certificate in Cyber Technology, embedded in the MS in Cyber Technology, offers a significantly smaller time commitment than the full master’s degree and may appeal more widely to students looking for professional development cyber skillsets.

Non-Traditional Students
The aim of this graduate certificate is to first reach the local DoD and technology community to offer a path for career development for employees in the regional cyber workforce. Beginning with service to DoD employees at Barksdale Air Force Base and to employees of local DoD partner technology companies, the Graduate Certificate in
Cyber Technology can help strengthen the existing workforce, better equipping them for the performance of job tasks.

LA Tech currently has educational offerings locally on Barksdale Air Force Base. Adding a Graduate Certificate in Cyber Technology to these offerings serves the specific needs of the DoD to train cyber workforce and gives local service members educational advancement opportunity.

CSRA’s Integrated Technology Center (ITC) in Bossier City currently employs 500 and is slated to fill 300 additional cyber jobs by June 2018. The Graduate Certificate in Cyber Technology will appeal to CSRA employees looking to further their career with advanced skill development. CSRA is looking to Louisiana’s educational system to supply the trained cyber workforce they need to operate in our area.

Combined with the opening of LA Tech space on the National Cyber Research Park, these efforts will help to solidify LA Tech presence in Bossier City to best serve the Barksdale and technology communities there.

Further, once the program is established and servicing Barksdale and technology partner company employees, the online offerings will allow CSRA and DoD employees across the country to access the same quality education. The online offering is critical to widening the student pool beyond the local level and setting LA Tech apart as a national offeror of advanced cyber education.

An online graduate certificate with the quality provided by LA Tech offers key benefits to active duty service members by addressing some challenges associated with military life that may otherwise hinder the completion of continuing education. With online offerings, active duty service members will have the flexibility to complete their certificate while working around constraints from deployments or relocation of duty stations which would interrupt traditional studies.

A Graduate Certificate in Cyber Technology at Louisiana Tech also continues the cyber education pipeline for separating veterans looking to transition into a cyber career. With extensive DoD domain knowledge and work experience, separating veterans could help fill the cyber workforce gap going forward.

Traditional Students

A second aim is to expand the path of cyber education to traditional students participating in Louisiana’s education system. The Graduate Certificate in Cyber Technology will serve as an option for students to earn recognition of graduate coursework without committing to a full graduate degree. For students on this path, a graduate certification of cyber skills paired with an appropriate undergraduate degree will provide sufficient qualification to compete for cyber jobs and to launch a career in the field of cyber.

Below are the enrollment numbers for undergraduate students in LA Tech’s three computing disciplines. Students in these programs would be ideal candidates for the Graduate Certificate in Cyber Technology or the MS in Cyber Technology upon completion of their undergraduate work.

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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.

There are no additional costs to offer this certificate program.

Projected revenue for the budget is based on the Fall Quarter 2017 graduate tuition rate of $2,473.00 for six hours and the current graduate fee rate of $871.00 for six hours. Also included is a $25 online course fee per credit hour. These estimates are calculated with a totally online completion of the graduate certificate.

CERTIFICATION:

________________________________________  ________________
Chief Academic Officer                        Date

________________________________________  ________________
Management Board                              Date of Approval by Board

LOUISIANA BOARD OF REGENTS

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Louisiana Tech University

Degree Program, Unit: Graduate Certificate in Cyber Technology, Cyber Technology Program

Date: September 15, 2017

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

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14 http://finance.latech.edu/currentfees.php

LA BoR – Oct 2017
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<td>*Other (specify)</td>
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<td>$185,570</td>
<td>$238,590</td>
<td>$291,610</td>
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| SUB-TOTAL                      | $0     | $0     | $0     | $0     |
| TOTAL EXPENSES                 | $0     | $0     | $0     | $0     |
Item F.3. Nicholls State University’s request for approval to award an Honorary Doctorate of Letters to Mr. John DeSantis at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

Nicholls State University requests approval to award an Honorary Doctorate of Letters to Mr. John DeSantis at the Fall Commencement Ceremony on December 16, 2017. Mr. DeSantis has more than 25 years of experience as an investigative reporter, editor, columnist and author. While he grew up in New York City he has spent most of his career in the Bayou Region. Mr. DeSantis has distinguished himself through his dedication to journalism in the tri-parish service region of Nicholls State University.

Mr. DeSantis’ research and publications (articles and books) on the Civil War and post-Civil War events have served to enlighten readers to the significance of local history. His recent book The Thibodaux Massacre was well received and particularly noteworthy in bringing to light a tragic event of this area’s past that has been hidden or ignored for 130 years. His organization, the Louisiana 1887 Memorial Committee, continues its work in conjunction with the descendants of massacre victims, the University of Louisiana at Lafayette, and Nicholls State University as part of a program intended to soothe rather than inflame. During the semester, Nicholls students are working for academic credit as part of their mass communications projects to aid this Committee in furthering its work.

Mr. DeSantis has continuously made himself available for lectures and forums in the classes and conference rooms of Nicholls State University and the community at large. The University would like to recognize Mr. DeSantis’ commitment to the field of journalism along with his passion for truth and sense of justice as evidenced in his writings. Because of his outstanding career achievements and his commitment to Nicholls, the University would like to award an Honorary Doctorate of Letters to John DeSantis.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University’s request to award an Honorary Doctorate of Letters to Mr. John DeSantis at the Fall Commencement Exercises.
October 2, 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 October 26, 2017, meeting of the Board of Supervisors for the University of Louisiana System:

To award an honorary Doctorate of Letters to John DeSantis at the Fall Commencement Ceremony on December 16, 2017.

Thank you for your assistance in this matter.

Sincerely,

Bruce T. Murphy  
President

BTM/jms

Enclosures

pc: Dr. Lynn Gillette, Provost and Vice President for Academic Affairs  
Dr. Todd Keller, Associate Vice President for Academic Affairs  
Dr. Eugene Dial, Vice President for Student Affairs  
Mr. Terry Braud, Vice President for Finance and Administration  
Mr. Alex Arceneaux, Chief of Staff  
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 Gillette
          Provost and Vice President for Academic Affairs

DATE: September 19, 2017

RE: Honorary Doctorate Recommendation

One nomination was submitted this semester for consideration for an honorary doctorate. A meeting of the Honorary Degree Committee was held on September 13, 2017, and they voted unanimously to recommend John DeSantis for an Honorary Doctor of Letters (D.Litt.).

I concur with the Committee’s recommendation. A copy of the Committee’s action is attached, along with the nomination packet and resumé, for your consideration.

LGG/sa
enclosure

APPROVED / DENIED

President
Nicholls State University
MEMORANDUM

TO: Dr. Lynn Gillette, Provost and Vice President for Academic Affairs
FROM: Dr. DesLey Plaisance, Chair, Honorary Degree Committee
DATE: September 15, 2017
SUBJECT: Honorary Degree Committee Fall 2017 Nominations

The Honorary Degree Committee met on September 13, 2017, and unanimously recommends John DeSantis to receive an Honorary Doctorate of Letters (D.Litt.) from Nicholls State University at the December, 2017, graduation ceremony.

Comments from Committee:
John DeSantis has distinguished himself through his dedication to journalism in the tri-parish service region of Nicholls State University. His research and publications (articles and books) on the Civil War and post-Civil War events have served to enlighten readers to the significance of local history. DeSantis’s recent book The Thibodaux Massacre was well received and particularly noteworthy in bringing to light a tragic event of this area’s past that has been hidden or ignored for 130 years. DeSantis has continuously made himself available for lectures and forums in the class and conference rooms of Nicholls State University and the community at large.
JOHN DeSANTIS
4434 HIGHWAY 24, BOURG, LA 70343
985-413-9889
desantis.john@gmail.com

SUMMARY
More than 25 years of experience as an Investigative reporter, editor, columnist and author. Fully familiar with federal courts and various state courts; maritime and coastal issues; race relations, police use of force; government; Cajun culture and Louisiana history; commercial fishing, with some broadcast experience. 2016 Best Investigative and Best Feature Story awards from the Louisiana Press Association.

BOOKS IN PRINT

For The Color Of His Skin: The Murder of Yusuf Hawkins and the Trial of Bensonhurst

The New Untouchables: How America Sanctions Police Violence
(Noble Press, Chicago, 1994)

The Thibodaux Massacre: Racial Violence and the 1887 Sugar Cane Labor Strike
(History Press, Charleston SC, 2016)

WORK EXPERIENCE

2012-PRESENT: The Times. Houma, LA.
A division of Rushing Media

Senior Staff Writer. Develop and write in-depth stories on current local issues and events, mentor reporters, back up overall newsroom effort with briefs and short local stories when needed, develop and maintain sources. Write weekly column highlighting people/places/things in the Bayou Region. Theater reviews and entertainment coverage for related monthly publication GUMBO. Recently serving as acting news editor.
2010-2012: THE CITIZEN, Key West, FL
Staff Writer, Columnist. Covered city government and social issues.

NYT Regional Newsgroup
Held positions as a reporter or city editor in the following NYTRNG locations:
Houma, La.; Thibodaux, LA.; Wilmington, NC; Sarasota, FL

1998-2001: Knight-Ridder Newspapers
Staff Writer at The Herald of Monterey, CA and the Sun-Herald of Biloxi, MS

1991-1992: Gannett Newspapers
Staff Writer at The Poughkeepsie Journal, Poughkeepsie, NY

Courts Reporter
Covered federal and state courts in Brooklyn NY including major trials, organized
crime and spot news

1984-1987: ENG Services, NY, NY
Assignment Editor. Supervised and assigned camera crews for television coverage in
greater New York City area of breaking news video for CBS, NBC, ABC and CNN as
well as other networks.

Assignment Editor. Supervised and assigned camera crews for television coverage in greater New York City area of breaking news video for CBS, NBC, ABC and CNN as well as other networks.

FREELANCE HISTORY

The New York Times
New York, NY
Covered Hurricane Katrina on site in New Orleans, daily regular street-level crime coverage throughout all five New York boroughs from 1993-1995; Worked intensely with and was coached by Pulitzer Prize-winning writers and editors.

National Fishermen Magazine
Portland ME
Occasional pieces on commercial fisheries in the Gulf and South Atlantic

Others include the Washington Post and Chicago Tribune including coverage of the New Orleans Police Department and also Hurricane Andrew

EDUCATION

1982-1984 ULSTER COUNTY COMMUNITY COLLEGE. Stone Ridge, NY; Social Science Associate's Degree program

1984-1986 JOHN JAY COLLEGE OF CRIMINAL JUSTICE, division of City University of New York; Bachelor's program in Pre-law, social science criminology. Independent study over four semesters with eight different professors on the death penalty in the United States.

COMPUTER SKILLS: Proficient in utilizing Facebook, Twitter and other social media platforms to harvest and broadcast information. Various front-end newspaper applications; Microsoft Word, PowerPoint, Excel and Access.
AWARDS and RECOGNITIONS

Three-time winner of the NY Times Chairman's Award.
Multiple 1st Place story awards from the Louisiana Press Association; Gibbs Adams Award for Investigative Journalism; LPA 1st Amendment Award
Multiple 1st Place story awards from the Associated Press Managing Editors Association
Best Investigative Reporting, Southern Exposure
Three instances of work submitted at editor's suggestion for the Pulitzer Prize in Journalism and the Robert F. Kennedy Journalism Award.
BOARD OF SUPERVISORS FOR THE UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 26, 2017

Item F.4. Southeastern Louisiana University’s request for approval of a Cooperative Agreement with Universidad de Panamá, Republica de Panamá.

EXECUTIVE SUMMARY

Southeastern Louisiana University is requesting approval to enter into a Cooperative Agreement with the Universidad de Panamá, Republica de Panamá. Created in 1936, the Universidad de Panamá has a student body of 74,000 pursuing degrees in areas such as education, commerce, natural sciences, pharmacy, business administration, computer science, and law. The proposed Memorandum of Understanding (MOU) establishes the basis for cooperation in the promotion of general activities of mutual interest, including the development of academic and cultural exchange in education. Through the proposed MOU, a student exchange program will be created with outlined admission criteria for waiver of the non-resident fee at Southeastern. This proposed MOU is identical to those between Southeastern Louisiana University and several other institutions in Latin America.

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 Southeastern Louisiana University’s request for approval of a Cooperative Agreement with Universidad de Panamá, Republica de Panamá.
October 5, 2017

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

Re: Collaborative agreement between Southeastern Louisiana University and Universidad de Panamá, Republica de Panamá

Dear Dr. Henderson:

I am requesting approval of an agreement of cooperation and MOU between Southeastern Louisiana University and Universidad de Panamá, Republica de Panamá.

The MOU establishes the basis for cooperation in the promotion of general activities of mutual interest, including the development of academic and cultural exchange in education. The agreement of cooperation creates a student exchange program and outlines admission criteria for waiver of the non-resident fee at Southeastern. This agreement is identical to those between Southeastern Louisiana University and several other institutions in Latin America.

I respectfully request that you place this item on the agenda for the October 2017 meeting of the Board of Supervisors.

Sincerely,

John L. Crain
President

Attachment
Item F.5. University of Louisiana at Lafayette’s request for approval to award an Honorary Bachelor of the Arts to Mrs. Elizabeth Carter Montgomery.

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette (UL Lafayette) requests approval to award an Honorary Bachelor of the Arts degree to Mrs. Elizabeth Carter Montgomery. Mrs. Montgomery is a friend of the arts and a former art student at Newcomb College of Tulane and the University of Southwestern Louisiana.

Mrs. Montgomery has lived a life of service in Lafayette and Acadiana; she has been involved in many aspects of the community. She was a member of Les Vingt Quatre of the Lafayette Museum Association. Twenty-four women formed this organization to preserve the history of Acadiana and their lasting contribution was to preserve the Alexandre Mouton House (a treasured piece of Lafayette’s history). Mrs. Montgomery was a member of the Lafayette Parish Friends of the Library, serving on the Board of Directors. In addition, she served as President of the L’Avenir Women’s Club of Lafayette. This literary club, formed in 1952, had as its purpose cultural advancement, intellectual improvement, and common purpose. It continues to meet, regularly giving support to the Lafayette Parish Library.

