

AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM
10:30 a.m., Thursday, December 6, 2018**
Room 100, "Louisiana Purchase Room"
Claiborne Conference Center
1201 North Third Street
Baton Rouge, Louisiana

MEMBERS:

Dr. Pamela Egan, Chair
Ms. Lola Dunahoe, Vice Chair
Mr. Edward Crawford III
Mr. Richard Davis, Jr.
Mr. Mark Romero
Mr. Joe Salter
Mr. Robert Shreve

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

Board Agenda Item E.1.

Grambling State University and Louisiana Tech University's request for approval of an Articulation Agreement to establish a 4+1 BS/MS Program.

Board Agenda Item E.2.

McNeese State University's request for approval to terminate the Associate of Arts in Paralegal Studies.

Board Agenda Item E.3.

McNeese State University's request for approval to terminate the Post Baccalaureate Certificate in Early Childhood Education Grades PK-3.

Board Agenda Item E.4.

McNeese State University's request for approval to terminate the Post Baccalaureate Certificate in Elementary Education Grades 1-5 (Practitioner Teacher Certification).

**** Executive Session, pursuant to R.S. 42:17, may be required.**

Board Agenda Item E.5.

Nicholls State University's request for approval of the University's Revised Strategic Plan.

Board Agenda Item E.6.

Southeastern Louisiana University's request for approval of a Letter of Intent to develop a New Academic Program leading to a Master of Science in Population Health Management.

Board Agenda Item E.7.

University of Louisiana at Lafayette's request for conditional (one-year) approval of a New Academic/Research Unit: Kathleen Babineaux Blanco Public Policy Center.

Board Agenda Item E.8.

University of Louisiana at Monroe's request for approval of a Memorandum of Understanding with Acharya Institutes, India.

Board Agenda Item E.9.

University of Louisiana at Monroe's request for review and approval of the University's Mission Statement.

- D. Other Business
- E. Adjournment

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 6, 2018

- Item E.1. Grambling State University and Louisiana Tech University's request for approval of an Articulation Agreement to establish a 4+1 BS/MS Program.**

EXECUTIVE SUMMARY

Based upon a mutual respect for the integrity of parallel academic programs and in an effort to better serve students intending to pursue the Master of Science (MS) in Molecular Sciences and Nanotechnology offered by Louisiana Tech University (LA Tech), Grambling State University (GSU) and LA Tech would like to establish a 4+1 BS/MS Program. The proposed articulation agreement specifies coursework to be completed at GSU for a student intending to matriculate to LA Tech in pursuit of the MS degrees previously noted. In addition, the proposed agreement outlines special terms for admission to LA Tech as well as criteria required for the awarding of the Bachelor of Science in Chemistry by GSU. This collaborative endeavor will provide qualified students the opportunity to complete the baccalaureate degree and the master's degree in five years.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University and Louisiana Tech University's request for approval of an Articulation Agreement to establish a 4+1 BS/MS Program.*



November 13, 2018

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

**SUBJECT: REQUEST FOR APPROVAL OF ARTICULATION AGREEMENT
BETWEEN GRAMBLING STATE UNIVERSITY
AND LOUISIANA TECH UNIVERSITY**

Grambling State University hereby requests approval of an Articulation Agreement between Grambling State University (GSU) and Louisiana Tech University to establish a 4 + 1 program with the GSU Department of Chemistry. This agreement will allow GSU chemistry majors to complete the Bachelor of Science degree in Chemistry and the Master of Science degree in Material Science or Nanotechnology in five years.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

Richard J. Gallot, Jr., JD
President

RJG:jj

Attachment



ARTICULATED PROGRAM AGREEMENT BETWEEN LOUISIANA TECH UNIVERSITY AND GRAMBLING STATE UNIVERSITY

I. INTRODUCTION

Based upon a mutual respect for the integrity of parallel academic programs and in an effort to better serve students in the BS/Chemistry program at Grambling State University (GSU) intending to pursue the Master of Science degree in Molecular Sciences and Nanotechnology at Louisiana Tech University (LaTech), the two institutions hereby enter into an agreement to establish the GSU-LaTech 4+1 BS/MS Program. This agreement will define the terms to be met by GSU BS/Chemistry students for admission to LaTech's Concurrent Baccalaureate/Master's Enrollment program, coordination between the two institutions to monitor and evaluate the programs, define terms of continuation and termination, and provide illustrative examples of plans of study for those students to earn both degrees.

Objectives of the Agreement:

1. To attract qualified students to GSU and LaTech.
2. To facilitate the transition of students from GSU to LaTech.
3. To provide specific advisement for GSU students who intend to pursue the master's degree at LaTech.
4. To encourage academic and administrative coordination between institutions and the exchange of assessment information on the outcomes of the program with the goal of continual improvement.
5. To provide qualified students the opportunity to complete the baccalaureate degree and the master's degree in five years.

II. ARTICULATION AGREEMENT

1. GSU students who are within 30 hours of earning the baccalaureate degree and have a cumulative GPA of 3.2 or higher may apply for admission to LaTech under LaTech's Concurrent Baccalaureate/Master's Enrollment policy (see p. 3).
2. Up to 12 SCH of graduate credit may be earned in the concurrent enrollment program, applicable towards a specified Master's degree.

III. MUTUAL PROMOTION AND STUDENT ADVISEMENT OF THE PROGRAM

LaTech and GSU agree to encourage qualified students to participate in this 4+1 Program through advisement and dissemination of information. The institutions agree to remain in contact with each other and apprise each other of any changes to the appointed advisor/faculty member assigned to oversee students attending under the 4+1 program. The appointed advisor/faculty member for each institution will make every effort to:

1. Maintain a list of students actively pursuing the program with the intent to enroll under the 4+1 program and keep each other informed of those students through the use of the supplemental Application of Intent form.
2. Maintain regular communication with LaTech to provide updates on any changes to the appointed representative's contact information for the purpose of marketing on LaTech's website.
3. Will provide LaTech's assigned representatives the opportunity to visit periodically for the purpose of meeting with students and for recruitment.
4. Both parties will share assessment data and will meet periodically to evaluate the program.

IV. CONTINUATION AND TERMINATION OF THE AGREEMENT

Either party may terminate this agreement through a written notice of intent. Should the agreement be discontinued, students who declared their intent to participate will be allowed to progress through the program and complete according to the terms of the original agreement.

Changes to this agreement may be made at any time, in writing, with a 60-day notice by the chief academic officer of each campus.

For Grambling State University



President, Richard J. Gallot, Jr., JD

10-16-18
Date

For Louisiana Tech University



President, Leslie K. Guice, Ph.D.

10/10/18
Date

LaTech's Concurrent Baccalaureate and Master's Program Enrollment Policy

The Concurrent Baccalaureate and Master's Program enrollment is available to undergraduate seniors who are within 30 semester credit hours (SCH) of completing baccalaureate degree requirements at a regionally accredited institution (referred to as home institution from this point forward) and have a *minimum cumulative undergraduate GPA of 3.2 on all undergraduate work attempted*.

Students in this category may apply for Concurrent enrollment (see below), specifying a Master's degree at Louisiana Tech towards which they may earn graduate credit in the concurrent enrollment program. If these students pursue the specified Master's degree after earning the Baccalaureate degree, an application to the Graduate School will be processed without an application fee, the graduate credits earned thus far will apply towards the Master's degree, and standardized tests such as the GRE and GMAT required of regular applicants may be waived by the program. The following criteria and regulations apply:

- Students retain undergraduate status at the home institution until they are awarded the baccalaureate degree.
- Courses taken for graduate credit cannot be used to satisfy undergraduate requirements at Louisiana Tech.
- Once admitted, students must enroll in one graduate course in the admitted term to retain Concurrent status and are expected to continue enrolling in subsequent regular terms, (i.e., Summer enrollment is not expected, unless the admitted term is Summer).
- Students may earn no more than 12 graduate credit hours while completing baccalaureate requirements, at the typical rate of three graduate credits per term. Enrollment for up to six graduate credit hours in one term may be allowed upon written approval of the student's Dean at the home institution, and Louisiana Tech's Dean of the Graduate School.
- While in the Concurrent program, the student shall maintain a minimum cumulative graduate GPA of 3.0 and remain in good academic standing as a graduate student at Louisiana Tech.
- The maximum number of consecutive terms (excluding Summer) in the Concurrent Enrollment program shall be four.

An application for Concurrent admission should be completed through Louisiana Tech's Graduate School website (along with payment of the application fee), and submitted along with official transcripts, 2 letters of recommendation from faculty members at the home institution, and a letter from the student's Dean at the home institution certifying that the applicant

(a) is within 30 hours of completing the requirements for the Baccalaureate degree, and

(b) has a cumulative GPA of 3.2 or higher in all undergraduate work pursued thus far.

A Concurrently enrolled student will be required to submit a letter from the Dean each quarter certifying that the student continues to make satisfactory academic progress towards the Baccalaureate degree.

A Concurrently enrolled student may lose Concurrent status in the following ways:

- If after being admitted to the Concurrent enrollment program, a student fails to enroll for a graduate course at Louisiana Tech in the admitted term.
- If after entering the Concurrent enrollment program, the student does not enroll in graduate courses for more than one quarter. Students in this category will have to apply for re-admission to the Concurrent enrollment program to continue earning graduate credits.
- If after entering the Concurrent enrollment program, a student enrolls in a graduate course that is not applicable to the Master's degree specified in the Concurrent application.

- Upon completion of the baccalaureate program, a student decides to pursue a Master's degree other than the one specified on the Concurrent application.
- The quarterly and cumulative graduate GPA drops below the minimum required 3.0. Concurrent students in this category will be dropped from the Concurrent program and must appeal for reinstatement prior to any further graduate admission or enrollment.

Students losing Concurrent enrollment status but who wish to pursue a Master's degree at Louisiana Tech will be expected to meet the same admission requirements as regular applicants to the program. They will have to apply for admission to the Graduate School with application fee; the waiver of GRE and GMAT mentioned above may no longer apply, and the applicability of any graduate credits earned thus far towards the Master's degree sought will be determined by the program.

While most Master's degree programs offer Concurrent enrollment, only a limited number of programs offer all courses in an online format, and some offer selected courses in an online format. Students whose home institution is physically outside of the travel radius of the Louisiana Tech University campus should review the program selection carefully to determine if the graduate courses they wish to take are available online to facilitate Concurrent enrollment.

Master's degrees offering all required courses online	Master's degrees offering 9-12 credit hours online
MHI Health Informatics* MEd Curriculum and Instruction - Visually Impaired Concentration* MBA Business Administration MS Engineering – Industrial Engineering Concentration MS in Engineering & Technology Management	MA English MA History MAT Special Education: Visually Impaired MAT Elementary Education & Special Education Mild/Moderate Grades 1-5 Still viable MAT Early Childhood Education Grades PK-3
*These degrees are available <u>only</u> as on-line degrees. Others are available fully or partially online and also on campus. Master's degrees not listed above offer nearly all required courses only on campus.	

**Example Plans of Study for GSU-LaTech 4+1 BS/MS Program:
BS/Chemistry (GSU) and MS/Molecular Sciences and Nanotechnology
(LaTech)**

This plan is designed for rising seniors majoring in chemistry at GSU, and starts in the summer term of the GSU student's junior year and continues through the senior year and beyond.

MSNT Core Courses

MSNT 502 Research Methods (required of all MSNT students)

MSNT 504 MSNT Seminar (required of all MSNT students, but should be taken after some research has been done so there is enough material for a 10 or 15 minute talk)

MSNT 505 Nanotechnology Principles (for students whose research is in materials-related areas)

MSNT 521 Principles of Cell & Molecular Biology (for students whose research is in biology-related areas)

Core (7 SCH total): Students should take MSNT 502, 504 and MSNT 505 or 521. Both MSNT 505 and 521 can be taken if desired, and one of them can be counted as an elective.

PLAN A: Assumes that the student earns 12 SCH in the BS/MS Concurrent Enrollment program. (Core courses highlighted in yellow)

GSU	UG SCH	LaTech	Grad SCH	Comments
Summer (Junior Year) Chem 450 Independent Study Research Internship		<u>Summer term</u> Initiate summer research that continues into MS thesis research*	0	Collaboration with prospective MS thesis advisor at LA Tech
Fall semester (Senior Year) Chem 430 Inst. Anal. Chem 432 Inst. Anal. Lab Econ 201 Macroeconomics		<u>Fall quarter (Sept. – Nov.)</u> Admission to BS/MS Concurrent Enrollment Program at LaTech** MSNT 502: Research Methods MSNT 521: Cell & Molecular Biol.	3 3	See footnote. MSNT 502 is required for all MSNT students. MSNT 521 is for students whose research is in biology-related areas.
Spring semester (Senior Year) Chem. 434 Inorganic Chem. EET 202 Electronic Devices I EET 222 Electronic Devices Lab. Graduate with BS degree!		<u>Spring quarter (March – May)</u> MSNT 505: Nanotechnology Principles An elective	3 3	MSNT 505 is for students whose research is in materials-related areas.
		<u>Summer term (June-Aug.)</u> Admitted as a MS student MSNT 503C: Directed Study	3	No GRE needed for Concurrent Enrollment students. Dir. Study guided by MS thesis advisor
		<u>Fall quarter</u> Two electives	6	6 SCH req. for full-time status
		<u>Winter quarter</u> MSNT 504: Seminar MSNT 503B: Directed Study MSNT 551: Research & Thesis	1 2 3	Seminar + Directed Study + Research & Thesis
		<u>Spring quarter</u> MSNT 551: Research & Thesis Graduate with MS degree!	3	Complete, defend, and submit thesis.