In the fall of 1950, Mrs. Montgomery enrolled in Newcomb College anxious to complete a degree in art history. Prior to her senior year, she married Dr. Thomas Montgomery and soon withdrew from college in order to raise her family. Although unable to complete her studies, Mrs. Montgomery remains an advocate of postsecondary education and has supported her five children in their educational pursuits. Dr. and Mrs. Montgomery are the parents of an educator, a nurse with a Master’s degree, an attorney, and two medical doctors.

In recognition of her contributions to the life of the community served by UL Lafayette and her advocacy of the preservation of its arts and cultural history, the University would like to award Mrs. Elizabeth Carter Montgomery an Honorary Bachelor of the Arts degree from the College of the Arts.

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 to award an Honorary Bachelor of the Arts to Mrs. Elizabeth Carter Montgomery.
October 5, 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 am requesting approval to award an Honorary Bachelor of Arts degree from the College of the Arts to Mrs. Elizabeth Carter Montgomery. The attached letter from Dean H. Gordon Brooks summarizes Mrs. Montgomery’s many contributions to our community.

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

Sincerely,

E. Joseph Savoie
President

svc

Attachment
July 12, 2017

Dr. Joeshp E. Savoie, President
University of Louisiana at Lafayette

REF: Request to Award Honorary Bachelor of the Arts to Elizabeth Carter Montgomery

Dear Dr. Savoie:

I respectfully request that the College of the Arts award an Honorary Bachelor of the Arts degree to Elizabeth Carter Montgomery. Mrs. Montgomery is a friend of the arts and a former art student at Newcomb College of Tulane and the University of Southwestern Louisiana.

Mrs. Montgomery has lived a life of service in Lafayette and Acadiana. She has been involved in many aspects of our community. She was a member of Les Vingt Quatre of the Lafayette Museum Association. Twenty-four women formed this organization to preserve the history of Acadiana and their lasting contribution was to preserve the Alexandre Mouton House and museum. She was a member of the Lafayette Parish Friends of the Library serving on the Board of Directors. She served as President of the L'Avenir Women's Club of Lafayette. This literary club, formed in March 1952, had as its purpose cultural advancement, intellectual improvement and common purpose. It continues to meet regularly giving support to the Lafayette Parish Library.

She was married to Dr. Thomas Montgomery and served as President of the Lafayette Medical Auxiliary and was a member of the Lafayette Parish Medical Society Alliance whose purpose is to promote health education, to volunteer for activities that meet health care needs, to support health related charitable endeavors, to assist in programs that improve the health and quality of life for all people and to lend support to the Lafayette Parish Medical Society.

In the fall of 1950, Mrs. Montgomery enrolled in Newcomb College anxious to complete a degree in art history. Prior to her senior year, she married and soon after started a family. Because of duties raising her children she withdrew from college with the hope of one day returning to complete her studies. She remains an advocate of postsecondary education and has supported her five children in their educational pursuits. Dr. and Mrs. Montgomery are the parents of an educator, a nurse with a Master's degree, an attorney, and two medical doctors.

In recognition of her contributions to the life of our community and her advocacy of the preservation of its arts and cultural history, I recommend we award Mrs. Elizabeth Carter Montgomery an Honorary Bachelor of the Arts degree from the College of the Arts.

Sincerely,

[Signature]

H. Gordon Brooks II, FAIA
Dean, College of the Arts

[Stamp]
Item F.6. University of Louisiana at Lafayette's request for approval to award an Honorary Doctorate of Liberal Arts to Governor Kathleen Babineaux Blanco at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette (UL Lafayette) requests approval to award an Honorary Doctorate of Liberal Arts to Governor Kathleen Babineaux Blanco at the Fall 2017 Commencement Exercises. A native of Louisiana, Governor Blanco received a Bachelor of Science in Business Education in 1964 from UL Lafayette, then named the University of Southwestern Louisiana.

Governor Blanco began her career as a teacher at Breaux Bridge High School, followed by 15 years as a stay-at-home mom to six children. In 1984 she decided to pursue political office and was elected the first woman legislator from the city of Lafayette, serving five years in the Louisiana House of Representatives. Governor Blanco went on to become the first woman elected to the Louisiana Public Service Commission, a post she held for seven years. Beginning in 1996, she served two terms as Lieutenant Governor of Louisiana; she was re-elected by an overwhelming eighty percent of the state's electorate. In January 2004 she became the 54th Governor of Louisiana and the first woman to have been elected to this position in her home state.

Through a long and distinguished career as an elected official, Governor Blanco has served the state and its citizens in an honorable manner. As Governor she consistently focused on education and raising the standards of educational attainment for all Louisianans. Her dedication to improving education, improving healthcare, and reducing poverty greatly impacted the lives of many in a positive manner. Governor Blanco has set a standard for public service that is compatible with the highest ideals of UL Lafayette, and that will stand for decades to come. In light of her achievements and commitment to the State of Louisiana and its citizenry, the University would like to award an Honorary Doctorate of Liberal Arts to Governor Blanco.

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 to award an Honorary Doctorate of Liberal Arts to Governor Kathleen Babineaux Blanco at the Fall Commencement Exercises.
October 5, 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 am requesting approval to award an Honorary Doctorate in Liberal Arts to Governor Kathleen Babineaux Blanco at the University of Louisiana at Lafayette’s fall commencement ceremonies to be held on December 15, 2017. Documents related to this recommendation are attached.

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

Sincerely,

E. Joseph Savoie
President

Attachment
February 7, 2017

Vice President
for Academic Affairs

Dr. David Danahar, Provost and Vice President for Academic Affairs

Dear Dr. Danahar,

I would like to nominate Governor Kathleen Babineaux Blanco to be awarded an honorary Doctorate of Liberal Arts at the Fall, 2017 commencement. Through her public service, Governor Blanco’s contributions to literary, artistic and scientific achievement in Louisiana are unparalleled. Governor Blanco holds a Bachelor of Science degree in Business Education from UL Lafayette. She was the first woman to be elected Governor of Louisiana. She has served the state and its citizens in a long and distinguished career and a variety of positions of great responsibility, and has consistently focused on education and raising the standards of educational attainment for all Louisianans. As the accompanying biography demonstrates, Governor Blanco has in her unequaled career done more than anyone in modern history to improve the lives and education of all of Louisiana’s residents, and to promote and exemplify the values of higher learning and liberal arts education. She has set a standard for public service that is compatible with the highest ideals of the University, and that will stand for decades to come.

In light of this commitment and these achievements, I propose that the University honor Governor Blanco with a degree of Doctor of Liberal Arts at its Fall, 2017 commencement ceremony.

Sincerely,

Jordan Kellman, Dean

APPROVED:

President 3/15/17

A Member of the University of Louisiana System
Governor Kathleen Babineaux Blanco

Biographical Information

Governor Blanco began her career as a teacher at Breaux Bridge High school. In 1984, she became the first woman ever elected to the state legislature. In 1986, she became the first woman elected to the Louisiana Public Service Commission, and was its chair in 1993 and 1994. Beginning in 1996, she served two terms as Lieutenant Governor of Louisiana. She was re-elected by an overwhelming eighty percent of the state's electorate. As the state's second-highest official, she directly supervised the Department of Culture, Recreation and Tourism, which encompasses the Offices of State Parks, State Museums, State Libraries, Cultural Development and Tourism. Recently, through the park system, she was successful in launching the Audubon Golf Trail. She also administered the Louisiana Serve Commission and the Louisiana Retirement Development Commission. Under her leadership, there was a $2.5 billion increase in the tourism industry's economic contribution to the state and the creation of 21,000 new tourism-related jobs.

Elected as Louisiana's first woman governor in 2004, Blanco's administration was committed to raising the standards of education in the State. She chaired the Southern Regional Education Board and made Louisiana a leader in improved educational standards throughout the South. Blanco also led one of the most aggressive economic development efforts in state history, making significant investments in the advanced technology infrastructure needed to diversify Louisiana’s economy as well as in the highway, port, and infrastructure improvements needed to increase Louisiana’s ability to compete for new jobs. In all, she attracted nearly $24 billion in new investments representing nearly 35,000 new jobs in just three years. In addition, she was responsible for the expansion of access to health insurance for Louisiana’s children, and created a nationally-recognized model of excellence in juvenile justice by overhauling Louisiana’s state corrections system.

In 2005, Governor Blanco led Louisiana through Hurricane Katrina and its aftermath, the largest natural disaster in American history. Because she had revamped the evacuation plan for the state to feature contraflow on the interstate system, many lives were saved and more than 1.3 million people were moved to safety. She commanded more troops than any governor in U.S. history, deploying tens of thousands of National Guardsmen to storm-impacted areas across south Louisiana. She led a ten-month fight to secure the additional funding needed from Congress to help rebuild the more than 200,000 destroyed homes in Louisiana. And under her leadership and guidance, well over $2 billion in recovery dollars helped local communities recover. Blanco also established the Coastal Protection and Restoration Authority and led the fight to secure America's wetland, Louisiana's natural barrier against future storms. During her gubernatorial tenure, Blanco served on the National Governors Association's Center for Best Practices board as well as on two NGA committees: Natural Resources; and Education, Early Childhood, and Workforce.

Since retiring from public office, Governor Blanco has served on a wide variety of boards and committees devoted to improving the lives of Louisiana residents and furthering the values of education, health care and eliminating poverty.
Item F.7. University of Louisiana at Lafayette’s request for approval to award an Honorary Doctorate of Business Administration to Mr. B.I. Moody III at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette (UL Lafayette) requests approval to award an Honorary Doctorate of Business Administration to Mr. B.I. Moody III at the Fall 2017 Commencement Exercises. Mr. Moody’s life is a lesson in the importance of hard work, persistence, and strong personal values. Following his service in the United States Navy during World War II, Mr. Moody began receiving $75 per month from the G.I. Bill of Rights and enrolled at Southwestern Louisiana Institute. While living at home in Crowley, he daily hitchhiked to Lafayette to attend classes and received his Bachelor of Science in Accounting.

Following graduation, Mr. Moody was the founding partner in the CPA firm of Moody, Broussard, Poche & Guidry in Crowley and Lafayette. Mr. Moody’s business interests were many and varied as he was also involved in banking, newspapers, farming, oil and gas, real estate and other fields. He also served as President and Chief Operating Officer of Chart House, Inc., a public company that, at the time of his retirement in 1982, was operating 498 Burger Kings, Chart House, Cork & Cleaver, and Luther’s Barbeque restaurants in 31 states and the U.S. Virgin Islands. Additionally, Mr. Moody served on the boards of directors for Rayne State Bank & Trust Company, First National Bank of Crowley, Acadian Savings & Loan Association, Coastal Chemical Company Inc. of Abbeville, Riviana Foods, Inc. of Houston, First Commerce Bank of New Orleans, Celeron Oil Company, Inc. of Lafayette, and Quantum Restaurants, Inc. of New York in addition to being the Chairman of the Board of First National Bank of Lafayette. He also served as President of the Greater Crowley Chamber of Commerce and Chairman of the United Givers Fund of Acadia Parish.

Throughout his lengthy career, Mr. Moody never abandoned his deep-seated principles and values; his career is a model for success through ability, honor, and integrity. As a result, Mr. Moody was highly regarded by his employees, associates and the community. Accordingly, UL Lafayette named the College of Business Administration the B.I. Moody III College of Business Administration and the business building Moody Hall in 2002. In 2006, the UL Lafayette Alumni Association honored Mr. Moody for his commitment to the success of the University and his dedicated service to the surrounding community. The University would like to further honor Mr. Moody by awarding him an Honorary Doctorate of Business Administration at the Fall 2017 Commencement Exercises.
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 to award an Honorary Doctorate of Business Administration to Mr. B.I. Moody III at the Fall Commencement Exercises.
October 5, 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 am requesting approval to award an Honorary Doctorate in Business Administration to Mr. B. I. Moody III at the University of Louisiana at Lafayette’s fall commencement ceremonies to be held on December 15, 2017. Documents related to this recommendation are attached.

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

Sincerely,

E. Joseph Savoie  
President

svc

Attachment
DATE: August 28, 2017 Office of the President

TO: Dr. E. Joseph Savoie, President

THROUGH: Dr. David Danahar, Provost and Vice President Office of Academic Affairs

FROM: Dr. J. Bret Becton, Dean B.I. Moody III College of Business Administration

SUBJECT: Recommendation for Awarding an Honorary Doctorate of Business Administration to Mr. B.I. Moody III

On behalf of the faculty of the B.I. Moody III College of Business Administration, I recommend awarding an honorary doctorate in Business Administration to Mr. B.I. Moody III during the Fall 2017 Commencement Ceremony. From very modest roots, Mr. Moody’s life and career reads much like a fairy tale and is a lesson in the importance of hard work, persistence, and strong personal values. Following his service in the United States Navy during World War II, Mr. Moody began receiving $75 per month from the G.I. Bill of Rights and enrolled at Southwestern Louisiana Institute. While living at home in Crowley, he hitchhiked to Lafayette from Crowley to attend classes and received a bachelor of science in accounting.

After graduation, Mr. Moody founded the certified public accounting firm Moody, Broussard, Poche, and Guidry in Crowley and Lafayette. Over his career, Mr. Moody’s business interests were many and varied as he was also involved in banking, newspapers, farming, oil and gas, real estate and other fields. Mr. Moody also served as the president and chief executive officer of Chart House, Inc., a public company that, at the time of his retirement in 1982, was operating 498 Burger King, Chart House, Cork & Cleaver, and Luther’s Barbeque restaurants in 31 states and the U.S. Virgin Islands. Additionally, he served on the boards of directors for Rayne State Bank & Trust Company, First National Bank of Crowley, Acadia Savings & Loan Association, Coastal Chemical Company, Inc. of Abbeville, Riviana Foods, Inc. of Houston, First Commerce Bank of New Orleans, Celeron Oil Company, Inc. of Lafayette, and Quantum Restaurants, Inc. of New York in addition to being the Chairman of the Board of First National Bank of Lafayette. He also served as president of the Greater Crowley Chamber of Commerce and chairman of the United Givers Fund of Acadia Parish.

Despite amazing success, Mr. Moody never abandoned his deep-seated principles and values, and Mr. Moody’s career is a model for success through ability, honor and integrity. As a result, Mr. Moody was highly regarded by his employees, associates and the community. Accordingly, UL Lafayette named the college of business administration the B.I. Moody III College of Business Administration and the business building Moody Hall in 2002. In 2006, the UL Lafayette Alumni Association honored Mr. Moody for his commitment to the success of the University and his dedicated service to the surrounding community.
Over his lengthy career, Mr. Moody modeled the characteristics and business acumen that the College of Business desires to instill in our graduates. Accordingly, Mr. Moody is very deserving of being awarded an honorary Ph.D. in Business Administration. In closing, I am hopeful that you will grant this request for someone who has earned this great honor from an institution that he loves dearly.

APPROVED:

E. JOSEPH SAVOIE, President
Item F.8. University of Louisiana at Monroe’s request for approval to enter into a Student Exchange Agreement with National University Corporation Ehime University in Japan.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) is requesting approval to enter into a student exchange agreement with National University Corporation Ehime University (EU) in Japan. Founded in 1949, EU enrolls approximately 9,400 students. A student exchange agreement between the two universities was in place for the past five years; however, it expired in summer 2017.

The exchange program proved to be beneficial to ULM and EU students who took advantage of the opportunity. Such an agreement allowed for participating students to experience a culture different from their own and gain an appreciation of our global society as a result. Because of the benefits that result from such an exchange, the universities would like to continue this partnership for another five-year period.

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 to enter into a Student Exchange Agreement with National University Corporation Ehime University in Japan.
October 5, 2017

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

Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) requests approval of its attached student exchange agreement with National University Corporation Ehime University (EU) in Japan.

ULM and EU have had a similar agreement for the past five years and have used it to exchange up to two students yearly. That agreement ended during summer 2017 and, because these exchanges have proven valuable to both universities’ students, we wish to continue the relationship. Participating students have experienced a culture different from their own and have gained an appreciation of our global society as a result. In addition, education majors have done student teaching while attending the other university so they have learned about an education system much different from the one in which they grew up.

The participants of programs such as this invariably find them valuable and are among the first to encourage their continuation if not their expansion. For this reason and those identified above, I urge the University System Board of Supervisors to approve the attached agreement.

Thank you for consideration of our request.

Sincerely,

Mick J. Bruno, Ph.D.
President

Enclosure
AGREEMENT ON STUDENT EXCHANGE
BETWEEN
UNIVERSITY OF LOUISIANA AT MONROE, U.S.A.
AND
NATIONAL UNIVERSITY CORPORATION EHIME UNIVERSITY, JAPAN

Based on the "Memorandum of Understanding for Academic Exchange between University of Louisiana at Monroe, U.S.A. and National University Corporation Ehime University, Japan," both parties agree to conclude an Agreement as specified in the following articles to facilitate smooth implementation of the student exchange pursuant to Section 1 on the basis of Section 2.

1. **Categories of Exchange Program**
   Both parties agree to establish a “Student Exchange” program.

2. **Status of Exchange Students**
   Its participants have the status of “Exchange Students” at University of Louisiana Monroe (ULM) and “Special Auditor” or “Special Research Student” at Ehime University (EU).

3. **Number of Students**
   Both parties agree to exchange up to two students in the undergraduate or graduate level in each academic year. Both parties shall undertake effort to receive the equivalent number of students in both institutions.

4. **Duration of Exchange**
   The period of student exchange is up to one academic year in principle.

5. **Academic fees**
   Both parties shall waive application, admission, and tuition fees of hosted students.

6. **Evaluation**
   Academic achievements earned at the host institution shall be evaluated by the home institution according to the latter's stipulations.

7. **Accommodation and Expenses**
   The host institution shall undertake efforts to assist hosted students in seeking accommodation. Relevant expenses, including accommodation, transportation costs, and living expenses shall be borne by the students themselves.
8. **Insurance**
   All Exchange students must have sufficient insurance coverage during their stay in the foreign country. The type of insurance may vary according to the length of time. Each university is responsible for advising the student as to what kind of insurance is required.

9. **Non-Discrimination**
   Both parties subscribe to the policy of equal opportunity and do not discriminate on the basis of race, sex, age, ethnicity, religion, sexual preference, national origin or disability. Both parties shall abide by these principles in the administration of this Agreement.

10. **Terms**
    This memorandum becomes effective on the date of signature and is valid for five years. It shall be automatically renewed until terminated at any time by either university by giving a notice of termination in writing no less than six months in advance. It can be amended by the written consent of both universities.

11. **Notes**
    This memorandum is prepared in English and both texts shall be regarded as official. Two signed copies will be prepared and both parties will keep one of each.

---

Nick J. Bruno, Ph.D.  
President  
University of Louisiana at Monroe  
The United States of America  

Date:  

Yuichi Ohashi, M.D., Ph.D.  
President  
National University Corporation  
Ehime University, Japan  

Date:

EXECUTIVE SUMMARY

The University of New Orleans (UNO) is requesting approval to offer two certificates in Geographic Information Systems (GIS), a Post-Baccalaureate Certificate (PBC) and a Graduate Certificate (GC). The purpose of the proposed PBC (an academic offering that is earned after a student has completed a recognized baccalaureate with graduate school admission not required; courses are at the undergraduate level) and GC (a graduate-level academic offering that is earned after a student has completed a recognized baccalaureate degree) is to package existing courses into a certificate that can advance the skills of individuals already familiar with GIS and Remote Sensing, and to introduce the skill set to those unfamiliar with the systems in order to increase their productivity in the workplace and advance their knowledge in the field. Each proposed certificate requires a student to complete four (4) courses selected from the following: Fundamentals of Mapping and GIS; Introduction to Remote Sensing; Remote Sensing II: Digital Image Processing and Analysis; GIS Theories and Concepts; Advanced Techniques in GIS; or Information Technology for the Planning Profession. These courses are already offered by UNO with the mode of deliver being on-site.

Society today runs on data, big data, and special technologies. From mapping as a way of translating data and information to self-driving cars, GIS is an essential skill used by business and industry in almost every facet of modern transactions. Geographic Information Systems techniques are applied in research, teaching, marketing, agriculture, engineering and coastal sciences; at UNO such techniques are also applied in urban planning. Mapping technologies and remote sensing aid in finding new and better ways to understand information and to solve problems. As more and more graduates are working in fields using GIS and remote sensing, it is incumbent upon higher education to provide future professionals with requisite skills. The proposed certificate programs will allow for UNO to offer a valuable credential that addresses such needs. The only similar certificate currently offered by a public university in Louisiana is the GC in GIS offered by Louisiana State University (LSU) which was approved in March 2015.

The proposed certificates will be of interest to those who wish to develop specific geospatial skills in order to enhance their skill set. Based on student enrollment in courses required by the proposed certificates, the University projects an initial enrollment of 46 students with that enrollment growing to 70 by Year Five. While there is no program accreditation, the University will work with the American Planning Association (APA), Urban and Regional Information Systems Association of America (CMAA) to ensure courses meet their organization’s continuing education requirements. No additional faculty, facilities, or library
resources will be required; however, UNO will update the computer labs used for required courses as enrollment increases and software advances. Offering of both proposed certificates can occur at minimal cost to 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 New Orleans' request for approval of a Post-Baccalaureate Certificate and Graduate Certificate in Geographic Information Systems.
September 18, 2017

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

Re: G.I.S. Certificate Program, Post-Baccalaureate Certificate

Dear Dr. Henderson,

I am requesting approval to develop a Geographic Information Systems (G.I.S.) Certificate Program at the University of New Orleans. The purpose of this Post-Baccalaureate Certificate program is to package existing courses into a certificate that can advance the skills of persons already familiar with G.I.S. and Remote Sensing and to introduce the skill set to those unfamiliar with the systems in order to increase their productivity in the workplace and advance their knowledge in the field.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President
PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM  
(CAS, PAC, PBC, GC, PMC, PPC)

Date: July 6, 2016

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<tr>
<td>University of New Orleans</td>
<td>CIP: 450702, Geographic Information Systems (GIS), G.I.S Certificate Program</td>
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Institutional Contact Person & Contact Info (if clarification is needed)
Dr. Bethany Stich (bstich@uno.edu), Department Chair, Planning and Urban Studies

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.

A wide range of professionals including urban & regional planners, policy analysts, construction managers, surveyors, cartographers, geographers, mapping technicians, analysts and others, are increasingly utilizing G.I.S. technology. The purpose of the certificate program is to package existing course into a certificate that can advance the skills of persons already familiar with G.I.S. and Remote Sensing, and to introduce the skill set to those unfamiliar with the systems in order to increase their productivity in the workplace and advance their knowledge in the field. We are requesting approval to offer this certificate program as a Post-Baccalaureate Certificate.


The courses are currently offered on-site and will continue in this mode of delivery. To earn the certificate, students will need to take 12 hours from the course list above.

Students wishing to pursue this certificate would need to be admitted into the graduate school but with a non-degree status. The graduate school will verify that applicants have a Bachelor degree and the certificate coordinator would ensure that the student has an appropriate background so the student can succeed in the certificate completion.

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.

Relevance: Society today runs on data, big data, and special technologies. From mapping as a way of translating data and information to self-driving cars, GIS is an essential skill used by business and industry in almost every facet of modern transactions. We apply GIS techniques in research, in teaching, in marketing, in agriculture, and in engineering and coastal sciences, as well as many others and for our purposes at UNO, in urban planning. Mapping technologies and remote sensing aid us in finding new and better ways to understand information and to solve problems.

Need: As more and more graduates are working in fields using GIS and remote sensing, it is incumbent upon higher education to provide future professionals with requisite skills. This certificate will allow us to offer a valuable credential.

Similar Programs: LSU currently offers a Graduate Certificate Program, which requires 12 graduate credit hours of coursework offered by the Department of Geography and Anthropology, the College of Art and Design, the Department of Civil and Environmental Engineering and the Department of Computer Science. The certificate requires 3 to 6 hours of theory (from a set of 9 courses), 3 to 6 hours of methods (from a set of 5 courses), and 3 to 6 hours of application (from a set of 11 courses). There is no possibility of earning their certificate at the undergraduate level or not for academic credit.

Louisiana Tech offers a Distance Learning Certificate in Geographic Information Science; it consists of 4 courses each with 10 lesson packages delivered via the Internet. 3 of the courses are Louisiana Tech offerings and the fourth is an ESRI course. The cost for each Louisiana Tech course is $500 (+ fees) and none provide formal academic credit. Students do not physically register at Louisiana Tech for this program. Louisiana Tech also offers a full 120 hour BS in Geographic Information Science degree program.

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

Since 2013, GEOG 4805 has averaged 11.6 students enrolled therein; GEOG 4830 has averaged 10; GEOG 4810 has averaged 7.6; GEOG 4820 has averaged 7.5; MURP 4081 has averaged 10. Based upon these historical averages, it is expected there will be a total of 46 students at implementation. Over the next five years, it is expected that enrollment will grow by 23 students who are
4. Accreditation
Describe plan for achieving program accreditation.

There is no program accreditation, but we will work with the American Planning Association (APA), Urban and Regional Information Systems Association (URISA), and the Construction Management Association of America (CMAA) to ensure courses meet their organizational continuing education requirements.

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?

No additional faculty, facilities or library resources will be required. However, UNO will be updating the computer lab reserved for these courses as enrollment increases and software advances.

The Department of Planning and Urban Studies will deliver this 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 should be no additional cost as these courses; they are currently being offered for our degree seeking students and, as such, are already covered by the budget. Thus, there is an expense associated with them so that is reflected in the formula. However, it is not an additional expense. In the future, a lab fee may need to be created as enrollment increases and software advances.

CERTIFICATIONS:

[Signatures]
Primary Administrator for Proposed Certificate

Provost/Chief Academic Officer

Management Board/System Office

Date
9/12/17

9/18/17

Date Approved
# SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: University of New Orleans  
Date: June 12, 2017  
Certificate Program, Unit: _GIS Certificate Program, Department of Planning and Urban Studies

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

## EXPENDITURES

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* Describe/explain expected sources of funds in proposal text.
September 18, 2017

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

Re: G.I.S. Certificate Program, Graduate Certificate

Dear Dr. Henderson,

I am requesting approval to develop a Geographic Information Systems (G.I.S.) Certificate Program at the University of New Orleans. The purpose of this Graduate Certificate program is to package existing courses into a certificate that can advance the skills of persons already familiar with G.I.S. and Remote Sensing and to introduce the skill set to those unfamiliar with the systems in order to increase their productivity in the workplace and advance their knowledge in the field.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President
PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM
(CAS, PAC, PBC, GC, PMC, PPC)

Date: July 6, 2016

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Institutional Contact Person & Contact Info (if clarification is needed)
Dr. Bethany Stich (bstich@uno.edu), Department Chair, Planning and Urban Studies

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

A wide range of professionals including urban & regional planners, policy analysts, construction managers, surveyors, cartographers, geographers, mapping technicians, analysts and others, are increasingly utilizing G.I.S. technology. The purpose of the certificate program is to package existing course into a certificate that can advance the skills of persons already familiar with G.I.S. and Remote Sensing, and to introduce the skill set to those unfamiliar with the systems in order to increase their productivity in the workplace and advance their knowledge in the field. We are requesting approval to offer this certificate program as a Graduate Certificate.


The courses are currently offered on-site and will continue in this mode of delivery. To earn the certificate, students will need to take 12 hours from the course list above.

Students wishing to pursue this certificate would need to be admitted into the graduate school and either a Master or Ph.D. level program (e.g. Transportation, Urban Studies, Urban and Regional Planning).

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.

Relevance: Society today runs on data, big data, and special technologies. From mapping as a way of translating data and information to self-driving cars, GIS is an essential skill used by business and industry in almost every facet of modern transactions. We apply GIS techniques in research, in teaching, in marketing, in agriculture, and in engineering and coastal sciences, as well as many others and for our purposes at UNO, in urban planning. Mapping technologies and remote sensing aid us in finding new and better ways to understand information and to solve problems.

Need: As more and more graduates are working in fields using GIS and remote sensing, it is incumbent upon higher education to provide future professionals with requisite skills. This certificate will allow us to offer a valuable credential.