*Collaboration between prospective MS advisor at LA Tech and the current GSU advisor. Depending on GSU policies, the student may earn credit for UG research at GSU. This will give the student a head-start on the thesis research that would be eventually completed as part of the MS program.

**Student should be within 30 hours of earning the baccalaureate degree and have a cumulative GPA of 3.2 or higher. An application and two letters of recommendation are required, along with up to 12 SCH of graduate credit may be earned in the Concurrent Enrollment program.

PLAN B: Assumes that the student earns 6 SCH in the BS/MS Concurrent Enrollment program. (Core courses highlighted in yellow)

GSU	UG SCH	LaTech	Grad SCH	Comments
Summer (Junior Year) Research Internship		Summer Initiate summer research that continues into MS thesis research*	0	Collaboration with prospective MS thesis advisor at LA Tech
Fall semester (Senior Year) Chem 430 Inst. Anal Chem. 432 Inst. Anal Lab. Chem. 450 Independent Study Research		Fall quarter (Sept. – Nov.) Admission to BS/MS Concurrent Enrollment Program at LaTech** MSNT 502: Research Methods	3	Need 2 letters of recomm. Also see footnote. MSNT 502 is required for all MSNT students.
Spring semester (Senior Year) Chem. 434 Inorganic Chem. EET 202 Electronic Devices I EET 222 Elect. Devices Lab. Econ 201 Macroeconomics Graduate with BS degree!		Spring quarter (March – May) MSNT 505: Nanotechnology Principles OR An elective	3	MSNT 505 is for students whose research is in materials-related areas.
		Summer term (June-Aug.) Admitted as a MS student MSNT 503C: Directed Study	3	No GRE needed for Concurrent Enrollment students. Dir. Study guided by MS thesis advisor
		Fall quarter Two electives OR one elective + MSNT 521: Cell & Molecular Biol.	3 3	6 SCH req. for full-time status
		Winter quarter MSNT 504: Seminar MSNT 503B: Directed Study An elective	1 2 3	Seminar + Directed Study + Elective
		Spring quarter MSNT 551: Research & Thesis Elective	3 3	
		Summer MSNT 551: Research & Thesis Graduate with MS degree!	3	Complete, defend, and submit thesis.

*Collaboration between prospective MS advisor at LA Tech and the current GSU advisor. Depending on GSU policies, the student may earn credit for UG research at GSU. This will give the student a head-start on the thesis research that would be eventually completed as part of the MS program.

**Student should be within 30 hours of earning the baccalaureate degree and have a cumulative GPA of 3.2 or higher. An application and two letters of recommendation are required, along with up to 12 SCH of graduate credit may be earned in the Concurrent Enrollment program

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 6, 2018

Item E.2. **McNeese State University's** request for approval to terminate the Associate of Arts in Paralegal Studies.

EXECUTIVE SUMMARY

McNeese State University requests approval to terminate the Associate of Arts (AA) in Paralegal Studies (PLEG). The request to terminate the AA in PLEG is based on low enrollment. A teach-out plan has been established for currently enrolled students. It is the expectation that all PLEG students should be able to complete degree requirements by the end of Spring 2020, at which time the reporting of degrees shall cease. A program of this nature will continue to be available in Louisiana since paralegal studies is offered by Nunez Community College and Baton Rouge Community College.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval to terminate the Associate of Arts in Paralegal Studies.*



E 2

November 15, 2018

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

Dear Dr. Henderson:

Enclosed are (5) copies of McNeese State University's request to terminate the Associate of Arts degree in Paralegal Studies.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the December 13, 2018 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Enclosures



Request to Terminate an Academic Degree Program or Administrative/Research Unit

1. Institution McNeese State University	
2. Type of Termination (check one) <input checked="" type="checkbox"/> A. Academic Program (If A, complete <i>all</i> remaining sections) <input type="checkbox"/> B. Administrative Unit (If B, skip sections 3, 4, 5, and 6) <input type="checkbox"/> C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6)	
3. Degree Designation. (BA, MS, PhD, etc.) AA	
4. Title and CIP Code. Paralegal Studies / 22.0302	
5. Semester/year at which no new enrollments will be accepted. Spring 2019	
6. Teach-out plan, including semester/year at which reporting of degrees shall cease Based upon an examination of current Paralegal Studies (PLEG) student information, all the currently enrolled PLEG students should be able to complete the core PLEG coursework of their AA in PLEG by the end of Fall 2019. The remaining requirements of their AA in PLEG should be done by the end of Spring 2020, at which time the reporting of degrees shall cease.	
7. Reason for request. (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.) The request to terminate the AA in PLEG at McNeese State University is due to the low demand for this said program. <i>* Include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution? Append documentation to this form.</i>	
8. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form. Not Applicable	
9. Program/Unit Contact (name, title, email address, telephone number) Gregory Clark, Department Head of Social Sciences, clark@mcneese.edu , (337) 475-5300.	
Campus Head:	Date: 11-7-18
Management Board:	Date:

For Academic Program Termination: note the SACS/COC requirements (Substantive Change) for notification, teach-out plan/agreement, and request for SACS approval following BOR approval. Send BOR/AcAf a copy of the SACS/COC response to finalize the action.

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 6, 2018

- Item E.3.** McNeese State University's request for approval to terminate the Post Baccalaureate Certificate in Early Childhood Education Grades PK-3.

EXECUTIVE SUMMARY

McNeese State University requests approval to terminate the Post Baccalaureate Certificate (PBC) in Early Childhood Education Grades PK-3. The request to terminate the PBC is based on low enrollment; the 3-year completer average for the PBC is one. A teach-out plan has been established for currently enrolled students. All candidates are expected to complete coursework required of the PBC by Fall 2022.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval to terminate the Post Baccalaureate Certificate in Early Childhood Education Grades PK-3.*



E 3

November 15, 2018

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

Dear Dr. Henderson:

Enclosed are (5) copies of McNeese State University's request to terminate the PBC in Early Childhood Education Grades PK-3.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the December 13, 2018 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Enclosures



Request to Terminate an Academic Degree Program or Administrative/Research Unit

1. Institution: McNeese State University	
2. Type of Termination (check one) <input checked="" type="checkbox"/> A. Academic Program (If A, complete <i>all</i> remaining sections) <input type="checkbox"/> B. Administrative Unit (If B, skip sections 3, 4, 5, and 6) <input type="checkbox"/> C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6)	
3. Degree Designation. (BA, MS, PhD, etc.) PBC	
4. Title and CIP Code. Early Childhood Education Grades PK-3 / 13.1210	
5. Semester/year at which no new enrollments will be accepted. Summer 2019	
6. Teach-out plan, including semester/year at which reporting of degrees shall cease. Candidates currently enrolled in the program will be allowed to continue taking the courses needed to complete the program. All current candidates are expected to have completed the program by Fall 2022.	
7. Reason for request. (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.) Explanation: Low enrollment in the program; The elementary education post-baccalaureate certificate will still be available for those who would like to gain initial certification and then can add-on early childhood education certification to that certificate. <i>* Include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution? Append documentation to this form.</i>	
8. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form. N/A	
9. Program/Unit Contact (name, title, email address, telephone number) Angelique Ogea, Ph.D., Interim Dean for Burton College of Education, aogea@mcneese.edu , 337-475-5433 Deborah King, Ph.D., Department Chair of Education Professions, dmking@mcneese.edu , 337-475-5437	
Campus Head:	Date: 11.15.19
Management Board:	Date:

For Academic Program Termination: note the SACS/COC requirements (Substantive Change) for notification, teach-out plan/agreement, and request for SACS approval following BOR approval. Send BOR/AcAf a copy of the SACS/COC response to finalize the action.

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 6, 2018

- Item E.4.** McNeese State University's request for approval to terminate the Post Baccalaureate Certificate in Elementary Education Grades 1-5 (Practitioner Teacher Certification).

EXECUTIVE SUMMARY

McNeese State University requests approval to terminate the Post Baccalaureate Certificate (PBC) in Elementary Education Grades 1-5: Practitioner Teacher Certification. The rationale for termination is due to low enrollment. A teach-out plan has been established for currently enrolled students. All candidates will be allowed to continue taking courses required of the curriculum. It is anticipated that all candidates will complete the PBC by Fall 2022.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval to terminate the Post Baccalaureate Certificate in Elementary Education Grades 1-5 (Practitioner Teacher Certification).*



E 4

November 15, 2018

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

Dear Dr. Henderson:

Enclosed are (5) copies of McNeese State University's request to terminate the PBC in Elementary Education Grades 1-5 (Practitioner Teacher Certification).

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the December 13, 2018 meeting.

Thank you for your attention in this matter.


Sincerely,

Dr. Daryl V. Burckel
President

Enclosures



Request to Terminate an Academic Degree Program or Administrative/Research Unit

1. Institution: McNeese State University	
2. Type of Termination (check one) <input checked="" type="checkbox"/> A. Academic Program (If A, complete all remaining sections) <input type="checkbox"/> B. Administrative Unit (If B, skip sections 3, 4, 5, and 6) <input type="checkbox"/> C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6)	
3. Degree Designation. (BA, MS, PhD, etc.) PBC	
4. Title and CIP Code. Elementary Education Grades 1-5 [Practitioner Teacher Certification]* / 13.1202 <i>*Only removing the Practitioner Teacher Certification path; the original PBC in Elementary Education GR 1-5 should stay on the CRIN (see attached e-mail from Dr. Denby for further clarification).</i>	
5. Semester/year at which no new enrollments will be accepted. Summer 2019	
6. Teach-out plan, including semester/year at which reporting of degrees shall cease. Candidates currently enrolled in the program will be allowed to continue taking the courses needed to complete the program. All current candidates are expected to have completed the program by Fall 2022.	
7. Reason for request. (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.) Explanation: Low enrollment in the program; Due to redesign, the provider did not feel that an adequate program could be developed and administered in the limited number of hours allotted for a practitioner program. The elementary education post-baccalaureate certificate will still be available for those who would like to gain initial certification. <i>* Include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution? Append documentation to this form.</i>	
8. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form. N/A	
9. Program/Unit Contact (name, title, email address, telephone number) Angelique Ogea, Ph.D., Interim Dean for Burton College of Education, aogea@mcneese.edu , 337-475-5433 Deborah King, Ph.D., Department Chair of Education Professions, dmking@mcneese.edu , 337-475-5437	
Campus Head: 	Date: 11-15-18
Management Board:	Date:

For Academic Program Termination: note the SACS/COC requirements (Substantive Change) for notification, teach-out plan/agreement, and request for SACS approval following BOR approval. Send BOR/AcAf a copy of the SACS/COC response to finalize the action.

FW: New Practitioner Teacher Cert PBCs

John Wesley LeJeune

Tue 11/8/2016 3:55 PM

To: Stephanie B Tarver <starver@mcneese.edu>;

From: Jeanne Daboval [mailto:jdaboval@mcneese.edu]
Sent: Thursday, September 22, 2016 10:23 PM
To: Jessica Hutchings <jhutchings@mcneese.edu>; Wesley LeJeune <wlejeune1@mcneese.edu>; Wayne Fetter <wfetter@mcneese.edu>; Catrina Boenig <cboenig@mcneese.edu>
Subject: Fwd: New Practitioner Teacher Cert PBCs

FYI
 Jeanne
 Sent from my iPhone

Begin forwarded message:

From: Karen Denby <Karen.Denby@REGENTS.LA.GOV>
Date: September 22, 2016 at 1:51:34 PM CDT
To: "Jeanne Daboval (jdaboval@mail.mcneese.edu) (jdaboval@mail.mcneese.edu)" <jdaboval@mail.mcneese.edu>
Cc: Jeanne Burns <burnsj@REGENTS.LA.GOV>, Jeannine Kahn <Jeannine.Kahn@LA.GOV>
Subject: New Practitioner Teacher Cert PBCs

Hi, Jeanne.

Your new PBCs for Practitioner Teacher Certification Programs have been approved by the LDE and the BoR, but I propose that we make no change to the CRIN. McNeese is the first university to have two pathways to a certification PBC. The existing ones are producing students. I am reluctant to muddy up your CRIN with a second PBC in the same area ... because then we would have to verify which pathway all of the existing PBCs are following ... and muddy things up pretty significantly and could generate low completer issues for some. Are you okay with just knowing that you have authorization for both paths leading to (one) alt certification (at each level)?

Institution	Request
McNeese	To offer Post-Baccalaureate Certificates for Practitioner Teacher Certification Programs in the following content areas: <u>Elementary Education - Grades 1-5</u> (24-30 credit hours) (CIP 13.1202); <u>Middle School Education, Grades 4-8</u> (24-40 credit hours) (CIP 13.1203) in Science and Mathematics; and <u>Secondary Education - Grades 6-12</u> (24-30 credit hours) (CIP 13.1205) in Mathematics, English, Social Studies, Biology, Physics, Chemistry, General Science, French, and Spanish – Approved .