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Louisiana Tech offers a Distance Learning Certificate in Geographic Information Science; it consists of 4 courses each with 10 lesson packages delivered via the Internet. 3 of the courses are Louisiana Tech offerings and the fourth is an ESRI course. The cost for each Louisiana Tech course is $500 (+ fees) and none provide formal academic credit. Students do not physically register at Louisiana Tech for this program. Louisiana Tech also offers a full 120 hour BS in Geographic Information Science degree program.

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

Since 2013, GEOG 5805 has averaged 12 students enrolled therein; GEOG 5830 has averaged 5; GEOG 5810 has averaged 6; GEOG 5820 has averaged 5; MURP 5081 has averaged 6. Based upon these historical averages, it is expected there will be a total of 24 students at implementation. Over the next five years, it is expected that enrollment will grow by 24 students with additional students entering into graduate programs in order to obtain their certification. Thereby, in 2022 we expect a total enrollment of 48.
*Note: Course enrollment is limited to lab size.

4. Accreditation
Describe plan for achieving program accreditation.

There is no program accreditation, but we will work with the American Planning Association (APA), Urban and Regional Information Systems Association (URISA), and the Construction Management Association of America (CMAA) to ensure courses meet their organizational continuing education requirements.

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?

No additional faculty, facilities or library resources will be required. However, UNO will be updating the computer lab reserved for these courses as enrollment increases and software advances.

The Department of Planning and Urban Studies will deliver this 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 should be no additional cost as these courses; they are currently being offered for our degree seeking students and, as such, are already covered by the budget. Thus, there is an expense associated with them so that is reflected in the formula. However, it is not an additional expense. In the future, a lab fee may need to be created as enrollment increases and software advances.

CERTIFICATIONS:

[Signature]
Primary Administrator for Proposed Certificate

[Signature]
Provost/Chief Academic Officer

[Signature]
Management Board/System Office

9-12-17
Date

9/19/17
Date

Date Approved
### SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

**Institution:** University of New Orleans  
**Date:** June 12, 2017  
**Certificate Program, Unit:** GIS Certificate Program, Department of Planning and Urban Studies  
*FTE* = Full Time Equivalent (use the institution's standard definition and provide that definition).

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BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 26, 2017


EXECUTIVE SUMMARY

The University of New Orleans (UNO) is requesting approval to offer two certificates in Historic and Cultural Preservation: a Post-Baccalaureate Certificate (PBC) and a Graduate Certificate (GC). The purpose of the proposed PBC (an academic offering that is earned after a student has completed a recognized baccalaureate with graduate school admission not required; courses are at the undergraduate level) and GC (a graduate-level academic offering that is earned after a student has completed a recognized baccalaureate degree) is to package existing courses into a professional credential that provides individuals with knowledge and skill sets specific to preservation planning. Historic and cultural preservation refers to the maintenance of the residential, social, commercial and industrial structures comprising the built environment of communities along with the open spaces that connect them.

Both proposed certificate programs require the completion of 15 credit hours which includes four (4) core courses and one (1) elective course. The core courses include: Cultural Resource Management, Archeology & Historic Preservation; Introduction to Historic Preservation; Historic Preservation Law; and Gentrification in Historic Districts. The elective course is selected from a designated list of seven courses. All courses are currently offered via classroom instruction on the UNO campus and will continue in this mode of delivery. Students who pursue either proposed certificate will be able to conduct research and participate in class projects and internships involving neighborhood revitalization, main street programs for neighborhood commercial districts and smaller community commercial centers, as well as tourism planning initiatives using economic development from tourism to spark preservation and re-use of historic structures. In doing so, students will be able to examine how regulations at the federal, state, and local level affect heritage management and preservation.

As one of the most historic cities that contains the largest number of National Register Historic Districts and protected historic buildings within, New Orleans is an excellent laboratory for the study of historic and cultural preservation. In addition, the proposed PBC and GC in Historic and Cultural Preservation are natural extensions of programs offered by UNO’s Department of Planning and Urban Studies (PLUS) and Department of Anthropology and Sociology. The University of Louisiana at Lafayette offers a Graduate Certificate in Historic Preservation; however, that certificate program has a different focus in comparison to what is proposed by UNO. Since existing courses, faculty and facilities are sufficient for implementation, the proposed certificate programs can be offered at little cost to 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 New Orleans' request for approval of a Post-Baccalaureate Certificate and Graduate Certificate in Historic and Cultural Preservation.
September 27, 2017

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

Re: Historic and Cultural Preservation Post-Baccalaureate Graduate Certificate Program

Dear Dr. Henderson,

I am requesting approval to develop a Historic and Cultural Preservation Post-Baccalaureate Graduate Certificate Program at the University of New Orleans. The historic and cultural preservation offerings of the UNO Department of Planning and Urban Studies (PLUS) and the Department of Anthropology and Sociology address contemporary issues in Urban Studies and public policy, and they are closely linked to the Master of Urban and Regional Planning program.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President
PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM  
(CAS, PAC, PBC, GC, PMC, PPC)

Date: September 26, 2017

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<tbody>
<tr>
<td>Institutional Contact Person &amp; Contact Info (if clarification is needed)</td>
<td>Dr. Bethany Stich (<a href="mailto:bstich@uno.edu">bstich@uno.edu</a>), Department Chair, Planning and Urban Studies</td>
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</table>

1. Certificate Description

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

Historic and Cultural Preservation refers to the maintenance of the residential, social, commercial, institutional and industrial structures comprising the built environment of communities along with the open spaces that connect them. These structures and landscapes form an important link to the historic culture of a place and support this cultural expression in contemporary society. As such, Historic and Cultural Preservation extends both to tangible resources, like architecture, historic sites, and archaeological resources, and to intangible cultural heritage, the practices, representations, and cultural knowledge that communities consider significant.

The historic and cultural preservation offerings of the UNO Department of Planning and Urban Studies (PLUS) and the Department of Anthropology and Sociology address contemporary issues in Urban Studies and public policy, and they are closely linked to the Master of Urban and Regional Planning program. The study of preservation planning encompasses topics in a number of areas including housing and community development, local economic development, tourism planning and environmental planning. Students engaged in the preservation planning certificate can conduct research and participate in class projects and internships involving neighborhood revitalization, main street programs for neighborhood commercial districts and smaller community commercial centers, as well as tourism planning initiatives using economic development from tourism to spark preservation and re-use of historic structures. They will have opportunities to gain firsthand experience in projects involving the preservation of cultural heritage and historic resources, through archaeology, oral history, ethnography, and other anthropological methods. In doing so, they will be able to examine how regulations at the federal, state, and local level affect heritage management and preservation.

Students with any academic background interested in gaining knowledge about historic preservation may participate in the certificate program and take fifteen credit hours from a list of required and elective courses. These courses may be taken for credit and applied to a degree program in PLUS or another academic area.

We are requesting approval to offer this certificate program as a Graduate Certificate. The certificate program consists of five courses: four core courses and one elective. None of the projected courses are new— all currently exist in the UNO Course Catalog. The courses are currently offered on-site and will continue in this mode of delivery. To earn the certificate, students will need to take 15 hours from the course list below.

Students wishing to pursue this certificate would need to be admitted into the graduate school but with a non-degree status. The graduate school will verify that applicants have a Bachelor degree and the certificate coordinator would ensure that the student has an appropriate background so the student can succeed in the certificate completion.

Curriculum:

Core Courses (Required)

ANTH 4721/5721: Cultural Resource Management, Archaeology, & Historic Preservation
MURP 4010/5010 Intro to Historic Preservation
MURP 4071/5071 Historic Preservation Law
URBN 4100/5100 Gentrification in Historic Districts

Elective Courses (Choose 1)

ANTH 4991/5991 ANTH 4991/5991: Advanced Field Research in Anthropology
ANTH 6201: Analysis and Technical Writing for Cultural Resource Professionals
MURP 4020/5020 Historic Houses & Districts
URBN 4002/5002 Shape of the City
MURP 4200 American City Planning — or —
MURP 6620 History, Theory & Practice of Planning*
MURP 4900/6900 Internship/Ind. Study**

* MURP students take MURP 6175 instead of MURP 6620 to fulfill the certificate requirements.
** An internship with a local preservation organization may be performed for university credit as an independent study session. Undergraduates will take the session as URBN 3998, while graduate students will take the session as MURP 6800. Department
consent is required before enrollment in an independent study can take place.

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.

Historic buildings, public spaces, natural environments, and cultural heritage support economic development as a major focus of the growing tourism industry. New Orleans is an excellent laboratory for the study of historic structures, districts and landscapes, and of the cultural traditions that invigorate them. The city is one of the most historic in the country and contains the largest number of National Register Historic Districts and protected historic buildings within them. New Orleans is comprised of well-defined neighborhoods, each exhibiting distinctive architectural and cultural characteristics. One of the most notable is the Vieux Carre or French Quarter, in the heart of the city, which is internationally known and protected as a National Historic Landmark District. In addition, tangible and intangible cultural heritage management is a growing field of study, particularly as it relates to compliance with federal and state regulations. The investment of federal money in New Orleans following Hurricane Katrina and large-scale capital investment projects have created a need for professionals with training in issues pertaining to cultural and historic resources. Coursework taken in the Historic and Cultural Preservation Certificate Program may provide the basis for an academic degree concentration or may prepare community leaders for more effective work with neighborhood groups and on local boards and commissions.

This certificate program is supported by the Jean Brainard Boebel Endowment in Historic Preservation and the Richard Wallin Boebel Endowed Professorship in Anthropology.

Similar programs: The University of Louisiana at Lafayette has a Historic Preservation Graduate Certificate. However, this program is provided through the departments of Anthropology, Architecture and History, not Planning and Urban Studies. Therefore, the certificate programs have a different focus and are training students for different professions throughout Louisiana.

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

Since 2013, MURP 4010/501 has averaged 22.5 students enrolled; MURP 4071/5071 has averaged 14.5; URBN 4100/5100 has averaged 16.5; ANTH 4721/5721 has averaged 24 enrolled; Elective courses range in enrollment from 11-50 depending on the course. It is expected these courses will grow by 10 percent with this new certificate offering.

4. Accreditation
Describe plan for achieving program accreditation.

There is no program accreditation.

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?

No additional faculty, facilities or library resources will be required.

The Department of Planning and Urban Studies will deliver this 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 should be no additional cost as these courses; they are currently being offered for our degree seeking students and, as such, are already covered by the budget. Thus, there is an expense associated with them so that is reflected in the formula. However, it is not an additional expense.

CERTIFICATIONS:

Primary Administrator for Proposed Certificate [Signature] 9/24/17

Provost/Chief Academic Officer [Signature] 11/26/17

Management Board/System Office Date Approved

LA BoR – AA 2.05 - Oct 2015
### SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

**Institution:** University of New Orleans  
**Date:** ________________

Certificate Program, Unit: Historic Preservation Certificate Program, Department of Planning and Urban Studies

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

#### EXPENDITURES

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* Describe/explain expected sources of funds in proposal text.

LA BoR – AA 2.05 - Oct 2015
September 27, 2017

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

Re: Historic and Cultural Preservation Graduate Certificate Program

Dear Dr. Henderson,

I am requesting approval to develop a Historic and Cultural Preservation Graduate Certificate Program at the University of New Orleans. The historic and cultural preservation offerings of the UNO Department of Planning and Urban Studies (PLUS) and the Department of Anthropology and Sociology address contemporary issues in Urban Studies and public policy, and they are closely linked to the Master of Urban and Regional Planning program.

Thank you for your consideration.

Sincerely,

[Signature]

John W. Nicklow  
President
PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM
(CAS, PAC, PBC, GC, PMC, PPC)

Date:

Campus: University of New Orleans
Program: CIP, Certificate Designation, Title CIP: 040301
Graduate Certificate, Historic and Cultural Preservation Certificate

Institutional Contact Person & Contact Info (if clarification is needed)
Dr. Bethany Stich (bstich@uno.edu), Department Chair, Planning and Urban Studies

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

Historic and Cultural Preservation refers to the maintenance of the residential, social, commercial, institutional and industrial structures comprising the built environment of communities along with the open spaces that connect them. These structures and landscapes form an important link to the historic culture of a place and support this cultural expression in contemporary society. As such, Historic and Cultural Preservation extends both to tangible resources, like architecture, historic sites, and archaeological resources, and to intangible cultural heritage, the practices, representations, and cultural knowledge that communities consider significant.

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Students wishing to pursue this certificate would need to be admitted into the graduate school and either a Master or Ph.D. level program (e.g. Urban Studies, Urban and Regional Planning).

Curriculum:
Core Courses (Required)
ANTH 4721/5721: Cultural Resource Management, Archaeology, & Historic Preservation
MURP 4010/5010 Intro to Historic Preservation
MURP 4071/5071 Historic Preservation Law
URBN 4100/5100 Gentrification in Historic Districts

Elective Courses (Choose 1)
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MURP 4020/5020 Historic Houses & Districts
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MURP 4200 American City Planning—or—
MURP 6620 History, Theory & Practice of Planning*
MURP 4900/6900 Internship/Ind. Study**

* MURP students take MURP 6175 instead of MURP 6620 to fulfill the certificate requirements.
**An internship with a local preservation organization may be performed for university credit as an independent study session. Undergraduates will take the session as URBN 3998, while graduate students will take the session as MURP 6800. Department consent is required before enrollment in an independent study can take place.
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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?

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The Department of Planning and Urban Studies will deliver this program.

6. Cost
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There should be no additional cost as these courses; they are currently being offered for our degree seeking students and, as such, are already covered by the budget. Thus, there is an expense associated with them so that is reflected in the formula. However, it is not an additional expense.

CERTIFICATIONS:

[Signature]
Primary Administrator for Proposed Certificate

[Signature]
Provost/Chief Academic Officer

[Signature]
Management Board/System Office

9/26/17
Date

9/26/17
Date

Date Approved

LA BoR – AA 2.05 - Oct 2015
### SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

**Institution:** University of New Orleans  
**Date:** ____________________

Certificate Program, Unit: Historic Preservation Certificate Program, Department of Planning and Urban Studies

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.