CIP Code	Institution Name	Degr	Increment Key	Degree Subject	Sum of Cmpl 15-16	Sum of Cmpl 14-15	Sum of Cmpl 13-14
131001	McNeese	PBC	01	SPEC ED M/MOD FOR ELEM ED GR 1-5	2	2	1
			02	SPEC ED M/MOD FOR SECOND ED GR 6-12	0	0	0
131015	McNeese	PBC	01	SPEC ED-EARLY INTERV: BIRTH-5	0	1	6
131202	McNeese	PBC	01	ELEMENTARY EDUCATION GR 1-5	10	7	9

131203	McNeese	PBC	01	MIDDLE SCHOOL EDUCATION GR 4-8	0	2	1
131205	McNeese	PBC	01	SECONDARY EDUCATION GR 6-12	6	2	1
131206	McNeese	PBC	01	MULTIPLE LEVELS GR K-12	3	4	5
131210	McNeese	PBC	01	EARLY CHILDHOOD ED GR PK-3	3	2	2

Please let me know if this approach (leaving the CRIN alone & having students follow 2 paths to the same PBC/Certification) is troublesome.

Thank you.

-- Karen

KAREN K. DENBY, EdD
Associate Commissioner for Academic Affairs



BOARD of REGENTS
STATE OF LOUISIANA

karen.denby@la.gov
1201 North 3rd Street, Suite 6-200
Baton Rouge, LA 70802
(225) 342-4253 (office) (225) 342-9318 (fax)

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 6, 2018

Item E.5. Nicholls State University's request for approval of the University's Revised Strategic Plan.

EXECUTIVE SUMMARY

The University requests consideration and approval of the *Revised Strategic Plan for Nicholls State University*. While the mission, vision and values of the existing Strategic Plan were not changed, the focus areas have been shifted to better align with the *University of Louisiana System's Strategic Framework*. As a result, three Strategic Focus areas have been created with goals established for each. In addition, the University proposes that the years covered by the revised plan be 2017-2022 in order to coincide with their SACSCOC reaffirmation process. Proposed changes have been vetted with various bodies on campus and have been widely accepted.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request for approval of the University's Revised Strategic Plan.



Office of the President

P.O. Box 2001 | Thibodaux, LA 70310 | 985.448.4003 | 985.448.4920 [F]

E 5

November 12, 2018

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

Dear Dr. Henderson:

Nicholls State University requests consideration and approval of the following item to be placed on the agenda for the December 13, 2018, meeting of the Board of Supervisors for the University of Louisiana System.

Revised Strategic Plan for Nicholls State University

When I took office, a review of the existing plan was conducted. The general feel was that the Strategy Map was too complicated for the campus to digest. Also, I thought it would be more conducive to align the university's Strategic Plan with the University of Louisiana System's Strategic Framework.

The mission, vision, and values of the Strategic Plan were not changed. Nicholls State University developed three Strategic Focus areas under which all the initiatives could align. The focus areas have been vetted with various bodies on campus and have been widely accepted.

I am also proposing a change in the years covered by the new plan. In order to align better with the SACSCOC timeline we are under, we are changing the years covered in our existing plan to be 2017-2022. Nicholls has a Fifth Year Report due in 2022 and will begin the planning process at that time to plan for the next five year plan.

We are pleased to submit the revised Strategic Plan to you and request your assistance in obtaining its approval by the Board of Supervisors for the University of Louisiana System.

Sincerely,

Jay Clune
President

JJC/jms

Attachment

pc: Mr. Alex Arceneaux, Executive Vice President
Dr. Sue Westbrook, 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
Mrs. Paulette Mayon, Internal Auditor
Dr. David Whitney, Faculty Senate President/ Faculty Association Representative
Mrs. Renee Hicks, Executive Director of Planning and Institutional Effectiveness

Nicholls State University Strategic Plan 2017-2022

Mission

Nicholls State University delivers accredited degree programs and comprehensive learning experiences to prepare students for regional and global professions within a spirited campus environment immersed in Bayou Region culture.

Vision

To be the intellectual, economic and cultural heart of the Bayou Region.

Values

Nicholls State University supports values that promote citizenship, concern for self and others, and the desire for a better world by embracing as its core values:

- **Civic Responsibility:** We use our time and talents to serve our community
- **Diversity:** We embrace unique perspectives that all individuals bring to the learning environment.
- **Excellence:** We reach for the highest level of achievement in all activities.
- **Integrity:** We expect fairness and truthfulness in all instances.
- **Leadership:** As representatives of the university, we embrace our role as leaders.
- **Respectfulness:** We respect the rights of others and are responsive to the needs of others.
- **Responsibility:** We are accountable for our actions.

University of Louisiana System Strategic Framework

Mission

The University of Louisiana System is a public, multi-campus university system dedicated to the service of Louisiana and its people. The System offers a broad spectrum of educational opportunities ranging from technical training at the associate level to research at the doctoral level. It encompasses nine diverse higher education institutions: Grambling State University, Louisiana Tech University, McNeese State University, Nicholls State University, Northwestern State University, Southeastern Louisiana University, University of Louisiana at Lafayette, University of Louisiana at Monroe, and University of New Orleans. While these nine institutions share the responsibility for providing high-quality educational opportunities for the people of Louisiana through a lifetime of intellectual growth, each institution's specific mission is shaped by its historic and unique strengths.

The fundamental mission of the System is to emphasize teaching, research, and community service to enhance the quality of life for the state's citizens. Through this mission, students are afforded experiences to discover, create, transmit, and apply knowledge. The purpose of the System is to provide high-quality education that is cost efficient to both students and taxpayers, enabling students to reach their highest potential.

Vision

The following aspirations will shape our efforts to advance educational attainment statewide; empower our citizenry; meet the needs of business and industry; grow our economy; and enrich our communities.

ULS Framework

- **Academic Success, Student Success and Educational Attainment**
- **Economic Development, Research, and Innovation**
- **Financial Stewardship and Accountability**

Strategic Focus 1: Student Success and Educational Attainment

Education should improve the quality of a person's life, by expanding their possibilities and giving them the tools to succeed professionally and personally.

Educational attainment refers to the highest level of education an individual has completed. Research shows that a higher level of educational attainment has many benefits to society, the economy and the individual's quality of life. Nicholls State University is committed to providing a quality education to its diverse student populations to prepare them to adapt to the changing needs of industry and to be engaged, productive citizens.

Nicholls is also committed to increasing the number of students served by the institution, especially reaching out to more non-traditional populations. Increasing the success rates among all populations of students will be achieved through support programs to provide everyone the best possible learning experience. Nicholls strives to give all of its students a sense of belonging and a foundation to achieve their goals and serve the needs of the region.

The goals below are focused on improving the level of educational attainment at Nicholls:

- 1.1 Grow enrollment in all populations
- 1.2 Improve student success
- 1.3 Provide high-quality academic programs that meet the needs of the student and the region
- 1.4 Maintain high student satisfaction

Strategic Focus 2: Economic Development through Workforce Development and Applicable Research

Economic development is the process by which a region improves the socioeconomic well-being of its people.

Nicholls is focused on providing programs that meet the needs of the region and prepares students to be competitive in the global job market. Nicholls works closely with regional businesses to provide a workforce that is ready to meet the industry's current needs and to adapt to a changing world.

Nicholls will support research and scholarly activities that increase knowledge in academic disciplines that benefit the region.

2.1 Enhance external relationships

2.2 Maintain high alumni satisfaction and engagement

2.3 Produce quality graduates to fill workforce needs and be engaged citizens

2.4 Promote achievements of the university

2.5 Support a climate of research and scholarly activity

Strategic Focus 3: Stewardship of Resources

Nicholls State University strives to be a good steward of its resources. Its greatest resource is people, therefore retaining high quality faculty and staff through the creation of an environment of support and a sense of belonging in the institution will be a focus. Nicholls is aware of the cost of higher education and is committed to remaining affordable while also supporting students financially.

Financial resources are also critical to the operation of the university. Making sound financial decisions and improving processes are essential. Optimizing facilities to better serve students and providing more resources for faculty are keys to being good stewards.

3.1 Grow financial resources

3.2 Continuously improve workflow

3.3 Maintain highly qualified faculty and staff

3.4 Develop facilities that support student success and economic development

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 6, 2018

- Item E.6.** Southeastern Louisiana University's request for approval of a Letter of Intent to develop a New Academic Program leading to a Master of Science in Population Health Management.

EXECUTIVE SUMMARY

Southeastern Louisiana University requests approval of a Letter of Intent for a Master of Science in Population Health Management. The proposed graduate program will offer students the opportunity to study the public health system, community prevention and wellness, healthcare systems, and develop translational research skills to promote the health of populations in a variety of settings. The degree is targeted towards public health officials, clinicians and managers actively engaged in the transformation of hospital and health systems to value-based, population-focused care delivery by examining health outcomes, patterns of health determinants, and developing policies and interventions. The 33 credit hour program, with the core providing an innovative combination of public health and healthcare management courses, will be offered 100% online with the curriculum culminating in an experiential capstone project to put into practice what is learned in the program.

New job opportunities are being created to meet the growing need of healthcare's redesign efforts following the implementation of the *Affordable Care Act of 2010*. Employment of healthcare occupations is projected to grow 18% from 2016 to 2026, much faster than the average for all occupations, adding about 2.4 million new jobs nationwide. It is anticipated that new jobs will evolve – with new positions, titles and skill sets – that are only now being realized. As such, clinicians and managers will have to have new skills and expertise to effectively implement the defined goals of population health: utilization of innovative information technology and behavioral management strategies to improve patient outcomes, enhance patient experience, while simultaneously reducing healthcare costs. The program proposed by Southeastern, which would be the first of its kind in Louisiana, will produce graduates with the knowledge and expertise necessary to meet the rapidly evolving needs and challenges of the healthcare industry.

The proposed program aligns with Southeastern's current Bachelor of Science (BS) in Health Education and Promotion, BS in Health Systems Management, and other health sciences degrees (e.g. Nursing, General Studies, Social Work, Dietetic internship) providing a pathway to graduate education. The University anticipates an initial cohort of 10 students with that number growing to 35 by YR5. Faculty expertise in Health Information Management, Health Policy, Health Systems Management, Epidemiology, Public Health, Health Education and Health Management will provide instructional support for the proposed program. However, one new faculty line will be required for program implementation. The cost of the proposed program will be offset by tuition and fees.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University's request for approval of a Letter of Intent to develop a New Academic Program leading to a Master of Science in Population Health Management.*



November 15, 2018

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

Re: Letter of Intent for a Master of Science in Population Health Management

Dear Dr. Henderson:

Southeastern Louisiana University respectfully requests that its Letter of Intent to develop a new academic program leading to a Master of Science in Population Health Management be placed on the agenda for the December 2018 meeting of the University of Louisiana System Board of Supervisors.

A Master of Science in Population Health Management offers students the opportunity to study the public health system, community prevention and wellness, and the health care system, and to develop translational research skills to promote the health of populations in a variety of settings. Students completing the Master of Science in Population Health Management would help meet the growing demand for healthcare occupations created by the implementation of the *Affordable Care Act of 2010*. Employment in healthcare occupations is projected to grow 18 percent from 2016 to 2026, much faster than the average for all occupations, adding about 2.4 million new jobs. The M.S. degree program will be offered 100% online and supplemented with immersive field-based internship experiences. If approved, Southeastern would be the only university in Louisiana to offer a M.S. in Population Health Management.

Your consideration of this request is appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read 'John L. Crain', written over a white background.

John L. Crain
President

LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Jan2018]

General Information Date:

Institution: Southeastern Louisiana University (SLU)	Requested CIP, Designation, Subject/Title: Master of Science, Population Health Science (CL); CIP: 51.2212
Contact Person & Contact Info: Dr. Tena L. Golding, Provost and Vice President for Academic Affairs provost@southeastern.edu Phone: (985) 549-2316 Fax: (985) 549-2304 SLU 10798, Hammond, LA 70402	

1. Program Objectives and Content

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

Southeastern proposes a unique program for a Masters of Science in Population Health Management. Population Health Management is an emerging discipline that combines social, medical science, epidemiology, health care management and economics to quantify the conditions that contribute to a healthy population.

The M.S. degree program will be offered 100% online and supplemented with immersive field-based internship experiences.

Between 2014 and 2024, 20 of the 30 fastest-growing occupations nationally are projected to be in health care occupations. The total number of jobs in health occupations across all employment sectors will increase by more than 3.1 million between 2014 and 2024. In addition, nearly 3.4 million health workers will be needed to replace individuals expected to leave their jobs (eg, retirements, attrition from the profession, etc.) over the same period. Healthcare occupations are projected to add more jobs than any of the other occupational groups.

A Masters of Science in Population Health Management offers students the opportunity to study the public health system, community prevention and wellness, health care system, and develop translational research skills to promote the health of populations in a variety of settings. The degree program is targeted towards public health officials, clinicians and managers actively engaged in the transformation of hospital and health systems to value-based, population-focused care delivery by examining health outcomes, patterns of health determinants, and developing policies and interventions. Core courses will include an innovative combination of public health and health care management courses that will lead to newer roles such as Director of Bureau of Primary Care and Rural Health, Vice President of Population Health, Director of Health Care Integration, Director of Community Health Operations, and Population Health Initiatives Manager. These and related career paths are macro systems focused, looking beyond traditional models of health care.