LA BoR – AA 2.05 - Oct 2015
Item F.11. University of New Orleans’ request for approval to award a Doctorate Honoris Causa to Ms. Joan Higginbotham at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to award a Doctorate Honoris Causa to Ms. Joan Higginbotham at the December 12, 2017 Fall Commencement. Ms. Higginbotham is an American engineer and former NASA astronaut. She received a Bachelor of Science degree from Southern Illinois University Carbondale in 1987, and a Masters of Management Science and Masters in Space Systems both from Florida Institute of Technology. Ms. Higginbotham had a long and successful career with NASA, including a 12-day mission aboard STS-116 Discovery where her primary task was to operate the Space Station Remote Manipulator System (SSRMS). She is the third African American woman to go into space, after Mae Jemison and Stephanie Wilson. In 2007, Ms. Higginbotham received the Adler Planetarium Women in Space Science Award.

Ms. Higginbotham is an outstanding role model for so many, especially young women and minorities interested in STEM fields. The University would like to recognize Ms. Higginbotham for her contributions to space exploration and for what she accomplished professionally by awarding a Doctorate Honoris Causa from the College of Engineering.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans’ request to award a Doctorate Honoris Causa to Ms. Joan Higginbotham at the Fall Commencement Exercises.
August 17, 2017

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

Dear Dr. Henderson,

The University of New Orleans requests approval to award a doctorate Honoris Causa during the University's fall commencement on Tuesday, December 12, 2018 to Astronaut Joan Higginbotham.

Ms. Higginbotham holds an undergraduate degree in Electrical Engineering and master's degrees in Management and in Space Systems. She has had a long and successful career at NASA, including a 12-day mission aboard STS-116 Discovery. She is an outstanding role model for so many, especially young women and minorities interested in STEM fields.

Thank you for your consideration of this request. Please do not hesitate to contact me should you have any questions.

Sincerely,

John W. Nicklow
President
To: John Nicklow, President
Through: Mahyar Amouzegar, Provost
From: Emir Macari, Dean of Engineering
Date: 8/3/17
RE: Awarding of doctorate Honoris Causa to Ms. Joan Higginbotham

Dear President Nicklow,

I was recently contacted by Provost Amouzegar regarding the possibility of inviting Astronaut Joan Higginbotham to be our fall 2017 commencement speaker and in so doing, award her a doctorate Honoris Causa from the UNO College of Engineering. I have reviewed Ms. Higginbotham’s professional record and have also shared it with the leadership of the College of Engineering to develop a recommendation.

Based on the discussions held in our Cabinet meeting on 8/4/17, I am happy to confirm that our College recommends that this award be made and it will be an honor to participate in the awarding of the Honoris Causa degree during the commencement ceremonies in December 2017.

It is especially worth noting that Ms. Higginbotham is only one of a few African-American women engineers in NASA’s astronaut corps and this makes it that much more meaningful.
Biographical Data

JOAN E. HIGGINBothAM
NASA ASTRONAUT (FORMER)

PERSONAL DATA: Born in Chicago, Illinois. She enjoys body building (weightlifting), cycling, music, motivational speaking.

EDUCATION: Graduated from Whitney M. Young Magnet High School, Chicago, Illinois, in 1982; received a Bachelor of Science degree in Electrical Engineering from Southern Illinois University at Carbondale, in 1987, a Masters of Management from Florida Institute of Technology in 1992, and a Masters in Space Systems from Florida Institute of Technology in 1996.

ORGANIZATIONS: Delta Sigma Theta Sorority, Inc., The Gulf Coast Apollo Chapter of the Links, Inc., Association of Space Explorers (ASE), and Sickie Cell Association of the Texas Gulf Coast, Board Member.

AWARDS: NASA Exceptional Service Medal; Keys to the Cities of Cocoa and Rockledge, Florida; Group Achievement Award for STS-26 Return to Flight; Kennedy Space Center Public Affairs Certificate of Appreciation for Service; Commendation for Service to the Department of Defense (DOD) Missions; Presidential Sports Award in bicycling and weight training; Outstanding Woman of the Year Award; Outstanding Performance 1992, 1993, 1995; National Technical Association's 50 Distinguished Scientists and Engineers; Florida Institute of Technology’s Distinguished Alumni for 1997; Southern Illinois University’s Distinguished Alumni; Essence Magazine’s Top 50 Women of 2004; National Technical Association’s 2007 Technical Achiever Engineer); League of Black Women Black Rose Award Recipient 2007; Women of Color in Technology Career Achievement Award Recipient 2007.

NASA EXPERIENCE: Joan Higginbotham began her career in 1987 at the Kennedy Space Center (KSC), Florida, as a Payload Electrical Engineer in the Electrical and Telecommunications Systems Division. Within six months she became the lead for the Orbiter Experiments (OEX) on OV-102, the Space Shuttle Columbia. She later worked on the Shuttle payload bay reconfiguration for all Shuttle missions and conducted electrical compatibility tests for all payloads flown aboard the Shuttle. She was also tasked by KSC management to undertake several special assignments where she served as the Executive Staff Assistant to the Director of Shuttle Operations and Management, led a team of engineers in performing critical analysis for the Space Shuttle flow in support of a simulation model tool, and worked on an interactive display detailing the Space Shuttle processing procedures at Spaceport USA Kennedy Space Center’s Visitors Center). Higginbotham then served as backup orbiter project engineer for OV-104, Space Shuttle Atlantis, where she participated in the integration of the orbiter docking station (ODS) into the space shuttle used during Shuttle/Mir linking missions. Two years later, she was promoted to lead orbiter project engineer for OV-102, Space Shuttle Columbia. In this position, she held the technical lead government engineering position in the firing room where she supported and managed the integration of vehicle testing and troubleshooting. She actively participated in 53 space shuttle launches during her 9-year tenure at Kennedy Space Center.

Joan Higginbotham was selected as an astronaut candidate by NASA in April 1996, Joan Higginbotham reported to the Johnson Space Center in August 996. Since that time, she had been assigned technical duties in the Payloads & Habitability Branch, the Shuttle Avionics & Integration Laboratory (SAIL), the Kennedy Space Center (KSC) Operations (Ops) Support Branch, where she tested various modules of the International Space Station for operability, compatibility, and functionality prior to launch, the Astronaut Office APCOM (Capsule Communicator) Branch in the startup and support of numerous space station missions and space shuttle missions, the Robotics Branch, and Lead for the International Space Station Systems Crew Interfaces Section. Joan has logged over 8 hours in space having completed her first mission with the crew of STS-116 where her primary task was to operate the Station Remote Manipulator System (SSRMS).

Joan Higginbotham was assigned to the STS-126 mission targeted for launch in September, 2008. In November 2007, Joan Higginbotham retired from NASA in order to pursue a career in the private sector.
SPACE FLIGHT EXPERIENCE: STS-116 Discovery (December 9-22, 2006). The seven-member crew on this 12-day mission continued construction of the ISS outpost by adding the P5 spacer truss segment during the first of four spacewalks. The next two spacewalks rewired the station’s power system, preparing it to support the addition of European and Japanese science modules by future shuttle crews. The fourth spacewalk was added to allow the crew to coax and retract a stubborn solar panel to fold up accordion-style into its box. Discovery also delivered a new crew member and more than two tons of equipment and supplies to the station. Almost two tons of items no longer needed on the station returned to Earth with STS-116. Mission duration was 12 days, 20 hours and 45 minutes.

NOVEMBER 2007
Item F.12. University of New Orleans' request for approval of a conceptual framework for replicating an existing charter school on the campus of the University.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval of a conceptual framework for replicating an existing charter school on the campus. Last year UNO began to explore the practicality of operating an elementary (PreK-8) laboratory school that would be located on the campus. The goals of such an endeavor are as follows: (1) to provide additional high-quality educational opportunities for the children of New Orleans; (2) to improve the training of UNO's next generation of teachers; and (3) to provide new revenue opportunities for UNO. A Feasibility and Concept Analysis was conducted by a consultant which concluded that partnering with an established charter school in a collaborative arrangement would have a higher probability of success.

Based on feedback from the consultant, which was based on extensive research, UNO would like to proceed with discussions regarding a potential partnership with Edwards Hynes Charter School to establish a PreK-8 charter school on campus. Should approval and support to do so be granted by the Board of Supervisors for the University of Louisiana System UNO would discuss this concept with external constituents; complete a space assessment analysis; establish a communications plan; and identify external start-up grant funding. Once these next steps are completed UNO would then present a working plan and lease agreement to the Board for consideration.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' conceptual framework for replicating an existing charter school on the campus of the University.
September 14, 2017

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

Re: Replication of Existing Charter School

Dear Dr. Henderson,

This is a request to approve the conceptual framework of replicating an existing charter school on the campus of the University of New Orleans. This approval and expression of support will allow the campus to move forward from the attached Feasibility and Concept Analysis to the next phase of planning.

I am requesting that this item be placed on the agenda for consideration at the October 2017 meeting of the Board of Supervisors.

Please do not hesitate to contact me should you have any questions.

John W. Nicklow
President
Feasibility and Concept Analysis

Rose Drill-Peterson, PhD
September 19, 2017
Section A - Executive Summary

This report began as a feasibility study requested by the University of New Orleans to investigate the potential development of an elementary laboratory school operated by the University of New Orleans (UNO) and located on its campus. The goals are to provide additional high-quality educational opportunities for the children of New Orleans, to improve the training of UNO’s next generation of teachers, and to provide new revenue opportunities for UNO. After reviewing the educational landscape in the region, the study’s focus shifted. A UNO lab school, research showed, would directly compete with the current direct-run and charter schools in New Orleans. Considering this, the study then focused on the feasibility of UNO partnering with an established charter school or Charter Management Organization (CMO) to open a PreK–8 charter school on the UNO campus in a collaborative arrangement. This partnership would envision that UNO would not operate the school, but work together with the charter to achieve mutual goals and benefits with the established governing board of the charter.

The study is organized into sections. The Louisiana Charter Schools Review section summarizes the pros and cons of partnering with different types of charter schools. It was during the course of this research that it became apparent that there was an obvious, cost-effective and potentially successful way to partner with a charter school which was already a UNO-affiliated partner. Edward Hynes Charter, an open-admission Orleans Parish Type 3 charter school, was established after Katrina with the assistance of the UNO chancellor and faculty. There are currently two UNO faculty members who are current board members at Hynes; one holds the UNO-designated governing board member seat.

Benjamin Franklin High School (BFHS), also a UNO partner, is already on the UNO campus, serving grades 9-12, and has approached the concept of expanding to lower grades. However, BFHS administrators paused that conversation after hearing that UNO was exploring the idea of a PreK-8 collaboration with Hynes Charter. This could result in a beneficial partnership among the three schools. Hynes Charter is an open admissions, A-rated school because of its students' high academic achievement. It is, therefore, eligible to replicate its program without having to apply for a new charter at a new site. Hynes was recently awarded a ten-year charter renewal extension by the Orleans Parish School Board (OPSB). The CEO and staff at Hynes participated in the New Schools for New Orleans Replicating Quality School Training in 2014, and developed financial and organizational models for replication. The Hynes Charter staff and board are ready to explore opening a new site. In addition, Hynes Charter is already a professional development site for many next-generation UNO teachers. This relationship existed long before Hynes' status as a charter. There are currently 10 veteran teachers at the Hynes site who have been mentoring teachers and supervising UNO student teachers for many years. It is for these reasons that the focus of the study again shifted to the feasibility of a Hynes/UNO partnership.

A review of national models was conducted including colleges which authorize charters, universities that operate charters, and those that partner and collaborate with charters. University leaders caution that a Charter/University collaboration should only be attempted if there is a sustaining commitment by both entities. For a successful charter school on a university campus, the missions of both the university and charter school must align.

The operational sections of this study analyze the competitive landscape for potential students. EnrollINOLA, the citywide enrollment program, shows that with the student demand for seats at high-performing schools, there is little doubt that a charter school on the UNO campus operated
by the Hynes Charter School Corporation would be successful in reaching capacity enrollment. In 2017, the present Hynes Charter had 572 applications for 100 vacancies at its current site. UNO faculty and staff may benefit if the UNO/Hynes charter school could offer a preference for a percentage of these seats to their children and/or dependents.

With the commitment of the UNO administration and faculty, especially the faculty of the College of Liberal Arts and Human Development, the charter school could provide the on-campus educational laboratory for developing and sharing best practices with other schools. Undergraduate, next-generation teachers would have the ability to attend college classes at the charter and directly observe strategies in real time and with real students under the guidance of veteran PreK-8 teachers. Professional development workshops could also be offered at the site. The presence of an elementary school on campus will revitalize the undergraduate and graduate education course offerings at UNO.

There are ways in which a charter school on campus can increase revenue for UNO. These include the leasing of a building, including overhead costs to the charter school operator or charging a per pupil amount which would generate a guaranteed amount of dollars per year. Also, the ability to attract additional student enrollment for additional charter-focused courses could generate more tuition dollars. An increase in the UNO offerings of summer and Saturday programs for elementary students could generate an increase in attendees and fees. A larger list can be found in Section F. Also, having a charter school on the campus could engage non-education majors in volunteering and providing support for the students, parents and faculty in a variety of ways. These could include coaching intramural teams, tutoring struggling students or assisting in science labs. Providing a space on campus for PreK-8 students also gives those students a feel for their future on a college campus – perhaps UNO.

The capital building section reviews some of the requirements, safety codes, and other considerations necessary for a building to be converted into an operating elementary school.

The financial projections section shows that a start-up charter school, even a replicated one, would need a substantial grant for start-up operating costs. Those available grant possibilities are listed in that section, as well as additional costs to the university. The projected size for a second PreK-8 Hynes site would begin with 150 students in two grades during the first year and gradually grow to 690 students within five years. Several of these grants have application deadlines and other deadlines for opening a new school. The largest grant, from the NOLA Charter Excellence Fund Grant administered by New Schools for New Orleans, has a mandated 2018 opening date to be eligible for its funding.

This study is not intended to be an exhaustive report. More research needs to be done, especially in the area of choosing the appropriate school facility and the exploration of actual costs for renovation and/or site preparation.

Since Katrina, we have learned to: 1) replicate what is working, 2) re-engineer when strategies are not productive or successful, and 3) share the knowledge of our successes and failures. UNO and Hynes are exceptionally well-suited as potential partners to embark on such a journey. Both organizations, along with Benjamin Franklin High School, have enjoyed a formal 11-year cooperative and beneficial relationship. In fact, Benjamin Franklin students currently participate in a dual enrollment program at UNO and utilize the UNO library. Creating a Hynes campus on the UNO campus would be the next logical step to provide high-quality educational opportunities from Pre-K through college for the children of New Orleans.
Section B - Louisiana Charter Schools Review:
This Section has been reviewed by Lee Reid, Esq., of Adams and Reese; Reid is an attorney specializing in Louisiana Charter School Law.

Analysis of the similarities and differences among current charter schools associated with universities in Louisiana, including governance, legislative authority, funding sources, budgets, student admissions and enrollment. Other than Ben Franklin High School and the Net Charter on the University of New Orleans campus, there are only two other charter schools located on college campuses in Louisiana: the Maxine Giardina Charter School at Nicholls State University and Lincoln Prep, a lab-converted-to-charter school on the Grambling State University Campus.

The Maxine Giardina Charter School - Nicholls State University

The Maxine Giardina Charter School (the MAX Charter), located on the Nicholls State University campus, serves students in grades 1-8, and focuses on students with dyslexia and other language-related learning issues. The school was developed in collaboration with the Louisiana Center for the Study of Dyslexia and Related Learning Disorders and the College of Education at Nicholls State University. It has been in existence ten years, and is considered an Alternative School under the state’s accountability system. The MAX Charter is a Type 2 charter school, which allows for a statewide student enrollment. As a Type 2, the MAX Charter is its own Local Educational Agency (LEA) and receives funds directly from the state. The charter owns its facility which is comprised of modular buildings on campus. The school pays no rent to the university and, although there are university members on the governing board of the school, it is run independently and governed by its own nonprofit board. According to Alison Borne, Data Coordinator at the school, the university supports the charter with student teachers and the use of the university’s Dyslexia lab. The school’s website states that the MAX Charter is the first of its kind in Louisiana and has become a source for on-going professional development for in-service teachers as well as field experience training for pre-service teachers working with targeted special-needs students.

Currently there are 120 students attending the school. It receives money from the state’s Minimum Foundation Program (MFP), from local funds, as well as funds for special-needs students. Additional funds are raised from grants. There are no funds that are allocated directly from the university to the charter school. The annual 2016 budget of the MAX charter school as listed on the Louisiana Believes, DOE Website is $1,379,989, with $56,632 coming from federal funds.iii

Lincoln Prep- Grambling State University

Lincoln Prep is a Type 2 charter located on the campus of Grambling State University. Originally designed as a lab school, Lincoln converted this year to a Type 2 charter. According to Gordan Ford, Lincoln’s Executive Director, "We had to do this because we did not receive enough funds from the state to run the lab school." Lincoln is continuing to use the same building as the lab school. There is no rent paid, but the charter school pays for utilities and piggybacks on the custodial services contract, Mr. Ford reports. The governing board of the school is separate from the university, although there are a few trustees who sit on the board and several others are Grambling graduates. There are currently 385 K-12 students who have registered for the upcoming
year. The school is approved for 528 students. Mr. Ford also indicated that the lab school at Louisiana Tech in Ruston is working to convert to a charter for the same reasons as Grambling. Lincoln Prep projects a budget of $3,756,606 for the upcoming year as noted on the Louisiana Believes, DOE Website.\textsuperscript{iv}

**Louisiana Charters with strong ties to universities.**

**Lusher Charter School**

Lusher Charter School in New Orleans has a strong connection to Tulane University. While not on the Tulane campus, the charter is nearby. In the aftermath of Hurricane Katrina, Tulane and Lusher entered into a formal partnership. Tulane provided Lusher with $1.6 million to plan for reopening, and operating the elementary, middle, and high schools. In turn, Lusher opened its doors to children of Tulane’s faculty and staff.\textsuperscript{v} Lusher currently allocates a portion of its openings to the children of Tulane-affiliated parents who meet Lusher’s admissions criteria. Lusher Charter’s high school juniors and senior students are allowed to earn college credit at Tulane.

Further partnerships include the development of a professional learning center for teachers, shared use of facilities, access to Tulane’s library, and help from Tulane’s architect and facilities manager in planning for the Fortier Campus renovations.\textsuperscript{vi}

**Analysis of the differences in partnering with various kinds of charters.**

Each state enacts laws governing charter schools. In Louisiana, there are six types of charter schools. Each of those types is defined below, with a discussion of the pros and cons of partnering with each. The definitions are adapted from the Charter School Legal Handbook (2014).\textsuperscript{vii}

Charter School—an independent public school that provides a program of elementary and/or secondary education established pursuant to and in accordance with the provisions of the Louisiana Charter School Law to provide a learning environment that will improve pupil achievement.

**Type 1:** a new school with a charter contract between a non-profit corporation and a local school board. Only pupils who would be eligible to attend a public school operated by the local school board within the same city or parish are eligible to attend. At-risk provisions apply and a centralized enrollment is mandated for Orleans Parish.

In order to partner with a Type 1, UNO would be required to set up a new charter or partner with an established non-profit corporation that had the requisite number of teachers and others on the board as required by law. A full charter application would have to be submitted to the Orleans Parish School Board for approval. The Board announces a request for proposals each year and specifies the kinds of curriculum focuses it deems as a priority. A new school would have to meet those requirements.

**PROS-** UNO would be able to greatly impact curriculum and structure of the new school.

**CONS-** A lengthy assessment would be required of the amount of time needed from the education faculty initially to begin a start-up. There would also be non-reimbursable costs involved in the writing and review of the application. The focus of the school may
have to meet the priorities listed in the Request for Proposals (RFP) as announced by the Orleans Parish School Board. This RFP may not include the curriculum focus that a UNO/Charter partnership would like to pursue.

**Type 2:** a new school or a preexisting public school converted to a charter school with a charter contract between a non-profit corporation and the Board of Elementary and Secondary Education (BESE). For preexisting public schools, the conversion to a charter school must be first approved by the professional faculty and staff of the preexisting school and by the parents or guardians of children enrolled in the school as provided in R.S. 17:39B3(C). Pupils who reside within the state will be eligible to attend as provided in the charter.

To begin a new Type 2 charter school, a new non-profit board would have to be developed. Before submitting a Type 2 charter school application to BESE, the charter school applicants must have already unsuccessfully petitioned the local school board for a Type 1 or Type 3 charter. The applicants may only submit a Type 2 application to BESE if the local school board has denied the Type 1 or Type 3 proposal.

If UNO wanted to partner with an existing (non-charter) direct-run school that wanted to convert to a charter, the Orleans Parish School Board would again have to deny or refuse to review the application, which would then be submitted to BESE. There are only four direct-run schools currently in Orleans Parish which would be eligible for this type of conversion. All, except Mahalia Jackson Charter, are situated in new school buildings.

To partner with a Type 2 elementary, K-8 school currently in existence would require the current school to expand and begin another campus. Replication would be the simplest and most cost-efficient way to partner, as the state allows for high-performing schools to expand. However, the curriculum focus would have to be the same. Currently, the only Type 2, K-8 school in Orleans Parish eligible for replication is the International School of Louisiana (ISL). Its focus is language immersion, in French and Spanish.

**PROS:** Student enrollment would be open to the entire state, with preference to children of UNO staff and faculty.

**CONS:** Cost and time issues are the same as for the Type 1 for writing the application. There may be further political issues with the local board having to deny the application. There may also be negative issues from education leaders in other parishes who feel that a Type 2 would compete for students. Replication would decrease time and costs for application. However, the UNO Education faculty may not have the foreign language background to support the school (ISL). The immersion focus would also limit the charter school as a true professional development school for UNO’s aspiring teachers who were not fluent in those languages. The funding for Type 2’s is currently under attack in the state courts. The case was heard by the Louisiana Supreme Court September 5. An analysis of the case is discussed in the next section.

**Type 3:** a preexisting public school converted into a charter school with a charter contract between a non-profit corporation and the local school board. Only pupils who would be eligible to attend a public school operated by the local school board granting the charter, or pupils from the same area as those permitted to attend the preexisting school will be eligible to attend as provided in the law. At-risk student enrollment provisions apply, as well as mandatory common
enrollment and city-wide policies. The schools that existed before the Katrina, and were chartered after, are among the Type 3’s – Ben Franklin, Audubon, Easton, Hynes, Moton, New Orleans Charter Math and Science, Lusher, and Lake Forest.

**Type 3B:** a former Type 5 charter school transferred from the Recovery School District to the administration and management of the transferring local school system pursuant to R.S. 17:10.5 or 10.7 and rules adopted by BESE. The local school board shall permit a Type 3B charter school to remain in the facility in which it was located at the time of transfer or shall provide the Type 3B charter school with another facility for use. At-risk student enrollment provisions apply as well as mandatory common enrollment city-wide policies. It is anticipated that by 2018, all charters will be under the authority of the Orleans Parish School District under the Unification Plan.

To partner with a type 3 or 3B, the current existing charter school or charter management organization, would seek to expand and open another school on the UNO campus. The current charter board would remain. The partnering school or organization could submit a new application to the Orleans Parish School Board for a new campus and a new school focus or utilize the same curriculum focus. The Orleans Parish School Board, based upon their specific request for proposals, would review and approve the application.

There is also a provision in the BESE and OPSB policies to allow for replication and expansion of a high-performing charter school without having to go through the full application process. The provisions state that the school must replicate the same curriculum and student learning strategies currently at the high-performing school. Currently, UNO has partners with two charter schools: Ben Franklin High and Hynes Charter. UNO has members on the governing board of both of those schools. Both charters are eligible to replicate. Hynes Charter already serves as a professional development site for UNO’s next generation teachers and has had a long relationship with UNO.

**PROS:** Replication would save both time and money in the application process. A high-performing charter school would immediately be able to serve as a staff development hub for aspiring teachers, counselors and other university-based researchers. The UNO Education faculty would be able to provide leadership in staff development activities and provide for a seamless transition for aspiring teachers. Securing a charter school on campus may also increase the number of aspiring teacher applicants. Most importantly, Michelle Douglas, CEO of Hynes and a graduate of UNO, is interested in pursuing the UNO partnership along with her board.

**CONS:** Student enrollment would be only for Orleans Parish residents. If UNO decides to partner with another type 3, which is not eligible for replication, a full application would have to be submitted to the Orleans Parish School Board.

**Type 4:** a preexisting public school converted to a charter school with a charter contract between a local school board and BESE. Prior to the creation of such a charter, to convert a preexisting school, BESE may require approval of a proposal to create such a charter by the professional faculty and staff of the preexisting school and by the parents or guardians of children enrolled in the
school as provided in R.S. 17:3983(C). Within such Type 4 schools, unless an agreement with another city, parish, or other local public school board is reached to allow students to attend the charter school, only pupils who would be eligible to attend a public school operated by the local school board or pupils from the same areas as those permitted to attend the preexisting school will be eligible to attend as provided in the charter.

This type is not appropriate for a UNO partnership, as the Orleans Parish School Board has the goal of chartering all of its schools and operating as an authorizer.

Type 5: a preexisting public school transferred to the Recovery School District as a school determined to be failing, pursuant to R.S. 17:10.5 or 10.7 and operated as the result of and pursuant to a charter between a non-profit corporation and BESE. Except as otherwise provided in R.S. 17:10.7 or R.S. 17:1990, and notwithstanding the provisions of R.S. 17:3991(B)(1), within such a Type 5 charter school, only pupils who would have been eligible to enroll in or attend the preexisting school under the jurisdiction of the city, parish, or other local public school board or other public school entity prior to its transfer to the RSD may attend. In addition, any student who is eligible to participate in a school-choice program by the prior system shall be permitted to enroll in a Type 5 charter, which has the capacity for another student in the appropriate grade.

Since there are very few pre-existing public schools left in Orleans, this type of partnering may not be an option. Currently, the schools directly run by the district are not eligible for takeover. Most of the others are charter schools. If a charter management organization loses its contract, another operator can apply. However, the school would usually stay at the current location. Moving onto the UNO campus may be not approved.

Corporate Partner Charter Schools
La R.S. 17:3991.1 allows for charter schools to partner with "corporate partners." In exchange for a donation of land, rent free space or "major repairs" or "capital repairs", the corporate partner receives an enrollment preference for dependent children of permanent employees of the corporate partner. This would provide UNO the opportunity to create a UNO-centered school culture through enrollment. UNO can also partner with a Type 3 and replicate as outlined above, so the same pros and cons apply. Some analysis is needed to determine if a university is eligible to become a corporate partner. It typically would apply to for-profit and non-profit organizations and not a state entity. Legislation may be needed if this is of interest to UNO.

Review of the current lawsuit brought by Iberville Parish and Louisiana Association of Education (LAE) as it may affect funding for future charter schools. Must be updated after a decision is reached after the September 5, 2017 hearing before the Louisiana Supreme Court.


This summary was adapted from the Louisiana Association of Public Charter Schools Brief, June, 2017.
In September 2014, a local district (Iberville Parish School Board) filed a lawsuit against the state, challenging the constitutionality of the current Minimum Foundations Program (MFP) structure for funding Type 2 charter schools. Soon thereafter, a state teachers' union organization (the Louisiana Association of Educators—LAE) filed a similar lawsuit and the two suits were eventually consolidated into one before the 19th Judicial District Court.

Collectively, the plaintiffs argued:

1. That the constitution only permits traditional local school districts to directly receive MFP funds and as such, Type 2 charter schools should only be funded via general or specific legislative appropriations (which do not receive the same level of budget protections as MFP funds).

2. Even if Type 2 charter schools are permitted to directly receive (MFP) funds, plaintiffs contended that the MFP formula unlawfully considers the amount of local funds raised by a district and that any withholdings from a district’s total state portion of the MFP is unconstitutional.

In essence, the plaintiffs argued that the funding of students who attend Type 2 charter schools should be akin to those who attend a private school, namely, that no amount of money should be withheld from districts for students who enroll in a school outside the purview of that board’s jurisdiction and that the funding for those students should be the full burden of the state with no financial consequence to the sending district.