Much like the implementation of other new degree programs, initially, the M.S. degree program in Population Health Management will be managed through the dean's office College of Nursing and Health Sciences. Once all courses are fully developed and

launched, the program will migrate to one of the three departments in the college.

If this proposal is approved, Southeastern would be the only university in Louisiana to offer a M.S. in Population Health Management. Southeastern has several advantages that would allow us to offer this new degree with efficiency and excellence. First, the M.S. in Population Health Management aligns with the current B.S. in Health Education and Promotion, and B.S. in Health Systems Management, providing a pathway to graduate education. Second, a M.S. in Population Health Management builds on the current faculty expertise in behavioral health, public health, health information management, and health systems management. Last, Southeastern has numerous partnerships with health care facilities and public health agencies spanning from New Orleans to Baton Rouge, including the North Shore corridor where local students may complete internship experiences. Since the program is 100% online, graduate students will also be able to seek internship experiences where they live, closely supervised and mentored by faculty at Southeastern. A cohort will be admitted in January and August of each year. The cohort will be required to convene on campus for a 3-day immersive orientation experience prior to the beginning the program. This cohort-based structure will foster collaboration with other clinicians and health care providers, from across the country enriching the experiences and insights of team-based activities and projects. The curriculum culminates in an experiential capstone project to put into practice what is learned in the program. The program is designed for full-time enrollment; however, can be completed on a part-time basis in 2 years.

Degree Requirements

33 credit hours including the required capstone course. The POPH courses represent new courses.

Required Core (20 credit hours)

POPH:Essentials of Population Health Science (3)
POPH:Integrated Biostatistics and Epidemiology (6)
POPH:Wellness, Disease Prevention and Management (3)
POPH:Project Management (2)
POPH:Health Informatics (3)
POPH:Healthcare Organizations and Delivery (3)

Electives (6 credit hours)

POPH:Health Disparities Seminar (3)
POPH:Program Planning and Evaluation for Population Health (3)
POPH:Quality Health (3)
POPH:Global Health (3)
POPH:Health Coaching I (3)
POPH:Health Coaching II (3)
HS 611: Environmental Health (3)
HS 635 Worksite Health Promotion (3)

Research (4 credit hours)

POPH:Research Science and Dissemination: Part One (2)

POPH:Research Science and Dissemination: Part Two (2)

Culminating Experience (3 credit hour)

POPH:Capstone (3)

January Cohort

Spring	Interim	Summer	Interim	Fall
Population Health (3)	Elective (3)	Bio and Epi (6)	Elective (3)	Healthcare Organizations and Delivery (3)
Wellness, Disease Prevention and Management (3)				Research II (2)
Informatics (3)		Project Management (2)		Capstone (3)
Research I (2)				

August Cohort

Fall	Spring	Interim	Summer
Healthcare Organizations and Delivery (3)	Bio and Epi (6)	Elective (3)	Elective (3)
Wellness, Disease Prevention and Management (3)	Project Management (2)		Capstone (3)
Informatics (3)	Population Health (3)		
Research I (2)	Research II (2)		

Essentials of Population Health Science (3 credit hours)

Population health refers to outcomes for a group of individuals. Population Health provides a population perspective on the multi-level (socio-ecologic) determinants of health, disease and injury; the programs, policies and services that protect and promote health and prevent disease, key concepts related to maintaining the health and wellness

of populations. Examines the importance of determinants of health; including medical care, public health, genetics, personal behaviors and lifestyle, and a broad range of social, environmental, health equity and economic factors.

Integrated Biostatistics and Epidemiology (6 credit hours)

Examines biostatistics and epidemiology for advanced evidence-based practice using integrated application statistics to basic epidemiological concepts. Covers summary measures, measures of association, confidence intervals, p-values, and statistical power. Covers various study designs, including randomized trials, case-control and cohort studies, as well as risk estimation and causal inference. The course also discusses applications of epidemiology to solving public health problems, applying research findings to policy and practice, and program evaluation.

Wellness, Disease Prevention and Management (3)

This course examines the concepts and strategies of wellness, care management, analyses strategies aimed at primary and secondary prevention, and evaluates models and efforts to expand care management accountability into the community.

Project Management (2)

Many public health interventions and information systems are implemented using projects and project teams. This course introduces you to the core concepts and skills for managing these projects effectively – making sure they are completed on time, within budget, and meeting performance objectives.

Health Informatics (3)

Introduces students to concepts, methods, and issues related to the application of health information technology (HIT) to population health. Emphasizes the population health potential of comprehensive electronic health records (EHRs), personal health records (PHRs), mobile health and telemedicine devices; and consumer focused internet-based tools. Covers the uses of HIT to define and identify populations and sub-populations of interest, describe the health status and needs of populations, improve the health of populations, and evaluate services provided to populations.

Healthcare Organizations and Delivery (3)

Focuses on the organization, financing, economics and delivery of healthcare. Discusses private and public sectors and examines government regulation and market competition and payer plans; trends in healthcare spending, quality of care, and access to care.

Research Science and Translation: Part One (2)

This course will introduce the major components in research methods including: levels of measurement, qualitative and quantitative study designs, selection of study populations, hypothesis formulation, sampling, measurement instrumentations, formulation of research questions, and study interpretation issues such as determination of causality and the effectiveness of clinical and community interventions.

Research Science and Translation: Part Two (2)

This course focuses on application and case studies of research methods from Part One as well as interpreting and translating research findings into community practice.

Capstone Project (3)

A capstone project will comprise a minimum of 120 hours public health internship experience meant to provide public health students the opportunity to build upon their public health coursework and to apply public health principles or participate in a study abroad or equivalent field experience in public health.

Electives

Health Disparities Seminar (3)

This course will examine relevant historical issues, theories, and empirical data, emphasizing critical analysis and application of knowledge. Disparities will be discussed relative to race/ethnicity, gender, income, and sexual orientation. Research on health disparities and interventions to promote health equity through a combination of readings, reflection papers, and in-class exercises will be critiqued.

Program Planning and Evaluation for Population Health (3)

Describe and apply assessment and planning processes to determine priorities for population health interventions. Provide overview of planning and development of population health interventions from a systems perspective, with attention to evidence-based, theoretical, ethical approaches.

Global Health (3)

This foundation course introduces the study of global health and its theories, perspectives, methods, and evidence. The course offers a basic overview of the methods for measuring population health, analytic tools for decision-making, and the evidence base for the effectiveness, risks, and efficiency of interventions, programs, and policies.

Health Coaching I (3)

This course will provide health coaching skills for public health professionals with emphasis on the practical application of brief intervention and motivational interviewing skills to promote healthy lifestyle changes.

Health Coaching II (3)

This course will provide skill building and application of health coaching skills with emphasis on advanced application of brief intervention and motivational interviewing skills to promote healthy lifestyle changes.

2. Need

Outline how this program is essential for the wellbeing of the state/region/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.

New job opportunities are being created to meet the growing need of healthcare's redesign efforts following the implementation of the *Affordable Care Act of 2010*. Employment of healthcare occupations is projected to grow 18 percent from 2016 to 2026, much faster than the average for all occupations, adding about 2.4 million new jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services. To address nationally established goals promoted by the *Affordable Care Act*, graduates of the program will analyze social structures that influence health; develop approaches to improve health outcomes, and develop effective practices that reduce health care costs.

It is anticipated that new jobs will evolve – with new, positions, titles, and skill sets – that are only now are being realized. As such, clinicians and managers are required to obtain new skills and expertise to effectively implement the defined goals of population health: utilization of innovative information technology and behavioral management strategies to improve patient outcomes, enhance patient experience, while simultaneously reducing health care costs.

The Louisiana Workforce Commission's Star Report for Medical and Health Services Managers describes the occupation as one that plans, directs, or coordinates medical and health services in hospitals, clinics, managed care organizations, public health agencies, or similar organizations. Accordingly, the report lists the number current job openings is 163; annual wage is \$81,200; lowest 10% wage is \$50,473; highest 10% wage is \$121,206; hourly wage is \$39.04.

Population health has similar concepts, yet differs from public health. Fundamentally, population health is concerned with measuring and optimizing the health of groups, and in so doing embraces the full range of determinants of health, including health care delivery, whereas public health is concerned more generally with influences on health. The work of public health is centered on promoting healthy lifestyles through health education, protecting against environmental hazards, controlling infectious diseases, preparing for and responding to disasters, and promoting healthcare equity, quality, and accessibility.

Population health, on the other hand, has grown rapidly as a framework that incorporates activities within the health care delivery system to improve significant determinants of health outcomes among groups of persons. The concept of better health, better health care, and lower per capita cost has become an emboldening principle for health system improvement around the world. The Institute for Healthcare Improvement (IHI), which pioneered the Triple Aim concept, focuses on redesigning

health systems targeting populations. Populations may be discrete such as those receiving care through a health system or insurance company or may be inclusive population segments defined geographically (e.g. low birth weight babies in LA).

The population health framework can be thought of as an expansion of the public health agenda, such that all the major forces shaping society can see themselves as contributors towards this common goal. The success of this paradigm shift will depend on how well different entities (healthcare providers, payers, public health agencies, policymakers, businesses, and community-based organizations) internalize the framework and collaborate with one another. The goal of the proposed M.S. in Population Health Management is to train B.A. and B.S. interdisciplinary professionals to apply principles of the full continuum of Population Health Management Model. This degree has core courses focusing on population health, public health and health care systems. Six hours of electives provides the graduate student the flexibility to focus on management and finance of systems or the population health of groups of individuals.

3. Relevance

Explain why this program is an institutional priority at this time. How will it (a) further the mission of the institution and (b) increase the educational attainment or quality of life of the people of Louisiana.

The proposed M.S. in Population Health Management degree program meets two criteria established by the Louisiana Board of Regents:

- 1) The program will demonstrably promote economic development in the state.
- 2) The program is deemed indispensable to fulfilling the role, scope, and mission of the college and is deemed indispensable to fulfilling critical educational needs of the state.

Southeastern Louisiana University, with a SREB Four-Year 3 classification, is primarily a teaching institution. Southeastern is responsible for serving residents of the greater metropolitan region, especially those of the Northshore parishes.

The mission of Southeastern Louisiana University is to lead the educational, economic and cultural development of southeast Louisiana. The University's educational programs are based on vital and evolving curricula that address emerging regional, national, and international priorities. Southeastern provides credit and non-credit educational experiences that emphasize challenging, relevant course content and innovative, effective delivery systems.

The implementation of the Population Health Management program supports the mission and goals of Southeastern. Located in one of the most populated and fastest growing regions of the state, Southeastern has a strategic goal to provide competitive educational opportunities that attract diverse well-prepared students who progress and

graduate. The M.S. in Population Health Management program is essential to the mission of Southeastern by 1) contributing to a more diversified healthcare and public health workforce in Louisiana; 2) meeting the needs of the evolving healthcare and public health systems and services in Louisiana; 3) expanding the educational options for students in Louisiana who are interested in pursuing a career in the healthcare and public health profession; and 4) establishing collaborative partnerships that benefit faculty, students, and the University's service region. The proposed program expands upon existing resources to address an emerging healthcare and public health needs in the region; grows the institution's relationships with regional stakeholders; and, provides students with applied, data driven learning opportunities.

Valuable opportunities exist to align health sciences degrees with initiatives to broaden education in population health. Engaging graduate students at the interface of medical care and population health, provides rich opportunities for capstone, evidence-based learning opportunities.

4. Students

Summarize student interest/demand for the proposed program, and provide evidence (e.g., enr/completers of component courses or closely related minors, concentrations; details of program requests or interest surveys). Estimate expected enrollment (majors) in first three years, and justify expectations.

A review of existing and projected workforce needs, feedback from prospective employers, analysis of enrollment data at Southeastern, and analysis of enrollment trends in undergraduate Health Systems Management, Health Education and Promotion programs and other health sciences degree (e.g. Nursing, General Studies, Kinesiology, Social Work, Dietetic interns) serve as the basis for the projected enrollment in the proposed M.S. in Population Health Management degree program. A specific example is the recent announcement by the Commission on Dietetic Registration that starting January 2024, dietetic interns will need to obtain a combined internship with a Master's degree. We have been approached by the internship program at a local health system to partner with them to offer a M.S. degree for those interested in working in health care. An enrollment of 10 students a year is anticipated from that partnership.

Based on data that demonstrate an increasing need for mid-level positions in healthcare systems and services networks, we expect a high degree of interest in the M.S. degree program. It is projected Southeastern will award 10-20 degrees annually. This projection is based upon admissions, which can be accommodated with one full-time faculty member and lecturers from the community.

If approved, the proposed program is planned to begin in Fall 2020.

**Projected New Enrollment and Graduation Numbers,
Years 1-5**

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Enrollment	10	20	20	30	35	115
Graduation		10	20	20	30	80

5. Cost

Estimate new/additional costs of the projected program for the first five years, particularly for: faculty, equipment, software, facilities. Describe and explain expected funding sources, including needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program.

One new faculty line will be requested to support the implementation of the program at a salary range of \$60,000-\$65,000. Because the program is multidisciplinary, lecturers from a variety of healthcare backgrounds and experiences will be qualified to teach graduate level courses. An operating budget for \$2500 for this program will be requested to support annual office supplies and equipment. Currently, Southeastern employs Ph.D. faculty with expertise in Health Information Management, Health Policy, Health Systems Management, Epidemiology, Public Health, Health Education, and Health Management. Additionally, a large cadre of terminal degree practitioners with experience in practice is available to teach.

New costs will be covered by tuition and fees, reallocation of present institutional resources, obtaining new commitments and possibly the allocation of new state funds to support the program in the future.

CERTIFICATION:

Jana L. Solding
Chief Academic Officer

11/14/18
Date

Management Board

Date of Approval by Board

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 6, 2018

Item E.7. University of Louisiana at Lafayette's request for conditional (one-year) approval of a New Academic/Research Unit: Kathleen Babineaux Blanco Public Policy Center.

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette (UL Lafayette) requests conditional (one-year) approval of the Kathleen Babineaux Blanco Public Policy Center. The Center will be an independent, non-partisan interdisciplinary research center, bringing together experts from different academic departments to conduct research, analyze data, create white papers and apply for external funding to further public interest by gathering and disseminating information and analysis. With a partnership between the College of Liberal Arts and the Edith Garland Dupre Library, the Blanco Center aims to:

- Preserve and make available to the public the papers of the Kathleen Blanco administration housed in the Dupre Library archives, and promote research based on and related to the collection.
- Conduct data-driven, evidence-based, non-partisan transformational research primarily in the public policy areas emphasized by Governor Blanco during her long and distinguished career in state government: governmental ethics, criminal justice reform, poverty, workforce and economic development and opportunity, the role of women in politics, and education.
- Respond to the needs of state and local agencies, community leaders, lawmakers, and elected officials for data and analysis of current and pressing issues and problems in the above areas.
- Offer regular lectures, seminars open to the public, as well as workshops and training for professionals and public servants based on research and best practices in the Center's areas of interest.
- Provide policymakers, academics, students, the media, and the public with the information necessary to improve lives and communities all across Louisiana.

The proposed Center will draw on expertise from UL Lafayette faculty and other scholars from across the country who will focus on using research to improve the quality of life for the state's citizens. Louisiana stands to immeasurably benefit from progress in the areas of governmental ethics, criminal justice reform, poverty, workforce and economic development and opportunity, women in politics, and education. These are areas where new research, data-gathering and policy development are underway nationally, and where this research and best practices can contribute to the overall health and economy of our state. The Blanco Center begins to fill this need with the Blanco archives, which will provide a wealth of understanding from one of the most transformational periods in Louisiana history. Beyond the archives, the Center will provide

independent, unbiased public policy research and data collection that will inform decision-makers in Acadiana and across the state. While there are several public policy research centers in the state (e.g., UL Lafayette's Picard Center for Child Development and Lifelong Learning, LSU's Manship School of Mass Communication's Public Policy Research Lab, LSU's E.J. Ourso College of Business' Economics and Policy Research Group), none combines a historical and policy mission. In addition, none focuses on providing a breadth of data collection and analysis and policy research on the six critical areas noted.

A Director, along an Administrative Assistant, Program Coordinator, Archivist, Library Specialist, and Graduate Assistant will manage the functions of the Blanco Center. Space (6,000 sq. ft.) in the Dupre Library has been allocated for the Blanco Center. The University will provide financial support in the form of salary lines (and fringe) for staff positions. The Blanco Center has already benefited from \$1M in private gifts, and fundraising is ongoing. Private gifts and anticipated revenue from external funds (grants/contracts) will be more than sufficient to support maintenance of the Center as well as future growth.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Lafayette's request for conditional (one-year) approval of a New Academic/Research Unit: Kathleen Babineaux Blanco Public Policy Center.



University of Louisiana at Lafayette

OFFICE OF THE PRESIDENT

P. O. Drawer 41008
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Fax: (337) 482-5914
e-mail: president@louisiana.edu

November 15, 2018

Université des Acadiens

E 7

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

Dear Dr. Henderson:

This is a Request for Conditional (one-year) Approval of a New Academic/Research Unit, namely the Kathleen Babineaux Blanco Public Policy Center. Documents related to this request are attached.

Please place this item on the agenda for consideration at the December 2018 meeting of the Board of Supervisors.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Savoie", written over a large, stylized blue scribble.

E. Joseph Savoie
President

svc

Attachments

Request for Conditional (One-Year) Approval of a New Academic/Research Unit

1. **Name of Institution:** University of Louisiana at Lafayette
2. **Name of Proposed Unit:** Kathleen Babineaux Blanco Public Policy Center
3. **Name and Title of Administrator** (including contact information – email, phone, etc.):
Dr. Jordan Kellman, Dean, College of Liberal Arts
University of Louisiana at Lafayette
P.O. Box 43551
Lafayette LA 70504
Phone: (337) 482-6219
Fax: (337) 482-6195
e-mail: kellman@louisiana.edu
4. **Department or Academic Unit Responsible for the Unit:** College of Liberal Arts
5. **Date to Be Implemented:** August 1, 2019
6. **Date Approved by Management Board**

FORM A – PROPOSAL FORMAT

Part I – Description

A. Provide a description and set of objectives for the proposed unit.

The Kathleen Babineaux Blanco Public Policy Center will be an independent, non-partisan interdisciplinary research center, bringing together experts from different academic departments to conduct research, analyze data, create white papers and apply for external funding (grants/contracts) to further the public interest by gathering and disseminating information and analysis. With a partnership between the College of Liberal Arts and the Edith Garland Dupré Library, the Blanco Center aims to

1. preserve and make available to the public the papers of the Kathleen Blanco administration housed in the Dupré Library archives, and promote research based on and related to the collection.
2. conduct data-driven, evidence-based, non-partisan transformational research primarily in the public policy areas emphasized by Governor Blanco during her long and distinguished career in state government: governmental ethics, criminal justice reform, poverty, workforce and economic development and opportunity, the role of women in politics, and education;
3. respond to the needs of state and local agencies, community leaders, lawmakers, and elected officials for data and analysis of current and pressing issues and problems in the above areas;
4. offer regular lectures, seminars open to the public, as well as workshops and training for professionals and public servants based on research and best practices in the Center's areas of interest;
5. provide policymakers, academics, students the media and the public with the information necessary to improve lives and communities all across Louisiana.

B. Correlate objectives of the proposed unit with the role, scope, and mission of the institution.

The Role, Scope and Mission of the University of Louisiana at Lafayette, per the 2012 *Master Plan for Higher Education*, Appendix D, p. 70-71, includes

- *“...conducting research in...a variety of arts, sciences and Professional programs...”*. The Blanco Center’s objectives to conduct and promote research in the Blanco Archives and to conduct public policy research (1 and 2 above), clearly fit within this mission.
- *Addressing the audience of “Employers, both public and private – including school districts, health care providers, local governments, private businesses and community agencies seeking technical assistance and applied research.”* The Blanco Center’s mission and objectives to respond to the policy analysis needs of state agencies, offer regular professional development and public programming, and provide information to policymakers (3, 4, and 5 above) fit precisely this role and audience.
- *Helping “Economic Development Interests and entrepreneurs throughout the state.”* The Blanco Center’s aim to conduct and provide public policy research on “workforce and economic development and opportunity” (1 above) addresses this audience and its needs directly.
- *Serving “the community and region, by providing a broad range of academic and cultural activities and public events.”* By offering “regular lectures, seminars open to the public” on topics of public interest related to its research focus areas, the Blanco Center helps the University to fulfill this role.
- *Providing “Services specifically designed to meet the economic development needs of the state.”* By offering data and policy analysis and professional training opportunities in the area of economic development (2, 4 and 5 above), the Blanco Center helps the University to provide this service.

C. Address how the proposed unit will work with the local/regional economic development alliance to explore potential opportunities for collaboration.

Collaborating with the local/regional economic development alliance fits squarely within the mission of the Blanco Center as described above. UL Lafayette already collaborates extensively with Acadiana’s economic development partners, and will ensure that the Blanco Center embraces this collaboration from the outset. Dean of Liberal Arts Jordan Kellman has long served on and currently chairs the Lafayette City-Parish Consolidated Government’s International Center Foundation Board, which oversees the International Center whose primary purpose is international trade and tourism development. This board and the many economic development interests represented thereon will give the Blanco Center a direct connection to the region’s economic development needs and network. The College also regularly partners with the Lafayette Economic Development Authority in hosting public events and finding opportunities for collaboration between faculty and students and local businesses. The Blanco Center’s data gathering and analysis capabilities in the areas of workforce and employment would greatly enhance this partnership.

Part II – Need

A. Provide a rationale of need for the proposed unit.

Louisiana stands to benefit immeasurably from progress in the areas of governmental ethics, criminal justice reform, poverty, workforce and economic development and opportunity, women in politics, and education. These are areas where new research, data-gathering and policy development are underway nationally, and where this research and best practices can contribute to the overall health and economy of our state. The Blanco Center begins to fill this need with the Blanco archives, which will provide a wealth of understanding from one of the most transformative periods in Louisiana history. Beyond its archives, the Center will provide independent, unbiased public policy research and data collection that will inform decision makers in Acadiana and across the state.

While there are several public policy research centers in the state (UL Lafayette's Picard Center for Child Development and Lifelong Learning, LSU's Manship School of Mass Communication's Public Policy Research Lab, LSU's E.J. Ourso College of Business' Economics and Policy Research Group), none combines a historical and policy research mission, and none focus on providing a breadth of data collection and analysis and policy research on these critical areas. Outside the University system, the Public Affairs Research Council plays a critical role in analyzing and evaluating existing policy, and the Pelican Institute offers policy research from a free-enterprise, limited government viewpoint. The Blanco Center distinguishes itself from such entities by combining the resources of an academic center, drawing on faculty expertise and research in areas from economics to sociology, history to political science, archival research to criminal justice. No center serving the Southwestern part of the state exists to support such areas as public service, the criminal justice system, poverty and economic development, women in politics, and education with cutting edge research and data gathering, policy analysis, and professional development through white papers, seminars and workshops, and professional training opportunities.

As collection of reliable data on the Louisiana population and the many forces acting on it becomes more important and costly, there is an increasing need for an entity whose mission is to collect, house and analyze such data. Furthermore, there is often a disconnect in these areas between the efforts of university researchers and elected officials and law and policy makers. The expertise and knowledge within the University system is often not easily available to those outside the system, while the experience and insights of professionals, practitioners, lawmakers and elected officials too rarely informs academic study of the issues. The Blanco Center will bridge this gap by bringing the resources of the University of Louisiana at Lafayette and other institutions and the research community to bear on these issues and forging communication and collaboration between the University and the private and public sectors toward the shared goal of solving problems and moving the state forward. By bringing together faculty members from multiple areas and sponsoring and overseeing collaborative, interdisciplinary grant-funded projects and offering public, academic and professional programming, the Blanco Center will fulfill the need to bring insights and best practices to the businesses, lawmakers and elected officials of the region, state and nation.

Part III – Faculty

- A. List the primary faculty members who will work directly within the proposed new unit. Please provide vitae (the abbreviated vita form required for a Support Fund Initiative proposal is acceptable).**
- **JoAnne DeRouen**, Professor of Sociology, UL Lafayette. Research interests include: environmental sociology, disaster research, coastal community resilience, qualitative methodology, visual sociology, transdisciplinary research.
 - **David Khey**, Associate professor of Criminal Justice, UL Lafayette. Fields of expertise include crime and substance abuse, the prison pipeline, and grant funded social science research.
 - **Christie Maloyed**, Associate Professor of Political Science, UL Lafayette. Research interests include public political and civic participation, American political institutions.
 - **Michael Martin**, Professor of history, UL Lafayette. Research interests include modern U.S. history Louisiana political history, and Louisiana Studies.
 - **Liz Skilton**, Assistant Professor of history, UL Lafayette. Research fields include Louisiana history, hurricane Katrina, and disaster response across cultures.
 - **Gary Wagner**, Professor of Economics, UL Lafayette. Research interests include effects of economic policy and tax policy.
 - **Cheyron Woods**, Assistant Professor and Archivist/Head of Ernest J. Gaines Center, Dupré Library, UL Lafayette. Expertise in preservation, curation and dissemination of archival materials.

Part IV – Facilities and Equipment

- A. Briefly describe existing facilities (classrooms, laboratories, offices, etc.) available for the unit.**

A space of 6096 s.f. on the third floor of Dupré Library, UL Lafayette's main library, has been allocated for the Blanco Center, to include the Kathleen Blanco archives and the public policy center (preliminary architectural drawings are attached). The space will include offices for the director, assistant director, administrative assistant, and archivist, as well as a collaborative workspace and a public reading space. The Blanco Center will share the third floor with the Center for Louisiana Studies and the Ernest Gaines Center, two of UL Lafayette's most prominent humanities/social science research centers.

Part V – Administration

- A. Provide an administrative structure for the proposed unit, including reporting lines. A flow chart or diagram may be included.**

The attached organizational chart shows the proposed administrative structure of the center.

- B. Will the proposed unit significantly affect the present administrative structure of the campus? If so, explain.**

The proposed center will not significantly affect the present administrative structure of the campus.

Part VI – Budget

- A. Please provide a projected one-year budget, including sources and amounts of funding/revenue and costs/expenditures on the budget form (separate attachment).**

The Blanco Center will receive support from University funds in the form of salary lines for staff for the following positions (includes fringe):

Director	\$202,368
Administrative Assistant	\$ 52,240
Program Coordinator	\$ 74,618
Archivist	\$ 65,250
Library Specialist 3	\$ 37,537
Graduate Assistant	\$ 15,000

The Blanco Center has already benefited from \$1,024,145 in private gifts, and fundraising is ongoing. Another \$500,000 is anticipated over the Center's second year and \$100,000 in its third and fourth years.