**Implications for UNO Partnering:**

The result of this lawsuit, if the plaintiffs win, may force the state to provide for a separate state allocation for Type 2 charter schools. This would be costly, and the dollars could not be allocated from the local district for Type 2 charter schools. The state would have to create a separate funding source. Until the suit is settled, UNO should not seek to partner with a Type 2 charter school at this time.
### Types of Charter Schools

<table>
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<tr>
<th>Type</th>
<th>Authorizer</th>
<th>Contract</th>
<th>LEA status</th>
<th>Start-Up vs. Conversion</th>
<th>Admissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Local School Board</td>
<td>LSB + non-profit board</td>
<td>No</td>
<td>Start-up</td>
<td>At-risk percentage requirements; may have admission requisites consistent with mission</td>
</tr>
<tr>
<td>2</td>
<td>BESE</td>
<td>BESE + non-profit board</td>
<td>Yes</td>
<td>Either</td>
<td>At-risk percentage requirements; may have admission requisites consistent with mission</td>
</tr>
<tr>
<td>3</td>
<td>Local School Board</td>
<td>LSB + non-profit board</td>
<td>Either</td>
<td>Conversion</td>
<td>May have admission requisites consistent with mission</td>
</tr>
<tr>
<td>3B</td>
<td>Local School Board with financial oversight from BESE</td>
<td>LSB + non-profit board</td>
<td>May be either at charter request</td>
<td>Conversion former Type 5 returned to an LSB</td>
<td>Open enrollment only</td>
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<tr>
<td>4</td>
<td>BESE</td>
<td>BESE + local school board</td>
<td>Yes</td>
<td>Either</td>
<td>At-risk percentage requirements; may have admission requisites consistent with mission</td>
</tr>
<tr>
<td>5</td>
<td>BESE</td>
<td>BESE + non-profit board</td>
<td>Yes</td>
<td>Conversion *under the jurisdiction of the RSD</td>
<td>Open enrollment only</td>
</tr>
</tbody>
</table>

Section C - National Models Review:

Analysis of university/charter school models around the U.S. which may be applicable in Louisiana, including funding, university participation and governance.

University Lab schools

Universities have partnered with K-12 schools in many ways long before the advent of charter schools. Professional development schools, better known as lab schools, were developed as a way for education departments to train aspiring teachers while at the same time to impact the curriculum and teaching strategies in elementary and secondary schools. Some of the earliest examples date back to the 1890’s, with John Dewey founding the first experimental school at the University of Chicago. Currently, there are about 60 formal lab schools, which are members of the International Association of Laboratory Schools. Several lab schools in the United States are now also charter schools and use the best practices of each. The University of Hawaii and Grambling State have both converted their lab schools into charters. There are various governance structures that may be applied to lab/charter schools throughout the country. Funding depends upon the state charter law as well as the higher education funding in that particular state.

Universities as Charter Authorizers

The first charter school law was passed in Minnesota in 1991. There are now over 42 states with laws allowing for and governing charter schools. As these laws were passed, many universities led the way in support of charter schools. Some state laws allow for universities to authorize charters and to provide the oversight and accountability for those schools. A total of 47 higher education institutions were authorizing charter schools at the end of the 2014-15 school year, according to the National Association of Charter School Authorizers (NACSA). The funding for authorization by the universities is allocated from a fee that is paid by each charter school on a per student bases. This model is not currently allowed by Louisiana law, but some of the initiatives and strategies employed by these universities may be applicable to a UNO/Charter partnership.

Universities as Charter Operators

After the passage of state laws, additional universities embarked on initiatives to start and/or operate charter schools. There are still many very successful charter schools run by universities in the country.

There have been universities which began charter schools only to find that the time, dollars and effort needed to run the charter school overwhelmed their education faculty and department. In 2008, after a decade of running a charter school, the University of South Florida (USF) transferred control of its F-rated charter school to the local school district. The University stated that they did not have the financial resources to adequately assist the students. However, the founder of the Charter School stated, “What was really
needed was not more money, but human capital in the form of USF faculty and student involvement.\textsuperscript{xi}

The inherent conflicts of any University/Charter School partnership is nicely summarized by Dr. Deborah Stipek, former Dean of the Stanford University Graduate School of Education, in an interview last month.\textsuperscript{xii} "We operated a charter school for over a decade. However, when a new dean (of the university's education department) was named, he felt that the mission of the department did not align with the running of a charter school." Stanford still has ties with the charter school, but no longer financially supports the school. Nor does its Graduate School of Education work on a daily basis with the charter school it began.

Dr. Stipek also recounted that although Stanford financially supported the charter school with the university's funds, it was not enough to provide the needed resources for the school. It was her task to raise hundreds of thousands of additional dollars each year to provide for the extra financial resources needed for student success.

There are several funding allocations for charters on university campuses: per-pupil public funds (depending on the state law), federal per-pupil, direct university subsidy and private philanthropic dollars. In the case of Stanford, Dr. Stipek indicated that the university allocated $500,000 per year in the first years of the charter school.

Governance of charter schools operated by universities on campuses follows a similar model as that used by UNO and New Beginnings. Usually a separate entity is formed with a governing board that has member seats designated by the university.

UNO has had a history of operating charter schools and should review the steps, records and rationale of why there was a transfer of governance and operation to the New Beginnings Schools Foundation that was initially created and operated by UNO.

**Universities as Charter Collaborators**

Other University/Charter models around the country reflect the laws of that state and the resources of the universities. With some partnerships, the university faculty provides the faculty and staff development, the same as district schools. In others, there is a collaborative arrangement with the university faculty and the charter school. K-12 teachers also serve as professors for certain university classes and vice versa.

No matter how extensive the partnership is, literature and interviews with university leaders emphasize that the mission of the charter school and the university must be aligned, and a commitment to sustain the alliance should be an integral part of any agreement.

**University Initiatives to Support Charter Schools**

As a result of universities supporting charter schools, several colleges have created programs that enhanced their own offerings to meet the unique needs of the charter school sector.
Charter School Leadership Programs

Central Michigan University (CMU) developed a Masters in Charter School Leadership in partnership with the Detroit-based Skillman Foundation and the National Charter Schools Institute. CMU launched a concentration of charter school leadership as part of its Master of Educational Leadership program. The program's website states: "This unique online master's degree program is designed for dedicated educators interested in enhancing their skills and educational credentials for charter school leadership. As the number of new charter schools in the U.S. is rapidly rising, leaders with knowledge of the special challenges of charter school administration are needed."  

Ball State University offers a certificate in Charter School Leadership as well. These offerings are funded by money from student tuition.

Both of the universities above are charter authorizers. Their willingness to revise and expand their traditional school-leader preparation has supported the charter school movement in their states.

Other universities have developed online and face-to-face courses to support charter schools, especially in the finance area. The University of Georgia's Institute of Government offers a Charter School Financial Management Certification Program. Funding comes from the state. The Charter Schools Commission of Georgia offers full scholarships to school business managers and school leaders who wish to enroll in this program.

Undergraduate Student Recruitment

Some programs are more formalized. Lake Superior State University (LSSU), for example, offers a series of summer camps called Superior Edventures for students of schools chartered by LSSU. Through these camps, held on LSSU's campus, students "get firsthand experience of what it is like to learn and work in state-of-the-art science laboratories and classrooms." Eleven camps included math and STEAM camps for 7th and 8th graders, as well as leadership camps for high school students. Not only does this assist the achievement of K-12 students, but it gives them an introduction to campus life at LSSU.

In the past, UNO has offered summer camps for gifted students (SPARKLE) as well as other summer programs which were staffed by the UNO Education faculty and aspiring teachers. Currently, UNO offers a summer camp through the UNO Recreation and Fitness Center. The campus is working to improve academic components of those camps, as they have been minimal in the past. For example, UNO now offers a science and engineering camp for high school students.

Teacher and School Leader Placement

University authorizers have also used their affiliated schools for help in placing teachers and school leaders in career opportunities. This is done through formal and informal partnerships between a university's authorizing office and its college of education.
Other Opportunities

With a high performing charter school on campus, UNO can offer more professional
development to assist other charters which may struggle with the training of new
teachers. The ability to showcase strategies in action and to model these with real
students is a tremendous plus for the UNO Education faculty and for the general
improvement of education for the students in the city.

Section D - Operations and Competitive Landscape Reviews:

- Analysis of the number of seats currently available for elementary students in
  schools in New Orleans (Orleans Parish) as well as in the surrounding
  parishes, including wait lists where applicable.

- Survey and analysis of the political threats and challenges posed by opening a
  charter school on the UNO campus.

- Analysis of the legislative rules for Enroll NOLA and other New Orleans
  unification requirements as they may apply to a charter school on the UNO
  campus.

Partnering with Hynes Charter/Benjamin Franklin High School

Since the focus of this report is now on the feasibility of partnering with Hynes, this
section will concentrate on the current student demand for Hynes Charter in its Lakeview
location. It will also review the current seat capacity and availability of elementary seats
in Orleans Parish only. If the partnership was to be extended to a Type 2 school, then
the surrounding parish availability would be applicable. As discussed in the Louisiana
Review section, Hynes is a Type 3 charter which can only enroll Orleans Parish residents.

In the last several years, more and more Benjamin Franklin graduates have opted to
attend UNO as their college of choice. Likewise, Hynes Charter has become an
important and growing feeder for Benjamin Franklin High School. The
Hynes/Franklin/UNO connection will probably increase the desire of more students to
attend UNO as their college of choice because of the geographic proximity and close
affiliation of these institutions.

Profile of Hynes

Edward Hynes Charter is an open admission A rated school with a state school
performance score (SPS) of 113.7 out of 150. The full school report card can be found
in the appendix. Of the 48 classroom teachers, 100% have bachelor degrees and 36%
hold master degrees. The CEO is currently enrolled in the PhD program at UNO. The
school has recently been awarded a ten-year renewal by its authorizer, the Orleans
Parish School Board. There is at present one campus, located at 990 Harrison Avenue
in the Lakeview neighborhood of New Orleans. The school is operated by the governing
board of the Hynes Charter School Corporation. A new school may be operated by the
same board.
Student Demand for Hynes

During the 2016-2017 school year, the demand for seats at Hynes far out-weighed the availability. By state law and Orleans Parish School Board operating agreements, all new or renewed charters must participate in a city-wide enrollment process, currently called EnrollINOLA. Hynes in Lakeview is an open-admission school in grades K-8. The Pre-K classes are only for gifted students. The school, by operating agreement, has a preference for the 70124 zip code. One lottery is held for those applicants, and 67% of the student body can be reserved for the 70124 residents. The remaining percentage is city-wide, and another lottery is held for city-wide applicants.

The results of the Hynes 2016-2017 lottery are as follows:

| The number of applications for K-8th grade seats: | 572 |
| The number vacancies accepted | 100 |
| The number of applications for Kindergarten | 261 |
| The number of Kindergarten vacancies | 75 |

EnrollINOLA

The chart below summarizes the number of applicants to high-performing schools in New Orleans. These numbers do not count the elementary schools, like Hynes, that handled their own lotteries: Hynes, Lusher, Lake Forest and Audubon.

<table>
<thead>
<tr>
<th>The Most-Wanted Schools in OneApp, 2017 xvii</th>
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</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>1. Benjamin Franklin Elementary</td>
</tr>
<tr>
<td>2. Bricolage Academy</td>
</tr>
<tr>
<td>3. Lycee Francals</td>
</tr>
<tr>
<td>4. Alice Harte Charter</td>
</tr>
<tr>
<td>5. Morris Jeff Community School</td>
</tr>
<tr>
<td>K-8</td>
</tr>
<tr>
<td>1. Benjamin Franklin Elementary</td>
</tr>
<tr>
<td>2. Alice Harte Charter</td>
</tr>
<tr>
<td>3. Mary Bethune Elementary</td>
</tr>
<tr>
<td>4. Morris Jeff Community School</td>
</tr>
<tr>
<td>5. Bricolage Academy</td>
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</tbody>
</table>
As you can see, there is a high demand for high-performing elementary schools in New Orleans that far exceeds the number of openings. There should be no problem in attracting students to a new Hynes Charter School on the UNO campus.

EnrollINOLA

EnrollINOLA is the city-wide student management program operated in Orleans Parish. The common enrollment program is mandated by both state law and the Orleans Parish School Board operating agreement. For the first time, Hynes Charter must participate in this program for PreK-8 students in the 2018-2019 school year. A new school on the UNO campus, which replicates the Hynes program, must also comply. Requests can be made for certain student enrollment preferences. One would be preference for zip code 70122. (The current Hynes arrangement has a preference for 70124.) This preference is consistent with the Hynes's community school focus. Another preference would be for Orleans Parish residents who are dependents of the faculty and/or staff of UNO.

Political Threats and Challenges

There may be some challenges partnering with a current high-performing charter that has the ability to replicate. This is a partial list generated from past debates about charter schools. It is not meant to be all inclusive, but these topics are food for thought.

1. UNO student teachers are currently placed at various schools throughout the community. It is essential that the surrounding districts that traditionally rely on student teachers and other services from UNO be assured that these would continue. There may be criticism from traditional school districts that do not have charter schools envisioning a shift in focus away from the direct-run schools. It should be noted that three districts, St. Charles, St. Bernard and St. Tammany, do not have any charter schools.

2. UNO has, in the past, operated charter schools that have not been as successful as Hynes. The publicity and announcement of this partnership should find ways to assure the community that this initiative is a way to serve and assist other schools, both charter and traditional, in sharing best practices.

3. The faculty of UNO should be brought into the planning process at an early date, so that they understand that UNO would not be using its public funds to operate the school. This will avoid/neutralize any backlash in an era of dwindling state financial support.

4. Depending on which building or site is chosen on campus, some Departments/Colleges may be displaced. This transition should be achieved with planning and forethought that includes the fate of any displaced programs.

5. Student enrollment preferences for UNO faculty and staff could be allowed by the EnrollINOLA process as well as a preference for a 70122 zip code. There are educational leaders and activists who feel that all schools should be city-wide in enrollment, and there could be some backlash. However, the ability to have a preference for Orleans Parish residents who are UNO faculty and staff could serve as a major benefit for UNO employees.