The Blanco Center will begin applying for external funds to subsidize costs of research and operations immediately upon opening. Once fully operational, the Center will be largely focused on carrying out externally funded research, which will partially provide for the maintenance of the Center as well as future growth. Amounts provided below for grants/contracts are anticipated revenues.

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: University of Louisiana at Lafayette
Degree Program, Unit: Kathleen Blanco Public Policy Center

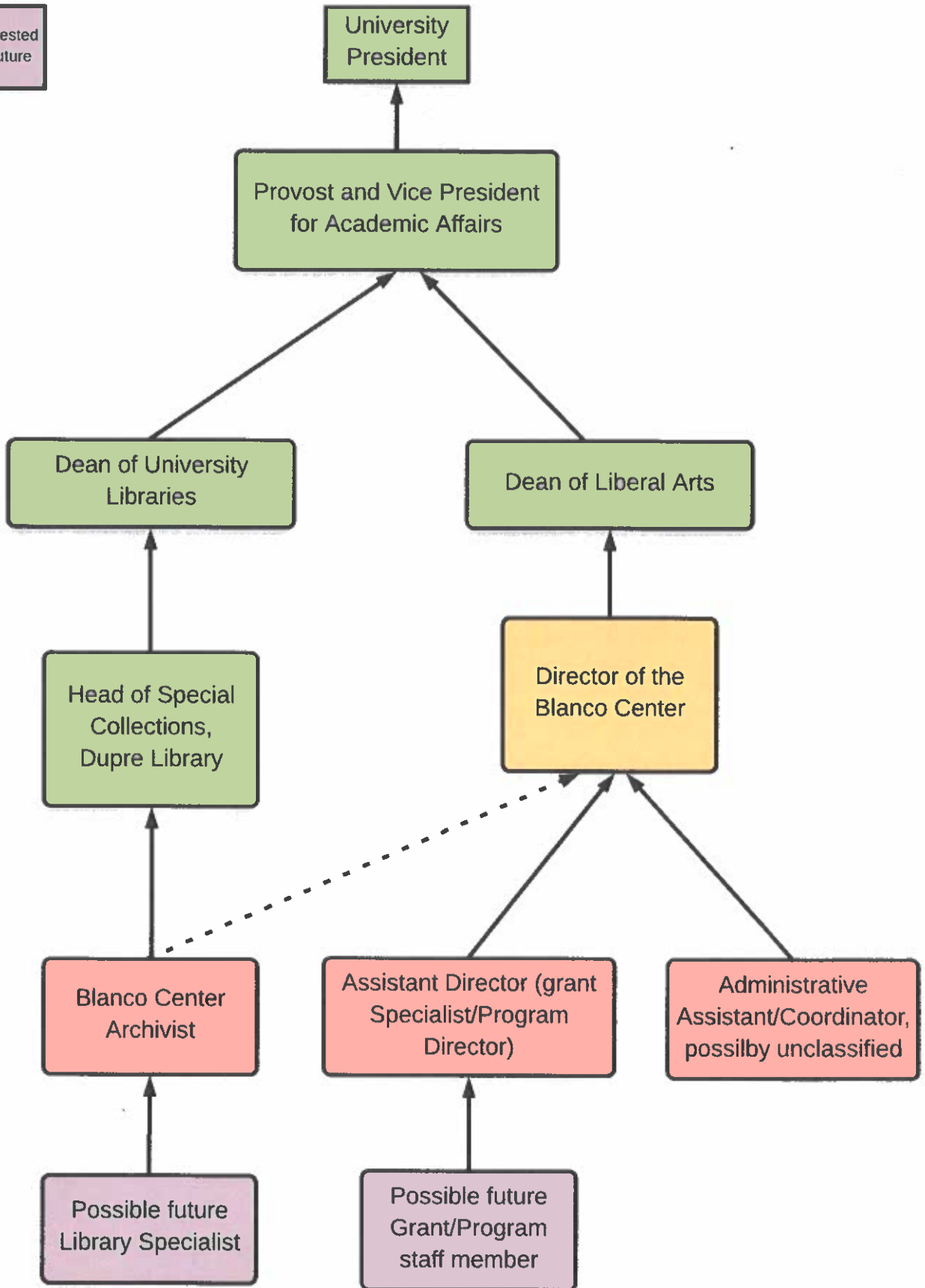
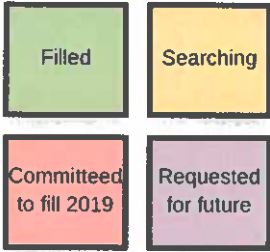
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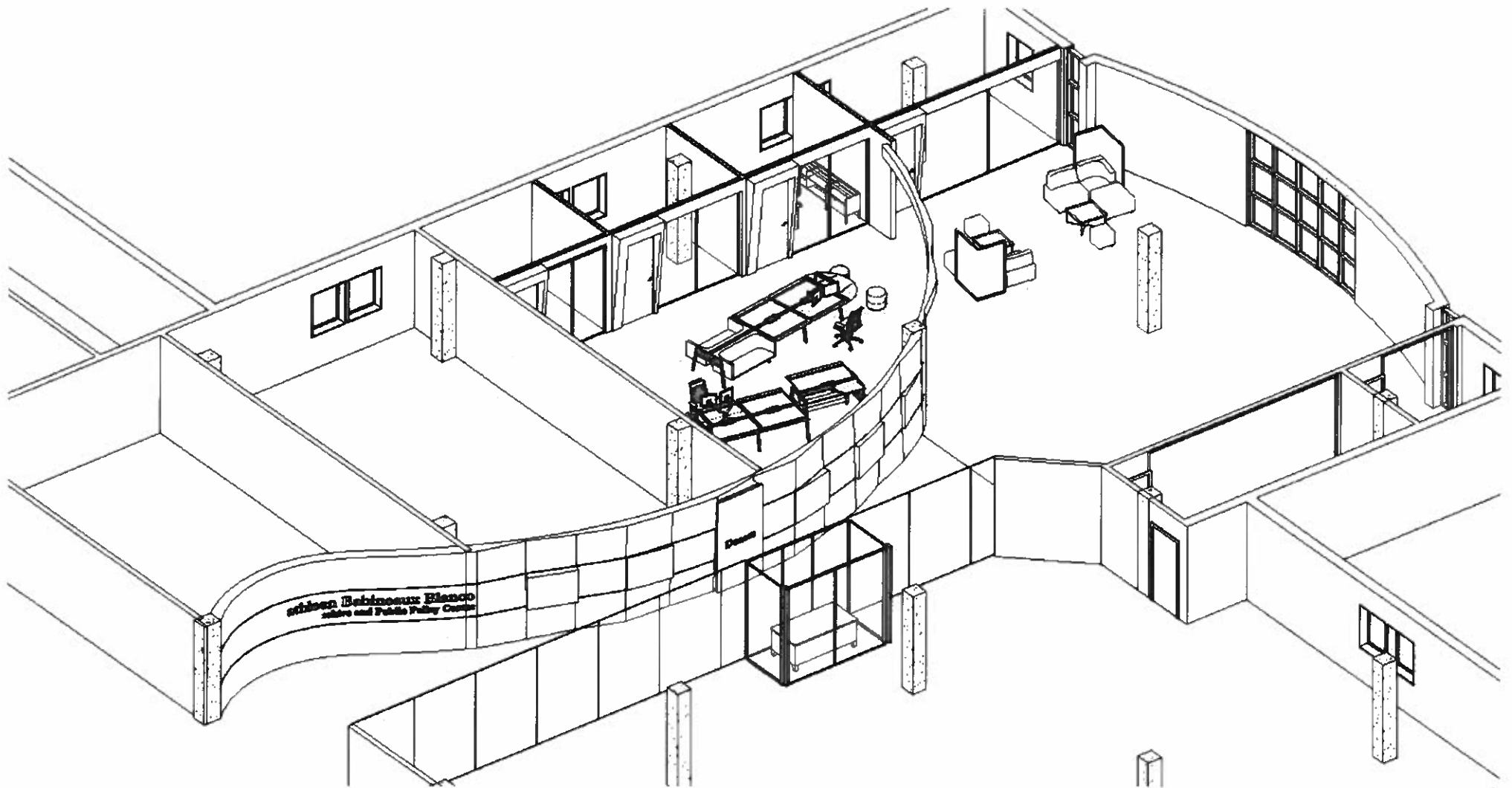
FTE = Full Time Equivalent (use the institution's standard definition and provide that definition).

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$0		\$0		\$0		\$0	
Graduate Assistants	\$15,000	1/2	\$15,000	1/2	\$15,000	1/2	\$15,000	1/2
Support Personnel	\$432,013	5	\$432,013	5	\$432,013	5	\$432,013	5
Fellowships and Scholarships	\$12,500		\$12,500		\$12,500		\$12,500	
SUB-TOTAL	\$459,513	5.5	\$459,513	5.5	\$459,513	5.5	\$459,513	5.5
	AMOUNT	AMOUNT	AMOUNT	AMOUNT				
Facilities	\$710,000	\$2,000	\$2,000	\$2,000				
Equipment	\$50,000	\$1,000	\$1,000	\$1,000				
Travel	\$5,000	\$5,000	\$5,000	\$5,000				
Supplies	\$5,000	\$3,000	\$3,000	\$3,000				
Program support	\$10,000	\$10,000	\$10,000	\$10,000				
SUB-TOTAL	\$780,000	\$21,000	\$21,000	\$21,000				
TOTAL EXPENSES	\$1,239,513	\$480,513	\$480,513	\$480,513				
REVENUES								
Revenue Anticipated From:	AMOUNT	AMOUNT	AMOUNT	AMOUNT				
*State Appropriations	\$0	\$0	\$0	\$0				
*Federal Grants/Contracts	\$50,000	\$100,000	\$100,000	\$100,000				
*State Grants/Contracts	\$50,000	\$100,000	\$100,000	\$100,000				
*Private Grants/Contracts	\$1,024,145	\$500,000	\$100,000	\$100,000				
Expected Enrollment	N/A	N/A	N/A	N/A				
Tuition	0	0	0	0				
Fees	0	0	0	0				
*Other (specify)								
TOTAL REVENUES	\$1,124,145	\$700,000	\$300,000	\$300,000				

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

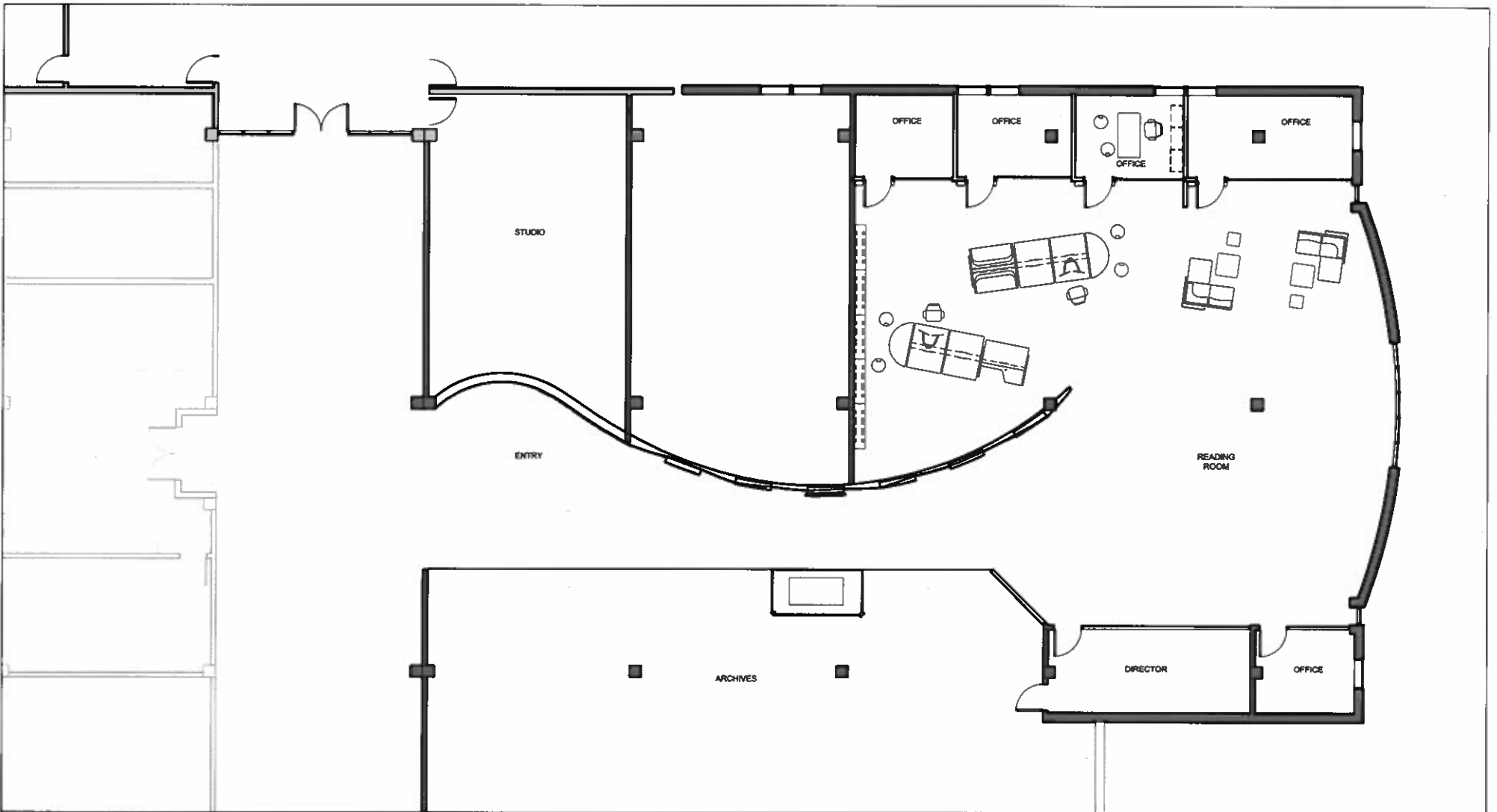
Kathleen Babineaux Blanco Public Policy Center
University of Louisiana at Lafayette
Tentative Organizational Chart
November, 2018





UNIVERSITY OF LOUISIANA LAFAYETTE
Dupre Library - Kathleen Blanco Policy Research Center

Date: 1/28/18



UNIVERSITY OF LOUISIANA LAFAYETTE
 Dupre Library - Kathleen Blanco Policy Research Center

FLOOR PLAN

Sheet Number: A101

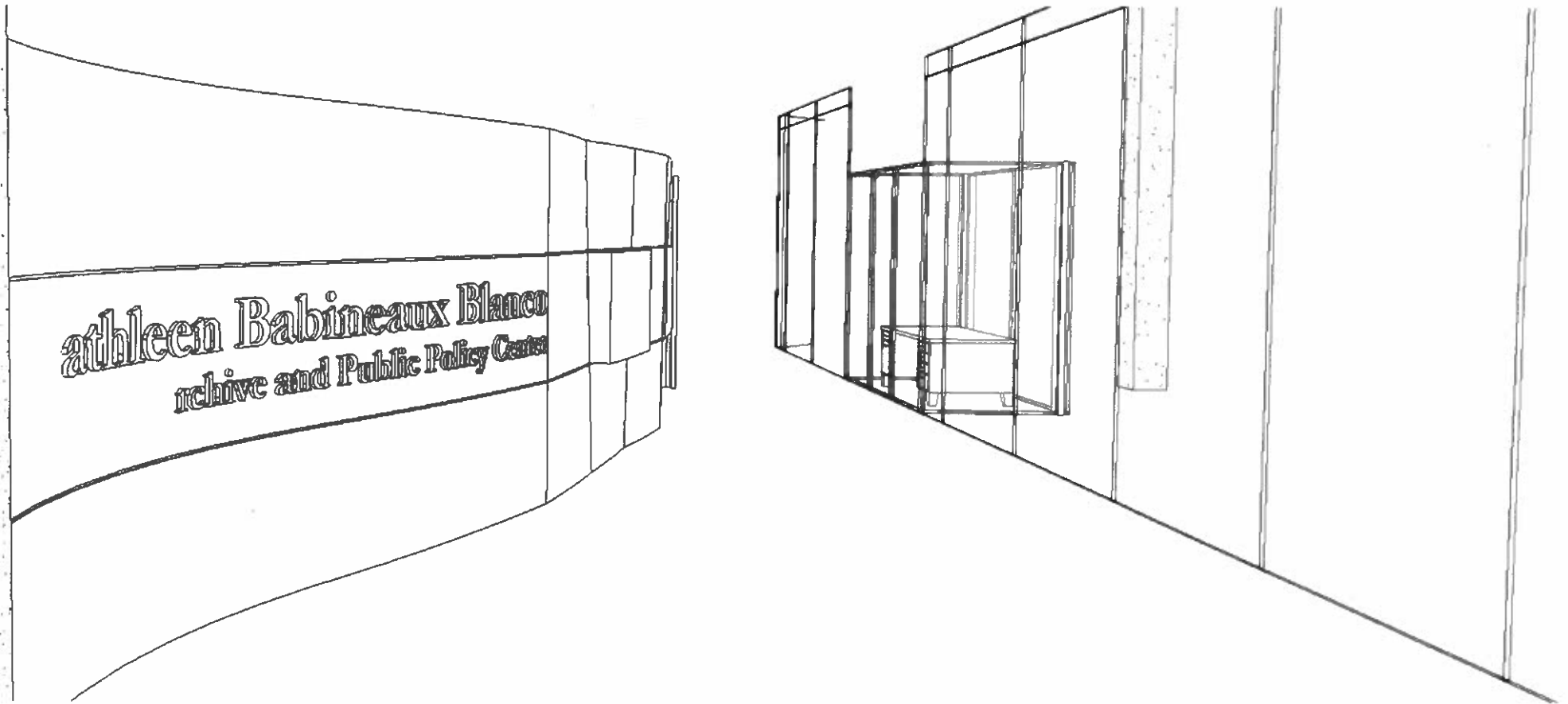
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Date: 1/26/18



UNIVERSITY OF LOUISIANA LAFAYETTE
Dupre Library - Kathleen Blanco Policy Research Center

Date: 1/26/18



UNIVERSITY OF LOUISIANA LAFAYETTE
Dupre Library - Kathleen Blanco Policy Research Center

Date: 1/26/18

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 6, 2018

Item E.8. University of Louisiana at Monroe's request for approval of a Memorandum of Understanding with Acharya Institutes, India.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to enter into a Memorandum of Understanding (MOU) with Acharya Institutes (AI) in Karnataka, India. The proposed MOU will promote activities in the following areas:

- Exchange of students;
- Exchange of faculty and administrative staff;
- Collaborative research projects, lectures, symposia, seminars, workshops or similar endeavors;
- Exchange of academic information and materials; and
- Collaboration in instructional programs.

The University has similar agreements with universities in Korea, China and Japan and now seeks to expand global opportunities for engagement to their students and faculty. The proposed MOU would span a five-year period with the option for renewal by mutual consent for an additional five years.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval of a Memorandum of Understanding with Acharya Institutes, India.



Office of the President

Library 632

700 University Avenue | Monroe, LA 71209

P 318.342.1010 | F 318.342.1019

November 14, 2018

EC

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

Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) requests approval of its attached memorandum of understanding with Acharya Institutes in India.

ULM has similar agreements with universities in Korea, China, and Japan and seeks such arrangements to provide global opportunities for engagement to our students and faculty. Given today's ease of travel and communication, broadening such experiences is beneficial.

Acharya Institutes has particular interest to us since one of our pharmacy faculty members visited there last month and presented some of his research results in an invited talk. The administrators and faculty members of Acharya's B. M. Reddy College of Pharmacy were excited by this presentation and wish to collaborate. This agreement establishes a baseline relationship for such work, and I feel certain it will be amended in the future as stronger ties develop and more opportunities for collaboration become evident.

Thank you for consideration of our request.

Sincerely,

Nick J. Bruno, Ph.D.
President

Enclosure

#TAKEFLIGHT

MEMORANDUM OF UNDERSTANDING

BETWEEN

ACHARYA INSTITUTES, INDIA

AND

UNIVERSITY OF LOUISIANA MONROE, U.S.A.

For the betterment of all participating organizations, in recognition of their common interests in developing bilateral relations, and convinced that cooperation between institutes of higher learning contributes to cultural enrichment, scientific progress, and the consolidation of friendship between Acharya Institutes (hereinafter AI), Karnataka, India, and the University of Louisiana Monroe (hereinafter "ULM"), Monroe, Louisiana, the United States of America, agree to the following Memorandum of Understanding (MOU).

I

This agreement will promote activities in the following areas:

- Exchange of students
- Exchange of faculty and administrative staff
- Collaborative research projects, lectures, symposia, seminars, workshops, or similar endeavors
- Exchange of academic information and materials
- Collaboration in instructional programs

II

Specific mechanisms for the implementation of particular cooperative and collaborative activities shall be established and described in writing by the responsible authority of each institution prior to the initiation of any program or activity.

III

1. All activities developed under the auspices of this MOU will comply with the procedures, policies, and practices of each institution as well as the law and regulations of India and AI the United States of America, and the State of Louisiana.
2. Both institutions acknowledge that the visit by faculty and students from one institution to the other shall be subject to the entry and visa regulations of each country and shall comply with the regulations and policies of AI and ULM.

3. Neither university shall in any way be responsible for students' liabilities, personal costs, travel expenses, accommodation fees, living expenses, insurance premiums, cost of textbooks and any other educational expenses.

IV

1. This Agreement is established for a period of five (5) years, effective on the date of its signing.
2. In order to enhance the efficacy of their cooperative activities, AI and ULM agree that it shall be possible to introduce changes and additions to the MOU by means of mutually agreed upon additional written clauses.
3. At the end of each five-year period, this MOU may be renewed by mutual written agreement for an additional five years. A minimum period of six months notice will be required from either party wishing to terminate the MOU at any other time. In the event of termination, all commitments to students participating in the program will be honored by relevant parties.

SIGNED BY:

.....
Jayadiit Reddy
Director-International Collaborations
Acharya Institutes

.....
Nick J. Bruno
President
University of Louisiana at Monroe

.....
DATE

.....
DATE

http://www.acharya.ac.in/pharmacy/principal_message.php



Acharya Institutes

- admissions@acharya.ac.in
- +91-80-2372 2222
- [Apply Now](#)

Acharya & B M Reddy College of Pharmacy

Mr. B. Premnath Reddy, a visionary with a passion for service founded the JMJ Education Society. Inspired by his father, Mr. B.M. Reddy's active involvement in the pharmaceutical services he established 'Acharya and B M Reddy College of Pharmacy' during 1992, located at Soldevanahalli, Bangalore. The campus has been designed in such a way it is unique, student centric, with spacious, airy and well lit Class-rooms with projector facility, Seminar Halls and Laboratories. It has an impressive Olympic size stadium for all track and field and cultural events with an expansive green – grove. The campus is so eco- friendly in every way that it has got rainwater harvested lake and water treatment plant. It is a fully Wi-Fi enabled campus and it is complete with a vibrant student activity centre, canteen and residential halls.

As Mahatma Gandhi quotes **"What is really needed to make democracy function is not knowledge of facts, but right education"**, Acharya and B M Reddy College of Pharmacy has been giving equal priority to every individual.

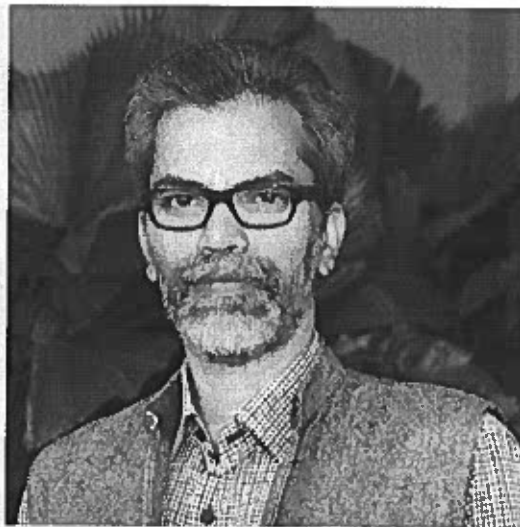


Vision

"Acharya Institutes is Committed to the cause of value-based education in all disciplines, envisions itself as a fountainhead of innovative human enterprise, with inspiration initiatives for Academic Excellence".
Mission

"To ensure, planned development of Pharmacy Education consistent with the Policies of the State and Nation. We are committed to providing need based, Quality Pharmaceutical Technical and Professional Human Resources to the Industry, Business and Community".

Acharya & B M Reddy College of Pharmacy



Dr. Divakar Goli

Principal

Warm Greetings from Acharya and B M Reddy College of Pharmacy! A visionary with a passion for service Mr. B. Premnath Reddy founded the JMJ Education society and established Acharya Institutes in 1991 with polytechnic. Encouraged by his father Mr. B.M. Reddy's involvement with pharmaceutical services he established 'Acharya & B M Reddy College of Pharmacy' during 1992.

In short, Acharya & B M Reddy College of Pharmacy offers a wealth of opportunities to students.

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 6, 2018

Item E.9. University of Louisiana at Monroe's request for review and approval of the University's Mission Statement.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests review and approval of the University's Mission Statement: "*ULM seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education.*" The Mission Statement established by ULM is reflective of the role, scope and core values of the University and serves as a guiding principle as ULM seeks to assume a place of preeminence among public universities while respecting its history and traditions.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for review and approval of the University's Mission Statement.

November 29, 2018

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

Dear Dr. Henderson:

Dr. Mary Kirk, SACSCOC Vice President assigned to the University of Louisiana Monroe, was on campus for an Advisory Visit yesterday and today in preparation for the on-site reaffirmation team visit March 18-21, 2019. She reviewed with us the comments from the off-site reviewers and suggested that ULM needs to resolve the finding of non-compliance on Standard 4.2.a. prior to submission of the Focused Report in late January 2019.