6. If UNO chooses to explore the corporate-partnership initiative, this would allow, by law, a maximum of 50% of the student enrollment seats to be allocated by lottery to
UNO employees, who are Orleans Parish residents. This provision does not allow for a preference for UNO students, only employees. The same backlash may occur as described in number 5.

7. Although there is a high demand for student seats, other high-performing schools may feel that the new UNO/Hynes partnership is in direct competition with them.

8. As described in the National Models section, the Education faculty and UNO administration must have a continued and sustained commitment to partnering with the charter school. This initiative has the ability to revitalize and expand the College of Education offerings and increase the number of undergraduates and graduate students based upon courses that reflect the new reality of charter schools. The Education faculty must be committed to this partnership. New university courses could include the new-changes in leadership expectations in both direct-run and charter schools.

9. Some may think that the partnering with an elementary charter school will not serve to increase undergraduate registration at UNO.

With the proper planning and a robust communication plan developed with both internal and external audiences, the above issues may be mitigated if not eliminated entirely.

Section E- Regulatory Considerations

There does not seem to be any regulatory or legal reason why a partnership, as has been described between Hynes and UNO, would be prohibited according to Charter Law Attorney, Lee Reid of the Adams & Reese legal firm.

Section F - Financial Projections Review:

The financial analysis will include startup costs and annual operating costs of a charter school and how much expense funding UNO may have to incur in both the start-up and implementation phases of a charter school.

Student Enrollment and Financial Projections

Since the focus of the UNO charter partnering effort is concentrated on Hynes, the following projections are based upon the Hynes charter model. During the 2013-2014 school year, the Hynes team participated in the Replicating Quality Schools training hosted by New Schools for New Orleans. The projections and financial analysis included below, are based upon 2014 data, according to the CFO of Hynes. The proposed growth in the school over five years includes a year-one beginning with 150 students and growing to 690 students within five years. The plan is to begin with two grades—kindergarten and first grade— and add two grades each year after that. Year two would add Pre-K and grade 2. Note that in year 3, with a projection of 315 students, a full facility must be secured and in place to provide for the maximum number of students by year five.

The table also projects the dollars that would be needed for the daily operation of the school generated from state MFP funds. These figures do not include necessary start-up costs. These simulations were developed during the replication training in 2014. The numbers listed are based upon 2013-2014 revenues and expenditures and must be
updated if the partnering continues. Grants for startup costs are mandatory to ensure the financial success and sustainability of a new school.

Sample Student Growth and Income
MFP Based on 2013-14

<table>
<thead>
<tr>
<th>Start-Up</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3 **Dedicated Bldg.</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>15</td>
<td>15</td>
<td>15</td>
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<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
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<tr>
<td>K</td>
<td>100</td>
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<td>1st</td>
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<td>4th</td>
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<td>7th</td>
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<td>8th</td>
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<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>240</td>
<td>315</td>
<td>390</td>
<td>465</td>
<td>540</td>
<td>615</td>
<td>690</td>
</tr>
</tbody>
</table>

|          | Gross MFP | 1,373,850  | 2,225,760  | 2,957,850  | 3,707,730  | 4,476,090  | 5,262,840  | 6,068,820  | 6,893,790  |
|          | 2% Admin  | 27,477     | 44,515     | 59,157     | 74,155     | 89,522     | 105,257    | 121,376    | 137,876    |
|          | Net MFP   | 1,346,373  | 2,181,245  | 2,898,693  | 3,633,575  | 4,386,568  | 5,157,583  | 5,947,444  | 6,755,914  |

There are several start-up grants that are available to charters in Orleans.

NOLA Charter Excellence Fund (NCEF).

This grant is administered by New Schools for New Orleans (NSNO). It allows for a cost-per-pupil amount for each student enrolled by a high performing school at a new site. At a meeting with the CEO and staff of NSNO, the parameters of this grant were discussed, and Hynes would be eligible to apply. The deadline to apply is late September and the decision to fund would be made in late winter. Requirements of this grant may not allow a zip code preference as requested for the community school, or for a UNO faculty/staff preference. To be eligible for this grant, a new school must be opened in the fall of 2018. These grants are direct grants and not reimbursements. The current cap is one million dollars.
Start-up Planning Grants

Also administered by NSNO, these are smaller grants awarded to charter schools/CMO’s to plan for opening. These are direct grants and not based upon student enrollment. The range is $75,000-$100,000. There is not a 2018 deadline for school opening.

Wallace Foundation Start-up Grants

Administered by the Louisiana Public Charter School Association, the Wallace grants allow for start-up costs for new charters. Usually in the amount of $250,000- $350,000. These grants require extensive applications.

Should the Hynes/UNO partnership proceed, the UNO foundation may have access to other university-based grants for the purpose of this collaborative. All financial avenues should be explored.

Cost to UNO

Hynes Charter School is operated by its governing board as a 501(c) (3) institution. Hynes Charter accepts both public and private dollars to operate the school. Depending upon which type of partnership UNO chooses – corporate or non-corporate – the main cost would be the release of a building to operate the school. During the first two years, the new charter could probably be incubated in a relatively small site. However, by the third year, a full building may need to be committed to the school's use. There may be costs to the dedicating of a building as any classes and/or departments currently occupying the site may need renovations to their new sites.

Renovation costs to the building could either be conducted by UNO and reimbursed by the charter though a lease, or, if a legal review approves, conducted by the charter under a lease arrangement.

There are ways in which a charter school on campus can increase revenue for UNO.

1. LEASE - The lease of a building to the charter school operator would generate a guaranteed amount of dollars per year. The lease would include the rent as well as overhead costs of electricity and insurance. Alternatively, a cooperative agreement could commit a per-pupil amount from the charter school which would grow as the school increases student enrollment.

2. ADDITIONAL ENROLLMENT/ADDITIONAL COURSES - There could be additional enrollment for additional courses having a charter focus in both the education and business arenas. Examples include: Ed Diagnostician, English Language Learner Certification, Reading Specialist and Charter School Financial Management.
3. SUMMER CAMP ENHANCEMENT - An elementary charter school on campus could increase the participation in the UNO full-day summer camps and programs for elementary school students, thereby increasing summer student camp fees. Classes for these students could have both a recreation and an academic focus. LSU in Baton Rouge offers many summer programs for elementary and middle-school students each summer in reading and study skills. This model could be studied to see if there is a need in the greater New Orleans area for this type of programming.

4. SPECIALIZED SUMMER CAMPS AT UNO - In the past, UNO has hosted many successful K-8 summer camps: Space Camp, Mini College and SPARKLE. There is a demand for high quality summer camps in New Orleans. New links to UNO environmental science and engineering are two examples that could be considered for middle school students.

5. REGIONAL CONFERENCES - The UNO faculty could host small regional and/or state conferences using the Alumni Center for professional organizations such as Kagan and “Success for All,” with visiting teachers observing the strategies in action at the charter school.

6. STAFF RETENTION - If a preference were granted for UNO faculty and staff to enroll their children at the charter school, it could witness an employee retention benefit.

7. GRANTS - The developer, who will work for the Hynes organization, will seek grants that benefit both UNO and Hynes. Additionally, this individual could share higher-education state and federal grant possibilities with the UNO Education faculty.

8. STATE DOLLARS FOR HYNES TEACHER TUITION - Teachers at Hynes could utilize the state $8 dollars to offset tuition for Masters Degrees. 64% of the current teachers do not have a Masters.

9. ADJUNCT PROFESSORS - Hynes master teachers could teach undergraduate students as adjunct professors, thereby having a consistency between the Education classes and student observation at the school. This may increase the ability to offer more classes thereby increasing UNO undergraduates.

10. INCREASE IN EDUCATION MAJORS - There probably would be an increase in undergraduate education majors if there was a working charter school on campus. UNO students would not have to travel far for class observations and student teaching practice during their time at UNO.

11. CONTRACTING SERVICES - the possibility of contracting with UNO's security and IT services, as well as food and custodial services for the school, could reduce UNO costs in these areas.

12. HIGH SCHOOL TEACHING ACADEMY - Ben Franklin Charter High could reinstitute their successful Teaching Academy, which developed a core of high
school students who wanted to explore teaching as a career. Having an elementary school on campus, in which the high school students could practice teaching, would increase the motivation to join the cohort. High school students in this cohort would be encouraged to enroll at UNO for further education courses, thereby creating a K-16 pipeline.

13. FIELD RENTALS - The east campus could become the hub of the middle school league play for both the tennis courts and open fields. Charter schools throughout the city participate in this league.

14. FITNESS CENTER MEMBERSHIP INCREASE - Hynes teachers could become members of the UNO fitness center at faculty rates, thereby increasing membership and revenue numbers.

15. PARENTS REGISTERING FOR CLASSES - Having a charter school on campus might be an incentive for parents to return or begin college at UNO.

Depending on the availability of state and federal dollars, there may be other revenue-producing opportunities.

NOTE: The affiliation between UNO and Hynes Charter would raise the profile of UNO in the greater New Orleans community. The association with a successful school such as Hynes will highlight UNO as an educational institution of note. The benefits of such an association are difficult to measure in financial terms, but unexpected benefits will certainly appear.

Section G - Facility/Capital Building Review:

A cursory analysis of the basic renovations needed to convert a university building (or building portion) into an elementary school and bring the facility up to code. This section of the report will not include cost projections.

The major challenge to a partnership between UNO and Hynes is the securing of an appropriate facility. Although there are potentially available buildings on the UNO campus, they must be suited to a traditional elementary school. There are Fire Department Life Safety Code rules regarding using first-floor classrooms for PK, K and first-grade students and first or second floor locations for second graders. An exception is allowable if there exists a dedicated staircase egress for, and accessible by, these students only. Other parameters must be considered:

1. The ability for school buses and parents to pick up and drop off students from a secured area in the morning and in the afternoon, reasonably sheltered from the weather.

2. Outside space for children to play, if possible, one with access to secure, safe playground equipment and security fencing.

3. Large room for lunch and breakfast meeting the requirements of the Sanitation Code. During the first two years, exploration could be done to contract with the UNO
food service provider for student meals. For a longer term solution, a dedicated cafeteria should be added.

4. Science labs must be added to middle school grades, each with running water.

5. Art and music rooms should eventually be provided with sound proofing, particularly on the music rooms.

6. Private offices for the school administrators, school nurse and social worker should be provided.

7. Access to UNO's other facilities, such as the pool, tennis courts, etc., would expand the offerings of the Hynes tennis and swim teams.

8. Toilet rooms and water fountains would be defined in numbers and locations as required by the State Sanitation Code. For PreK and K classes, this may require child-sized toilet rooms located adjacent to class rooms.

9. The approvals of the Office of the State Fire Marshal and the Department of Health and Hospitals would be required.

10. Controlled access to the spaces housing children are a requirement.

11. Intercom and fire alarm systems monitored through the school office and a secured internet system with central server room are necessary.

12. The facility must also comply with the rules for handicapped accessibility.

13. Contracts can be shared for custodial, security and other building-related services.

A legal review would need to be conducted to review the building’s insurance requirements. This, again, would depend on the kind of partnership – lease, MOU, etc. It would also depend upon whether UNO wanted to pursue the corporate partnership. Under a corporate partnership, as described on the Louisiana Believes website, in order for a business to be considered a “corporate partner,” it must “individually, or as part of a consortium of businesses, donate one or more of the following to the school in an amount equivalent to at least 50% of the per-pupil allocation: land, building space, renovations to an existing school building, and/or technology.” Although this language is broad, it would have implications on a lease. Note that for a university to become a corporate partner, additional state legislation and/or approvals from the University of Louisiana System Board may need to be written and enacted.
Recommendations – Next Steps

Based upon a review of the research, an analysis of the demand for high-quality open admission student seats, and interviews with national and local education leaders, a partnership between Hynes and the University of New Orleans to establish a PreK-8 charter on campus has a high probability of success. Not only does it expand educational opportunities for students, but the partnership also has the effect of revitalizing the offerings of the UNO College of Education and other university departments. By teaching and practicing the craft of teaching with children on campus, UNO students and faculty have the ability to gain constant feedback on the success of new strategies and programs. The charter school partnership could also become a professional development hub for other schools in the region. An added feature is the ability to engage other non-education majors in the lives of children.

If the University of New Orleans and the Hynes Board want to continue with the project, these are the next steps recommended:

1. The boards of both Hynes and UNO should, at minimum, give approval to continue exploring the possibility of such a partnership and designate a liaison to work on the project at least part time.

2. Discussions with EnrollINOLA and the Orleans Parish School Board should occur to determine if the focus can be on a community school with 70122 zip-code-preference as well as a preference for dependents of the UNO faculty and staff. This would also be the determining factor as to whether the corporate-partnership model is pursued. (As discussed in Section B, that model would allow for more preference seats for Orleans Parish residents who are dependents of the faculty and/or staff of UNO.)

3. Further discussion with possible funders for start-up grants should be held to determine their requirements with regard to enrollment and timelines. Grant writers may need to be engaged to assist in writing the grants.

4. An assessment should be conducted as to a suitable facility on campus that would include, but not be limited to, the list in the facility section of this study. Further analysis of costs related to renovation could then be completed.

5. A communication plan should be developed early to announce to the entire university faculty and staff that this exploration is underway, and to solicit their input. Communication on this project should not come from outside the university.
End Notes

i Telephone interview with Alison Borne, Data Coordinator, Max Charter School, July 28, 2017.

ii http://www.louisianabelieves.com/resources/library/budgets-plans


iv http://www.louisianabelieves.com/resources/library/budgets-plans

v http://www.lusherschool.org/partnerships

vi Ibid


viii Louisiana Charter School Association Newsletter, June 9, 2017

ix Ed. Week "Amid Changing Landscape, Lab Schools Search for New Roles", Sarah Sparks, February 24, 2015


xii Telephone Interview with Deborah Stipek, Education Professor, Stanford Graduate School of Education, Stanford University, July 27, 2017

xiii Masters Degrees/Central Michigan University https://www.cmich.edu/global/programs/Pages/Masters.aspx

xiv http://cms.bsu.edu/academics/collegesanddepartments/online/academics/programs/graduate/certificates/

xv https://scsc.georgia.charterschoolsfinancialmanagementcertificationprogramoverview/h

xvi Lake Superior State University Charter Schools Newsletter, November, 2014.


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