Reviewers Comments: *The institution provided the following statements concerning the review of the mission: "The role, scope, and mission statements of Louisiana universities are not often changed by the Board of Regents. Any changes must consider the state "mix" of institutions with specific role and scope functions. Any university that wishes to pursue a change to the existing mission would request for this matter to be presented to the Board of Regents. An event which might trigger a review of the mission of an institution is the addition of programs or a review that is called for by the Louisiana Board of Regents." However, no definite mechanisms were presented in the narrative to describe the expectation of ensuring regular review of the mission outside of a triggering event. The Off-Site Reaffirmation Committee found no evidence of regular governing board review of the mission.*

The institution should provide evidence to support the institution's governing board ensures the regular review of the institution's mission.

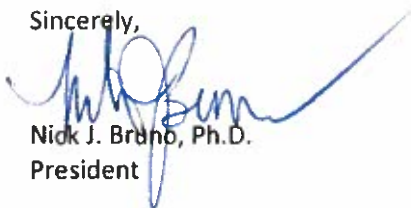
It is the request of ULM, therefore, that the UL System Board of Supervisors review and approve ULM's Mission Statement at its December 6, 2018 meeting: *"ULM seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education."*

SACSCOC also requires that the UL System and Board of Regents draft policy that explicitly requires periodic review and approval of institutions' mission statements on a specified schedule as required in SACSCOC Standard 4.2.a. It is my understanding that Dr. Jeannine Kahn is working on this for the January meeting.

Thank you for your consideration of these requests for both approval of ULM's mission statement and developing policy for regular review of institutions' mission statements.

Please contact me if you have any questions.

Sincerely,



Nick J. Bruno, Ph.D.
President

Request for addition of agenda item to the December 6, 2018 Board of Supervisors meeting

As part of the reaffirmation of accreditation process, ULM recently received the off-site review committee's report. A comment on one standard requires board action related to ULM's mission statement (details provided below).

SACSCOC Standard information

4.2.a Mission Review

The governing board ensures the regular review of the institution's mission.

Judgment: Non-Compliance

SACSCOC Committee response

The institution provided the following statements concerning the review of the mission: "The role, scope, and mission statements of Louisiana universities are not often changed by the Board of Regents. Any changes must consider the state "mix" of institutions with specific role and scope functions. Any university that wishes to pursue a change to the existing mission would request for this matter to be presented to the Board of Regents. An event which might trigger a review of the mission of an institution is the addition of programs or a review that is called for by the Louisiana Board of Regents." However, no definite mechanisms were presented in the narrative to describe the expectation of ensuring regular review of the mission outside of a triggering event. The Off-Site Reaffirmation Committee found no evidence of regular governing board review of the mission.

The institution should provide evidence to support the institution's governing board ensures the regular review of the institution's mission.

Dr. Mary Kirk, ULM's assigned SACSCOC Vice President, advises ULM should request review by the Board.

Request and Recommendation

Request addition of agenda item to the December 6, 2018 board meeting to review and approve ULM's mission statement: *"ULM seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education."*

Recommend the UL System and Board of Regents draft policy that explicitly requires periodic review and approval on a specified schedule as required in SACSCOC Standard 4.2.a.

Information for Reference

“Middle Tennessee State University Board of Trustees Policy : Reservation and Delegation of Authority”

Section 2. Reservation of Authority 2.1 The Board reserves to itself all authority necessary to carry out its legal and fiduciary duties and responsibilities, to include the authority to set the overall direction of the Institution. The Board shall exercise its authority consistent with state law, and Board and University policies. No authority that the Board reserves to itself shall be exercised by any other person or body unless expressly authorized by Board policy or directive. The Board shall retain authority over matters unless otherwise specified as a delegation to the President.

2.2 The Board reserves the following authority, to include the review and approval of any University policies implementing these actions:

- 1. To periodically review and approve the University’s mission, vision, and strategic direction, and approve plans for their attainment, implementation and evaluation.*
- 2. To conduct its business, create committees, set its agenda and meeting schedule, require reports from executive officers and employees, hear appeals, and establish policies and procedures providing for it to do such.*
- 3. As required by law, to adopt, amend or repeal administrative rules pursuant to the Administrative Procedures Act, T.C.A. §4-5-101, et. seq.*
- 4. To approve the annual operating and capital budgets for the University; and, to approve requests for issuance of any bonds pursuant to state statute.*
- 5. To establish or abolish academic colleges, divisions, schools, and departments. The Board will receive reports prior to the establishment of any additional institutional centers/academic units.*
- 6. To approve the establishment or discontinuation of degree programs and academic majors.*
- 7. To select, appoint and annually assess the performance of the chief executive officer of the University, the President, and confirm his/her salary and benefits.*

<https://www.mtsu.edu/boardoftrustees/policies.php>

UT System Board of Regents Schedule for the Periodic Review of Institutional Mission Statements

Institution	SACSCOC Reaffirmation Year	Date of BOR review of mission statements
UT El Paso	2016	
UT Arlington	2017	May 2017
UT Rio Grande Valley	2017	May 2017
UT Austin	2018	May 2017
UT Dallas	2018	May 2017
UT Medical Branch	2018	August 2017
UTHSC San Antonio	2018	August 2017
UT Southwestern	2019	May 2018
UT Permian Basin	2020	May 2019
UT San Antonio	2020	May 2019
UT Tyler	2020	May 2019
UTHSC Houston	2020	May 2019
UTMDACC	2020	May 2019
UTHSC Tyler	2020	May 2019
UT El Paso		May 2020
UT Arlington		May 2021
UT Rio Grande Valley		May 2021
UT Austin		May 2021
UT Dallas		May 2021
UT Medical Branch		May 2021
UTHSC San Antonio		May 2021
UT Southwestern		May 2022
UT Permian Basin		May 2024
UT San Antonio		May 2024
UT Tyler		May 2024
UTHSC Houston		May 2024
UTMDACC		May 2024
UTHSC Tyler		May 2024
UT El Paso	2026	May 2025
UT Arlington	2027	May 2026
UT Rio Grande Valley	2027	May 2026
UT Austin	2028	May 2027
UT Dallas	2028	May 2027
UT Medical Branch	2028	May 2027
UTHSC San Antonio	2028	May 2027
UT Southwestern	2029	May 2028
UT Permian Basin	2030	May 2029
UT San Antonio	2030	May 2029
UT Tyler	2030	May 2029
UTHSC Houston	2030	May 2029
UTMDACC	2030	May 2029
UTHSC Tyler	2030	May 2029

<https://www.utsystem.edu/sites/default/files/Mission%20statement%20review%20schedule%2003-27-2017.pdf>

**Middle Tennessee State University
Board of Trustees Policy
Reservation and Delegation of Authority**

Section 1. The Middle Tennessee State University Board of Trustees (Board) is vested with the power and authority to govern Middle Tennessee State University (University). The Board reserves to itself certain powers and authority, and may delegate authority as provided for in state law, the Board Bylaws and as set forth in Board or University policy.

Section 2. Reservation of Authority

2.1 The Board reserves to itself all authority necessary to carry out its legal and fiduciary duties and responsibilities, to include the authority to set the overall direction of the Institution. The Board shall exercise its authority consistent with state law, and Board and University policies. No authority that the Board reserves to itself shall be exercised by any other person or body unless expressly authorized by Board policy or directive. The Board shall retain authority over matters unless otherwise specified as a delegation to the President.

2.2 The Board reserves the following authority, to include the review and approval of any University policies implementing these actions:

1. To periodically review and approve the University's mission, vision, and strategic direction, and approve plans for their attainment, implementation and evaluation.
2. To conduct its business, create committees, set its agenda and meeting schedule, require reports from executive officers and employees, hear appeals, and establish policies and procedures providing for it to do such.
3. As required by law, to adopt, amend or repeal administrative rules pursuant to the Administrative Procedures Act, T.C.A. §4-5-101, et. seq.
4. To approve the annual operating and capital budgets for the University; and, to approve requests for issuance of any bonds pursuant to state statute.
5. To establish or abolish academic colleges, divisions, schools, and departments. The Board will receive reports prior to the establishment of any additional institutional centers/academic units.
6. To approve the establishment or discontinuation of degree programs and academic majors.
7. To select, appoint and annually assess the performance of the chief executive officer of the University, the President, and confirm his/her salary and benefits.

8. To approve the award of tenure and promotion for faculty.
9. To approve the appointments and compensation of Vice Presidents and other executives reporting directly to the President; and, Chairs of Excellence, including interim appointments. The Board will be apprised during the annual budget process of all new positions added to the organizational structure;
10. Consistent with state statute and Tennessee Higher Education Commission (THEC) policy, to approve student admission standards and graduation requirements.
11. To authorize the awarding of degrees, including the awarding of honorary degrees.
12. To establish tuition rates and mandatory fees consistent with THEC approved ranges; and, to approve non-mandatory fees, and room and board fees.
13. To define and set in-state and out-of-state residency requirements consistent with statute.
14. To retain responsibility for the expenditure of state funds by the University and its agents and employees.
15. To approve a campus master plan or amended campus master plan.
16. To approve the acquisition or disposal of properties not identified in the MTSU Master Plan.
17. To approve a required "program statement" that shall be prepared for all capital outlay construction projects requiring approval by the State of Tennessee prior to implementation of the project. The Board will also approve major renovations with budgets totaling more than \$500,000 in agreement with State Building Commission policy.
18. To approve capital project requests, as defined by state statutes and which require approval by the Tennessee General Assembly, prior to the request of funds. This will require the University to prepare and submit an annual Capital Budget Request to the Board for approval before submission to THEC.
19. To approve funding priorities to be presented to the legislature and, where appropriate, determine institutional priorities and significant public policy and advocacy positions
20. To receive, accept and approve all non-cash gifts in kind as follows:

- a. Gifts of real property or any permanent interest in real property;
 - b. Gifts that require an obligation to fund current or future expenditures for which there is no established or approved funding source;
 - c. Gifts that require construction/renovation of facilities not previously authorized by the University;
 - d. Gifts that substantially increase liability, commitments or risk;
 - e. Gifts that require State approval;
21. To approve the appointment of the Director of Audit and Consulting Services; review auditing proposals, select the external auditors and approve the University's contract with the external auditors. The Board will receive and accept summaries of internal audit and compliance reports.
22. To approve the naming of buildings, grounds and other identifiable physical features of the University, or to revoke such names.

2.3 Delegation to the President.

1. The President shall be the chief executive officer of the University. Subject to the ultimate authority of the Board, the President is delegated the authority necessary and appropriate for the efficient administration of the University and its programs, including the establishment of policies and procedures for the educational programs and operations of the University, except where the Board has reserved specific authority pursuant to the Bylaws and this policy as enumerated above. The discretionary powers of the President shall be sufficiently broad to enable him/her to discharge these responsibilities.
2. Unless otherwise restricted by specific Board policies or directives, the President may delegate general executive management and administrative authority to other executive officers and employees as necessary and prudent, including authority to execute contracts and other legal documents. The President may condition, limit, or revoke any presidential authority so delegated. Notwithstanding any delegation, the President remains responsible for the proper functioning of the University.
3. The President shall carry out all rules, orders, directives, and policies established by the Board, and shall approve and implement all other policies and standards for the management of the University.
4. The organizational structure of the University will be established by the President except as otherwise specifically determined by the Board.
5. The President shall notify the Board of any matter that significantly involves the authority and role of the Board, including its fiduciary, oversight and public accountability responsibilities.

6. The President is authorized to negotiate and execute contracts on behalf of the University, including the aggregation of all contract extensions and renewals consistent with the policies and direction of the Board.
7. The President is authorized to name identifiable sub-units or components of campus facilities.
8. The President may hire all employees of the University and, within budgetary limitations, fix their salaries, and approve promotions, transfers, leaves of absence, and removal of personnel pursuant to the requirements of MTSU policies and subject to such prior approval or confirmation as the Board may require. The President is authorized to further delegate appointing authority to the Vice Presidents or other designees.
9. The President of the University shall have the authority to negotiate banking and credit card services to periodically open and close bank accounts and to purchase and sell investments. The President may delegate this authority to other administrative officers.
10. The President is authorized to act for the Board regarding all matters concerning grants and contracts for research, development, service and training.
11. The President is authorized to act for the Board in the management of the student body and other matters incident thereto, except for the establishment of rules and policies regarding student conduct.
12. The President is delegated the responsibility for the administration of the athletics program and mandates that the program operate with integrity and in full compliance with all applicable rules and regulations.
13. The President is authorized to confer academic and honorary degrees, within the guidelines of the Board.
14. The President is authorized to establish a reserve officers training corps unit, to execute and deliver bond, with or without surety, in such manner and on such terms and conditions as may be required by the United States, for the care and safekeeping of the transportation, animals, arms, ammunition, supplies, tentage, and equipment that may be necessary or desirable for the operation, conduct and training of any reserve officers training corps units of the armed forces of the United States authorized by law at any time.
15. The President is authorized to act for the Board regarding the execution and administration of instruments and the general business and financial affairs of the University that occur in the usual course of business except as otherwise provided in the Board Bylaws.

16. The President is authorized to approve the acquisition or disposal of real property in the ordinary and usual course of business as described by the MTSU Master Plan for the University, subject to other approvals that may be required.
17. The President is authorized to act for the Board regarding all legal action necessary to protect the interests of the University.
18. In the event of an emergency or in the event immediate action is in the best interests of the University, the President, after consultation with the Board Chair, is authorized to act, pursuant to authority otherwise available but for this Delegation of Authority.

Effective Date: June 5, 2017.

Revisions: None.